

LEADERSHIP SKILL DEVELOPMENT

Course code	GRAL008
Level of studies	Graduate
Number of credits	6 ECTS; 36 class hours, 124 hours of self-study, 2 hours of consultation
Course coordinator (title and name)	Joseph McMahon, e-mail: joemcm@faculty.ism.lt
Prerequisites	Undergraduate diploma
Language of instruction	English

THE AIM OF THE COURSE

In today's fast-paced world, leaders must possess the skills to enable them to deal with volatile, uncertain, complex and ambiguous business environments. This course is designed to provide students with the crucial skills and capabilities required to perform individually and as a team and achieve organizational goals. This module equips students with the practical skills, tools, and knowledge required to succeed as a global leader.

LEARNING OUTCOMES

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

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	Suggested readings and audiovisual
Leadership lessons from the Military. Examination of the VUCA environment (volatile, uncertain, chaotic and ambiguous) through the prism of military operations to draw relevant leadership lessons for the business environment.	4	https://youtu.be/nSUJwmpQEyg Leadership in crisis - Masters of Scale/General Stanley McChrystal
Leading a global team. The team structure and communication tools required to create, lead and support highly effective teams.	4	https://hbr.org/2015/10/global-teams-that-work https://jobs.netflix.com/culture
Leadership 1. The qualities and characteristics of good leadership to help maximize your personality and skills to become an effective leader.	4	https://mastersofscale.com/angela-ahrendts/ https://bit.ly/Introductionguide
Leadership 2. A continued examination of leadership using a practical example.	4	https://www.youtube.com/watch?v=V_DeTNh5IL4
Overcoming challenges and fears. Being a leader requires overcoming intellectual, physical, mental and emotional adversity. This topic will examine emotional intelligence as well as the 'you' in the leadership equation.	4	https://www.secretleaders.com/episodes/welcome-to-the-death-industry-with-farewills-co-founder-and-ceo-dan-garrett
Public speaking. Underpinning key elements of a good speech. Public speaking frameworks, verbal and non-verbal signals.	4	https://www.toastmasters.org/resources/news-and-announcements/podcasts
Problem solving and decision making. Decision-making frameworks for leaders. Dealing with heuristics. Listening skills. Applying systems and value-driven approaches to decision making.	4	https://schroderstvp.podbean.com/e/graham-stacey/ https://youtu.be/oQ238gb64wA
Negotiation and Persuasion. Developing negotiation and persuasion skills. Understand different approaches to negotiating. Negotiation in teams and organizational units. Learning how culture, situation and context impacts negotiation outcomes. Conflict resolution. Positional bargaining to cycle of value approach	4	To follow
Group project and presentation	4	https://podcasts.apple.com/gb/podcast/126-general-sir-mike-jackson-kcb-cbe-dso-former-army/id1485102253?i=1000506812060
	Total: 36 hours	

Note on suggested audiovisual and readings: Much of leadership is about experience and a great way of gaining experience is listening to other leaders. Podcasts offer a great way to get that insight, here are three of my favorites but please build your own list.

- Masters of Scale – www.mastersofscale.com
- Secret Leaders – www.secretleaders.com
- Inspiring Leadership with Jonathan Bowman-Perks - <https://podcasts.apple.com/gb/podcast/inspiring-leadership-with-jonathan-bowman-perks-mbe/id1485102253>

FINAL GRADE COMPOSITION

Type of assignment	Self-study hours	% of the total grade
Group project (final course day)	34	30%
Group presentation (final course day)	50	40%
Essay	40	30%
Total:	124	100

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

Formative (non-graded) project

In groups, as practice, you will be asked to solve a problem (on 17 March 2022). The problem will be complex in nature and will require each group to draw on various leadership and decision-making tools.

Each group will write a concept of operations that covers the different perspectives of the problem posed and the proposed course(s) of action. We will then discuss the concept of operations to draw out lessons.

Assessments (graded)

On 24 March we will conduct an assessment, similar to our practice on 17 March 2022, whereby you will be asked as a group to solve a complex problem that will require you to draw on the leadership and decision-making tools discussed during the course. The exercise will result in two graded parts:

1. A group written concept of operations
2. A group presentation of the problem and your suggested course of action

Assessment 1. Team concept of operations.

During the course we will discuss various decision-making strategies and tools such as the 'First Response Protocols', a decision-making tool that helps you break down complex problems.

