



DEVELOPING LEADERSHIP – AN EXPERIENTIAL APPROACH TO UNLOCKING LEADERSHIP POTENTIAL

COURSE DESCRIPTION

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 people effectively through change will be explored in an experiential way.

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 behaviours 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 personalised to the individuals and the group in which they're working.

This course is designed to make you think, explore, challenge yourself and apply the learning of self-leadership and leadership within your context.

"You cannot teach a man anything. You can only help him find it within himself." *Galileo Galilei*

SUBJECT

- 1) Brief overview of leadership theories
- 2) Increasing self-awareness and the importance of self-management (intrapersonal skills)
- 3) Leading others and relationships management (interpersonal skills)
- 4) Leading and communicating across national cultures
- 5) Leading teams and organisations, leading change and team and group dynamics

LEARNING OBJECTIVES

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 effectively through change and how to lead 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

Communication of course objectives

- The objectives of the experiential sessions will be explained at the start of each session.
- During the first session the objectives regarding individual paper, exams and study groups will be explained.
- Guidelines for the paper will be available on the intranet as well as a reading list and articles to read in preparation of each session.
- Study groups will be formed and the objective of it will be discussed during the first session.
- The main objective of study groups is to enhance and deepen the learning and to experience building a supportive network in practice.
- During the 3rd and 4th session there will be Q&A time regarding exams and papers.
- In each of the four experiential sessions a recapitulation of the previous session will be made and questions can be asked at the end of each session.

CONTENTS

Classroom sessions

1. 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
2. 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
3. Session 3 : Leading across national 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 or private sector may be invited to share experiences on the topic
4. 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 from public or private sector may be invited to share experiences on the topic

Individual paper

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.

Detailed guidelines for the individual paper will be available on intranet.

Teaching methodology

All sessions are run based on the experiential learning methodology and on some intervention on leadership from practitioners.

Course activity : Sessions 1 – 4

All sessions are mainly experiential (with the exception of leadership theories). This means learning is abstracted from :

- simulation games
- group activities
- questionnaires
- learning partnerships – in 2's, 3's or small groups of 4 or 5



- group reviews
- concepts and models presented by professor
- listening to practitioners in the field from public and private sector who will share their leadership experiences with the students

Experiential learning increases self-awareness and provides a safe learning platform to study human interactions and group dynamics in relation to leadership.

During the sessions theoretical concepts related to the experience will be explained.

In preparation of attending the experiential sessions, reading about theories and reading leadership articles will be required from the student. The student will be informed about this via intranet.

Paper

Students will write an individual paper, see more details under Course contents.

Study groups

At the end of the first session students will be asked to form small study groups in which they meet at regular intervals.

The students will be given suggested tasks, topics and exercises to discuss during their study group meetings. Other than the suggested topics, students can use each other as a supportive network to help them achieve their personal leadership challenge to be described in their papers.

The study groups are an opportunity for the student to catch up with any missed classes.

Reading list

Students will be required to read the compulsory books and articles from the reading list and are encouraged to do some reading from the optional reading list.

The experiential learning method is based on experiential learning of Kolb (1984).

This means learning is done in cycles of which each cycle will consist of :

- the experience during a group activity/simulation game
- reviewing in group(s) through reflective observation
- introducing concepts/simple theories
- apply and test the change/learning

Each session consists of minimum one or two learning cycles.

Practical information

- Any preparation in terms of reading articles ahead of sessions will be communicated via intranet.
- Lectures may be recorded and students will be notified. Approval for recording will be asked from all for the experiential sessions.
- Outside of contact hours with the professor, questions can be asked to the academic assistant and can be forwarded to the professor if necessary.
- Students can use their study group for questions about the sessions and for support.
- Each experiential session will allow time for Q&A.



Course material

See intranet.

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 will be asked to do some reading of articles in preparation of sessions. The student will be notified of this via intranet.

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 and questions can be asked during all sessions.

EVALUATION METHODS

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

For topic of individual paper see ECTS card for more information.

- 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.



BIBLIOGRAPHIE / BIBLIOGRAPHY

Compulsory 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)

Additional Abstracts to read will be made available ahead of sessions of the course.

