



Syllabus:

EGADE Global Network Course
Strategic Leadership in the Global Context

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Course name:	Leadership in the Global Context. SNOC
Course Number:	EGADE Global Network Course
Location and schedule	Virtual classroom https://itesm.zoom.us/j/6985952883
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Welcome:

Welcome to the Strategic Leadership in the Global Context SNOC course offered by EGADE Business School from the Tecnológico de Monterrey.

In this course you will develop a broader perspective of global leadership. We have incorporated a selected timely and relevant and that a strategic leader must be prepared to deal in order to successfully lead the organization of the future. (Lead the post Covid-Digital enabler leadership).

Introduction

This course emphasizes the relevance of the development of essential skills to develop a strategic leadership that allows organizations to deliver in a global scope.

At the end of the course, students will be able to identify the global challenges and local needs for value creation of multiple groups of related interest.

At the same time, students will be able to learn about the elements of an organizational culture that will unleash the potential, commitment, and involvement of people who are part of the organization.

Objectives

At the end of this course, students are expected to achieve the following learning objectives:

- Understand and anticipate the impacts of Global Megatrends
- Learn how to become a global, strategic, responsible and agile Leader in Post Covid Digital Economy
- Develop a strategic vision of global connectedness of the company's stakeholder's
- Learn how to become the digital enabler global leader
- Build a strategic analytical framework to develop and lead the Organization of the Future

Students must be prepared with the readings of the Harvard Business Review Course Pack and articles and further reading posted in Canvas. <https://hbsp.harvard.edu/import/1094962>

Virtual classes via Zoom

<https://itesm.zoom.us/j/6985952883>

Course Schedule

Session	Subject	Previous activities /Class Activities
Week 1 Sessions: 1 & 2 Dates: September 12 & 14	Global Trends and Business Environment 1.1. What is a Global Megatrends pre and post covid 1.2. Global Mega Trends: Economic, Political, Social and Environmental 1.3. Technological waves and Road Map	<p>Read analysis. Book. The New Global Road Map: Enduring Strategies for Turbulent Times Pankaj Ghemawat Published: Jan 20, 2020 HBR Course Pack</p> <p>Article. Are you reframing your future or is the future reframing you? Megatrends 2020 and beyond EYQ 3rd edition https://www.ey.com/en_gl/megatrends</p> <p>Beyond the Noise The Megatrends of Tomorrow's World https://www2.deloitte.com/content/dam/Deloitte/nl/Documents/public-sector/deloitte-nl-ps-megatrends-2ndedition.pdf</p> <p>Trendwatching https://info.trendwatching.com/10-trends-for-a-post-coronavirus-world</p> <p>Industry Megatrends In A Post-Covid-19 World: Shifts Accelerated And Megatrends Amplified FITCH https://www.fitchsolutions.com/corporates/commodities/industry-megatrends-post-covid-19-world-shifts-accelerated-and-megatrends-amplified-09-04-2020?fSWebArticleValidation=true&mkt_tok=eyJpIjoiTldGbE1UQTNOVE5tWm1ReiIsInQiOiBrcmR2MhBk9ZdDZwUUtpTHcrWUdsQ3FOVVpiU0M1c282MDVtVjhSRGpaZ0lyWIFMZitSYVJwUTRUUs0WDdCMkxIM3UzcFQweFFXSzNaN2YyZWtjVEZBWkFFdVIZU1BWOEtvRkZTSFhoTzJ1T2JCcUZCcGk1UU1QVE5aRUVpVYyJ9</p> <p>TECHNOLOGY VISION 2020 ACCENTURE https://www.accenture.com/us-en/insights/technology/technology-trends-2020</p> <p>TECHNOLOGY VISION 2021 ACCENTURE https://www.accenture.com/us-en/insights/technology/technology-trends-2021 Personal assignment after Session 2.</p>

