



COURSE SYLLABUS

LEADERSHIP

(ECTS 5)

Misija ZSEM-a je prenijeti vrijednosti, znanja i vještine potrebne studentima za dugoročan uspjeh u globaliziranom poslovnom svijetu izloženom stalnim tehnološkim i tržišnim promjenama.

The mission of ZSEM is to transfer values, knowledge, and skills that students need for long-term success in a globalized business world undergoing constant technological and market transformations

FACULTY

Faculty	Prof. Borna Jalšenjak, Ph.D. (lectures, exams)
Teaching assistant	Ivan D. Dogan, MA
Contact	
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Office hours	per appointment

SCHEDULE

Schedule is consistent with one determined for Summer School 2024 at Zagreb School of Economics and

Management. 9 classes * 3 hours/class

COURSE DESCRIPTION

Course prepares students for leadership situations in a contemporary business environment. Upon the completion of this course students will be familiar with main tenets, strengths and weakness of the major leadership theories. Students will also acquire leadership skills and will be able to apply theoretical knowledge in solving real leadership problems. The course will consist of lectures, discussions, interactive classroom presentations, class exercises and role plays.

COURSE GOALS AND LEARNING OUTCOMES

	<u>General course goals</u> <i>Student will:</i>	<u>Learning outcomes</u> <i>After finishing the course Leadership students will be able to:</i>
1	able to apply the acquired knowledge of leadership in new and unknown circumstances through conceptual understanding of certain fields within business administration.	judge leadership approaches and choose most appropriate ones for a specific case.
2	communicate effectively in a way appropriate for management positions.	explain, defend and argue for their decisions in class exercises.

3	the capacity of critical and analytical thinking.	discern reasons for a leadership decision.
4	have the capacity for adaptation which is necessary for doing business in the global environment.	evaluate different ways of thinking and approaching issues

TOPICS (COURSE CONTENT)

Sessions for Leadership Summer School class of 2026 cover these topics.

#	Topic	Exercises (as part of the session)	Methods	Readings
1.	Introduction & What are Human Beings (Syllabus, Task and relation of leadership, Relation to management)	Visualization of leadership and management roles in companies	Discussion, lecture	- Leslie Stevenson & David L. Haberman (1998), <i>Ten Theories of Human Nature</i>, Ch. 1., Oxford University Press, pp. 3-21. (C)* - Walter Kiechel III (2012), The Management Century, <i>Harvard Business Review</i>, November, pp. 64-75. (P) - Peter F. Drucker (1999), Managing Oneself, <i>Harvard Business Review</i>, January 2005, pp. 15-29. (P) - Borna Jalsenjak (2017), <i>Some Basic Ideas About Human Nature and Organizational Sciences</i> (technical note). (P)
2.	Human Needs & "Good Life"	-	Student team presentation, discussion, lecture	- Deci, Ryan (2000), The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior, <i>Psychological Inquiry</i>, Vol 11, No 4:227-268. (P) - Ryan, Deci (2017), SDT Basic Psychological Needs in Motivation, Development, and Wellness, Ch. 1, pp. 3-25. (C) - Crisp (2013), Wellbeing, <i>Stanford Encyclopedia of Philosophy</i>, URL: https://plato.stanford.edu/entries/well-being/#Bib. (P)
3.	Understanding Leadership Through the Traditional Lens	-	Student team presentation, discussion, lecture	This session will be based on a book by Ebener and Jalsenjak (2021) <i>Leadership for the Greater Good: A Textbook for Post-Industrial Leadership</i>. Ch. 4 – 6: The Traditional Theories. (C)
4.	Post-Industrial Organization	-	Student team presentation, discussion, lecture	This session will be based on a book by Ebener and Jalsenjak (2021) <i>Leadership for the Greater Good: A Textbook for Post-Industrial Leadership</i>. Ch. 1 – 2: Leadership Today. (C)

5.	Dialogical Skills	Humble Inquiry	Discussion, lecture, workshop	This session will be based on a book by Ebener and Jalsenjak (2021) <i>Leadership for the Greater Good: A Textbook for Post-Industrial Leadership</i> . • Ch. 8: Dialogical Skills. (C)
6.	Conflict Skills	-	Student team presentation, discussion, lecture	This session will be based on a book by Ebener and Jalsenjak (2021) <i>Leadership for the Greater Good: A Textbook for Post-Industrial Leadership</i> . • Ch. 9: Conflict Skills. (C)
7.	Leadership ethics	Case study: transformational leadership	Discussion, lecture, case study	This session will be based on a book by Ebener and Jalsenjak (2021) <i>Leadership for the Greater Good: A Textbook for Post-Industrial Leadership</i> . • Ch. 3 Leadership Ethics. (C)
8.	Takeaway journal presentation	-	Individual student presentations	-
9	Exam Class wrap-up	-	Exam Discussion	-

* Readings marked with (C) are core texts for the topic, and they should be read by all participants; readings marked with (P) are necessary only for the presenting team. For the first session there are no prerequisite readings.