On the day of the assessment the course will be given a complex problem and will then be split into three teams. Each team will create a plan, in writing, using the First Response Protocols.

The written plan will be assessed in the following manner:

- 25% - Correct use of the First Response Protocols
- 25% - Coherence of the proposed course of action
- 25% - How well communicated the plan is (simplicity, coherence, structure and format (word, excel, PowerPoint))
- 25% - Crisis leadership – Coherence of answer to the specific leadership question posed

Assessment 2. Team presentation.

Each team will present in the following manner:

1. **Crisis management** - Presentation of the plan in teams using the first response protocols (done as a briefing to the CEO)
2. **Crisis leadership** - 20-minute group presentation on the leadership done to the whole course

Crisis management - Each team will present its course of action and suggested way forward to one of three professors. The briefing will be done as a briefing to your CEO. It will be assessed in the following manner:

- 25% - Coherence of the courses of action and plan

- 25% - Verbal communication – How clear and well communicated the briefing is

Crisis leadership - All students will then gather in the central lecture room. Each team will present their group answer to the leadership question posed at the beginning of the assessment. This will be assessed as follows:

- 25% - Coherence of the answer
- 25% - Verbal communication – How clear and well communicated the answer is communicated

Assessment 3. (Approx.) 400-word essay.

Students will be required to write a four-hundred-word essay answering one of eleven questions. The questions are listed below and will be published on the course webpage prior to the course starting.

Students will be assessed on the coherence of their answer in the following manner:

- 25% - Clear, academic language
- 25% - The structure of the answer (coherent flow: introduction, appropriate paragraph division and conclusion)
- 25% - Reference to the topics and tools, discussed during the course
- 25% - Coherence of the opinion presented

The assessment should be submitted electronically before the assigned due date (see assignments on the e-learning).

ESSAY QUESTIONS

1. With examples, describe the difference between leadership and management?
2. Describe with one business example the key characteristics of a VUCA environment.
3. Pick two from the following types of team structure – Hierarchical, functional, matrix, swarming, etc - and argue the case for your preferred structure in relation to a practical example.
4. Describe Adair's Action-Centred Leadership model (Team, Task and Individual) in relation to a personal example of team building.
5. Describe 5 key activities to promote good communication within a team.
6. What is a unifying purpose for a team and how do you create it?
7. Describe the main mistakes that could lead to poor delegation and how you overcome them.
8. Describe 3 key behaviours of a good leader, state which one you struggle with the most and methods to overcome it.
9. What are some of the challenges and fears that the individuals in your team might be facing during COVID? How do you best address those issues?
10. How does personal emotion and psychological state of mind affect a leader when in a VUCA environment? Describe steps to harness the positive and counteract the disadvantages of personal emotions.
11. Describe a negotiation that you have been involved in and answer the following questions: What are the levers for this negotiation? What is your negotiation strategy? Did you create shared value from the negotiation?

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 public's 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.

SUGGESTED READINGS AND AUDIOVISUAL

1. Podcast - Leadership in crisis - Masters of Scale/General Stanley McChrystal
2. Brett, J. M., Gunia, B. C., & Teucher, B. M. (2017). Culture and negotiation strategy: A framework for future research. *Academy of Management Perspectives*, 31(4), 288-308.
3. Bozer, G., & Jones, R. J. (2018). Understanding the factors that determine workplace coaching effectiveness: A systematic literature review. *European Journal of Work and Organizational Psychology*, 27(3), 342-361.
4. 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
5. 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.
6. Hofstede, G. (2011). Dimensionalising cultures: The Hofstede model in context. *Online readings in psychology and culture*, 2(1), 2307-0919.
7. Voss (2016). *Never Split the Difference: Negotiating As If Your Life Depended*. HarperBusiness.
8. Walton, G. (2009). Theory, research, and practice in library management 6: Managing uncertainty through scenario planning. *Library management*.
9. Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *science*, 185(4157), 1124-1131.
10. Brett, J. M., Gunia, B. C., & Teucher, B. M. (2017). Culture and negotiation strategy: A framework for future research. *Academy of Management Perspectives*, 31(4), 288-308.
11. Sarkar, M., & Fletcher, D. (2017). How resilience training can enhance wellbeing and performance. *Managing for resilience: A practical guide for employee wellbeing and organizational performance*, 227-237.
12. Einhorn, C.S. 11 Myths About Decision-Making. *Harvard Business Review*.