

## GLOBAL LEADERSHIP

<b>Course code</b>	GRAL001
<b>Level of studies</b>	Graduate
<b>Number of credits</b>	6; 36 hours of in-class work, 124 hours of self-study, 2 hours of consultation
<b>Course coordinator (title and name)</b>	Prof. dr. Vita Akstinaite, e-mail: vitaks@ism.lt
<b>Prerequisites</b>	Undergraduate diploma
<b>Language of instruction</b>	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 the various leadership models, further enriching their self-reflection and activating their transition from a follower to a leader. This module is designed to enable participants to learn about different leadership frameworks and to reflect on various capabilities, and behaviours that are required to lead in a global environment. 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 the Executive MBA (EMBA) programme at ISM University of Management and Economics.

### 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 and movie clips' analysis.	Global leader analysis
CLO2. Explain global leadership competencies required to successfully lead 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.	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.	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.	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 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 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 adhere to and maintain the same academic honesty and integrity that they would in a classroom setting.

## COURSE OUTLINE

Topic	Date/Time/Place	Readings
<p><b>1. Introduction to the module. The Global Leader.</b> Exploring the controversy about the concepts of leadership, global leadership and management. What does it take to be a global leader?</p> <p><b>Leading in the global environment.</b> 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 leadership behaviours and global competencies.</p> <p><i>Taught by Prof. Vita Akstinaitė (ISM).</i></p>	<p>1 September 17:00-19:00</p>	<p>Spencer-Oatey, H. (2020). Global Leadership: Key Concepts and Frameworks. In <i>Developing Global Leaders</i> (pp. 7-28). Palgrave Macmillan, Cham.</p> <p>Textbook: Selected pages from Chapters 14, 15, 16</p> <p>Nichols, C., Hayden, S.C. &amp; Trendler, C. (2020). 4 Behaviors That Help Leaders Manage a Crisis (Harvard Business Review)</p>
<p><b>2. Leadership evolution.</b> Develop a better understanding of how leadership has been defined and studied, learn more about how different theories of leadership. Exploring the expanding role of global leaders. <i>Taught by Prof. Vita Akstinaitė (ISM).</i></p>	<p>4 September 18:00-21:15</p>	<p>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</p>
<p><b>3. The Intuitive Leader.</b> Leading involves taking decisions on behalf of other people. What roles does intuition play in leadership? <i>Taught by Prof. Eugene Sadler-Smith (University of Surrey, UK).</i></p>	<p>5 September 18:00-21:15</p>	<p>Sadler-Smith, E., Akstinaitė, V., &amp; Akinci, C. (2022). Identifying the linguistic markers of intuition in human resource (HR) practice. <i>Human Resource Management Journal</i>, 32(3), 584-602.</p> <p>Dane, E., &amp; Pratt, M. G. (2007). Exploring intuition and its role in managerial decision making. <i>Academy of Management Review</i>, 32(1), 33-54.</p>
<p><b>4. The Learning Leader.</b> What is learning and why it is important for leaders? What is a learning organization and how to lead a learning organization? <i>Taught by Prof. Eugene Sadler-Smith (University of Surrey, UK).</i></p>	<p>6 September 18:00-21:15</p>	<p>Selected texts (see e-learning)</p>
<p><b>5. The Destructive Leader.</b> 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</p>	<p>7 September 18:00-21:15</p>	<p>Akstinaitė, V., Robinson, G., &amp; Sadler-Smith, E. (2020). Linguistic markers of CEO hubris. <i>Journal of Business Ethics</i>, 167(4), 687-705.</p>

that are required for leading local and global organisations. <i>Taught by Prof. Eugene Sadler-Smith (University of Surrey, UK).</i>		Textbook Chapter 13, p. 369-372; Chapter 15, p. 431-432 Textbook Chapter 15, p. 423-430
<b>6.1. EXTERNAL VISIT (GROUP 1). Leadership, management (managerial) and innovation challenges in the Political and Public Administration context.</b> A study visit to LR Seimas and a meeting with the chancellor (lt. kancleris) Prof. Modestas Gelbūda. <i>NOTE: Participants are required to have a valid ID/passport.</i>	11 September 17:00-19:00 Gedimino pr. 53, Vilnius	N/A
<b>7. Meet your mentor event.</b> A joint session for mentors and mentees. Understanding the role of mentoring in the development of the leader.	12 September 18:00-20:00	Textbook Chapter 8, 11 Ibarra, H., & Scoular, A. (2019). The leader as coach. Harvard Business Review, 97(6), 2-11.
<b>8. Leaders &amp; Followers.</b> 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 followership. <i>Taught by Prof. Vita Akstinaitė (ISM).</i>	13 September 18:00-21:15	Textbook Chapter 13, p. 352-361 Bastardo, N., & Van Vugt, M. (2019). The nature of followership: Evolutionary analysis and review. The Leadership Quarterly, 30(1), 81-95.
<b>6.2. EXTERNAL VISIT (GROUP 2). Leading in the global environment.</b> A visit to the British Embassy in Lithuania. A meeting with Brian Olley, Her Majesty's Ambassador to the Republic of Lithuania and learning about working and leading in the global political environment. <i>NOTE: Participants are required to have a valid ID/passport.</i>	18 September 16:00-18:00 Antakalnio str 2, Vilnius	N/A
<b>9. Global digital leadership. Future of leadership in a digital era.</b> Understand the current digital context in which leadership is functioning and how it affects both leaders and leadership understanding globally. <i>Taught by Prof. Vita Akstinaitė (ISM).</i>	19 September 18:00-21:15	Frankiewicz, B. & Chamorro-Premuzic, T. (2020). Digital Transformation Is About Talent, Not Technology (Harvard Business Review).

