LEADERSHIP SKILL DEVELOPMENT

Level of studies	*Graduate*
Number of credits	*6 ECTS*; *36 class hours, 124 hours of self-study, 2 hours of consultation*
Prerequisites	*Undergraduate diploma*
Language of instruction	*English*

THE AIM OF THE COURSE

In today's fast-paced world, leaders have to possess various skills to enable them to deal with the volatile, uncertain, complex and ambiguous business environment. This course is designed to provide students with crucial skills and capabilities to perform individually and as a team and achieve organisational goals. This module enhances and activates student transition from a follower to a leader by equipping them with the practical skills, tools, and knowledge required to succeed as a global leader. In order to help students to succeed as global leaders, this module also offers each student four individual coaching sessions throughout the semester to help students to embed their skills and achieve their career goals.

LEARNING OUTCOMES

Course learning outcomes (CLO)	Study methods	Assessment methods
CLO1. Apply critical analysis to evaluate complex information, problems and concepts	Lectures, debates, reflection, in-class tasks	Group project, Reflective journal,
CLO2. Identify challenges and resolve global problems as an innovative leader	Lectures, discussion, individual study, case studies	Group project
CLO3. Develop core leadership skills required to generate value to your organisation	Lectures, individual study, home assignments, presentation	Reflective journal
CLO4. Develop the ability to build, motivate and manage intercultural, high-performing teams	Lectures, group work, discussion,	Group project
CLO5. Assimilate, process and disseminate business data to different audiences in a compelling manner	Lectures, teamwork, individual study, coaching	Elevator pitch

ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

COURSE OUTLINE

Topic	In-class hours	Readings
Introduction to the course. Emotional intellect. IQ versus EQ in the organisational context. Sense-making, relating, visioning and inventing leadership capabilities.	4	Goleman (2019). The Emotionally Intelligent Leader (selected pages)
Coaching. Creating value to organisation, team and individuals through being 'leader as a coach'. **Coaching session 1.** Enhanced experiential learning activity for students through individual coaching.	4	Antonioni, D. (2000) "Leading, managing and coaching." Industrial Management 42(5): 27-33 Quinn et al. (2015) pp. 58-72
Global business protocols. Understanding how interconnected and international environment change business practices and protocols. Business etiquette.	4	Selected videos and practitioner articles

Managing a global team. Understanding the difference between Teamwork and Teaming. Team development cycle. Global, cultural and situational factors when creating high-performing teams. **Coaching session 2.** Enhanced experiential learning activity for students through individual coaching.	4	Kniffin et al. (2021). COVID-19 and the workplace Hofstede, G. (2011). Dimensionalising cultures
Public speaking. Underpinning key elements of a good speech. Public speaking frameworks, verbal and non-verbal signals.	4	Selected videos and practitioner articles
Negotiation and Persuasion. Developing negotiation and persuatin skills. Negotiation in teams and organisational units. Learning how culture, situation and context impacts negotiation outcomes. Conflict resolution. **Coaching session 3.** Enhanced experiential learning activity for students through individual coaching.	4	Voss (2016). Never Split the Difference (selected pages)
Problem solving and critical thinking. Dealing with global problems, issues and uncertainties. Managing uncertainty through scenario planning. Resilience, managing stress and mindfulness.	4	Walton, G. (2009). Chapter 6. Managing uncertainty through scenario planning.
Decision making. Decision-making frameworks for leaders. Dealing with heuristics. Listening skills. Applying systems and value-driven approaches to decision making. **Coaching session 4.** Enhanced experiential learning activity for students through individual coaching.	4	Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases.
Elevator pitch. The session for elevator pitches.	4	N/A
	Total: 36 hours	

FINAL GRADE COMPOSITION

Type of assignment	Self-study hours	% of the total grade
Group project	34	30%
Elevator pitch	40	30%
Reflection journal	50	40%
Total:	**124**	**100**

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

Assessment 1. Group project.

As a group, you will be asked to solve a global organisational problem together. The 'problem' will differ from team to team, however, all 'problems' will be based on the globalised, highly international environment in which leaders have to operate. Examples of the 'global problems': encouraging diversity and inclusion in the organisation; setting the organisational culture 'from the top'; international merger with a company from a different cultural environment. You might also choose to work on a global problem that a company you currently work for is experiencing (this option requires approval from your lecturer).

