



Maastricht University

Center for European Studies



CISAustralia

Study | Intern | Volunteer Abroad

BUS2001

Leadership and Management in a Global World

Course Manual



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Chapter 1 Introduction

Organizational change is inseparable from personal change.

Introduction

The course "Leadership and Management in a Global World" is about leadership, strategy and change in a global business context. It confronts students with strategic business issues of today with the aim to develop business knowledge and to improve leadership skills to deal with these issues in a more effective and creative way.

In a global context, companies are confronted with business issues such as increasing speed of innovation, cultural diversity, need for differentiation, increasing competition, rising energy costs, and among others, stricter regulations on CO2 emissions. Such issues are not isolated from other variables, rather they are connected to a world of rapidly changing technological, political, economic, and environmental developments. To deal with these issues it is important to understand the logic of the business industry or sector.

New leaders must have an eye for diversity and complexity behind industry and company logic. Hence, understanding the business logic at hand is important, but it is not enough. If we want to create a better world for our children, and ourselves we should also think in terms of leadership and change. In this course, we will discuss examples of leaders and entrepreneurs that changed the rules of the game in an industry. For instance, Ellen MacArthur and her Ellen MacArthur Foundation, where new ideas of a circular economy are developed and promoted. Another example is Jamie Oliver who changed the school food program in the UK Food industry.

Leadership is about change.

A successful change initiative in the context of an organization can be defined as bringing the organization from position A to position B. This can be the fulfilment of a leaders' dream/vision or the implementation of a strategy for an organization. The key to a successful change lies in how leaders inspire people so that the envisaged benefits of the vision and strategy are actually realized. At root, leadership and change are about process and people. But even process is just about people doing things, ultimately it is all about people, and processes that work for people. Leadership is about personal dedication to a goal or vision far beyond personal interests. This implies that leadership is not a personal characteristic, but a part of a relationship among people in a community, where qualities like trust, respect, fairness, playfulness, and creativity are involved. The quality of leadership is embedded in relationships with followers accordingly with each the situation.

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Course philosophy

Three levels of change

Leading people through a personal transition is as important as managing the change process itself, in terms of formal processes, procedures and structures to be adjusted. The literature about change connected to leadership and management focuses mostly on the managerial aspects of change. The emotional impact of change is often neglected. What seems like resistance to change is in fact that employees get stuck in a transition process. Besides that, the process has also an impact on the leader personally. That is why leadership requires high levels of emotional intelligence. The level of emotional awareness - and the extent to which leaders embrace and harness the emotional dimension of an organization - is linked positively to the chance of success and organizational performance.

Change has an impact at three levels:

1. Organizational change: in the sense that new processes, procedures and structures are created to realize the change.
2. Personal transition: emotional and psychological change processes of the people involved in the change process.
3. Leadership development: emotional and psychological change processes of the leader involved in the change process.

Strategy, change & leadership

In this course, we recognize the emotional dimension of change and what it takes to lead the people impacted by the change through the stages of personal transition. Also, we examine how leaders create a new vision or strategy and provide the energy and inspirational motivation to the followers so that they are willing and capable of working together towards the new vision. Finally, we look briefly at how to ensure a balanced alignment of organizational formal needs (external) and the personal needs (internal) of all those stakeholders who are impacted by the change.

The theories on leadership, strategy and Change do not necessarily form a coherent field

of knowledge. Many theories, ideas and concepts are in conflict or in debate. In order to make the student aware of this diversity, general theories about Leadership & management are presented in the forms of dichotomies or dilemmas in this course. This approach helps student to think for themselves and participating in the discussions.

Course structure

This course consists of 36 class hours divided over three weeks. Students earn 7.5 ECTS credits when they obtain a passing grade. The course consists of different formats, including lectures, videos, group discussions, self-analysis exercises, discussions in small groups, dialogues and presentations.

Field trip

The course includes a company visit, which is mandatory – you will receive more information in class as well as a detailed itinerary.

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The current course deals with leadership, strategy and change in an integral way based on case studies. Practice confronts theory! Theory is a tool to help us generalize what we learned and make sense of our choice in practice afterwards. In other words, we will not use theory as a leading component, but rather as a tool to help us speed up our learning process.

