

GLOBAL LEADERSHIP

Course code	GRAL001
Level of studies	Graduate
Number of credits	6; 36 hours of in-class work, 124 hours of self-study, 2 hours of consultation
Course coordinator (title and name)	Prof. dr. Vita Akstinaite, e-mail: vitaks@ism.lt
Prerequisites	Undergraduate diploma
Language of instruction	English

THE AIM OF THE COURSE:

Dealing with evolving externalities, ethical dilemmas, decision-making and communicating direction in the face of rising global uncertainty, aligning diverse international teams to exceed performance and working as a global change agent to create new value for organisations are some of the challenges novice leaders have to grapple with today. This module will provide participants with a rich understanding of various leadership models, further enriching their self-reflection and facilitating their transition from follower to leader. This module is designed to enable students to learn about different leadership frameworks and reflect on the capabilities and behaviours required to lead in a global environment. In addition, each student in this module will have the opportunity to receive individualised coaching from an International Coaching Federation (ICF) qualified coach.

LEARNING OUTCOMES

Course learning outcomes (CLO)	Study methods	Assessment methods
CLO1. Distinguish between leadership and global leadership and critically analyse the practical application of various leadership models to the organisational and individual context.	Interactive class and group discussions on historical and contemporary views on leadership, workshop activities, debates, video analysis.	Global leader analysis
CLO2. Explain global leadership competencies required to successfully lead in an ever-changing global society.	Groupwork, group discussions, and participation in class and group projects, undertaking team leadership responsibilities and accountability for the team performance.	Case study analysis
CLO3. Contextualise 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, coaching sessions.	Coaching Reflection Journal
CLO4. Analyse and compare behaviours of effective multicultural leaders and evaluate your leadership skills in relation to them	Participation in interactive class and group discussions, individual reflection, coaching sessions.	Coaching Reflection Journal
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.

ACADEMIC HONESTY AND INTEGRITY

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

GENERATIVE AI USE POLICY

Generative AI may be used in this module to support learning, research, visual communication and proofreading, but students must remain the authors of all submitted work. AI should be used to help think, test ideas and improve presentation, not to replace judgement or copy and paste work. Here is the allowed use of generative AI tools for each of the assessments:

- Case study analysis - AI may be used to support background research, brainstorm ideas, proofread text and create visuals, but the diagnosis, evidence, argument and final proposed solution must be produced by the team.
- Global leader analysis – may be used to support background research and also to generate videos (i.e., AI-generated video content).
- Coaching Journal - AI use is limited to light proofreading only; entries must reflect the student's own voice, experience and learning.

Students must check AI outputs, reference sources, protect confidential information and include a brief AI-use statement where AI is used beyond basic spelling or grammar checks. Misuse includes submitting AI-generated reflections, copying AI text into written work, inventing evidence or references, or presenting AI-generated analysis as the student's own work.

COURSE OUTLINE

Topic	Date/Time/Place	Readings
1. Introduction to the module. The Global Leader. Exploring the controversy about the concepts of leadership, global leadership and management. What does it take to be a global leader? <i>Taught by Prof. Vita Akstinaitė (ISM)</i>	2 September 18:00-21:15	HBR Global Leadership Development Report (2025) Spencer-Oatey, H. (2020). Global Leadership: Key Concepts and Frameworks. In Developing Global Leaders (pp. 7-28). Palgrave Macmillan, Cham.
2. Leadership evolution. Develop a better understanding of how leadership has been defined and studied, and learn more about different theories of leadership. Exploring the expanding role of global leaders. <i>Taught by Prof. Vita Akstinaitė (ISM) + Guest speech by CEO B.Braun Lithuania Rasa Narkienė</i>	7 September 18:00-21:15	Textbook Chapter 2, p.27-31 Textbook Chapter 3, p.56-59 Textbook Chapter 4, p.88-89 Textbook Chapter 5, p.110-111 Textbook Chapter 6, p.135-136 Textbook Chapter 7, p.157-159 Textbook Chapter 8, p.186-196 Textbook Chapter 9, p.227-229 Textbook Chapter 10, p.258-260 Textbook Chapter 11, p.288-290 Textbook Chapter 12, p.326-329
3. Leaders & Followers. The importance of duality in the relationship between leadership and followership. Examine the key characteristics of followers and the critical parameters they need, including the globalised context of followership. <i>Taught by Prof. Vita Akstinaitė (ISM)</i>	8 September 18:00-21:15	Bastardo, N., & Van Vugt, M. (2019). The nature of followership: Evolutionary analysis and review. <i>The Leadership Quarterly</i> , 30(1), 81-95.
4. The Destructive Leader. Leading teams is challenging, and sometimes leadership goes wrong. Particularly, we will examine the dark and bright sides of hubristic and narcissistic leadership. Leadership ethics and principles that are required for leading local and global organisations.	9 September 18:00-21:15	Akstinaitė, V., Robinson, G., & Sadler-Smith, E. (2020). Linguistic markers of CEO hubris. <i>Journal of Business Ethics</i> , 167(4), 687-705.

