GLOBAL LEADERSHIP

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

THE AIM OF THE COURSE:

Enabling a context in which other people can achieve their mission is the central purpose of leadership. This module is designed to enable participants to reflect on their identity, capabilities, and behaviours as leaders that are required to lead in a global environemnt. It seeks to help participants respond to three questions:

(i)   Where am I in my leadership journey?
(ii)   How do I react to evolving externalities?
(iii)   What changes will I need to make the transition from a follower to a leader?

Through self-reflection, participants take the first step towards charting a leadership journey. Dealing with evolving externalities, ethical dilemmas, decision-making and communicating direction in the face of rising global uncertainty, aligning diverse interntional teams to exceed performance and working as a global change-agent to create new value for organizations are some of the challenges novice leaders have to grapple with today. This module will provide participants with a rich understanding of the various leadership models which will further enrich their self-reflection and activate their transition from a follower to a leader. In addition, each student in this module will have an opportunity to receive individualised mentorship by a senior, more experienced leader. This aspect of the module will be delivered jointly with Executive MBA (EMBA) programme at ISM university.

LEARNING OUTCOMES

Course learning outcomes (CLO)	Study methods	Assessment methods
CLO1. Distinguish between leadership and global leadership and critically analyze the relevance of leadership models to the organizational and individual context.	Interactive class and group discussions on historical and contemporary views on leadership, workshop activities, debates, video and movie clips' analysis.	Case study analysis
CLO2. Explain basic global leadership perspectives and cultural competencies in an ever changing global society.	Group presentations, group discussions, and participation in class and group projects, undertaking team leadership responsibilities and accountability for the team performance.	Group presentation
CLO3. Contextualize the knowledge of leadership models in creating your leadership plan and identify the behavioural changes that need to be made to execute the personal leadership plan	Participation in interactive class and group discussions, individual reflection on one's leadership development needs	Individual reflection (video)
CLO4. Analyze and compare behaviors of effective multicultural leaders and evaluate your leadership skills in relation to them	Participation in interactive class and group discussions, individual reflection	Individual reflection (video)
CLO5. Develop personal and professional leadership abilities through mentorship and gain awareness of your global leadership capabilities through constructive reflection.	Critical evaluation of the theories and group members' opinion, mentorship	Demonstration of professional behaviour, creativity and critical thinking during the class and in discussions with mentors.

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 leadership. Exploring the controversy about the concepts of leadership, global leadership and management. **Mentorship 1.** Introduction to mentoring, its benefits and the mentorship structure in the module.	4	Textbook Chapter 1 Podcast: Worklife with Adam Grant: A World without bosses (Episode from 24th April 2018) TED (runs for 34 mins)
Leadership evolution. Develop a better understanding of how leadership has been defined and studied, learn more about how different theories of leadership. Ezploring the expanding role of global leaders.	4	Textbook: selected pages from Chapters 2-7 Robbins, S.P., Judge, T., Millett, B., & Boyle, M. (2017). Chapter 11: Leadership.
Self-Leadership, identity and behavior. Learn about the concept of leader identity and how it forms in a variety of different domains. Consider different leadership styles and how the effectiveness of these styles might change depending on the situation. **Mentorship 2.** Meeting with the student's mentor. Exploring leadership identity/journey topics.	4	Textbook Chapter 9, 10 Stewart, G. L., Courtright, S. H., & Manz, C. C. (2019). Self-leadership: A paradoxical core of organizational behavior. Annual Review of Organizational Psychology and Organizational Behavior, 6(1), 47-67
Leading in a global environment. With the global environment constantly shifting, examine the ways how to develop leaders in the global context and the behavioural changes required one to lead globally. GLOBE six leadership behaviours and global competences. **Mentorship 3.** Visit to the mentor's organization (work shadowing experience)	4	Textbook Chapter 8, 11 Ibarra, H., & Scoular, A. (2019). The leader as coach. Harvard Business Review, 97(6), 2-11.
Leaders & Followers. The importance of duality in the role leadership plays with followership. Examine the key characteristics of followers and the critical parameters they need, including globalized context of the fellowership.	4	Textbook Chapter 12 Kelley, R. E. (2008). Rethinking followership. In Riggio, R., Chaleff, I., Lipman, J. (Eds.) The art of followership: How great followers create great leaders and organizations, (pp. 5-15). Jossey Bass.
The dark side of Leadership. Leading teams is a challenging experience, and sometimes leadership goes wrong. In particular, we will examine the dark and bright sides of hubristic and narcissistic leadership. Leadership ethics and principles required for leading local and global organisations.	4	Textbook Chapter 13 Sadler-Smith, E., Akstinaite, V., Robinson, G., & Wray, T. (2018). Hubristic leadership: understanding its nature and causes, and mitigating the effects. Organisational Dynamics, 1(1), 1-18.
Global strategic leadership. Ascend to the next level of leadership – strategic. Learn how to diagnose the business	4	Textbook: Selected pages from Chapters 14, 15, 16

