

H7GLTM: Global Leadership and Talent Management

Module Code:	H7GLTM
Long Title	Global Leadership and Talent Management APPROVED
Title	Global Leadership and Talent Management
Module Level:	LEVEL 7
EQF Level:	6
EHEA Level:	First Cycle
Credits:	10
Module Coordinator:	FABIAN ARMENDARIZ- CORDOVA
Module Author:	FABIAN ARMENDARIZ- CORDOVA
Departments:	School of Business
Specifications of the qualifications and experience required of staff	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Outline a number of different perspectives and models on leadership and leadership competencies and show their relevance in a global context.
LO2	Outline key models of cross-cultural theories, identifying the practical value of these in the context of global leadership.
LO3	Demonstrate awareness of cultural bias and knowledge of different cultural values across selected regions and their main implications on leadership behaviour and decision-making.
LO4	Investigate the role of effective intercultural communication strategies in areas such as influencing, negotiating, trust building, giving feedback and motivating.
LO5	Examine multiple strategies for developing global leadership talent and their practical application in a global context, as well as demonstrate own ability and effective strategies to build personal cultural intelligence and agility through self-reflection, teamwork, presentation skills and specific intercultural assignments.
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

H7GLTM: Global Leadership and Talent Management

Module Content & Assessment			
Indicative Content			
Leadership and Global Leadership Fundamentals of leadership. Multidisciplinary roots of global leadership.			
Emergent cross-cultural theory Relevance for International Business. Overview of cross-cultural theories. The GLOBE project and Schwartz' value survey Cultural Intelligence and Agility Emergent perspectives on culture, divergence vs. convergence.			
Global Leadership competencies and practice. Global Teams. Regional contexts: Asia, Arab countries, Latin America. Authentic leadership across regions. Gender-specific styles across regions.			
Cross-cultural communication. Understanding cultural bias. Use of English as lingua franca, challenges and strategies. Context-specific communication strategies.			
Global Leadership Development Talent Management. Leadership Development Methods. Strategies for building global competencies. Expatriation and exposure to foreign cultures.			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Case Study	% of total:	40
Assessment Date:	n/a	Outcome addressed:	3,5
Non-Marked:	No		
Assessment Description: Selected case studies are provided to the students who are expected to read, fully analyse and answer review (exam-like) questions, using their own choice of theoretical framework from the course content. Also, students are required to make that theoretical framework explicit in all their answers.			
Assessment Type:	Portfolio	% of total:	30
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
Non-Marked:	No		
Assessment Description: Individual Learning Portfolio: A series of small assignments are given to the students that are intended to build their personal intercultural competencies. The assignments are structured around exercises and reflection questions to examine and, over time, develop the individual students' cultural self- and other-awareness and communication strategies.			
Assessment Type:	Project	% of total:	30
Assessment Date:	n/a	Outcome addressed:	3,4,5
Non-Marked:	No		
Assessment Description: Group Project and Presentation: Students are required to form diverse groups (in as much this is possible) that reflect the intercultural focus of this module. Group formation and project topic will be approved by the lecturer. Student groups are expected to prepare and deliver a presentation, showing that they have researched their topic over and above the course materials and engaging in group discussion.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Repeat examination <i>Reassessment of this module will consist of a repeat examination. It is possible that there will also be a requirement to be reassessed in a coursework element.</i>			

H7GLTM: Global Leadership and Talent Management

Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	No Description	3	Every Week	3.00
Tutorial	No Description	1	Every Week	1.00
Independent Learning Time	Time students will be using independently to collect and review course materials, conduct research, and study.	17	Every Week	17.00
Total Weekly Contact Hours				4.00

Module Resources	
<i>Recommended Book Resources</i>	
<p>Mark E. Mendenhall, Joyce Osland, Allan Bird, Gary R. Oddou, Martha L. Maznevski, Michael Stevens, Gnter K. Stahl. (2013), <i>Global Leadership 2e: Research, Practice, and Development</i>, Routledge, London, p.304, [ISBN: 9780415808866].</p> <p>Gehrke B. and Claes M. T., Eds.. (2014), <i>Global Leadership Practices: a cross-cultural management perspective</i>, Palgrave Macmillan, Basingstoke, Hampshire, [ISBN: 9781137350008].</p>	
<i>Recommended Article/Paper Resources</i>	
<p>Gentry, W. A. and Sparks, T. E.. (2012), A convergence/divergence perspective of leadershship competencies managers believe are most important for success in organizations: a cross-cultural multilevel analysis of 40 countries, <i>Journal of Business and Psychology</i>, 27 (1).</p> <p>Meyer, E.. (2014), Navigating the cultural minefield, <i>Harvard Business Review</i>, 92 (5).</p> <p>Fang, T.. (2012), Yin Yang: a new perspective on culture, <i>Management and Organization Review</i>, 8 (1).</p> <p>Hong, H. J. and Doz, Y.. (2013), L'Oréal Masters Multiculturalism, <i>Harvard Business Review</i>, 91 (6).</p> <p>Tuleja, E.. (2014), Developing cultural intelligence for global leadership through mindfulness, <i>Journal of Teaching in International Business</i>, 25 (1).</p> <p>Caride, E.. (2014), Diversifying talent to suit the market, <i>Harvard Business Review</i>, 92 (9).</p> <p>Paris, L. et al. (2009), Preferred leadership prototypes of male and female leaders in 27 countries, <i>Journal of International Busieness Studies</i>, 40.</p> <p>Javidan, M. et al. (2006), In the eye of the beholder: cross-cultlural lessons in leadership from project GLOBE, <i>Academy of Management Perspectives</i>, 20 (1).</p>	
<i>Other Resources</i>	
<p>[Periodical], <i>Harvard Business Review</i>.</p> <p>[Periodical], <i>Journal of World Business</i>.</p> <p>[Periodical], <i>International Journal of Human Resource Management</i>.</p> <p>[Periodical], <i>The Financial Times</i>.</p> <p>[Periodical], <i>The Economist</i>.</p> <p>[Video lectures/talks], TED, iTunes U. Unavailable.</p> <p>[Data bases], OECD, European Statistics Office, Central Statistics Office (Ireland). Unavailable.</p>	
Discussion Note:	