<i>Taught by Prof. Vita Akstinaitė (ISM)</i>		Textbook Chapter 13, p. 369-372; Chapter 15, p. 431-432 Textbook Chapter 15, p. 423-430
5. The Ethical Leader. Ethical leadership extends beyond hiring "good" people - it's about cultivating leaders who embody ethical principles in every decision. We will explore what it means to be an ethical leader, why it is crucial in today's global context, and how to navigate complex decisions and influence organisations, using case studies and ethical dilemmas to provide practical insights. <i>Guest speaker: Ieva Dunčikaitė (Senior Transparency Expert @LTG – Largest Railway Group in the Baltics)</i>	1 October 18:00-21:15	Banks, G. C., Ross, R., Toth, A. A., Tonidandel, S., Mahdavi Goloujeh, A., Dou, W., & Wesslen, R. (2023). The triangulation of ethical leader signals using qualitative, experimental, and data science methods. <i>The Leadership Quarterly</i>, 34(3). Den Hartog, D. N. (2015). Ethical Leadership. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 2(1), 409-434.
6. The Communicative Leader. One of the most important competencies of any leader is communication, and the ability to persuade and influence others. The focus of this class is learning practical tools for becoming a strong, communicative leader. <i>Taught by Prof. Vita Akstinaitė (ISM)</i>	5 October 18:00-21:15	Optional reading of these books: Szuplat, T. (2024). Say It Well: Find Your Voice, Speak Your Mind, Inspire Any Audience. Harper Business. Voss, C., & Raz, T. (2016). <i>Never split the difference: Negotiating as if your life depended on it</i>. Random House.
7. EXTERNAL VISIT. Leadership in the global environment. A visit to Invest Lithuania to learn about working and leading in the global political environment. <i>Guest speaker: Rūta Krikščiūnaitė, Deputy Director, Business Development at Invest Lithuania</i>	6 October 16:00-18:00 Address: Upės g. 23-1 (3rd floor), Vilnius	N/A
8. Leading a global business. A practical session on how to build and scale a business globally using AI and speed. The case of Cannumo. <i>Taught by Prof. Vita Akstinaitė (ISM) + Guest speaker Deimantė Butké, Chief Marketing Officer at Cannumo</i>	7 October 18:00-21:15	World Economic Forum (2026). Global Risks Report
9. The Future Leader. This class is about the future of leadership in a digital era. The main goal is to understand the current digital context in which leadership operates and how it affects leaders and the global understanding of leadership. <i>Taught by Prof. Vita Akstinaitė (ISM)</i>	12 October 18:00-21:15	Qianqian, C. (2024). Research on Building a Digital Leadership Capability Model: Requirements and Challenges of the Artificial Intelligence Era. <i>Journal of Human Resource Development</i>, 6(1), 1-8. Textbook Chapter 8, 11 Textbook Chapter 13, p. 352-361

