

COURSE SYLLABUS

2955 - Wicked Global Leadership, 7 ECTS

Spring Semester

2021/22

COURSE INSTRUCTOR

Milton Jorge Correia De Sousa

SHORT BIOGRAPHY

- Associate Professor
- Ph.D. in Management, RSM, Erasmus University
- MBA with Distinction, University of Bradford
- Electrical and Computer Engineering Degree, University of Porto
- Research interests include positive leadership and leadership development
- Milton often teaches both MSc and MBA classes abroad in various institutions, including Keio Business School (Tokyo), Nagoya University for Commerce and Business, Sasin (Bangkok), the American University in Cairo (AUC), Erasmus University, Free University Amsterdam, and the University of Tilburg.
- Milton's work experience spans over 25 years, 13 of which while living in the Netherlands, in international management roles, consulting, leadership development, and entrepreneurship. He chaired three editions of the Estoril Conferences and worked closely with the World Bank, UN, NATO, and the European Commission in several projects. Previously he was also director of the MBA programs at RSM, Erasmus University.

INSTITUTIONAL EMAIL

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OFFICE HOURS

Upon appointment.

Scientific Area/Área Científica:	Gestão		
Frequency/Periodicidade:	Semestral		
Number of Contact Hours/ Número Horas Contacto:			
(T) Teóricas/Theoretical:	0000:00	(TP) Teórico-Práticas/Theoretical-Practical:	0000:00
(P) Práticas/Practical:	0000:00	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(S) Seminário/Seminar:	0000:00
Horas Dedicadas/Dedicated Hours:	0000:00		
Total Horas/Total Hours:	0000:00		

PREREQUISITE(S) / PRÉ-REQUISITO(S)

NA

COURSE UNIT AIMS

The main learning objectives are:

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- A. To enable you to understand what a wicked problem is and how it differs from other types of problems.
- B. To understand how corporations can (and probably should) contribute towards solving wicked problems, including global social and environmental challenges (the SDGs).
- C. To develop your multi-stakeholder leadership skills, including establishing dialogue, solving problems creatively, handling conflict, developing and sustaining multi-stakeholder partnerships, systemic change, and dealing with complexity.

In essence, this course is about making an impactful change to solve wicked social problems while harnessing the power of corporations. It is also an opportunity for you to develop your leadership skills.

COURSE UNIT CONTENT

If you think Corporations need to solve our social and environmental problems actively. You are right. Often, corporations are probably the ones best equipped to do it. However, there is a special breed of problems, which we call "wicked," and need special attention. What is a wicked problem? These are problems that resist resolution. The type of problems that come back with a vengeance every time you think you have it sorted. They are "messes" of interconnected problems with no clear and definitive solution. As suggested by Rittel and Webber (1973), in a wicked problem, "one cannot understand the problem without knowing about its context; one cannot meaningfully search for information without the orientation of a solution concept; one cannot first understand, then solve". Many of the Sustainable Development Goals are, in fact, wicked.

Wicked problems require multi-stakeholder cooperation, often on a global scale with various corporations, public institutions, policymakers, NGOs, and the public at large. Such collaboration calls for a particular type of leadership, which we call in this course "Wicked Global Leadership," based on concepts like systems thinking, complexity, paradoxes, design thinking, and effective dialogue.