situation, assess the leadership issues, and determine the challenge and opportunities for global leadership. **Mentorship 4.** Meeting with the student's mentor. Using skills acquired in the module to work on the mentor's organisation's strategic challenge.		Nichols, C., Hayden, S.C. & Trendler, C. (2020). 4 Behaviors That Help Leaders Manage a Crisis (Harvard Business Review)
Leadership for what? Integrate and elevate your knowledge about leadership and yourself as a leader.	4	Textbook: Selected pages from Chapters 14, 15, 16
Future of leadership in a digital era. Understand the current digital context in which leadership is functioning and how it affects both leaders and leadership understanding globally. **Mentorship 5.** Meeting with the student's mentor (reflecting on future leadership development and journey).	4	Frankiewicz, B. & Chamorro-Premuzic, T. (2020). Digital Transformation Is About Talent, Not Technology (Harvard Business Review).
	Total: 36 hours	

FINAL GRADE COMPOSITION

Type of assignment	Self-study hours	% of the total grade
Case study analysis (individual component)	24	30%
Group presentation (group component)	40	25%
Individual reflection (individual component)	60	45%
Total:	**124**	**100**

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

Assessment 1. Case study analysis.

For this assessment, you will respond to case study questions particularly reflecting and analyzing the context of the organization, leaders decision making and the outcomes of the actions taken. In particular, you will reflect on the value of leadership for a particular organization, and critically consider whether leadership matters. You will need to analyze the case study in light of the leadership theories and concepts discussed in the module. When responding to the case questions, you will need to ensure that the following criteria are met: 1) diagnosis and recommended actions are a good fit for the context presented in the case study; 2) diagnosis and recommended action are based on a sound theoretical basis; 3) critical thinking skills are demonstrated; and 4) appropriate academic writing style and referencing are used.

How to analyze a case study:
1. Read the questions carefully
   • What are you being asked to do? Decide? Describe? Analyze? Make recommendations? Use this information to focus your reading of the case study. Highlight keywords, characters, and events.
   • Start to think about leadership theories and concepts that could be related to the case.
2. Read the case study carefully
   • Read it from beginning to end to get an overall idea of what is happening.
   • Highlight anything you feel is important and related to the problem.
Sometimes the problems are not immediately clear, and you may need to read the case several times before you understand fully what is happening. It's important to understand the CONTEXT of the situation so that you can see how this might influence decisions made and resulting consequences.
3. Ask questions and be a detective
   • Descriptive questions: Where? What? When? Who?
   • Analytical questions: Why? How? What if?
   • Evaluative questions: So what? What next?
   • Investigate and eliminate what is irrelevant to the situation or appears to not fit the case context.

- Make notes. Analyze and organize the information.

4. Structure your response - Make sure your answer:
- Is evidence-based (using data from the case);
- Is supported by relevant peer-reviewed literature;
- Demonstrates integration and synthesis;
- Uses linking words to connect your argument, and includes a short introduction and conclusion;
- There is no single "right" answer – as long as your arguments are supported through evidence of research and well-crafted by your critical thinking skills, many different points of view are possible.

Assignment submission. Word count: max. 1000. The case study analysis should be uploaded on e-learning platform before the assigned date of the presentation.

Plagiarism is incompatible with academic ethics of ISM University of Management and Economics community. The plagiarism prevention embraces the norms of respect for intellectual propriety and failure to comply with this principle of academic honesty is considered to be a serious breach of academic ethics. In case of the violations of academic ethics (plagiarism) have been identified by the Committee of Ethics, the team may be denied the right to continue course.

Assessment 2. Group presentation

A group of students will be assigned to present on a particular leader. The aim of the presentation is to critically review the leadership style, context and other important factors pertaining to a given leader's success or failure. A 15-minute group presentation should be supported with a 1-page executive summary. Students are expected to demonstrate application of higher order analytic and creative cognitive process to arrive at reasons and supportable conclusions, to synthesize and apply knowledge within and across disciplines. Specifically, the learning points from a particular leadership scenario that is being presented should be highlighted. Presentations should be creative, interactive and visual, rather than descriptive.

