**Laurea / B.A.
in Global Governance**

Course Description

Course aim is to develop a cognitive approach apt to promptly understand and elaborate on leadership issues, starting from small group dynamics up to the strategic leadership level, key for governance of complex systems. Leadership is a vital function of the collective action. It has originated in the ancestral human groups and was molded by hunting and survival needs. The basic leadership mechanisms are hence related to the small group and are largely based on emotional interactions and functional ethics. The need to extend leadership from the small group to complex organizations gives way to great challenges, still very often unresolved. Such extension demands specific cultural and cognitive skills, needed especially for leaders at the strategic level, who must operate on ample domains, up to far away time horizons, with great value at stake, and keen ethical awareness. The course will therefore touch upon small group leadership, useful to lead at the supervisory level and base of the dynamics of the collective action, to expand to complex organization dynamics and to strategic level leadership, with special reference to the strategic thinking needed in our volatile, uncertain, complex, ambiguous and rapidly changing world. System thinking, including the ability to orchestrate ecosystems and a systemic view of sustainability, is a course fundamental. Special attention is given to leadership and group interaction implications of the ongoing Digital Disruption, including reference to its ethical implications.

Teaching Method

The course will be based on interactive lessons, with highly encouraged student participation, on evaluation of real-world cases, on "live" experiences focused on the educational objectives, on classroom exercises and seminars, with a requirement for student to produce reference material useful for the course and further self-development.

Topics

- Course introduction (Syllabus /Course guidance/Class participation).
- The small ancestral group.
- Rules and ethics.
- Importance of small group emotional dynamics.
- Effectiveness of collective action / trust.
- Transfer of small group's dynamics to large organization.
- The prisoner's dilemma in organizations.
- Leadership theories: a review.
- Transformational leadership.
- Leadership, actual cases.
- Introduction to complexity theory.

- The narrow mind and the complex word: how to fill the gap.
- Mission and vision: from small group to big organization.
- Promoting messages to lead action.
- Complexity, organizations and decisions.
- Ecosystems and sustainability.
- CAL and C2PS models.
- Change, leadership and complexity.
- The Digital Disruption, collective action and leadership.
- Concepts and case studies.
- History, leadership and complexity.
- Strategic thinking exercise.
- Course wrap-up and final review.

Main educational objectives

The course topics are so articulated to achieve the following main educational objectives:
- understanding of the basic elements of emotional leadership, with reference to ethics and small group dynamics, relating it through class discussion to one's own experience;
- acquiring an anthropological perspective of leadership and the collective action, able to link all main leadership theories;
- understanding of the organizational dimension of leadership, its challenges and ways to cope therewith;
- knowing the general evolution and the different approaches of leadership studies;
- focusing on fundamental elements of strategic leadership, with special reference to strategic thinking, and establishing a personal development plan for such skills;
- gain a clear appreciation of the influence of culture on the effectiveness of the collective action, also through an historical perspective, and being able to elaborate on actual cases;
- understanding of nature and scope of Mission and Vision statements and being able to actually use them in a class exercise;
- understanding of the conceptual base of the "New Science of Complexity and Chaos" and its value for strategic thinking, also through application to actual cases;
- considering systemic thinking in relation to ecosystems and sustainability;
- understanding and utilizing strategic leadership cognitive models, aimed to complex, uncertain and rapidly changing environments;
- understanding change management, through knowledge of principles and actual cases, being able to conceive a change strategy;
- understanding the scope and main implication of the Digital Disruption for the collective action;
- considering potential and risks of the digital dimension in leadership dynamics;
- being able to link all above mentioned elements in an organic frame of reference.

The significance of ethics for leadership and the effectiveness of the collective action will be recalled throughout the course.

Textbook and Materials

The mandatory textbook for the course is the research:

Giancotti, Fernando and Shaharabani, Yakov, The Relevant Warriors – Leadership and Agility in Complex Environments. Un-published research, Washington, NDU-ICAF, 2006. The research has an ample and accurately referenced bibliography, to expand on topics of interest.