	Content	Support material and articles
Day 1	<p>Part 1</p> <p>Complexity, Complex Adaptive Systems, System Change Theories, and Wicked Problems = the new reality of global leadership</p> <p>Part 2</p> <p>Simulation part 1, System Dynamics, System Archetypes, and System Mapping (causal loop diagrams and connection circles)</p>	<p>Part 1</p> <p>Allen, C. R., Angeler, D. G., Garmestani, A. S., Gunderson, L. H., & Holling, C. S. (2014). Panarchy: theory and application. <i>Ecosystems</i>, 17(4), 578-589.</p> <p>Dooley, K. J. (1997). A complex adaptive systems model of organization change. <i>Nonlinear dynamics, psychology, and life sciences</i>, 1(1), 69-97.</p> <p>Head, B. W., & Alford, J. (2015). Wicked problems: Implications for public policy and management. <i>Administration & society</i>, 47(6), 711-739.</p> <p>Wheatley, M., & Frieze, D. (2006). Using emergence to take social innovation to scale. <i>The Berkana Institute</i>, 9(3), 147-197.</p> <p>TedTalk of Indy Johar "Social innovation in the real world - from silos to systems": https://www.youtube.com/watch?v=oHnwq2F6204</p> <p>Part 2</p> <p>Haraldsson, H. V. (2000). Introduction to systems and causal loop diagrams. <i>System Dynamic Course</i>, Lumes, Lund University, Sweden.</p> <p>Quaden, R., Ticotsky, A., & Lyneis, D. (2006). Do you want fries with that? Learning about connection circles. <i>The shape of change. Stocks and flows</i>, (978), 30.</p>

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Day 2	<p>Part 1</p> <p>Simulation part 2, Multi Stakeholder Partnerships, Negotiation, Stakeholder mapping.</p> <p>Part 2</p> <p>Collaborative and Systems Leadership, Dilemmas and Paradoxes, Effective Dialogue.</p> <p>Introduction to the challenge to work on (SCQ framework) and stakeholder allocation.</p>	<p>Part 1</p> <p>Bourne, L., & Walker, D. H. (2005). Visualising and mapping stakeholder influence. <i>Management decision</i>.</p> <p>Dentoni, D., Bitzer, V., & Schouten, G. (2018). Harnessing wicked problems in multi-stakeholder partnerships. <i>Journal of Business Ethics</i>, 150(2) , 333-356.</p> <p>Mitchell, R. K., Agle, B. R., & Wood, D. J. (1997). Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts. <i>Academy of management review</i>, 22(4), 853-886.</p> <p>Part 2</p> <p>Conklin, J. (2009). Building shared understanding of wicked problems. <i>Rotman Magazine</i>, 16-20.</p> <p>Senge, P., Hamilton, H., & Kania, J. (2015). The dawn of system leadership. <i>Stanford Social Innovation Review</i> , 13(1), 27-33.</p>
Day 3	<p>Part 1</p> <p>Work on challenge (problem definition, problem tree, system and stakeholder map) = stakeholder teams</p> <p>Design Thinking and System Change, Social Innovation</p> <p>Part 2</p> <p>Work on challenge (develop a social innovation concept) = mixed teams</p> <p>Change Narratives, Impact Logic Model, Minto pyramid principle</p>	<p>Part 1</p> <p>Brown, T., & Wyatt, J. (2010). Design thinking for social innovation. <i>Development Outreach</i>, 12(1), 29-43.</p> <p>Ney, S., & Verweij, M. (2015). The upside of messiness: Clumsy solutions for wicked problems. <i>Rotman Management</i>, Winter, 32-38.</p> <p>Riel, J., & Martin, R. (2012). Integrative thinking, three ways: Creative resolutions to wicked problems (pp. 469). <i>Toronto: Rotman Magazine</i>.</p> <p>www.openideo.com: how design thinking is applied to solve social problems.</p> <p>Part 2</p> <p>Crow, D., & Jones, M. (2018). Narratives as tools for influencing policy change. <i>Policy & Politics</i>, 46(2) , 217-234.</p> <p>Minto, B. (2009). <i>The pyramid principle: logic in writing and thinking</i> . Pearson Education.</p>
Day 4	<p>Part 1</p> <p>Final presentations and discussion</p> <p>Part 2</p> <p>Personal Change, Theory U, the era of the Chief</p>	<p>Part 2</p>

