

Course Title		
MLI26C731	LEADERSHIP	6 cr
Course Description and Learning Outcomes		
<p>This course will provide a framework for understanding leadership from three perspectives: theoretical models of leadership, self-assessment of leadership, and being lead. Particular focus will be paid to effective leadership, including formal leadership and peer leadership. Through case studies, team exercises, assessments, and developmental activities, students can expect to critically analyze their own and others' leadership styles, and learn tools specifically designed to improve their personal leadership potential.</p>		
<p>Learning outcomes for this course, upon successful completion, include the ability to:</p>		
<p>1) understand core competencies of effective leadership; 2) understand the importance of motivation, power, and team dynamics for effective leadership; 3) understand the roles of decision-making and delegation in developing leadership style; 4) apply theories of leadership in order to better understand how and why leadership works; 5) recognize situational demands for specific leadership styles, including the development of skills for leading in asymmetric or uncertain contexts; and 6) self-analyze leadership strengths and weaknesses in order to set personal leadership goals.</p>		
Instructor Name and Profile		
<p>Dr Elysebeth Leigh Elysebeth has more than 30 years experience as a professional educator in workplaces and academic settings. She has published four books, and numerous articles and conference papers on various aspects of learning and teaching. She has worked in many countries and knows how to guide learners in multicultural contexts. She has worked in both the public and private sectors in Australia, in leadership roles in Human Resources Management and Organisation Development. Her classrooms are characterised by action-oriented and experience-based learning, to facilitate individual knowledge acquisition and personal development. Elysebeth consider learning to be a personal lifelong tool, and process. Because of this she has experienced great fun as a learner, and faced huge challenges. As an educator she provides opportunities to have fun while learning, so that - while doing so – students develop skills for recognising when emerging challenges are really learning opportunities of great personal value.</p>		
Email Address		
elysebeth.leigh@icloud.com		
Office Hours		
Will be negotiated with class during the first session, to meet student needs.		
Required Reading		
Hughes, Richard; Ginnett, Robert; Curphy, Gordon. Leadership: Enhancing the Lessons of Experience. Any edition from 5th onwards		

Course Schedule

This subject begins with a 'World Cafe' to explore the 'experience of leadership'. The first session includes an overview of the learning process and uses students' experiences to build a whole-of-class data base of

- i) experiences of leadership
- ii) issues for exploration
- iii) initial interactions as leaders/team members/followers.

That is - everyone will (at some point) experience leadership and 'followership' during the World Café, and this experience will form the basis of the first daily memo (see assessment tasks). The session will provide students and lecturer with a rich data-base about known concepts, ideas, experiences and indicate likely knowledge/experience gaps and learning needs, and set the theme of experience-based learning as a central focus of the program. Given that this introductory session is also an opportunity to review key learning needs, the following sequence of sessions is only indicative. The content will address relevant factors about leadership in the 21st century, but may not strictly follow the order in which items are listed here.

A key leadership concept that will be experienced during the course concerns 'situational awareness' - i.e. being alert to the exigencies of context and environment. Students will learn to assess their own responses, observe the reactions of others and engage with leadership concepts and strategies, through their daily interactions with everyone else present each day. Content will be shaped to match the the learning needs identified during the World Cafe experience and will be explored during practical classroom activities that are coupled with relevant sections of the textbook and additional resources.

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Teaching/Learning Strategy

After the first session each subsequent session will follow approximately the following sequence

REVIEW – of previous work, identifying new observations, learning and questions

ENACT – taking action on points identified as requiring attention, input and new information

PROCESS – assess progress, identify new questions, adapt actions to suit new insights/understanding

REFLECTION – recording observations, knowledge, emerging performance indicators, etc.

Each session uses approximately the same cycle of activity. Content builds on what has happened and looks forward to what might be required to improve personal and group performance. Not everyone is familiar with this approach; so all sessions will address emerging uncertainties and model (enact) – as far as possible – theories and concepts that are being explored.

The following outline suggests a likely arrangement of clusters of knowledge topics. Each cluster takes several sessions to complete. Each cluster incorporates relevant theory, practical applications and reflection on personal actions and relationships between theory and practice.

Please note – these plans are subject to change, because individual learning goals and emerging

understanding of how theories explain and explore events will be shaping our daily interactions. *Treat this syllabus document as a guidebook rather than a detailed map of each day's activity.* It explains the territory we will be exploring, but does not provide a pre-set path along which we will be travelling. There is much to explore about leadership, and some detours and side trips may be vital to helping you gain capabilities as a leader.