FINAL GRADE COMPOSITION

Type of assignment	Self-study hours	% of the total grade	Due date
Assessment 1. Real case study analysis (group assessment)	30	30%	13 September (Sunday), 18:00
Assessment 2. Global leader analysis (individual assessment)	40	30%	11 October (Sunday), 18:00
Assessment 3. Coaching Reflection Journal (individual assessment, FINAL assessment)	54	40%	13 December (Sunday), 18:00
Total:	124	100	

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

Assessment 1. Real case study analysis (group report)

For this assessment, you will hear a case (a description of a situation) from a CEO in the class on 7th September. After listening to the case, you will be able to ask questions and clarify points. Then, with your group members, you will need to respond to case study questions given to you on 7th September. 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 actions are based on a sound theoretical basis and are feasible to implement; 3) critical thinking skills are demonstrated; and 4) appropriate academic writing style and referencing are used.

This is a group assignment; therefore, you must discuss the case study and all questions together as a group, compare your opinions, and reach a joint opinion. **Your answers should be written up in a compelling, well-justified and academic manner.**

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

Note: Plagiarism is incompatible with the academic ethics of the ISM University of Management and Economics community. Plagiarism prevention upholds the norms of respect for intellectual property, and failure to comply with this principle of academic honesty is considered a serious breach of academic ethics. If the Committee of Ethics identifies violations of academic ethics (e.g., plagiarism), the team may be denied the right to continue the course.

Assessment 2. Global leader analysis (video)

For this assessment, you will have to choose, analyse and present your views on a particular global 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. Some questions to consider when analysing the leader:

- Who is this leader? (provide brief background information)
- Why is he/she considered a global leader?
- What leadership theory or style(s) is his/her leadership based on? Choose 1-2 that best fit the leader.
- What can we learn from this leader's successes and mistakes about being a global leader?

Record your analysis of the leader as a 10-minute video and upload it to YouTube as an Unlisted video (meaning it will only be accessible to people with the link). You can delete this video once your assessment is marked. You must be visible in the video for most of the time (> 6 minutes). A 10-minute video presentation should be supported with a 1-page executive summary. Upload the link to your video and the executive summary to the e-learning platform before the due date.

Students are expected to demonstrate the application of higher-order analytic and creative cognitive processes to arrive at reasoned, supportable conclusions, and to synthesise and apply knowledge within and across disciplines. Specifically, highlight

the key learning points from the leader being presented. Presentations should be creative, interactive and visual, rather than descriptive.

Assessment 3. Coaching Reflection Journal (FINAL assessment)

As part of this module, you will be assigned 3 sessions with an International Coaching Federation certified coach. The coaching will run from September to mid-December, and you can select the frequency, dates, and times of the sessions. At the end of coaching, you will be required to upload a Coaching Reflection Journal.

The capacity to reflect is directly related to how effectively individuals learn from their personal experiences. 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;
- leadership lessons from working with your coach;
- what actions and steps you need to take to develop as a better leader.

Below are some suggestions for your sessions with the coach:

#	Theme	Possible discussion questions (choose only a few most relevant for you to discuss with your coach)	To write a reflection entry on this question
1	My Leadership Journey: Who am I as a leader?	a. Do you consider yourself a leader? Why yes/no? b. What experiences have had the greatest influence on developing your leadership skills? c. Even if we do not consider ourselves leaders, we have certain leadership skills. What skills do you have? What experiences have shaped those? d. What were some important turning points in your career journey to date? e. Who has influenced your understanding of leadership, positively or negatively? What did you learn from them? f. When have you felt most effective or capable? What were you doing? g. When have you struggled with leadership? What did those situations reveal about you? h. What values are most important to you when you work with others? i. What do you believe good leadership looks like? Where do those beliefs about leadership come from? j. What do you believe bad leadership looks like? Where do those beliefs about leadership come from? k. What leadership strengths do you believe you currently possess? l. Are there recurring patterns in how you respond to conflict, uncertainty, pressure or responsibility? m. How would other people describe you as a leader?	What have I learned about how my past experiences have shaped who I am as a leader today?
2	Leadership in Practice: How am I leading now?	a. Where do you see yourself most as a leader? i.e. at work, university, sports, elsewhere? b. Which leadership capabilities do you currently demonstrate most consistently at work or other activities? c. What examples from your work or other experiences demonstrate these capabilities?	What have I learned about my current leadership strengths and development needs?