		<p>Megatrends Analysis.</p> <p>TECHNOLOGY VISION 2022 ACCENTURE https://www.accenture.com/es-es/insights/technology/technology-trends-2022</p> <p>TECHNOLOGY VISION 2023 ACCENTURE https://www.accenture.com/dk-en/insights/technology/technology-trends-2023</p>
<p>Week 2 Sessions: 3 & 4</p> <p>Dates: September 19 & 21</p>	<p>Global Leadership</p> <p>2.1. Evolution of Leadership 2.2. Reflection on the new global leadership</p>	<p>Chapter. Leadership in a Globalizing World Rosabeth Moss Kanter Published: Jan 20, 2020. HBR Course Pack</p> <p>Developing global leaders McKinsey https://www.mckinsey.com/featured-insights/leadership/developing-global-leaders</p> <p>Recommended further readings https://www.mckinsey.com/featured-insights/leadership https://www.bcg.com/capabilities/people-strategy/leadership-development https://egade.tec.mx/es/egade-ideas https://www.linkedin.com/pulse/20-new-leadership-books-2020-adam-grant/</p> <p>Teamwork 1. Session 4</p> <p>Leadership Decalogue</p>
<p>Week 3 Sessions 5 & 6</p> <p>Dates September 26 & 28</p>	<p>Global Virtual Teams Management</p> <p>3.1. What is a virtual team 3.2. How to deal with global teams: Multicultural, multifunctional, multigenerational and multidigital 3.3. Managing Global Virtual Teams</p>	<p>Organizational Behavior Reading: Leading Global Teams Tsedal Neeley Pub Date: Jun 30, 2018 HBR Course Pack</p> <p>Teamwork 2. Session 6</p>

<p>Week 4</p> <p>Sessions 7 & 8</p> <p>Dates: October 3 & 5</p>	<p>Responsible Leadership</p> <p>4.1. What is a responsible leadership 4.2. Mechanisms to become authentically responsible organization 4.3. Purpose driven organization</p>	<p>Article. Tips for Nurturing Global Leadership Talent: Diversity Management. Sebastian Reiche Published: Jan 20, 2020. HBR Course Pack</p> <p>Book. The Good Struggle: Responsible Leadership in an Unforgiving World. Joseph L. Badaracco Jr. Published: Jan 20, 2020 HBR Course Pack. Optional</p> <p>Article Put Purpose at the Core of Your Strategy</p> <p>Thomas W. Malnight, Ivy Buche, Charles Dhanaraj Published: Jan 20, 2020 HBR Course Pack</p> <p>2030 Purpose: Good business and a better future. Connecting sustainable development with enduring commercial success (Deloitte) - https://drive.google.com/open?id=1q1wZZncMpvoFPjakBGQclAxUfLUqbYFs</p> <p>The Decade to Deliver: A call to business action (UN Global Compact Accenture) - https://drive.google.com/open?id=1etaEhxpT3keRcroQni3ZhlJoJbhW0KqB</p> <p>TEDTalk Juvencio Maeztu, ex CEO IKEA https://www.youtube.com/watch?v=Zl9f_wHJg5q</p> <p>Personal Activity Session 8</p>
<p>Week 5</p> <p>Sessions 9 & 10</p> <p>Dates October 10 & 12</p>	<p>Agile Leadership</p> <p>5.1. The evolution of modern organizations 5.2. Agile methodologies 5.3. Managing agile organizations</p>	<p>Web Article How to Make Agile Work for the C-Suite Andy Noble, Eric Garton Published: Jan 20, 2020 HBR Course Pack</p> <p>Route to the Top 2019. CEO & Board Practice The right CEO. Heidrick & Struggles</p>
<p>Week 6</p> <p>Sessions 11 & 12</p>	<p>Challenges for the Global Leader of Tomorrow</p> <p>6.1 Challenges of Global Leaders in a VUCA World 6.2 How to lead effectively in a VUCA environment</p>	<p>Ramakrishnan, R. Leading in a VUCA World. https://www.researchgate.net/profile/Ramakrishnan-Ramachandran-2/publication/351002502_Leading_in_a_VUCA_World/links/6086e0e32fb9097c0c0f8c04/Leading-in-a-VUCA-World.pdf</p>