Use of readings and web searches and other resources will provide backup for original thinking. (In addition to the daily in-class activities, the schedule should include due dates for reading, exams, presentations, etc.). It's important to provide as detailed information as possible in this section to help us coordinate course content across modules and avoid overlap.

Session 1 Feb 18

The experience of leadership

The session will use a World Cafe approach to create a rich data-base of known leadership concepts, ideas, and experiences and develop some initial guidelines about knowledge/experience gaps and learning needs.

The session applies principles of experience-based learning.

Pre-requisite - students who have completed a Belbin Team Role Preferences and /or a Learning Styles Questionnaire are asked to bring their profile reports to class on Day One.

Students who have not previously completed these questionnaires are asked to download and complete the two questionnaires from the MyCourses. *Deduction due to an unexcused absence on first day of the course: 5 points (on a 100-point scale) will be deducted from the student's final raw score before converting it to the final grade.*

<p>Session 2 Feb 19</p> <p>Risk, Power and authority – developing the classroom as a learning organisation Applying theories of leadership to developing an organisation whose efforts are focused on building leadership skills. Recognising the exercise of both power and authority in action; using each one well; avoiding the potential for abuse. Exploring what enhances effective use of each, and actions that detracts from, inhibits, or distorts their use.</p>	<p>Notes for days 2 & 3</p> <ol style="list-style-type: none"> 1. Skim read the textbook – note factors of interest/value to you. Begin building a list of useful/interesting terms. You do not need to read in depth – yet. 2. Personalised Reading Plan - we will develop plans collaboratively during Session 2 & 3. 3. Completion and follow through on reading plans is assessed partly through use of references in writing and class contributions. 4. Your plan will include exploration of the text, articles and books and associated research. <ul style="list-style-type: none"> <i>Note - your plan will not be perfect at once; it will evolve as you understand more about the complexity of leadership.</i> <p>Beginning to explore the literature</p> <p>A. Nassim Nicholas Taleb – read the following article about Professor Taleb. https://www.independent.co.uk/news/business/analysis-and-features/nassim-taleb-the-black-swan-author-in-praise-of-the-risk-takers-8672186.html</p> <p>Read at least one <i>other</i> article about his work. Be critically aware of strengths and flaws in his arguments about risk. Then reconsider your contribution to Session one. In light of what he says about risk, identify risks you took to contribute to the learning potential of the day. We will discuss this in class.</p> <p>B. Chris Argyris (1991) Teaching Smart People How to Learn, Harvard Business Review https://hbr.org/1991/05/teaching-smart-people-how-to-learn</p> <p>What this ‘business classic’ article says is as relevant now - and as hard to enact - as it was in 1991. This difficulty is what makes it important. Argyris writes about the risk of questioning your assumptions and being open to new ideas.</p>
<p>Session 3 Feb 20</p>	<p>Continuation from Session 2</p>

<p>Session 4 Feb 21</p> <p>Context and Situation</p> <p>Some situations demand specific leadership styles. These include skills for leading in asymmetric or uncertain contexts learning to observe context closely and take appropriate action.</p> <p>Learning to understand how context has an impact on behaviour, helps develop skills for managing behaviour in different situations where there are different goals and intentions. Exploring differing contexts, and how differences impact behaviours requires specific applications of different leadership styles.</p>	<p>Focus questions</p> <p>The reference points [listed below] for this aspect of leadership invite us to consider such questions as:</p> <p><i>To what extent do I understand how to operate in this specific context at this time?</i></p> <p><i>How do I learn to manage agreement and what is needed for success right now?</i></p> <p><i>As an individual responsible for my own development and growth - how do I keep track of my work in taking on that responsibility?</i></p> <p><i>What do I need to know to best lead the work effort at this moment?</i></p> <p>C. Snowden, D, and Boone, M.(2007) A Leader’s Framework for Decision Making, Harvard Business Review, Nov 2007 https://hbr.org/2007/11/a-leaders-framework-for-decision-making</p> <p>D. Nonaka, Ikujiro and Ryoko Toyama and Noboru Konno (2000) SECI, Ba and Leadership: a Unified Model of Dynamic Knowledge Creation in Long Range Planning 33 5-34 https://ai.wu.ac.at/~kaiser/literatur/nonaka-seci-ba-leadership.pdf</p> <p>E. Jerry B. Harvey The Abilene Paradox: The Management of Agreement in Organizational Dynamics, Summer 1988 http://homepages.se.edu/cvonbergen/files/2013/01/The-Abilene-Paradox_The-Management-of-Agreement.htm_.pdf</p> <p>F. Jane Renowden (2009) Linking accountability with professional identity: how do I develop my living theory of educationally responsible practice? http://www.leeds.ac.uk/educol/documents/188428.pdf</p>
<p>Session 5 Feb 22</p>	<p>Continued from Session 4</p>
<p>Session 6 Feb 25</p>	<p>Continued from Session 5</p>
<p>Session 7 Feb 26</p>	<p>Continued from Session 6</p>