Assessment 3. Individual reflection (video)

Densten and Gray (2001) argue that the capacity to reflect relates directly to how effectively individuals can learn from their personal experiences. The reflective process encourages the generation of multiple perspectives that challenge one's background, knowledge, and experience. Therefore, reflection provides a meaningful way for leaders to gain a genuine understanding.
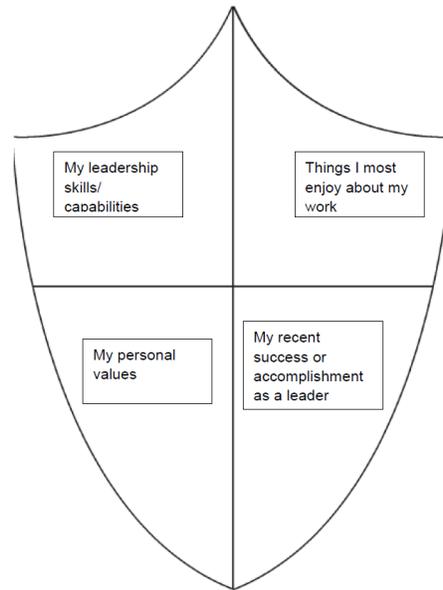
The aim of this reflection assessment is to deepen your reflection about your journey as a leader and to gain an understanding of:
- your leadership journey to date and into the future;
- the extent to which you are currently practising leadership capabilities;
- what actions and steps you need to take to develop as a better leader.

Your assessment is a video (max 5 minutes) in which you present a critical reflection on the questions above. In critically evaluating your leadership skills and needs, you will need to look outside of your role and context and reflect on your development as a leader across various life domains (i.e., work, studies, projects, volunteering), thus incorporating material from self-assessments (i.e., leadership journey), reflective exercises you will complete in this module and also learnings from working with your mentor.

First, to help you to reflect on your leadership purpose, you might want to complete the leadership shield activity as described below. Second, discuss implications arising for your development as a leader. Identify the challenges you face in your leadership development and how you plan to overcome these. Third, consider learnings that you gained through mentorhip. Again, consider the broader domain of leadership.

Figure 1: The leadership shield

The leadership shield with four quadrants:
- My leadership skills/ capabilities
- Things I most enjoy about my work
- My personal values
- My recent success or accomplishment as a leader

RETAKE POLICY

Retakes. There are no retakes on any of the assessments above. Extensions can be granted with the permission of your lecturer.

ADDITIONAL REMARKS

Attendance is mandatory.

REQUIRED READINGS

Textbook:

1. Northouse, G. P. (2018). Leadership Theory and Practice (8th ed.). Sage Publishing.

Articles:

1. Robbins, S.P., Judge, T., Millett, B., & Boyle, M. (2017). Chapter 11: Leadership. In Organisational Behaviour. 8th ed. French's Forest, NSW: Pearson Education Australia.

2. Kruse, K., (2013). What is leadership? Forbes Magazine, 3.

3. Densten, I. L., & Gray, J. H. (2001). Leadership development and reflection: what is the connection?. International Journal of Educational Management, 15(3), 119-124.

4. Ibarra, H., & Scoular, A. (2019). The leader as coach. Harvard Business Review, 97(6), 2-11.

5. Kelley, R. E. (2008). Rethinking followership. In Riggio, R., Chaleff, I., Lipman, J. (Eds.) The art of followership: How great followers create great leaders and organizations, (pp. 5-15). Jossey Bass.

6. Sadler-Smith, E., Akstinaite, V., Robinson, G., & Wray, T. (2018). Hubristic leadership: understanding its nature and causes, and mitigating the effects. Organisational Dynamics, 1(1), 1-18.

7. Nichols, C., Hayden, S.C. & Trendler, C. (2020). 4 Behaviors That Help Leaders Manage a Crisis (Harvard Business Review).

8. Kempster, S., & Jackson, B. (2020). Leadership for What, Why, for Whom and Where? A Responsibility Perspective. Journal of Change Management, 1-21.

9. Frankiewicz, B. & Chamorro-Premuzic, T. (2020). Digital Transformation Is About Talent, Not Technology (Harvard Business Review).

ADDITIONAL READINGS

1. Matjie, T., (2018). The Relationship between the Leadership Effectiveness and Emotional Competence of Managers in the Public Sector. International Journal of Public Administration, 41(15), 1271-1278.

2. Ready, D., (2019). Why Great Leaders Focus On Mastering Relationships. Forbes Magazine Online.

3. Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. The Leadership Quarterly, 25(1), 63-82.

4. Kempster, S., Jackson, B., & Conroy, M. (2011). Leadership as purpose: Exploring the role of purpose in leadership practice. Leadership, 7(3), 317-334.