<p>Dates:</p> <p>October</p> <p>17 & 19</p>	<p>6.3 How leaders can create a new and better normal</p>	
<p>Week 7</p> <p>Sessions</p> <p>13 & 14</p> <p>Dates</p> <p>October</p> <p>24 & 26</p>	<p>New Competencies for The Global Leader of the future</p> <p>7.1 Redefining Failure</p> <p>7.2 Recovering from failure</p> <p>7.3 Leadership styles to foster changing the organization into a new normality</p> <p>7.4 Profiling Transformational Leaders in a Changing Context</p>	<p>Tie Suk Kee, V., Islam, M., Said, T. F., & Wardah Azimah, S. (2020). Leadership Skills and Competencies of Global Business. http://dir.iub.edu.bd/bitstream/handle/123456789/453/v-1.pdf?sequence=1</p> <p>Usman, M. (2020). Transformational leadership and organizational change: In the context of today's leader. International Business Education Journal, 13(1), 95-107. https://scholar.google.es/scholar?cluster=3954993407346592985&hl=es&as_sdt=0.5&as_ylo=2020</p>
<p>Week 8</p> <p>Sessions</p> <p>15 & 16</p> <p>Dates</p> <p>Oct 31</p> <p>November</p> <p>2</p>	<p>Leading the transformation to an agile digital global organization.</p> <p>8.1 Agile Leadership</p> <p>8.2 Agile Leadership to foster innovation</p>	<p>Gerster, D., Dremel, C., Brenner, W., & Kelker, P. (2020). How enterprises adopt agile forms of organizational design: a multiple-case study. ACM SIGMIS Database: the DATABASE for Advances in Information Systems, 51(1), 84-103. https://www.researchgate.net/profile/Daniel-Gerster/publication/338731956_How_Enterprises_Adopt_Agile_Forms_of_Organizational_Design_A_Multiple-Case_Study/links/5e3d4251a6fdccd9658e7a4c/How-Enterprises-Adopt-Agile-Forms-of-Organizational-Design-A-Multiple-Case-Study.pdf</p>
<p>Week 9</p> <p>Sessions</p> <p>17 & 18</p> <p>Dates</p> <p>November</p> <p>7 & 9</p>	<p>The new science of Leadership</p> <p>9.1. Alternative visions of leadership</p> <p>9.2. Integrative Thinking</p> <p>9.3. An integrative leadership</p>	<p>Maak, T., Pless, N. M., & Wohlgezogen, F. (2021). The fault lines of leadership: Lessons from the global Covid-19 crisis. <i>Journal of Change Management</i>, 21(1), 66-86. https://minerva-access.unimelb.edu.au/bitstream/handle/11343/258844/The%20Fault%20Lines%20of%20Leadership%20Lessons%20from%20the%20Global%20Covid-19%20Crisis.pdf?sequence=2&isAllowed=y</p>

Week 10 Sessions 19 & 20 Dates November 14 & 16	Strategy for the new Global Leadership 10.1. Platforms, networks and technological waves and digital readiness 10.2. Connected Organization: Suppliers, customers, employee and society at large 10.3. The digital enabler global strategic leader	Strategy under uncertainty. Hugh G. Courtney, Jane Kirkland, and S. Patrick Viguerie HBR Course Pack Preparing Your Business for a Post-Pandemic World. Carsten Lund Pedersen, Thomas Ritter Published: Apr 17, 2020
Week 11 Session 21 & 22 Dates November 21 & 23	The Future of Organization- Class Wrap up	THE COMPANY OF THE FUTURE-Boston Consulting Group. Allison Bailey, Martin Reeves, Kevin Whitaker, and Rich Hutchinson https://www.bcg.com/publications/2019/company-of-the-future
Week 12 Session 23 & 24 November 28 & 31	Final Presentations 2	Final Presentations: The Future of the Organization

Bibliography:

HBP Course Pack to be provided by the department.

