

## COURSE SYLLABUS

# Advanced Leadership, 7.5 credits

*Advanced Leadership, 7,5 högskolepoäng*

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Course Code:	MGSR23	Education Cycle:	Second-cycle level
Confirmed by:	Council for Undergraduate and Masters Education Jun 10, 2013	Disciplinary domain:	Social sciences
Revised by:	Examiner Aug 7, 2015	Subject group:	FE1
Valid From:	Aug 24, 2015	Specialised in:	A1N
Version:	3	Main field of study:	Business Administration
Reg number:	IHH 2015/01565-313		

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### Intended Learning Outcomes (ILO)

The purpose of Advanced Leadership is to encourage leadership skills that are relevant when operating in a global context.

On completion of the course, the student will be able to:

#### *Knowledge and understanding*

1. Demonstrate the ability to analyze who leaders are, what they do, and why they matter
2. Identify the relevance of different leadership perspectives in relation to practice in a global environment

#### *Skills and abilities*

3. Compare and contrast the implications of different perspectives on leadership in different cultural settings
4. Identify challenges, suggest solutions and point out consequences for a leader in a global context
5. Demonstrate the ability to lead in complex situations
6. Evaluate and critically assess own leadership style in relation to leading in a globalized world

#### *Judgement and approach*

7. Critically and independently evaluate own and colleagues' leadership abilities
8. Appreciate the relevance of leadership in cross cultural teams

### Contents

The course builds on a set of theoretical perspectives about leadership covering key themes such as strategic leadership/change, global leadership skills, power, crisis management, gender, ethics, communication and identity in order to foster professional and responsible leadership.

### Type of instruction

Case-, simulation and feedback seminars, lectures

The teaching is conducted in English.

### Prerequisites

Bachelor's degree in Business Administration or equivalent (or the equivalent).

### Examination and grades

The course is graded A, B, C, D, E, FX or F.

ILO 1, 2, 3 and 4, : Written exam and project work

ILO 2, 3 and 8: Project work

ILO 4–8: Case and simulation seminars

Registration of examination:

Name of the Test	Value	Grading
Examination <sup>1</sup>	7.5 credits	A/B/C/D/E/FX/F

<sup>1</sup> Determines the final grade of the course, which is issued only when all course units have been passed.

### Course evaluation

It is the responsibility of the examiner to ensure that each course is evaluated. At the outset of the course, evaluators must be identified (elected) among the students. The course evaluation is carried out continuously as well as at the end of the course. On the completion of the course the course evaluators and course examiner discuss the course evaluation and possible improvements. A summary report is created and archived. The reports are followed up by program directors and discussed in program groups and with relevant others (depending on issue e.g. Associate Dean of Education, Associate Dean of faculty, Director of PhD Candidates, Dean and Director of Studies). The next time the course runs, students should be informed of any measures taken to improve the course based on the previous course evaluation.

### Other information

Academic integrity

JIBS students are expected to maintain a strong academic integrity. This implies to behave within the boundaries of academic rules and expectations relating to all types of teaching and examination.

Copying someone else's work is a particularly serious offence and can lead to disciplinary action. When you copy someone else's work, you are plagiarizing. You must not copy sections of work (such as paragraphs, diagrams, tables and words) from any other person, including another student or any other author. Cutting and pasting is a clear example of plagiarism. There is a workshop and online resources to assist you in not plagiarizing called the Interactive Anti-Plagiarism Guide.

Other forms of breaking academic integrity include (but are not limited to) adding your name to a project you did not work on (or allowing someone to add their name), cheating on an examination, helping other students to cheat and submitting other students work as your own, and using non-allowed electronic equipment during an examination. All of these make you liable to disciplinary action.

## Course literature

### Literature/Articles

Alvesson, M., & Sveningsson, S. (2003). The great disappearing act: difficulties in doing “leadership”. *The leadership quarterly*, 14(3), 359-381

Bartlett, C. & Goshal, S. (2002). Building competitive advantage through people. *MIT Sloan Management Review*(Winter), 34-41.

Bird, A., Mendenhall, M., Stevens, M. J., & Oddou, G. (2010). Defining the content domain of intercultural competence for global leaders. *Journal of Managerial Psychology*, 25(8), 810-828.

