STUDY PROGRAMME ACADEMIC YEAR SEMESTER

2nd

ECO (course is specific to ECO, ECO-ELEA, ECO-EPPA)

EEIB (course is specific to EEIB)

LAW (course is specific to LAW, LAW-ELEA)

POL (course is specific to POL, POL-EPPA)

**2020 - 2021**

COURSE TITLE

Developing Leadership – An Experiential Approach to Unlocking Leadership Potential

COURSE PROFESSOR COURSE ASSISTANT

Alexia Fafara

Christine Reijnders

NATURE OF COURSE (COMPULSORY, OPTIONAL) LANGUAGE OF INSTRUCTION

EG Seminar

English

ECTS CREDITS

LAW: 3 ECTS; ECO (/ELEA, /EPPA): 3 ECTS; LAW/ELEA: 2 ECTS; POL: 4ECTS; POL/EPPA: 3.5 ECTS

1. **COURSE OBJECTIVE**

The purpose of this course is to experience and reflect on your self-leadership capabilities and on what kind of leader you want to be in this world.

The components of developing leadership are increasing self-awareness and self-management in order to manage relationships and to engage people more effectively with the purpose of achieving a common organisation goal. Group dynamics, leading across cultures and leading a team effectively will be explored in an experiential way.

1. **LEARNING OUTCOMES**

At the end of this course, the student will :

• Be more self-aware about individual purpose, personal values, personal strengths and weaknesses. The student will be able to manage Self better. The increased self- awareness will also enable the student to make the right decisions in terms of career planning.

• Understand and experience his/her personal communication style and working style and his/her impact on other people and vice versa. The student will understand that other people think, feel and behave differently and how diversity in a team can be beneficial.

• Be able to adapt his/her communication style to individuals and teams in order to influence them through effective communication and will be able to manage and/or avoid conflict in communication

• Experience how to build and lead an effective team towards a common goal

• Understand and experience how to lead people across different national cultures

• Be able to give and receive constructive feedback in order to enhance leadership capabilities and to learn how he/she is being perceived by others.

• Be able to action plan, operate new behaviours and test new ideas for his/her personal leadership challenges

1. **COURSE CONTENTS**

Classroom sessions or video sessions depending on covid-19 recommendations:

Session 1 : Course introduction and Self-awareness

* Leadership theories and the future
* Definition of leadership and multi-directional leadership
* Self-awareness and self-management as a strong foundation of leadership
	+ Values versus Beliefs
	+ Values versus Purpose
	+ Working styles
	+ Qualities and pitfalls
	+ Leadership and Emotional Intelligence
* Experiential exercises and reviews

Session 2 : Leading others and relationship management

* Managing relationships and engaging people
* Communication: verbal and non-verbal
* How to recognise and avoid/manage conflict
* Recognising and understanding others’ emotions – empathy
* Giving and receiving recognition and rules of giving feedback
* Experiential exercises and reviews

Session 3 : Leading across cultures

* Leading and communicating across national cultures
* How to reconcile cultural differences in order to work effectively together
* Experiential exercises and reviews
* An external speaker with a leadership position in public/private sector may be invited to share experiences on the topic

Session 4 : Leading teams, leading people effectively through change

* Achieving a task through team – delegation
* Group dynamics in organisation and the role of leadership
* Leading people effectively through change
* Experiential exercises and reviews
* Giving and receiving feedback in practice
* An external speaker with a leadership position in public/private sector may be invited to share experiences on the topic
1. **TEACHING METHOD(S)**

The course teaching method is mainly based on “experiential learning” and on some intervention on leadership from practitioners.

Experiential learning is a different approach from intellectual learning only, in so far that it enables people to learn and develop by moving through an emotional learning curve, i.e. gaining awareness of feelings and behaviors that emerge whilst growing self-awareness and learning new skills. Self-held theories or theories acquired from intellectual learning - from central sessions, literature - are put to the test during hands-on activities. The learning is then mutually and individually extracted from the experience and becomes personalized to the individuals and the group in which they’re working.

1. **COURSE MATERIAL**

There is no handbook or syllabus provided for the course. Personal notes can be made during class. A handout of the slide deck is available on intranet after each session along with reading material relevant to the topics of the session which is optional. Students are asked to do some reading of articles in preparation of sessions. A reading list will be available on intranet specifying compulsory reading and optional reading. This list will include reference to the compulsory articles in preparation of the sessions. Guidelines for writing the paper will be available on the intranet too.