<p>Session 8, Feb 27: Career Day</p>	<p>No class During the World Cafe in session 1 we will plan collaboratively how to make provision (in this course) for the time spent on this vital aspect of your own future career. NB: As our focus is on leadership, including answering the questions above, there are many options: take the risk, make suggestions and lead the charge to ensure we address the challenge effectively and efficiently.</p>
<p>Session 9 Feb 28 Motivation factors and Team dynamics. Developing capacity for recognising and managing individual, group and organisational behaviour as components of effective leadership Focus is on learning to recognise patterns in the use and intent of leadership. Learning to exercise - and respond appropriately - to the exercise of leadership in context, both personal and as exercised by peers.</p>	<p>G. Scharmer, Claus Otto (2000) Presencing: Learning From the Future As It Emerges https://www.researchgate.net/publication/327321096_Presencing_Learning_From_the_Future_As_It_Emerges_On_the_Tacit_Dimension_of_Leading_Revolutionary_Change OR http://www.ottoscharmer.com/sites/default/files/2000_Presencing.pdf H. Using personal profile information to track personal preferences, growth and change. Follow this link to explore case studies about how understanding our preferences for working can positively impact on personal and team performance: https://www.belbin.com/resources/case-studies/</p>
<p>Session 10 Mar 1 Decision-making and delegation are key aspects of personal leadership style. Effective leaders focus on lifelong learning as a tool for extending and sustaining effective decision making in the context of specific goals and tasks. Since these skills are components of effective decision-making, using them wisely helps to identify problems early, explore options, make decisions, take action, and observe and record the outcomes and results of actions taken. The goal is to achieve a 'balance'. Exercising delegation and decisions making (not too much and not too little) is a lifetime of single choices. Each time you must decide again what is required e.g. consider 'context' and 'team dynamics'. How you choose to address each issue builds your own unique leadership style.</p>	<p><i>Leadership is getting things done with - and through - others.</i> This requires skills for deciding and delegating. Doing too much yourself leaves you overloaded and ineffective. Leaving everything to others without direction or appropriate controls leaves you 'out of the loop' and ineffective as a leader. I. See these links to explore what is involved in this balancing act. https://thedecider.app/delegation-decision-making/ AND https://www.theglobeandmail.com/report-on-business/careers/management/managing-problems-lose-the-monkey-on-your-back/article5856627/ Also find and read the HBR article mentioned in this article.</p>

Session 11 Mar 4	Continued from Session 10
<p>Session 12 Mar 5</p> <p>Self-analysis of leadership strengths and weaknesses, setting personal leadership goals. Learning about both being – and following - the leader. Implementing effective personal 'leadership' and 'followership' behaviours, observing and recording the outcomes of actions taken and events occurring in response to actions taken</p>	<p>J. Complete the questionnaire at this link and reflect on your experiences to date, using your results to consider your leadership skills https://www.mindtools.com/pages/article/newLDR_50.htm Then find and complete two - or more - additional online surveys about any aspect of leadership. Post the links to MyCourses (not your results) and be ready to conduct some analysis of what emerges. The goal is to think about the kind of person you are as a leader, and decide how you want to adjust, sustain and grow your capabilities.</p>
Session 13 Mar 6	
<p>Session 14 Mar 7</p> <p>Completions and preparing for closure. Leadership is not simply getting things started, it is also about keeping things moving and getting things done.</p>	<p>This session is dedicated to ensuring that everything is in place for the essential 'completions' and review of achievement and on-going personal development plans. Collective review and analysis of the experience of leadership in this course is vital to help you embed your learning into your practice as a leader and a follower. Tomorrow is a time for reflective analysis of what has been achieved, so today is about ensuring that everything is ready.</p>
<p>Session 15 Mar 8</p> <p>Closure Every ending heralds a new beginning. To ensure that such beginning have a good chance at achieving their own completions means we need to 'close' the current activity. Today is about closing this learning experience while ensuring that its implications have a lasting impact on what we do next.</p>	<p>K. Leaders know when to end thing. they have learned how to move teams, groups and organisations on to new opportunities and activities. Visit these links to think about how closure of this course may have an impact on your next beginnings http://changingminds.org/principles/closure.htm https://www.newyorker.com/tech/annals-of-technology/why-we-need-answers</p>

