

Managerial Leadership (F000936)

Due to Covid 19, the education and assessment methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size *(nominal values; actual values may depend on programme)*

Credits 4.0

Study time 120 h

Contact hrs

30.0h

Course offerings and teaching methods in academic year 2021-2022

A (semester 2)

Dutch

Gent

lecture

25.0h

seminar: coached exercises

5.0h

Lecturers in academic year 2021-2022

Audenaert, Mieke

EB23

lecturer-in-charge

Offered in the following programmes in 2021-2022

[Bachelor of Science in Business Economics](#)

crdts

4

offering

A

[Bachelor of Science in Business Engineering](#)

4

A

Teaching languages

Dutch

Keywords

Increase commitment, foster continuity, foster performance, foster adaptability, leadership skills

Position of the course

Managerial leadership is an important component of various curricula of business and management schools, regardless of the emphasis on the specific functional management area of the student (finance, accounting, engineering, etc.). Sooner or later, students are placed in situations where their domain-specific knowledge and insights are not sufficient to be successful. Their success will also depend on their understanding of leadership.

The relevance of leadership is recognized by business schools worldwide in 'principles for responsible management education' that are in line with the founding principles of the United Nations (Woo, 2009). In the context of the fourth industrial revolution, the interest in and importance of soft skills, such as emotional intelligence, leadership and people skills, is growing. In the World Economic Forum's Future of Jobs Survey, we see that such skills are consistently in the top ten in recent years.

Management education should bridge the gap between theory and practice (knowledge and ability) by teaching students the concepts as a foundation for their application and thus their development as (future) leader. In this development it is vital to build on scientific insights and not on opinions, outdated research or myths. The theories and concepts discussed in this course are "evidence-based", their usefulness has already been proven for organizations, managers and / or their employees. Application and reflection are addressed with regard to these concepts through an activating approach. In line with the AACSB accreditation, the course aims at an experiential approach in which the student actively works with the concepts through cases, self-reflection and application of the knowledge in practice.

Contents

1 Problem definition: how to grow as a leader?

2 Challenges in the labor market and implications for 21st century competences

3 Coaching leadership: current challenges, motivational process and competencies required to encourage agility of employees such as political skills, conflict management and career coaching

4 Transactional leadership: current challenges, motivational process and required competences to achieve continuity such as clear communication (including operational communication such as "how do I write a professional email") and expectation management

5 Transformational leadership: current challenges, motivational process and competencies required to improve employee productivity such as communicating vision, charisma, goal-

setting and giving feedback.

6 Servant leadership: current challenges, motivational process and competencies required to create commitment and keep employees healthy, such as emotional intelligence and mindfulness

7 Authentic leadership: current challenge, motivational process and required competences to promote sustainability such as avoiding extremes and embracing cognitive complexity.

8. Group work: interview of a leader in which the seen concepts in the field of leadership and written and oral communication skills are applied

9. Individual work: self-assessment exercise throughout the semester to apply the concepts seen to themselves, so that the knowledge developed is translated into practice.

10. Testimonial from a manager who distinguishes himself in practice (guest lecture by Johan Thijs or Wouter Torfs or...).

Initial competences

No specific knowledge required.

Final competences

- 1 From a critical perspective and knowledge, be aware of the need for competences from various perspectives on leadership for (future) leaders in addition to economic, technological and other domain-specific competences
- 2 Knowledge of evidence-based leadership (transactional, transformational, servant, coaching, authentic), motivational mechanisms and leadership skills
- 3 Analytical and critical thinking in the application of conceptual insights related to leadership such as in the study of cases
- 4 Being able to collaborate effectively in a team, including competence development with regard to written and oral communication skills
- 5 Reflective thinking about leadership so that one can evaluate oneself in terms of the seen concepts of leadership

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

Teaching methods

Lecture, Self-reliant study activities, Seminar: coached exercises

Extra information on the teaching methods

- Ex cathedra lessons, guest lectures
- Plenary exercises, critical issues, discussion questions
- Opening cases, video cases, concept applications, written cases
- Team performance, team-based feedback
- Individual work with self-assessment (s)

Learning materials and price

- Audenaert, M. (2022) Leiders doen Groeien. OWL Press. Tweede uitgave.
 - Slides, explanation of work lectures and hearing lectures
 - Guest lectures
- Target price: 40 EUR

References

Course content-related study coaching

- Feedback during and after classes
- Interactive support via Ufora: questions about the subject matter and about independent work and group work can be asked via the learning platform
- FAQs are made available through Ufora.

Assessment moments

end-of-term and continuous assessment

Examination methods in case of periodic assessment during the first examination period

Written examination with multiple choice questions

Examination methods in case of periodic assessment during the second examination period

Written examination with multiple choice questions

Examination methods in case of permanent assessment

Peer assessment, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

In addition to the work (NPE), a written exam (MC) will be organized. The group work is assessed on criteria related to the pursued competencies, such as (a) insights into leadership perspectives for leaders; (b) the application of conceptual insights related to leadership. If a student does not contribute to the group work of his group, the student will get a zero for the group work.

In the individual work the following is evaluated: (a) the degree of reflective thinking about one's own leadership and competences and (b) the analytical and critical thinking when applying conceptual insights with regard to leadership

Calculation of the examination mark

A periodic part (multiple choice exam: 60%) and two non-periodic parts (group work: 25%; individual work: 15%) Consequences of not passing a part of the evaluation: The student must have passed the three components in order to succeed. If the student fails one of them the components, the final score is reduced to the highest unsuccessful grade (9/20) if the final score would nevertheless be a figure of ten or more out of twenty. Consequences of not respecting deadlines: Not respecting deadlines of the individual work and / or group work without a well-founded and substantiated reason (such as illness) leads to a zero for individual work and / or group work, respectively.