Brundin, E. and Melin, L. (2006). Unfolding the dynamics of emotions: how emotion drives or counteracts strategizing. *The International Journal of Work Organisation and Emotion*, 1 (3), 277-302.

Brundin, E. and Nordqvist, M. (2008). ‘Beyond Facts and Figures – The role of emotions in the boardroom dynamics’, *Corporate Governance: An International Review*, vol. 16 (4), 326-341.

Brundin, E., Pazelt, H. and Shepherd, D. (2008). ‘Managers’ Emotional Displays and Employees’ Willingness to Act Entrepreneurially’. *Journal of Business Venturing*, Vol. 23(2), 221-243

DeRue, D. S., & Ashford, S. J. (2010). Who will lead and who will follow? A social process of leadership identity construction in organizations. *Academy of Management Review*, 35(4), 627-647

Ely, R. J., & Rhode, D.L. (2010). Women and Leadership. In N. Nohria & R. Khurana (Eds.), *Handbook of Leadership Theory and Practice* (pp. 377-410). Harvard: Harvard Business Press

Grint, K. (2010). *Leadership - A very short Introduction*. Oxford: Oxford University Press

Hitt, M., Keats, W. B., and Yucel, M. (2003). Strategic Leadership in Global Business Organizations: Building Trust and Social Capital. *Advances in Global Leadership*, 3, 9-35.

Hogg, M. A. (2001). A social identity theory of leadership. *Personality and Social Psychology Review*, 5(3), 184-200.

Ireland, R. Duane, & Hitt, M. (2005). Achieving and maintaining strategic competitiveness in the 21st century: The role of strategic leadership. *Academy of Management Executive*, 19(4).

Kruger, M., & Seng, Y. (2005). Leadership with inner meaning: A contingency theory of leadership based on the worldviews of five religions. *The Leadership Quarterly*, 16(5), 771-806

Liu, F., & Maitlis, S. (2014). Emotional dynamics and strategizing processes: a study of strategic conversations in top team meetings. *Journal of Management Studies*, 51(2), 202-234

Moss Kanter, R.. (2010). Leadership in a globalizing world. In N. Nohria & R. Khurana (Eds.), *Handbook of Leadership Theory and Practice* (pp. 569-609). Harvard: Harvard Business Press

- Nyberg, D. and Sveningsson, S. (2014). Paradoxes of authentic leadership: Leader identity struggles. *Leadership*, 0(0), 1-19. DOI: 10.1177/1742715013504425
- Nye, Joseph S. Jr. (2010). Power and Leadership. In N. Nohria & R. Khurana (Eds.), *Handbook of Leadership Theory and Practice* (pp. 305-332). Harvard: Harvard Business Press
- Pearson, C. M., & Clair, J. A. (1998). Reframing crisis management. *Academy of management review*, 23(1), 59-76
- Rooke, D. and Torbert, W. R. (2005). Seven Transformations of Leadership. *Harvard Business Review*(April), 1-11.
- Rosenthal, S. A., & Pittinsky, T. L. (2006). Narcissistic leadership. *The Leadership Quarterly*, 17(6), 617-633.
- Quinn, R. E. (2005). Moments of greatness. *Harvard business review*, 83(7/8), 74-83.
- Schoemaker, P. J. H., Krupp, S., & Howland, S. (2013). Strategic Leadership: The essential skills. *Harvard Business Review*(January-February).
- Smircich, L., & Morgan, G. (1982). Leadership - The Management of Meaning. *Journal of Applied Behavioral Science*, 18(3), 257-273.
- Story, J. S. P. (2011). A developmental approach to global leadership. *International Journal of Leadership Studies*, 6(3), 375-389.
- Wooten, L. P., & James, E. H. (2008). Linking crisis management and leadership competencies: The role of human resource development. *Advances in Developing Human Resources*, 10(3), 352-379.

**Comments:**

- Grint (2010) will be handed out at the introduction
- The Handbook of Leadership Theory and Practice can be found at the library both on the course bookshelves as well as single copies.
- The other literature can be found via the library page (<http://hj.se/bibl/en.html>)
- The Student LPI: information will be provided during the course introduction
- Information about the cases will be given at the introduction