Evaluation

The final evaluation consists of:

Final Evaluation

Activity	Value
Homeworks and Team assignments	20%
Class Participation-Personal Activities	20%
Peer to Peer Evaluation	20%

Final Report and Presentation	40%
Total	100%

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Less than 60%

Methodology

Class discussion, Experiential learning, Collaborative learning

Educational Model

SNOC is a program that takes a more tailored approach to the delivery of education over the internet. Besides, classes are limited to about 20-30 students.

The SNOC model is distinguished by the following:

- The student is the center of the educational model.
- Provides a means for a group of business schools to offer classes remotely to each other's MBA students within a closed online network.
- It offers a more tailored approach to the delivery of education
- The expert or instructors have more interaction with students through remote classes, video conferences and discussions.
- The model promotes dialogue and the development of collaborative projects.
- The use of online collaboration tools.

Some benefits of the SNOC model are:

- It gets round the problem of high dropout rates.
- The SNOC model has the advantage of letting consortium members share their specialist expertise.

Content organization

This course is organized for you to be the main character of your learning and build your knowledge from the development of your ability to learn on your own.

Modules and Topics

The course contains 10 modules so that your learning will be gradual. The topics are distributed over the weeks of the academic term.

Activities

In each topic are grouped weekly activities you will have to do. In each activity you will find detailed instructions on how to perform it, delivery specifications and evaluation criteria.

Within each topic page you will find all the resources and materials needed to understand the theoretical concepts you should apply, so you can develop your activities.

Media

The interaction with the professor is done through:

- E-mail
- Zoom

Policies

Academic regulations The academic guidelines under which this course is governed are those established in the Tec de Monterrey academic regulations.

Additionally it is important that you know the General Regulations for Students of the Tecnológico de Monterrey, which indicates what is expected of you, both academically and in your behavior inside and outside the classroom.

It is your responsibility as a student to know these governing documents

Student participation It is your responsibility as a student:

- Constantly access your course in CANVAS to keep you informed of the activities to be done, the indications of your professor and the participation of your classmates in the forums.
- Plan your time and activities in such a way that you can meet the delivery dates of reports and / or work in a timely manner.
- Ensure that the files of your activities were placed correctly in the spaces defined for delivery and that your files are free of viruses.
- Deliver each activity in time, form and content according to the guidelines described in each of the activities.
- Make sure you get the contact information of your teammates and establish communication with them in a timely manner to be organized in compliance with collaborative activities.

Team work The number of members in the teams is established by the head teacher according to the content of the course and the learning strategy established for it.

In the participation of students in collaborative activities, it is the responsibility of each member:

- Maintain an attitude of collaboration and willingness to teach and learn from others.
- Ensure that your contribution is active, critical, analytical and reflective. What is exposed within each contribution goes beyond a superficial comment. You should seek to emphasize the key concepts of the course and base your arguments with relevant readings or sources of information making a correct reference to them.
- Avoid delegating the responsibility of teamwork to a partner, this implies that you are also delegating your qualification, therefore no arguments about your qualification will be accepted when you did not participate in the realization of the activity. Accepting that a partner does your job implies that you will also be accepting the risks and the consequences in the qualification of the activity.
- Avoid giving work and team effort to others. Add on the cover of teamwork to colleagues who did not participate in the development of the same, means a lack of respect for the work of colleagues who participated and a lack of honesty with the teaching team.

It is essential to have the necessary technological requirements to study through an electronic platform since this is the means of learning, communication and transfer of activities in the course.

Requirements" that have the minimum hardware and software requirements.

- Take proper care of the equipment, free of viruses.
- Know how to use the applications, for example the navigation in Blackboard where the course is created. All the information that is needed is on the platform, so you should analyze all your spaces to locate what you need.

Technological resources It is essential to have the necessary technological requirements to study through an electronic platform since this is the means of learning, communication and transfer of activities in the course.

