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 self-leadership, small group and organizational dynamics and 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, including awareness and management of self, 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. Keen ethical awareness is fundamental to any leadership. 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. The Stratex -Strategic Thinking Exercise, a multi-day intense group project work, is in fact based on aware use of Artificial Intelligence (AI), through a module titled "Leading Generative AI – Concepts and Tools".

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. Class behaviors is integral part of the group interaction and leadership dynamics and will be addressed in class lab sessions.

Topics

Self and Team Leadership

- The Neuroscience of Leadership (principles of neuroleadership)
- Self-Leadership (emotional awareness, self-regulation, self-direction)
- Growing and developing the follower: empowerment and goal setting
- Team Leadership.
- Team design, team direction.
- From group to effective team. Team dynamics

- Effectiveness of collective action/collective efficacy
- The prisoner's dilemma in organizations.
- Leadership theories: a review.
- Transformational leadership.
- Leading teams in an ever-changing environment: the innovative leader

Organizational and Strategic Leadership
- Introduction to complexity theory.
- The narrow mind and a complex word: broadening trends.
- Mission and vision: from small group to big organization.
- Complexity, organizations and decisions.
- Ecosystems and sustainability.
- CAL and C2PS models.
- Change, leadership and complexity.
- The Digital Disruption, collective action and leadership.
- Leading Generative AI: Concepts and tools
- Strategic thinking exercise: Young M(A)Inds for a Global Governance
- 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 self- and 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, with special reference to ethics;
- understanding and utilizing Artificial Intelligence as a strategic thinking tool;
- 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:
Goleman, Boyatzis and McKee, Primal Leadership- Realizing the Power of Emotional Intelligence, Harvard Business School Press, 2002.
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.
Donella Meadows, Thinking in Systems, White River Junction, VT; Chelsea Green Publishing 2015.
Harari, N. Yuval, Sapiens, a Brief History of Humankind, Vintage, UK, 2011.
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 through written tests, papers, multimedia assignments and the evaluation of a leadership personal self-development concept, as a final work. Participation to classes and to the exercises is key to the course and the contribution of the student to the class will be considered for higher grades, up to 10% of the maximum grade. Student's performance will be assessed using the following weights. The final Overall Course Grade is given in thirtieths.

Element	Weight (%)
Class Participation	20
Tests (multiple choice)	35
Strategic Thinking Exercise	40
Final Work	25
Total	120

Class Participation: relevant class participation will be rewarded with up to 20% of maximum final grade (30/30). The assessment 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

Multiple Choice Test: 35% of the final grade will be assigned to multiple-choice tests, covering the main concepts of the whole course.

Strategic Thinking Exercise (Stratex): 40% 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.

Final Work: 25% of final grade will be assigned to the final exam. The exam will consist of two parts. One written work or special exercise, aimed to frame the main concepts of the course, and a multimedia product, through which the student relates course concepts to his future life, indicating a self-development path. Detailed instructions will be provided through DIDA and in class.

As a reference, written and multimedia assignments will be evaluated on the followings:

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

Class participation
Class interaction is key to the deep understanding of the concepts of the course. The course utilizes the classroom interactions as a "group interaction and leadership" laboratory. Students are expected to progressively develop understanding of the group dynamics and manage their own contribution to them, overcoming shyness and other barriers. Testimony of the course concepts in the real class life is fundamental. The teachers are always available for personal counselling toward a constant mutual growth. Considering this peculiarity of the course, evaluation of students who do not attend classes (i.e., less than 80% participation in class or VTC) will therefore require all written works and tests of the course and

furthermore a special thorough examination, inclusive of the applicable practical exercises, 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 related 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. Personal counselling about group interaction and leadership growth is available for students.

NOTE: If you are an **Erasmus or a non-Global Governance student** who would like to attend oneor more courses in the Global Governance programme, please be aware that, **before enrolling in the course**, you should have read the code of conduct and the procedural rules characterizing our programme. We assume that, if you enrol in the course, **you have read and accepted all Global Governance values and rules**. Notice that attendance is required from the very first lesson and you need to attend at least 80% of the course to be considered an attending student.

Description of the methods and criteria for testing learning
The examination assesses the student's overall preparation, ability to integrate the knowledge of the different parts of the program, consequentiality of reasoning, analytical ability and clarity of presentation, in accordance with the Dublin descriptors (1. knowledge and understanding; 2. applying knowledge and understanding; 3. making judgements; 4. learning skills; 5. communication skills).
The examination will be graded according to the following criteria:
Unsuitable: important deficiencies and/or inaccuracies in the knowledge and understanding of the topics; the topics are exposed in an incoherent manner and with inappropriate language.
18-20: barely sufficient knowledge and understanding of most of the topics, with some missing items; sufficient capacity for analysis; the topics are sometimes exposed in an inconsistent manner and with inappropriate/technical language;
21-23: basic knowledge and understanding of most of the topics; ability to analyze and synthesize correctly with sufficiently coherent logical argumentation, with possibly some inaccuracy in the technical language.
24-26: good knowledge and understanding of most of the topics; good analytical and synthetic skills with rigorously expressed arguments, though with possibly a few inaccuracies in the technical language.
27-29: complete knowledge and understanding of the topics; good capacity for analysis and synthesis. Arguments presented in a rigorous manner and with appropriate/technical language, with only minor inaccuracies.
30-30L: very good level of knowledge and thorough understanding of topics. Excellent analytical and synthetic skills and independent judgement. Arguments expressed in an original manner and in appropriate technical language.