#### MENTORING OUTLINE

#	Event	Date	Hours	Comment
1	Meet your mentor	12 September, 18:00-20:00	2	A joint session for mentors and mentees at ISM. <ul style="list-style-type: none"> <li>• What is mentoring? How does it work?</li> <li>• Meet your mentor.</li> <li>• Setting up expectations and working principles.</li> </ul>
2	1:1 session	By 30 Sept	1	Mentor-mentee 1:1. Arranged by the mentor and mentee at a suitable time. <ul style="list-style-type: none"> <li>• Suggested topic: getting to know each other.</li> </ul>
3	1:1 session	By 31 Oct	1	Mentor-mentee 1:1. Arranged by the mentor and mentee at a suitable time. <ul style="list-style-type: none"> <li>• Suggested topics: leadership journey, lessons, mistakes and required skills.</li> </ul>
4	Visit	By 30 Nov	2-4	Visit the mentor's organisation ('work shadowing').
5	1:1 session	By 20 Dec	1	Mentor-mentee 1:1. Arranged by the mentor and mentee at a suitable time. <ul style="list-style-type: none"> <li>• Suggested topic: future planning. What's next?</li> </ul>

## FINAL GRADE COMPOSITION

Type of assignment	Self-study hours	% of the total grade	Due date
Assessment 1. Case study analysis (group component)	30	30%	15 September (Friday), 15:00
Assessment 2. Global leader analysis (individual component)	40	30%	29 September (Friday), 15:00
Assessment 3. Mentoring Reflection Journal (individual component)	54	40%	22 December (Friday), 15:00
<b>Total:</b>	<b>124</b>	<b>100</b>	

## DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

### Assessment 1. Case study analysis (group report).

For this assessment, your group will have to respond to case study questions, particularly reflecting and analysing the organisation's context, leaders' decision-making, and the outcomes of the actions taken. 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 analyse a case study:

1. Read the questions carefully
  - What are you being asked to do? Decide? Describe? Analyse? 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 (or watch!) the case study carefully
  - Read (or watch) 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. Analyse and organise 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.
5. Work as a team
  - It is a group assignment, hence you have to discuss the case study and all questions together as a group, compare your opinions and arrive at joint opinions. **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 e-learning platform before the due date.

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. 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? In what global environment does he/she operate?
- What are this leader's successes? What are this leader's mistakes? What can we learn from this leader's successes and mistakes about being a global leader?

Your analysis of the leader should be recorded **as a 10-minute video** and uploaded to YouTube as an **Unlisted** video (this means that it will only be accessible/visible to people who have the link to access the video). You will be able to delete this video once your assessment is marked. You have to be seen in the video for the majority (>6minutes) of the time.

A 10-minute video presentation should be supported with a 1-page executive summary. The **LINK** to your video and the executive summary should be uploaded on 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 reasons and supportable conclusions, to synthesise and apply knowledge within and across disciplines. Specifically, the learning points from a particular leader that is being presented should be highlighted. Presentations should be creative, interactive and visual, rather than descriptive.

### Assessment 3. Mentoring Reflection Journal (FINAL assessment)

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;
- leadership lessons from working with your mentor;
- what actions and steps you need to take to develop as a better leader.

Your Reflection Journal should be based on conversations, activities and lessons (both good and bad) from your time with your mentor. The Mentoring Reflection Journal should contain the following information:

- date and place of **each** of your meetings with the mentor;
- topics discussed, lessons and insights gained.

Each reflective journal entry should be around **200-300 words**. By the assignment submission date in December, you should have met your mentor at least 4 times, therefore there should be at least 4 entries, **each** 200-300 words long. If you met your mentor more often, you could add more entries to your journal.

The purpose of this assessment is critically evaluating your leadership skills and needs, learnings from working with a senior leader and reflecting on your development as a leader across various life domains (i.e., work, studies, projects, volunteering).

**RETAKE POLICY**

**Retakes.** As per ISM policy.

**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. Bastardo, N., & Van Vugt, M. (2019). The nature of followership: Evolutionary analysis and review. *The Leadership Quarterly*, 30(1), 81-95.
3. Frankiewicz, B. & Chamorro-Premuzic, T. (2020). *Digital Transformation Is About Talent, Not Technology* (Harvard Business Review).
4. 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.
5. Ibarra, H., & Scoular, A. (2019). The leader as coach. *Harvard Business Review*, 97(6), 2-11.
6. Kempster, S., & Jackson, B. (2020). Leadership for What, Why, for Whom and Where? A Responsibility Perspective. *Journal of Change Management*, 1-21.
7. 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.
8. Nichols, C., Hayden, S.C. & Trendler, C. (2020). *4 Behaviors That Help Leaders Manage a Crisis* (Harvard Business Review).
9. 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.
10. Sadler-Smith, E., Akstinaite, V., & Akinci, C. (2022). Identifying the linguistic markers of intuition in human resource (HR) practice. *Human Resource Management Journal*, 32(3), 584-602.
11. 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.



#### **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.