Overall dynamics of the course

Each session will consist of:

1. Student presentation of the lesson or a lecture given by the professor

- Students in teams will prepare a presentation, based on the required readings, which covers the topic of the lesson. All resources which are aligned with ZSEM policy are permitted.
- Approximately 60 min.

2. Discussion

- Presenting team and the faculty member are facilitators.
- Important themes to cover are: What is the topic of the class about? Why is it important/not important for companies, and employees? How does it relate/impact/helps/not help practice of leadership?

3. Activity

- In class exercise, debate, varies session to session.

4. Summary

5. Reflection time

- Should help prepare a final individual presentation at the end of the course.
- Points to consider: What was interesting for you? How do the topics relate to you and your workplace? What will you change and how?

TEACHING METHODS AND STUDENT WORKLOAD

Lectures	27 hours
Individual student work and tasks	98 hours
Online activities	10 hours
Total	135 hours (5 ECTS-a x 27 hours)

GRADING AND ASSESSMENT

- Professor reserves the right to invite for the oral exam students before official first exam term as well as in regular examination periods. Professors will make their assessment based also on the criterion of regularity in the performance of all obligations (arrivals, commitment, and demonstrated interest in the subject).

Table 1. GRADE ELEMENTS

Grade elements	Percentage	
Participation in class discussions & exercises	15%	Active participation in class is assessed.
Exam	30%	The final exam will be available on the LMS during the last session.
Individual presentation	25%	During the course students are asked to take notes on key takeaways of the session and their applicability. At the end of the course, they present their learning.
Group presentation	30%	Teams will be assigned to research and present on several topics that are part of the course curriculum.
TOTAL	100%	

Table 2. GRADING SCALE

Grades:	Points range
2	60-69
3	70-79
4	80-89
5	90-100

STUDENT RESPONSIBILITIES

- (1) attendance at lectures and exercises (required),
- (2) participation in discussions and assignments,
- (3) taking the written exam
- (4) required presentations

LITERATURE

Required

Ebener, D.R. & Jalsenjak, B. (2021) *Leadership for the Greater Good*. New Jersey: Paulist Press.

Leslie Stevenson & David L. Haberman (1998), *Ten Theories of Human Nature*, Ch. 1., Oxford University Press, pp. 3-21.

Ryan, Deci (2017), SDT Basic Psychological Needs in Motivation, Development, and Wellness, Ch. 1, pp. 3-25.

Texts which will be pointed at during class

Barbuto, J. E. (1997). Taking the charisma out of transformational leadership, *Journal of Social Behavior and Personality* 12 (3), 689-697.

Bass, B. M. (1990). From Transactional to Transformational Leadership: Learning to Share the Vision. *Organizational Dynamics*, 18(3), 19-31.

Blake, R. R. & Mouton, J. S. (1982). How to choose a leadership style. *Training and Development Journal*, February 1982.

Borna Jalsenjak (2017), *Some Basic Ideas About Human Nature and Organizational Sciences* (technical note).

Crisp (2013), Wellbeing, Stanford Encyclopedia of Philosophy, URL: <https://plato.stanford.edu/entries/well-being/#Bib>.

Deci, Ryan (2000), The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior, *Psychological Inquiry*, Vol 11, No 4:227-268.

French, R.P. Jr. & Raven, B. (1959). The bases of social power. In D. Cartwright (Ed.), *Studies in Social Power*, 150-167.

Ann Arbor: University of Michigan Press.

Greenleaf, R. K. (1970). Servant as leader. From *The servant leader within: The transformational path*. Mahwah, NJ: Paulist Press.

Heifetz, R.A & Laurie, D. L. (1997). The work of leadership. *Harvard Business Review*. 75(1),124-34.

Kotter, J.P. (1995). What leaders really do. In J. Wren, (Ed.), *The leaders companion: Insights on leadership through the ages* (p. 114). New York, NY: The Free Press.

Northouse, P.G. (2016) *Leadership Theory and Practice* 7th Edition. Sage. (it is possible to also use earlier edition with a few additions, please speak to the professor)

Peter F. Drucker (1999), Managing Oneself, *Harvard Business Review*, January 2005, pp. 15-29.