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Ecosystem Officer, Servant leadership, Final leadership reflection	<p>Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, R. C. (2019). Servant leadership: A systematic review and call for future research. <i>The leadership quarterly</i> , 30(1), 111-132</p> <p>Maak, T. (2007). Responsible leadership, stakeholder engagement, and the emergence of social capital. <i>Journal of Business Ethics</i>, 74(4), 329-343. https://doi.org/10.1007/s10551-007-9510-5</p> <p>Scharmer, O., & Yukelson, A. (2015). Theory U: from ego-system to eco-system economies. <i>Journal of Corporate Citizenship</i>, (58) , 35-39.</p>
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LEARNING OBJECTIVES

Wicked Global Leadership addresses the five learning outcomes of the CEMS program: internationalism, reflective critical thinking, business-embeddedness, responsible citizenship, and comprehensive leadership. In addition, by the end of the program, you should be able to :

Knowledge

- Assess the complexity of global leadership from a stakeholder perspective.
- Understand the nature of wicked global problems and practical approaches to tackling them.
- Realize what complex, responsible, and servant leadership means in practice.
- Integrate shared value principles into corporate strategy (including the SDGs).
- Define a collaborative framework involving multiple stakeholders to solve wicked problems.

Skills

- Define approaches towards transformation and decision-making under complexity.
- Use humble and appreciative inquiry to solve problems and interpersonal differences.
- Adapt your style to incorporate other cultures while staying authentic.
- Creatively address dilemmas and conflicts through reconciliation.
- Apply collaborative stakeholder management models to address complex challenges

Attitude

- Embrace complexity as the "new normal."
- Become more aware of your own cultural biases.
- Be more open towards other cultural values.
- Take more ownership and embrace a responsible leadership style
- Be more sensitive to the idea of leaving a positive impact.

DEMONSTRATION OF THE COHERENCE OF THE SYLLABUS WITH COURSE UNIT AIMS/LEARNING OBJECTIVES

Given the nature of wicked problems, any attempt to solve them "should be based on a model of planning as an argumentative process in the course of which an image of the problem and of the solution emerges gradually among the participants, as a product of incessant judgment, subjected to critical argument" (Rittel and Webber, 1973). In simple lay terms, you need to create a truly collaborative environment where, through dialogue, solutions can emerge as you make sense of the problem and solution with other stakeholders. You will apply methods and tools from multi-stakeholder partnership development, system change, social innovation, and design thinking to solve wicked global problems. We will start with a comprehensive simulation to practice fundamental principles and develop a multi-stakeholder partnership. Afterward, we introduce a current societal challenge to create a social innovation concept in small teams.

TEACHING AND LEARNING METHODS

Based on design thinking, the course incorporates action and problem based learning.

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DEMONSTRATION OF THE COHERENCE OF THE TEACHING METHODS WITH COURSE LEARNING OBJECTIVES

Being an advanced course, the teaching methods are built to promote leadership development, revolving around action and problem based learning.

ASSESSMENT

This course is essentially a leadership development program. As such, you need to own the learning process. The assessment includes the following components:

- Final presentation (50% of total grade): This will be constituted by two parts, first a pitch of the solution devised in your mixed teams. Second, summarize your key learnings from the entire problem-solving process, including how you integrated the input from the stakeholder teams. Each presentation will last 12 minutes, followed by 10 minutes of Q&A. Other groups will evaluate and vote on the best presentations.
- Individual reflection (50% of total grade): You will prepare a final individual reflection on your key personal learnings from classes (max 1500 words). Rather than just referring to concepts and theories, you should focus on reflective and critical thinking concerning your values, beliefs, skills, behaviors, and future goals. The exercise should be grounded in concrete examples and moments of the class.

BIBLIOGRAPHY

Bibliography is integrated in the course structure above.

ADDITIONAL INFORMATION

Course Impact Relation

This course makes direct use of the SDG Agenda to address wicked social problems. It equips today's learners with the knowledge and skills needed to tackle complex multi-stakeholder problems, through a deep comprehension of the role of Corporations in solving Global Challenges. This understanding is then evaluated through the assessment forms.

