

## LEADERSHIP SKILL DEVELOPMENT

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

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

<b>Topic</b>	<b>In-class hours</b>	<b>Suggested readings and audiovisual</b>
<b>Leadership lessons from the Military.</b> 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	<a href="https://youtu.be/nSUJwmPQEyg">https://youtu.be/nSUJwmPQEyg</a> <a href="https://www.mastersofscale.com/angela-ahrendts/">Leadership in crisis - Masters of Scale/General Stanley McChrystal</a>
<b>Leading a global team.</b> The team structure and communication tools required to create, lead and support highly effective teams.	4	<a href="https://hbr.org/2015/10/global-teams-that-work">https://hbr.org/2015/10/global-teams-that-work</a> <a href="https://jobs.netflix.com/culture">https://jobs.netflix.com/culture</a>
<b>Leadership 1.</b> The qualities and characteristics of good leadership to help maximize your personality and skills to become an effective leader.	4	<a href="https://mastersofscale.com/angela-ahrendts/">https://mastersofscale.com/angela-ahrendts/</a> <a href="https://bit.ly/Introductionguide">https://bit.ly/Introductionguide</a>
<b>Leadership 2.</b> A continued examination of leadership using a practical example.	4	<a href="https://www.youtube.com/watch?v=V_DeTNh5IL4">https://www.youtube.com/watch?v=V_DeTNh5IL4</a>
<b>Overcoming challenges and fears.</b> 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	<a href="https://www.secretleaders.com/episodes/welcome-to-the-death-industry-with-farewills-co-founder-and-ceo-dan-garrett">https://www.secretleaders.com/episodes/welcome-to-the-death-industry-with-farewills-co-founder-and-ceo-dan-garrett</a>
<b>Public speaking.</b> Underpinning key elements of a good speech. Public speaking frameworks, verbal and non-verbal signals.	4	<a href="https://www.toastmasters.org/resources/news-and-announcements/podcasts">https://www.toastmasters.org/resources/news-and-announcements/podcasts</a>
<b>Problem solving and decision making.</b> Decision-making frameworks for leaders. Dealing with heuristics. Listening skills. Applying systems and value-driven approaches to decision making.	4	<a href="https://schroderstyp.podbean.com/e/graham-stacey/">https://schroderstyp.podbean.com/e/graham-stacey/</a> <a href="https://youtu.be/oQ238gb64wA">https://youtu.be/oQ238gb64wA</a>
<b>Negotiation and Persuasion.</b> 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	See e-learning for more information
<b>Group project and presentation</b>	4	<a href="https://podcasts.apple.com/gb/podcast/126-general-sir-mike-jackson-kcb-cbe-dso-former-army/id1485102253?i=1000506812060">https://podcasts.apple.com/gb/podcast/126-general-sir-mike-jackson-kcb-cbe-dso-former-army/id1485102253?i=1000506812060</a>
	<b>Total: 36 hours</b>	

**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](http://www.mastersofscale.com)
- Secret Leaders – [www.secretleaders.com](http://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	50%
Group presentation (final course day)	50	25%
Attendance	40	25%
<b>Total:</b>	<b>124</b>	<b>100%</b>

## DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

### Formative (non-graded) project

In groups, we will practice a full dry run of the final assessment. You will be asked to solve a problem. 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.

At this stage any and all questions concerning the final assessment will be answered ensuring that students have everything they need to succeed.

### Assessments (graded)

On the final session we will conduct an assessment, similar to our mid-course practice session, 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 project
2. A group presentation of the problem and your suggested course of action

#### Assessment 1. Group project.

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. 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. Attendance.**

Attendance will constitute 25% of the overall module grade.

#### **Grading Breakdown:**

- 100% attendance = Full marks (25% of the total grade).
- 90-99% attendance = 90% of the allocated attendance marks.
- 80-89% attendance = 80% of the allocated attendance marks.
- Attendance below 60% = No marks awarded for attendance.

#### **Excused Absences:**

- Students may request an excused absence for valid reasons (e.g., illness or emergencies).
- Requests must be sent via email in advance or as soon as possible.
- Supporting documentation (e.g., a medical certificate) may be required.

The aim of the attendance grading aims to promote consistent attendance and active participation, which are essential for leadership development.

### **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*.