		d. Which leadership skills/capabilities are most difficult for you to practise? Why? e. What situations bring out your best leadership? f. What situations tend to expose your leadership weaknesses? g. How do you behave when you are under pressure? h. How effectively do you: -influence others -listen to others -give and receive feedback -manage difficult conversations -empower others -make decisions under uncertainty -build trust -build networks -adapt your leadership i. What feedback about your leadership have you received from colleagues, managers, team members or other people? j. Is there feedback you have found difficult to accept? Why? k. What might be preventing you from becoming a more effective leader? l. Are any of your current strengths potentially becoming weaknesses when overused? m. What is one leadership behaviour that, if changed, would make the biggest difference to your effectiveness?	
3	My Leadership Future: Who do I want to become?	a. Looking back at conversations during coaching sessions, what have you learned about yourself as a leader? b. Which insights have been most significant or uncomfortable? c. Has your understanding of leadership (from coaching, classes or other things) changed? If so, how? d. What kind of leader do you want to become over the next few years? e. What would you like people who work with you to experience from your leadership? f. Which leadership capabilities are most important for you to develop next? Why are these capabilities important to you? g. What current behaviours will you need to continue? What behaviours will you need to stop or reduce? What behaviours will you need to start? h. What situations could you deliberately seek out to practise these capabilities? i. What relationships could help your leadership development? j. Who could provide you with honest feedback? k. What might prevent you from making these changes? l. What specific leadership development actions will you take in the next 6-12 months? m. How will you know that you are becoming a more effective leader?	What kind of leader do I want to become, and what should I do to become that leader?

Your Coaching Reflection Journal should contain the following information:

- date and place of **each** of your meetings with the coach;
- the reflection based on the reflection question in the last column of the table above.

Each reflective journal entry should be around **200-300 words**. By the assignment submission date in mid-December, you should have met your coach 3 times; therefore, there should be 3 entries, **each 200-300 words** long (a total of around 1200 words). The purpose of this assessment is to critically evaluate your leadership skills and needs, and reflect on your development as a leader across various life domains (i.e., work, studies, projects, volunteering).

RETAKE POLICY. Final assessment can be retaken. The retake of other assessments is allowed if agreed in advance with the course lecturer.

ADDITIONAL REMARKS

Attendance is mandatory.

REQUIRED READINGS

Textbook/Chapters:

1. Northouse, G. P. (2021). *Leadership Theory and Practice* (9th ed.). Sage Publishing.
2. Spencer-Oatey, H. (2020). Global Leadership: Key Concepts and Frameworks. In *Developing Global Leaders* (pp. 7-28). Palgrave Macmillan, Cham.

Articles:

1. Akstinaite, V., Robinson, G., & Sadler-Smith, E. (2020). Linguistic markers of CEO hubris. *Journal of Business Ethics*, 167(4), 687-705.
2. Banks, G. C., Ross, R., Toth, A. A., Tonidandel, S., Mahdavi Goloujeh, A., Dou, W., & Wesslen, R. (2023). The triangulation of ethical leader signals using qualitative, experimental, and data science methods. *The Leadership Quarterly*, 34(3).
3. Bastardo, N., & Van Vugt, M. (2019). The nature of followership: Evolutionary analysis and review. *The Leadership Quarterly*, 30(1), 81-95.
4. Den Hartog, D. N. (2015). Ethical Leadership. *Annual Review of Organizational Psychology and Organizational Behavior*, 2(1), 409-434.
5. Frankiewicz, B. & Chamorro-Premuzic, T. (2020). Digital Transformation Is About Talent, Not Technology (Harvard Business Review).
6. Harvard Business Review (2025). Global Leadership Development Report. <https://www.harvardbusiness.org/insight/2025-global-leadership-development-study-fast-fluid-and-future-focused/>
7. Huang, L., Krasikova, D. V., & Liu, D. (2016). I can do it, so can you: The role of leader creative self-efficacy in facilitating follower creativity. *Organizational Behavior and Human Decision Processes*, 132, 49-62.
8. Ibarra, H., & Scoular, A. (2019). The leader as coach. *Harvard Business Review*, 97(6), 2-11.
9. Kempster, S., & Jackson, B. (2020). Leadership for What, Why, for Whom and Where? A Responsibility Perspective. *Journal of Change Management*, 1-21.
10. Martinaityte, I., & Sacramento, C. A. (2013). When creativity enhances sales effectiveness: The moderating role of leader-member exchange. *Journal of Organizational Behavior*, 34(7), 974-994.
11. 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.