Rost, J. C. (1991). Leadership and management. From *Leadership for the twenty-first century*. New York: Praeger.

Walter Kiechel III (2012), The Management Century, *Harvard Business Review*, November, pp. 64-75.

APPENDIX: Presentation grading rubrics

Students will team up and be assigned a class topic. Each team will outline and present to the class a topic of our course in about 60 minutes. Students are expected to prepare PowerPoint slides, class activities (videos, questionnaires, group activities, etc.) and discussion questions for the class.

Some of the questions tackled in the presentation/discussion could be:

- What is the topic of the class about? (From readings and personal research) - information
- Why is it important for companies, and employees? - application
- How does it relate/impact/helps/not help practice of leadership?

TEAM PRESENTATION RUBRIC	Exceeds Standards 5-4 points	Meets Standards 3-2 points	Unsatisfactory 1-0 points
	Displayed an excellent grasp of the material. Demonstrated excellent mastery of content, application and implications. Excellent research depth.	Displayed some grasp of the material. Demonstrated adequate mastery of content, application and implications. Research not very deep.	Displayed a poor grasp of the material. Demonstrated a superficial handling of content, application and implications. Little depth of research.
	Strong demonstration of facts and thinking about connection with leadership	Mild demonstration of facts and thinking about connection with leadership	No demonstration of facts and thinking about connection with leadership
	Consistently clear, concise, well organized. Points were easy to follow because of the organization. Transitions between sections smooth and coordinated.	Not always clear or concise. Organization was adequate, but weak. Occasionally wandered and was sometimes difficult to follow. Transitions between sections weak.	Often unclear and disorganized, rambled too much. The presentation was confusing and difficult to follow. Transitions between sections awkward.
	Clear, concise, major points emphasized, clear recommendations, strong conclusion or call for action	Vague mention of major points, no recommendations, weak conclusion, weak or no call for action.	No summary, no recommendations, no conclusions, no call for action.
	Very creative and original. Imaginative design and use of materials. Novel handouts, visual aids, or methods.	Routine treatment, minimal thought given to originality or creativity.	Lacked creativity. Very ordinary and mundane.
	Excellent stage presence. Confident, used notes well, at ease, excellent gestures, good audience attention, appropriate eye contact.	Adequate stage presence. Read parts, fumbled with notes, several distracting mannerisms, minimal gestures, minimal eye contact, too many ums.	Poor stage presence. Unprepared, awkward, shuffled papers, poor eye contact, lots of ums, turned from audience to read overheads, shuffled feet, fidgeted. Poor gestures.
Total: _____			

In the individual presentation student will reflect on their evolution during the semester in terms of self-awareness and leadership. Student should describe situations in which he or she can apply new knowledge and skills in future situations. Time limits will be around 10 minutes.

INDIVIDUAL PRESENTATION RUBRIC	Exceeds Standards 5-4 points	Meets Standards 3-2 points	Unsatisfactory 1-0 points
	Displayed an excellent grasp of the material. Demonstrated excellent mastery of content, application and implications. Excellent research depth.	Displayed some grasp of the material. Demonstrated adequate mastery of content, application and implications. Research not very deep.	Displayed a poor grasp of the material. Demonstrated a superficial handling of content, application and implications. Little depth of research.
	Consistently clear, concise, well organized. Points were easy to follow because of the organization. Transitions between sections smooth and coordinated.	Not always clear or concise. Organization was adequate, but weak. Occasionally wandered and was sometimes difficult to follow. Transitions between sections weak.	Often unclear and disorganized, rambled too much. The presentation was confusing and difficult to follow. Transitions between sections awkward.
Reflection	Shows strong evidence of reasoned reflection and depth. Links to personal and professional experience.	Shows evidence of reasoned reflection. Insufficient links to professional experience.	Lacks reflection and depth. No links to personal or professional experience.

	Clear, concise, major points emphasized, clear recommendations, strong conclusion or call for action Excellent stage presence. Confident, used notes well, at ease, excellent gestures, good audience attention, appropriate eye contact.	Vague mention of major points, no recommendations, weak conclusion, weak or no call for action. Adequate stage presence. Read parts, fumbled with notes, several distracting mannerisms, minimal gestures, minimal eye contact, too many um=s.	No summary, no recommendations, no conclusions, no call for action. Poor stage presence. Unprepared, awkward, shuffled papers, poor eye contact, lots of um=s, turned from audience to read overheads, shuffled feet, fidgeted. Poor gestures. Total: _____
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