Aalto University School of Business, Mikkeli Campus Grading	
Course Requirements and Values	Weighting (%) or maximum points
Requirement 1 - Individual Reading Plan - a detailed reading plan will be developed, implemented with the help of a reading group, and summarised in a short final report.	25
Requirement 2 - group work participation. This is a complex peer reviewed process, using the 'derive' format to design, implement and report on a group project that falls within the 'Complex' domain of the Cynefin Domains of Knowledge.	25
Requirement 3 - reports to a future leader - using a reflective writing process to develop and demonstrate individual capacity to observe, report, analyse, and learn from daily class activity.	25
Requirement 4 - demonstration of leadership capacity – at one or more points everyone will be a leader in this course. The process for assessment of this requirement will involve class participation in designing the measurement rubric, which in itself will allow for demonstration of leadership capacity.	25
Conversion scale (if student work graded 0-100)* Final grade (official scale) 90 - 100 5 80 - 89 4 70 - 79 3 60 - 69 2 50 - 59 1 0 - 49 0	

ECTS GUIDELINES

This course is a 6 ECTS unit course, following the ECTS (European Credit Transfer System) guidelines of Aalto University School of Business. The number of hours the average student is expected to work in the course is 160 (including in-class and out-of-class work).

Total of all student workload hours
160

ECTS Student Workload

	Number of Hours
Contact hours (on- and off-campus)	45
Contact hours for attending the Career Day	4
Out-of-class hours (specify below)	111
Work with course materials, eg required reading	
Team projects (meetings, research, preparation, etc.)	

Academic Policy Statements

TEXTBOOK POLICY

All required textbooks and other course materials are the responsibility of the student. It is the expectation of faculty that all students will have access to the textbooks and other reading material. If a student is not able to purchase his/her own copy of the textbook or other required reading materials, it is nonetheless the student's responsibility to find a way to complete the reading for the course.

CLASS ATTENDANCE AND PARTICIPATION

Class attendance and participation are considered integral parts of teaching and learning at the BScBA program in Mikkeli. Therefore, regular class attendance is required of all students and attendance records are kept for each class. Students are also expected to be in class on time. Late arrivals are seen as being discourteous to the instructor and other students. The attendance policy of the BScBA program provides that:

- 1) **A maximum of two unexcused absences** is allowed for a 3-week, 6-credit course. Three or more unexcused absences will result in being dropped from the course. Note: Whenever taking an unexcused absence, the student bears the risk of missing class, and the consequences, which may include a lower participation grade, missing a graded activity, etc.
- 2) **A total maximum of four absences** (excused and unexcused) is allowed for a 3-week, 6-credit course. Five absences will result in being dropped from the course.
- 3) **Absences are excused** by approval of staff and the instructor for legitimate reasons only (medical certificates or other critical reasons), per the Permission for Absence Form.
- 4) **An unexcused absence on the first day:** an unexcused absence on the first day of the course will result in 5 points (on a 100-point scale) being deducted from the student's final raw score before converting it to the final grade.
- 5) **A student missing a graded activity due to an:**
 - a. **excused absence** will be given special consideration, eg the chance to make up an exam;
 - b. **unexcused absence** may not be able to compensate for the missed work, in which case the student will lose the points for that activity. The final decision in this case is left for the faculty.

Students not able to attend class on a day with a graded activity should make every effort to inform the instructor ahead of time, regardless of the reason.

- 6) **A student getting to class after the session has started** will not be able to enter the classroom until the first break and will get an unexcused absence for the day.
- 7) **The instructor may include class participation as a component of the grade,** up to 15% of the total points that can be earned toward the final grade.

CODES OF CONDUCT

Academic excellence and high achievement levels are only possible in an environment where the highest standards of academic honesty and integrity are maintained. Students are expected to abide by the Aalto University Code of Academic Integrity, other relevant codes and regulations, as well as the canons of ethical conduct within the disciplines of business and management education.

In addition, the BScBA Program has strict exam regulations in force which must be followed in all test-taking situations.