Compulsory reading list:

**Readings**

* Keith Grint, (2010) Leadership : A Very Short Introduction, OUP Oxford
* One book about leading across cultures with a choice from the following two :
	+ Erin Meyer (2014): The Culture Map - Decoding how people think, lead, and get things done across cultures
	+ Fons Trompenaars & Charles Hampden-Turner (2012), Riding the Waves of Culture – Understanding Diversity in Global Business

**Articles**

* Leadership Trust, Report on the first Leadership Think Tank (2012), What is the Real Value of leadership to Business and Society ? Report by Professor Sharon Turnbull
* Leadership Trust, Report on the second Leadership Think Tank (2014), New Thinking on Leadership and Innovation. Preparing Current and Next Generation Leaders to Lead Tomorrow’s Organisations. Report by Professor Sharon Turnbull
* Leadership Trust, Report on the third Leadership Think Tank (2015), Leadership for the Digital Age, Report by Professor Sharon Turnbull
* Rob Goffee and Gareth Jones, (2005) Managing Authenticity, The Paradox of Great Leadership, Harvard Business Review
* Ronald Heifetz and Marty Linsky, (2002) A Survival Guide for Leaders, Harvard Business Review
* Daniel Goleman, (2004) What Makes a Leader ?, Harvard Business Review
* Deborah Ancona and Elaine Backman (2010), It’s Not All About You, Harvard Business Review
* Robert Goffee and Gareth Jones (2000), Why should anyone be led by you ?, Harvard Business Review
* **Video** : Simon Sinek, How Great Leaders Inspire Action, Start with Why (See video link further down the list)
1. **EVALUATION**

The evaluation is based on three components : class participation, individual paper and oral exams.

**Participation in class** : accounts for 20% of final mark

and will be evaluated based on

* Attendance of the classes will account for 60% of the mark of Participation in class.
* The other 40% will be evaluated based on observation of:
	+ Active contribution of the student in group exercises and group reviews
	+ Sharing thoughts, feelings and experiences relevant to the content of the course
	+ Active contribution in learning partnerships and sharing personal learning with others

Interaction in a group is an integral part of leadership, hence why it is part of the evaluation of the course.

**Individual paper** (limited to 3600-4400 words) : accounts for 30% of final mark.

The paper is divided on two parts:

* **Part I**: The student will identify a personal leadership challenge that will be put in action during second semester, either a self-leadership challenge or a ‘leading others’ or ‘leading a project’ challenge and will describe the experience and learning in part I of the paper, whilst summarising their personal learning from the sessions and their personal learning journey into leadership through self-awareness and self-management, managing relations and working in groups. The journey and the learning towards the goal are clearly described. Part I will also include how the student experienced the study groups and the learning they took from it.
* **Part II**: In the second part of the paper the student will describe a chosen role model of a leader that makes him/her feel inspired. The student will observe and describe traits and leadership skills of the chosen leader and how that relates back to his/her own person.

Papers are assessed not by how big the chosen leadership challenge is but by the student’s personal learning about his/her own leadership potential.

The following criteria (learning outcomes) will be used in assessing the papers :

1. The personal learning journey into leadership is described through self-awareness and self-management, managing relations and working in groups.
2. A (self-)leadership goal – a personal case to work on in second semester – is well defined and the action towards the goal and the learning is described.
3. Observation of a chosen role model as leader, that inspires the student, is described with the role model’s leadership skills and behaviours and how these impact the student.
4. The learning about their own leadership potential for the future is described.

The following elements will impact the mark if they are missing from the paper :

* Research question is concrete and working hypothesis refers to and answers research question
* Paper takes advantage of concepts and theories discussed during the course
* The necessary literature review (compulsory reading) is referred to.
* The learning and experience of the study group is described.
* Argumentation is well developed
* Conclusions refer back to the question and hypothesis
* All formalities in style and presentation (quotations, footnotes, bibliography) are respected

**Oral exams** account for 50% of final mark.

The exams are open book. Any material can be brought to the exams such as articles, books, handouts of slide deck, any material provided on intranet...

There will be 3 questions and the evaluation will be done as such:

1. Question 1 (15% of final mark): relates to personal learning of the student during the first 2 experiential sessions. The question may cover a topic on self-awareness/self- management or relating with others.

Evaluation : based on student’s understanding of the concept presented in class and the application of personal learning

2. Question 2 (15% of final mark): relates to personal learning of the student during sessions 3 and 4 of the experiential sessions. The question will cover a topic on leading teams, leading across cultures and leading change.

Evaluation : based on student’s understanding of the concept presented in class and the application of personal learning

3. Question 3 (20% of final mark): will be an individual question relating to the student’s individual paper

Evaluation : based upon the capacity of the student to reflect on a topic described in his/her paper at a deeper level.