It is your responsibility as a student:

- Ensure you have access to a secure and reliable Internet connection.
- The lack of access to the Internet in this educational model is not justified.
- Report in a timely manner to your teacher any logistical and / or technological problems that limit your participation and follow-up of the course.
- Have the appropriate computer equipment and the software applications required. Validate in the section "Technological Requirements" that have the minimum hardware and software requirements.
- Take proper care of the equipment, free of viruses.
- Know how to use the applications, for example the navigation in Blackboard where the course is created. All the information that is needed is on the platform, so you should analyze all your spaces to locate what you need.

Any source of information other than the readings and / or textbooks defined for the course is considered an external source of consultation.

Bibliographic Materials It is your responsibility as a student:

- Make sure you have the textbooks and reading materials required for the course in a timely manner.
- Avoid basing the foundation of your work or contributions only on the material consulted from external sources. The essential requirement is to base with the readings of the course and make use of external sources to enrich your contributions and / or activities.
- Preferably use the Digital Library of Tecnológico de Monterrey or make use of non-digitized bibliography that is in the library of your campus.
- Make use of citations and bibliographical references in accordance with the guidelines of the APA style

Values and attitudes In this course all students are expected to monitor and strengthen the following values and attitudes both inside and outside the classroom:

- Tolerance for the opinions of others.
- Responsibility
- Respect for human dignity.
- Honesty, and respect for copyright and third-party work.

Likewise, it is important in the course:

- Maintain an interest in constant research on the topics and concepts of the course.

Academic Dishonesty Without limitation, academic dishonesty will be understood as any action or omission made directly or indirectly by any person in order to obtain or facilitate that another person obtain an academic result different from that which would be obtained, if the action had not been taken or omission considered dishonest.

The effects or consequences that the student has when obtaining a grade of academic dishonesty will be determined by the academic regulations of the Campus to which the student belongs.

In the case of collaborative activities, each and every member of the team is responsible for the delivery and review of the final contribution of the team. The names included in a report of a given activity reaffirm that the student together with his team contributed and developed the document collaboratively. In case of incurring in a DA all team members included in the report, will be responsible for such action without exception

Live sessions • Classroom attendance is very important and we will abide by the Academic Regulations of the ITESM, that is, the student must attend at least 88% of the classes to have the right to present a final exam.

- Trying to encourage responsibility, late arrivals to class will not be allowed.
- In the group work sessions it is allowed to exchange comments, information and suggestions among the students.
- It is forbidden to smoke and consume food in the classroom.

Before attending the face-to-face session it is essential that you have carried out any preparation activity for it, this includes: doing the readings, exams or activities that in the calendar are indicated as prior to the session.

Course activities • The deadline for delivery of classroom activities is the class schedule indicated by the School department.

- The deadline for delivery of online activities is 23:59 hrs (Campus local time) of the day designated as the deadline
- No deliveries are allowed outside of time. Out-of-Date Tasks have 0 ratings.
- Deliver the activities by the means indicated in each description, in case of technological failure they should be sent to the teacher via e-mail.

Grading • The minimum passing grade for the course is 70 points.

- Before requesting a grade review, students should review in detail their feedback, the rubric or criteria for evaluating the activity, the detailed description of the activity, and those elements of the methodology and policies of the course that pertain to said activity.
- The student has 5 business days after the publication of their feedback and qualifications to clarify their assessment.

Coevaluation • You must be honest and responsible when qualifying the members of your team.

- Co-evaluation is totally anonymous, the tutor, teacher or any member of the teaching team can not reveal the specific information on how each member of the team evaluated another member of the team or another team.
- Co-evaluations are an integral part of the qualification of certain collaborative activities indicated by the teaching team. Failure to perform the coevaluation may be penalized directly according to the criteria indicated in the corresponding activity. Likewise, under this scheme, if the teammates evaluate you with a low grade, it will also have a direct impact on your overall score of the corresponding activity and no changes will be accepted in these grades.