Class hours and credits

There are 12 meetings plus the field trip. Students earn 7.5 ECTS credits when they obtain a passing grade for the course. For each ECTS credit, students must complete a total of 36 hours of workload. Besides the 36 hours allocated to online encounters, students will also put in a good amount of time for their coursework. Students have to prepare for each online encounter by reading the course literature and do their coursework as discussed during the meetings.

Chapter 2 Objectives

General goals

By the end of the course, students are able to:

- Understand what leadership means in one's personal life and in business. • Show and explain that leadership is not a phenomenon in itself, but always applied in context.
- Explain why leadership is a necessary element in business practice and is strongly related to strategy and change management.
- Integrate leadership issues in business case studies dealing with strategy and change in industries and business companies.
- Develop a meaningful vision towards leadership issues, business and/or personal related.
- Understand that leadership is part of a relationship between people, where feelings of fear and trust play a role.
- Communicate via dialogues, contributing to the investigating problems with an open mind.
- Connect leadership to personal awareness and growth.

Intended learning outcomes (ILO's) of this course

- **Organizational change:**

1. Group identity
2. Context
3. Perspective

- **Personal Transition:**

1. Creating and being one of *us*
2. Doing it for *us*

- **Personal leadership:**

1. Private victories
2. Public Victories
3. Leadership without an ego

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Chapter 4 Assessment

The examination rules for this course are specified in the CES Academic Guide 2023-2024. It is the responsibility of the student to carefully read this document and comply with all rules and regulations.

Course specific assessment overview

The overview below applies to the regular course format.

	Type of assessment	% Final grade
	<p><i>In class participation</i></p> <p>You are expected to actively engage in the discussions. Your participation will be assessed by way of:</p> <ul style="list-style-type: none">• your active contribution to the group discussion;• doing your homework;• showing up on time;• working and studying in a constructive way with other students during tuition and self-study;• bringing all requested course materials.	20%

	<p><i>Case study (paper & presentation)</i></p> <p>The class is divided into four teams of 3-4 students. Each team analyzes a case study and prepares a power point presentation and a written paper (2000-2500 words). See below for more information.</p>	30%
	<p><i>Personal Development Paper plus Portfolio</i></p> <p>Students work individually on a Personal Development Paper (1500 words) plus a portfolio based on every single meeting and they give a presentation.</p>	30%
	<p><i>Leadership analysis</i></p> <p>Students work individually on a Leadership (1500 words) based on their finest example of a leader which they choose during the first session of the course.</p>	20%

Chapter 5 Attendance rules

The attendance rules for this course are specified in the CES Student Handbook 2023-2024.

CES and MSS teachers have the right to ask your presence during online meetings. It is therefore the responsibility of the student to carefully read this document and comply with all rules and regulations.

Course specific attendance rules

At CES/MSS, students are expected to attend the meetings that the teacher asks your attendance for. If circumstances prevent students from complying with this rule, students may need to complete a make-up assignment. Teachers may alert the CES/MSS Examination Committee in case students miss too many meetings that ask your attendance and the CES/MSS Examination Committee may reach out to the student.

A teacher can, with approval of the CES/MSS Board of Examiners, deviate from the above and require a higher attendance. In such case, the attendance criteria have to be clearly indicated in the course manual and/or other educational material (e.g., Canvas). The student is then required to comply with these deviating attendance criteria.

Absence

The teacher notes attendance at the start of each meeting that asks your presence. In order to be registered as 'present' students need to be on time and participate in an active manner. More strict attendance requirements may apply, please refer to the course manual.

In case of absence due to illness or other personal circumstances, **students are required to email the professor before the start of the meeting**. The written notification should include the student's name and a brief description of the reason or cause and the expected duration of the absence.

In case of longer absence, the programme coordinator may require additional proof of the cause of the absence, for example a doctor's note. When the student returns, he/she

must report to the programme coordinator during the first day he/she has returned. CES/MSS cannot be held responsible if a student fails a course due to long-term absence, even if this absence is due to illness or other exceptional personal circumstances.

Participation

Active participation is a prerequisite for this course, and you are expected to be on time. Absence, being late or not being prepared will negatively affect your participation grade.