You will be asked to 'solve' the problem ensuring that different perspectives are covered (i.e., leader's, HR practitioner's, employee's, other relevant stakeholders). The outcome of the group project is a 1500 word report (without references), clearly explaining the problem, the proposed solution(s), justifying the course of action that is being proposed and overviewing different perspectives.

Writing style: please write in an academic, clear, compelling manner. Avoid using personal pronouns (i.e., 'I', 'my'). APA referencing style should be used.

The assessment should be submitted electronically before the assigned due date.

Assessment 2. Elevator pitch.

An elevator pitch is a brief, persuasive speech that you use to spark interest in what your organisation does. You can also use them to create interest in a project, idea, or product – or in yourself. A good elevator pitch should last no longer than a short elevator ride of 20 to 30 seconds, hence the name.

For this assessment, you will have to deliver an 'elevator pitch' lasting 30-60 seconds. You will have 3 attempts to deliver your pitch. After each attempt, you will get brief feedback to improve your pitch. Only the best pitch out of three will be scored.

You can choose the topic of your pitch: selling a project or an idea, asking people to donate money for a good cause or join your sports team, or selling yourself as the best candidate for the job.

Prior to your elevator pitch, you should submit a 1-page document with lists your topic, key bullet points ('structure') of your pitch and describe the audience to which you intend to pitch.

Assessment 3. Reflective journal.

As part of the module, you will learn a number of skills through workshops, readings and mentoring. One of the key aims of this module is your development as a leader. Therefore, as your last assessment, you will be asked to reflect on your development as a leader. You have some freedom to choose the main learning points that you want to discuss in your journal, however, your reflection should also indicate two or more of the following:

1. What new information you learned.
2. How the reading/other material accords with your personal or professional experience and/or your future aspirations.
3. How you might change the way you work based on what you learnt.
4. Whether what you learned has made you think differently about people, work performance, or leadership and/or management.
5. How you think some aspects might be applied in your current workplace or other professional activities.
6. Have any of your assumptions, ideas or thoughts were challenged, and if so, how.
7. What is your 'plan' for future development as a leader.

You can sub-divide your reflection into themes where each theme reflection should be between 150-250 words, and the total reflective journal should be no more than 1000 words in total (not including any cover page or reference list).

Writing style: Please write the Learning Journal in a clear, uncomplicated, style. The first person tense ("I", "me") is both appropriate and encouraged because you are being asked to write about your thoughts and learning. The Learning Journal may include references.

The assessment should be submitted electronically before the assigned due date.

RETAKE POLICY

There are no retakes for any of the assessments above, however, extensions can be granted with the permission of your lecturer. In case you cannot attend the scheduled elevator pitch class, a new date might be agreed with the permission of your lecturer.

ADDITIONAL REMARKS

Class Participation: It is expected that you will actively participate in class discussion, debates and other activities.

Assistance: Do not ever hesitate to request assistance with anything you do not understand.

Class Conduct/Professional Behavior: Students are expected to behave in a manner conducive to an educational setting in the classroom. Inappropriate behavior will result in the student being asked to leave the class. In addition, students contacting the public (including, but not limited to, research for your project) are expected to act in a professional manner – keeping appointments, dressing appropriately if personal interview, being respectful of the publics' time, etc.

Deadlines and Details: Meeting deadlines and taking care of details are of extreme importance. Therefore, for all assignments that are not turned in on time a grade of "0" will be given.

REQUIRED READINGS

1. Antonioni, D. (2000) "Leading, managing and coaching." Industrial Management 42(5): 27-33
2. Quinn, Robert, Sue Faerman, Michael Thompson, Michael McGrath, and Lynda St. Clair. (2015). 6th ed. New York, NY: Wiley & Sons. Mentoring and Developing Others, pp. 58-72
3. Kniffin, K. M., Narayanan, J., Anseel, F., Antonakis, J., Ashford, S. P., Bakker, A. B., ... & Vugt, M. V. (2021). COVID-19 and the workplace: Implications, issues, and insights for future research and action. American Psychologist, 76(1), 63.
4. Hofstede, G. (2011). Dimensionalising cultures: The Hofstede model in context. Online readings in psychology and culture, 2(1), 2307-0919.
5. Voss (2016). Never Split the Difference: Negotiating As If Your Life Depended. HarperBusiness.
6. Walton, G. (2009). Theory, research, and practice in library management 6: Managing uncertainty through scenario planning. Library management.
7. Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. science, 185(4157), 1124-1131.

ADDITIONAL READINGS

1. Various other related readings will be provided during the course on e-learning platform.