Optional readings

Highly Recommended Reading

Leadership books including theories

- Bolden, R., Hawkins, B., Gosling, J. and Taylor, S (2011) Exploring Leadership - Individual, Organizational, and Societal Perspectives, Oxford Press.

On Leadership and leaders



- Ronald A. Heifetz (1994), Leadership without easy answers, Harvard University Press
- Ronald A. Heifetz & Marty Linsky (2002), Leadership on the line : Staying Alive through the Dangers of Leading, Harvard Business School Press
- Keith Grint (2007), Leadership, Management and Command, Palgrave Macmillan
- Benjamin Jones and Benjamin Olken (2005): "Do Leaders Matter? National Leadership and Growth since World War II" Quarterly Journal of Economics Volume 120, Issue 3, Pp. 835-864
- Frans Trompenaars, (2002) The Quest For a new Paradigm of International Leadership, Trompenaars Hampden-Turner, p. 1-9 (pdf)

Authenticity

- Rob Goffee & Gareth Jones, (2006 or 2015) Why should anyone be led by You? Harvard Business Review Press

Practical books on Leadership Development

- Joseph A. Railin, The Leaderful Fieldbook : Strategies and Activities for Developing Leadership in Everyone (2010), Nicholas Brealey Publishing
- George Kohlrieser, (2012) Care to Dare, John Wiley & Sons
- James Scouller, (2011) The Three Levels of leadership, Management Books 2000 Ltd

Emotional Intelligence, Meaning and Purpose, Self-Management

- Goleman, Boyatzis & McKee, (2003) The New Leaders – Transforming the Art of leadership into the Science of Results, Sphere; Ned Ed edition
- Viktor Frankl, (2004) Man's Search for Meaning : the classic tribute to hope from the Holocaust, Rider
- Dr Steve Peters, (2012) The Chimp Paradox, The Mind Management Programme for Confidence, Success and Happiness, Vermilion – See also under Videos

Understanding Organisations

- Bob Johanson, Leaders make the future (2012), Berrett-Koehler Publishers

Supplementary reading

Advanced reading on Leadership Theories

- Michael Williams (2005), Leadership for Leaders, Thorogood
- Schedlitzki, D. and Edwards, G. (2014) Studying Leadership - Traditional and Critical Approaches, London, Sage.
- Roger Gill, (2011) Theory and Practice of leadership, Sage Publications
- Chemers, Martin M. (1997) An Integrative Theory of Leadership. Psychology Press



More on Leadership and Leaders

- Stephen Bungay (2011), *The Art of Action : How Leaders Close the Gaps Between Plans, Actions and Results*, Nicholas Brealey Publishing
- David Marquet (2013), *Turn the Ship Around! : A True Story of Building Leaders by Breaking the Rules*, Portfolio Penguin – see also under Videos

More on Authenticity

- Thomas d'Ansembourg, (2007) *Being Genuine : Stop Being Nice, Start Being Real*, Puddle Dancer Press, U.S.
- Tim Richardson, (2015) *The Responsible Leader*, Kogan Page

More on Understanding Organisations

- Chris Argyris, *Overcoming Organizational Defenses : Facilitating Organizational Learning* (1990)

Further useful resources

Interesting Videos

- Simon Sinek, *How Great Leaders Inspire Action, Start with Why* (about influencing people) http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action
- Dr Steve Peters, *The Chimp Paradox* (about self-management), A short summary of the Mind Management Programme <https://www.youtube.com/watch?v=e6bHxfJGIU>
- Tim Urban, *Inside the mind of a master procrastinator*, TED talk <https://www.youtube.com/watch?v=arj7oStGLkU>
- *Optimising the Performance of the Human Mind: Steve Peters at TEDxYouth@Manchester 2012* <https://www.youtube.com/watch?v=R-KI1D5NPJs>
- *Why Should Anyone Be Led by You?- Unique Differentiators* (related to the book and article) <https://www.youtube.com/watch?v=EsAin3jfiU>
- David Marquet, *Greatness, This Inno-Versity Inno-Mation* was adapted from Captain David Marquet's talk on *Greatness*, and is based on his book, *Turn the Ship Around!* https://youtu.be/OqmdLcyES_Q