

Leadership Development 7.5 credits

Ledarskapsutveckling 7.5 hp

Second cycle

Main field: Business Administration, Second cycle, has only first-cycle course/s as entry requirements (AIN)

Syllabus is adopted by the Research and Education Board (2022-03-24) and is valid for students admitted for the autumn semester 2023.

Placement in the Academic System

The course is included in Master's Programme (120 credits) in Strategic Entrepreneurship for International Growth.

Prerequisites and Conditions of Admission

Bachelor degree in Business Economics or the equivalent of 180 Swedish credit points or 180 ECTS credits at an accredited university.

Applicants must have written and verbal command of the English language equivalent to English course 6 in Swedish Upper-Secondary School.

Course Objectives

The main purpose of the course is to critically examine and reflect over the students' own leadership practice on the basis of leadership literature. The course also aims to critically analyze leadership and leadership development in general as well as in theory. Furthermore, the students should independently choose a problem within the area of leadership and present a solution to the problem based on current research.

Following successful completion of the course the student should:

Knowledge and understanding

- show the knowledge about differences between roles within leadership research
- show knowledge and show understanding regarding distinctions between traits and behaviors in leadership theories
- show knowledge and understanding about the impact on gender equality and intersectionality for leadership development

Skills and ability

- compare, assess and apply different leadership theories in general and leadership development theories in particular

- identify, choose and discriminate relevant problems within the field of leadership development and critically analyse these problems and independently present relevant solutions
- question and critically reflect upon the own leadership development process related to an intersectionality perspective and the consequences of this for leadership practice

Judgement and approach

- assess and choose between different ways of acting as a leader
- manage and also take responsibility for the self-learning process

Primary Contents

The primary contents on the course are the following:

- Self-reflection/Growth processes
- Classic leadership theories/Leadership development theories
- Gender equality and intersectional perspective
- Communication, feedback and active listening
- Power and the dark side of leadership
- Sustainable leadership
- Crises leadership

Teaching Formats

In the course we use experience based learning to reflect on the students' previous and future leadership. There will also be lectures and literature seminars where the students are supposed to participate actively where the texts are critically examined.

Examination

The overall grades of F (Insufficient), E (Sufficient), D (Satisfactory), C (Good), B (Very Good), A (Excellent) will be awarded for the course.

The course includes both individual assignments in terms of written take-home examination as well as group assignments including projects with oral presentations at seminars.

The final grade is the average of the included partial assignments.

Name of the test		Grading
Written Individual Take-home Examination I	1,5 credits	F/E/D/C/B/A
Seminar I	0,5 credits	U/G
Written Individual Take-home Examination II	1,5 credits	F/E/D/C/B/A
Seminar II	0,5 credits	U/G
Oral Presentation, Group Examination III	1,5 credits	U/G
Written Individual Take-home Examination IV	2 credits	F/E/D/C/B/A

If there are special reasons, the examiner may make exceptions from the specified examination format and allow a student to be examined in another way. Special reasons can e.g. be a decision on learning support.

For elite sports students according to Riktlinjer för kombinationen studier och elitidrott vid Högskolan i Halmstad, DNR: L 2018/177, the examiner has the right to decide on an adapted examination component or let the student complete the examination in an alternative way.

Course Evaluation

Course evaluation is part of the course. This evaluation should offer guidance in the future development and planning of the course. Course evaluations should be documented and made available to the students.

Course Literature and Other Study Resources

Bishop, W. E., Fifolt, M., Peters, G. B., Gurley, D. K., & Collins, L. Perceptions and experiences of K-12 educational leaders in response to the 27 April 2011 tornadoes. *School Leadership & Management*. 35(2), (2015), s. 215-235.

Carmeli, A., & Schaubroeck, J. (2008). Organisational crisis-preparedness: The importance of learning from failures. *Long range planning*. 41(2), (2008), s. 177-196.

Carrington, D. J., Combe, I. A., & Mumford, M. D. (2019). Cognitive shifts within leader and follower teams: Where consensus develops in mental models during an organizational crisis. *The Leadership Quarterly*. 30(3), (2019), s. 335-350.

Grint, K. *Leadership: Classical, contemporary, and critical approaches*. Oxford University Press. 1997

Harvey, M. The hidden force: A critique of normative approaches to business leadership. *SAM Advanced Management Journal*. 66(4), (2001) s. 36.

Jagues, T. Crisis leadership: A view from the executive suite. *Journal of Public Affairs*. 12(4), (2012), s. 366-372.

Kellerman, B. *Bad leadership: What it is, how it happens, why it matters*. Harvard Business Press. 2004

Lipman-Blumen, J. The allure of toxic leaders: Why followers rarely escape their clutches. *Ivey Business Journal*, 69(3), (2005), s. 1-40.

Lucero, M., Kwang, A. T. T., & Pang, A. Crisis leadership: when should the CEO step up? *Corporate Communications: An International Journal*, 4(3), (2009), s. 234-248.

Neck, C. P., Manz, C. C., & Houghton, J. D. *Self-leadership: The definitive guide to personal excellence*. Sage Publications. 2019

Van Wart, M., & Kapucu, N. (2011). Crisis management competencies: The case of emergency managers in the USA. *Public Management Review*, 13(4), (2011), s. 489-511.

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