12. Stewart, G. L., Courtright, S. H., & Manz, C. C. (2019). Self-leadership: A paradoxical core of organisational behavior. *Annual Review of Organizational Psychology and Organizational Behavior*, 6(1), 47-67.
13. World Economic Forum (2026). Global Risks Report. <https://www.weforum.org/publications/global-risks-report-2026/digest/>
14. Qianqian, C. (2024). Research on Building a Digital Leadership Capability Model: Requirements and Challenges of the Artificial Intelligence Era. *Journal of Human Resource Development*, 6(1), 1-8.

ADDITIONAL READINGS

1. 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.
2. 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.
3. Ready, D., (2019). Why Great Leaders Focus On Mastering Relationships. *Forbes Magazine Online*.

ANNEX

DEGREE LEVEL LEARNING OBJECTIVES

Competency goals and learning objectives for Master of Business Management

Programmes:

Global Leadership and Strategy

Innovation and Technology Management

International Marketing and Management

Competency Goal	Learning Objectives
Students will demonstrate advanced disciplinary knowledge.	LO1.1. Students will demonstrate advanced discipline knowledge through the independent development of a Master's thesis, showing a deep understanding and appropriate application of theories, concepts, and methods relevant to their field of study.
Students will be digitally competent.	LO 2.1. Students will demonstrate digital agility competencies by selecting and applying appropriate tools, platforms or technologies, integrating digital insights into business decision-making, and adapting digital approaches in response to evolving project requirements and contextual changes.
Students will be critical thinkers	LO3.1. Students will be able to define the business problem and develop innovative solutions
	LO3.2. Students will be able to demonstrate critical thinking in problem solving
Students will be independent learners	LO4.1. Students will become independent learners and develop their own comprehension of scientific theories, models, and concepts.
Students will be socially responsible leaders	LO5.1. Students will be able to evaluate past and current practices in their discipline from an ethical perspective.
Students will be effective communicators	LO6.1. Students will develop and deliver a coherent oral presentation
	LO6.2. Students will develop and deliver a coherent written research paper

Competency goals and learning objectives for the Master of Social Science

Programmes:

Financial Economics

Competency Goal	Learning Objective
Students will demonstrate advanced disciplinary knowledge.	LO1.1. Students will demonstrate advanced discipline knowledge through the independent development of a Master's thesis, showing a deep understanding and appropriate application of theories, concepts, and methods relevant to their field of study.
Students will be digitally competent.	LO 2.1. Students will demonstrate digital agility competencies by selecting and applying appropriate tools, platforms or technologies, integrating digital insights into business decision-making, and adapting digital approaches in response to evolving project requirements and contextual changes.
Students will be critical thinkers	LO3.1. Students will be able to identify underlying assumptions, limitations of previous research; evaluate managerial solution alternatives.
Students will be independent learners	LO4.1. Students will become independent learners and develop their own comprehension of scientific theories, models, and concepts
Students will be socially responsible leaders	LO5.1. Students will be able to evaluate past and current practices in their discipline from an ethical perspective .
Students will be effective communicators	LO6.1. Students will develop and deliver a coherent oral presentation
	LO6.2. Students will develop and deliver a coherent written research paper