



# ME2089 Leadership in Cross-Cultural and Industrial Contexts 6.0 credits

Ledarskap i tvärkulturella och industriella kontexter

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

## Establishment

Course syllabus for ME2089 valid from Autumn 2015

## Grading scale

A, B, C, D, E, FX, F

## Education cycle

Second cycle

## Main field of study

Industrial Management

## Specific prerequisites

Basic course in Industrial economics, organisation, project management and working organisation or the corresponding.

The course is largely based on group work and discussions, so good knowledge in English is an entry requirement. The examiner of the course reserves the right to deny students, who do not demonstrate sufficient knowledge in English, to follow the course.

## Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

## Intended learning outcomes

After the course, the students should be able to:

- Account for dominant perspectives within research on leadership
- Present and explain orally and in writing selected theories related to leadership with a specific focus on leadership in cross-cultural and industrial organisations
- Apply selected leadership theories in written analysis of case studies
- Compare different leadership theories and demonstrate a critical reflexive approach to leadership theories
- Demonstrate ability to give constructive feedback and practice active listening and appreciative inquiry
- Formulate an own approach to leadership based on theory

## Course contents

Leadership is considered be essential for the cooperation between people. For technology intensive organisations, it is crucial to create prerequisites to retain the the skills of all employees to best be able to meet the technical, economical and social challenges that these organisations face. The aim of the course is thus to prepare the student for the role as a leader by communicating understanding in leadership theory and by having the opportunity to exercise skills that are important for the personal leadership. The course is based on a combination of theoretical studies and practical skills development. The student will obtain an introduction to the dominating perspectives within the leadership research and specialise in selected theories within the framework of these perspectives. Focus will lie on cross-cultural and industrial contexts. Furthermore, the students will be given opportunities to reflect on the theories and apply them to understand experiences of their own and others. Within the frame of the course, the student will exercise important skills for good leadership: be an active listener, give constructive feedback and apply an appreciative approach. The students will also have opportunities to formulate their own conscious and informed approach to leadership.

## Disposition

The course contains the following parts:

- Literature seminars that consist of lectures in which central parts of the reading list be presented , followed by discussions from questions prepared in advance .

- Written submissions before each literature seminar.
- Three submissions as basis for group work.
- Three seminars to exercise on constructive feedback, active listening and an appreciative approach.
- A home exam

## Course literature

Slutgiltig kurslitteratur meddelas vid kursstart.

Preliminär kurslitteratur:

Böcker - Books

Jackson, B. & Parry, K. (2012) A very short, fairly interesting and reasonably cheap book about studying leadership. Second edition. Los Angeles: SAGE.

Artiklar - Articles

Childs Jr, J. T. (2005). Managing workforce diversity at IBM: A global HR topic that has arrived. *Human Resource Management*, 44(1), 73-77.

Ely, R. J., & Thomas, D. A. (2001). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly*, 46(2), 229-273.  
 Fletcher, J. K. (2003) The Paradox of Post Heroic Leadership: Gender Matters. CGO Working Paper No. 17. <http://www.simmons.edu/som/centers/cgo/publications/papers.php>

Mahadevan, J. (2011) Engineering culture(s) across sites: implications for cross-cultural management of emic meanings. In Primecz, H., L. Romani & S. Sackman (Eds) *Cross-Cultural Management in Practice: Culture and negotiated meanings*. Cheltenham: Edward Elgar. N.B. OBS. Kommer att finnas tillgänglig på Bilda.

Primecz, H., Romani, L. & Sackmann, S. (2009), "Multiple perspectives in Cross-Cultural Management", *International Journal of Cross-Cultural Management*, 9, 3, 267-274.

Case

"Not the way we do things around here" from the chapter by Laurence Romani, (2010) *Culture in International Human Resource Management*. In *International Human Resource Management*, (3rd Ed.), Harzing A.W. & A. Pinnington (Eds.). Sage: London. OBS. Kommer att finnas tillgänglig på Bilda.

Final course literature will be announced when the course starts.

Preliminary course literature:

## Examination

- SEM1 - Seminar, 3.0 credits, grading scale: P, F
- TEN1 - Exam, 3.0 credits, grading scale: A, B, C, D, E, FX, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

## Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.