An electronic copy of the research will be issued.

Further readings include:

Giancotti, Fernando and Shaharabani, Yakov, Leadership agile nella complessità - Organizzazioni, Stormi da combattimento, Milano: Guerini e associati, 2008; it is an Italian expanded text based on the research.

Sashkin, Marshall and Sashkin, Molly G., Leadership That Matters - the Critical Factors for Making a Difference in People's Lives and Organization's Success, San Francisco: Berrett- Koehler, 2003.

Kotter, John and Cohen, Dan, The Heart of Change - Real-Life Stories of How People Change Their Organizations, Harvard Business Review Press, 2012.

Sanders. T. Irene, Harnessing Complexity: Organizational Implications of a Scientific Frontier. New York: Simon & Schuster, 1998.

Harari, N. Yuval, 21 Lessons for the 21st Century, Random, UK, 2018.

Handouts will be issued throughout the course.

An e-learning environment will be available. It's highly recommended to access the e-platform to monitor the regular update of the course material and assignments.

Assessment

The assessment will be conducted according to participation to classes and to the exercises, through written tests, papers and the evaluation of a leadership personal self-development plan, as a final work. Student's performance will be assessed using the following weights. The final Overall Course Grade is given in thirtieths.

Element	Weight (%)
Class Participation	20
Essay	10
Test (multiple choice)	20
Strategic Thinking Exercise	20
Final Work	30
Total	100

Class Participation: 20% of final grade will be based on class interaction and performance in exercises. Instructor will evaluate the following items:

TEAM WORK
ACTIVE PARTICIPATION
QUALITY OF CONTRIBUTES
PERSONAL TESTIMONY OF COURSE CONCEPTS
STRATEGIC THINKING ABILITY
COMMUNICATION EFFECTIVENESS

Essay: 10% of final grade will be based on one essay to be produced by the student. Grading criteria and relative weight of the single essay will be announced in class.

As a term of reference, all written assignments (including the final exam) will be evaluated as follows:

KNOWLEDGE OF TOPIC
QUALITY OF CONTRIBUTION
COMMUNICATION EFFECTIVENESS - WRITTEN
ACADEMIC WRITING DISCIPLINE

<u>Multiple Choice Test</u>: 20% of the final grade will be assigned to each multiple choice test, covering the main concepts of the whole course.

<u>Strategic Thinking Exercise (Stratex)</u>: 20% of final grade will be based on the grade of the final presentation and document of Stratex-3. To promote collaboration, overall group grade will be assigned to every individual of the group.

<u>Final Work</u>: 30% of final grade will be assigned to the final exam. The exam will consist of a written work, aimed to relate the course contents to the future life of the students. Detailed instructions will be provided in class.

Class interaction is key to the deep understanding of the concepts of the course. Evaluation of students who do not attend classes (i.e. less than 80% participation in class or VTC) <u>will therefore require all written works and tests of the course and furthermore a special thorough examination, inclusive of the applicable practical exercises</u>, to assess the actual level of understanding of the subject in comparison to the rest of the class. Attending students who fail the course or who would like to reject the mark, will be assessed as non-attending students.

Academic Integrity
Academic integrity is of utmost importance, both for the testimony of the course concepts and of the Global Governance values, and to promote fair group interaction. The deliverables of the course are checked through effective antiplagiarism tools, which refer also to the work done by students in the previous years. Violations of the Code of Conduct signed by the students will cause application of the relative sanctions.

Office hours
Students can interact with the instructor also outside the classroom, every time they deem it necessary. That should be done preferably through e-mail, e-learning platform or text messaging. After or before classes, it will be always possible to interact personally with the teacher. To facilitate interaction, an advance notice will be appreciated.

NOTE: Erasmus or non-Global Governance students who would like to attend this course and take this exam need to contact the Secretariat of Global Governance by e-mail global.governance@uniroma2.it for registration.