INTERNATIONAL BUSINESS SCHOOL THE HAGUE

PROFESSIONAL COURSE IN

ADVANCED LEADERSHIP

Lead with judgement, build trust and turn difficult conversations into coordinated action

Develop a leadership approach grounded in self-awareness, situational judgement, team dynamics, constructive feedback, cultural understanding and disciplined decision-making.

Two weeks	Ten working days	3 contact hours per day	**Course fee: €1,500** €1,936 incl. VAT

PRACTICE-ORIENTED PROFESSIONAL TRAINING

The course at a glance

Leadership is not a fixed personality or a title. It is the work of creating direction, earning trust, enabling contribution and making choices when interests, information and outcomes are uncertain. This course develops that work through concepts, reflection, cases and interaction.

Duration	Two weeks: ten working days
Contact time	3 instructor-led hours per day
Independent work	Assignments, preparation and group activities
Practical focus	Apply leadership ideas to realistic cases and your own professional setting
Core tools	Leadership styles, personality, teams, feedback, conflict, culture and decision-making
Course fees	€1,500 + € 100 registration fee (non-refundable) (total: €1,936 incl. VAT)
Award	Certificate of completion
Availability	Offered several times per year

A connected view of leadership

The programme links the inner and outer dimensions of leadership. Participants examine their own qualities and tendencies, then connect these to the demands of teams, organizations and culturally diverse environments. The emphasis is not on finding one ideal style, but on choosing and explaining an appropriate leadership response.

Built around dialogue and application

Conceptual introductions are followed by reflection, cases, exercises and lively participant interaction. Experience from different sectors and cultures becomes part of the learning process.

COURSE OUTCOMES

What you will be able to do

UNDERSTAND YOUR LEADERSHIP APPROACH

Recognise how position, relationships, behaviour, character and context shape leadership influence.

USE SELF-KNOWLEDGE CONSTRUCTIVELY

Identify core qualities, personality tendencies, predictable pitfalls and practical development priorities.

ADAPT TO THE SITUATION

Assess people, tasks and context before choosing how much direction, participation, delegation or support is needed.

BUILD HEALTHIER TEAMS

Strengthen trust, productive conflict, commitment, peer accountability and attention to collective results.

COMMUNICATE FOR IMPROVEMENT

Give evidence-based feedback, receive challenge without defensiveness and turn difficult conversations into dialogue.

MAKE DEFENSIBLE DECISIONS

Frame decisions well, use evidence, recognise biases and distinguish decision quality from the eventual outcome.

LEAD ACROSS CULTURES

Interpret differences without stereotyping and adjust communication, authority and collaboration practices.

HANDLE CONFLICT AND NEGOTIATION

Diagnose interests and tensions, select a constructive approach and pursue workable agreements.

Who should attend?

- managers and supervisors seeking a broader leadership toolkit;
- professionals preparing for their first formal leadership role;
- project, team and programme leaders who lead without relying only on hierarchy;
- entrepreneurs and NGO, public-sector or development professionals; and
- experienced leaders who want structured reflection on their habits and impact.

Leadership can be formal or informal

The course is relevant both to people with positional authority and to those who guide colleagues through expertise, initiative, trust and relationships.

LEADERSHIP IS A RELATIONSHIP

Choose the response the situation requires

No single best style

Leadership theories offer different lenses: traits and character, observable behaviour, transactional exchange, transformational influence and situational adaptation. Each lens explains part of leadership, but none removes the need for judgement.

1. READ THE CONTEXT	Clarify the task, stakes, constraints, culture and urgency.
2. UNDERSTAND THE PEOPLE	Consider competence, confidence, motivation, information and relationships.
3. SELECT AN APPROACH	Balance direction, participation, support, delegation and accountability.
4. OBSERVE THE EFFECT	Look for understanding, commitment, performance and unintended consequences.
5. ADAPT DELIBERATELY	Change the approach when evidence shows that the situation has changed.

Influence beyond position

A title can create authority, but sustainable influence also depends on competence, consistency, integrity and the quality of relationships. Participants explore what followers reasonably expect from leaders and how standards set by a leader become part of organizational culture.

Central question

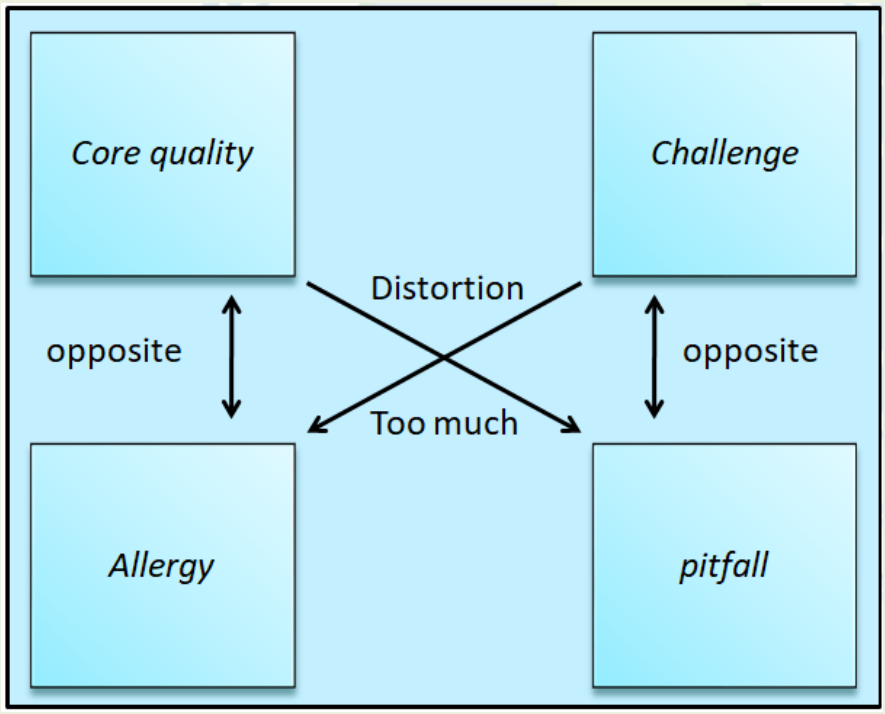
What does this person, team and situation need from leadership now—and what evidence would show that the approach is working?

SELF-AWARENESS WITHOUT LABELS

Turn personality into a leadership tool

Core qualities, pitfalls and challenges

A strength can become counterproductive when overused. Determination may become dominance; care may become avoidance of necessary confrontation; precision may become rigidity. The Core Quadrant approach helps participants guard a genuine quality and avoid its pitfall, balancing challenge and recurring irritation.



Use personality models cautiously

The Big Five provides a research-based vocabulary for tendencies such as openness, conscientiousness, extraversion, agreeableness and emotional stability. Participants consider how different patterns can support or obstruct leadership depending on the role and situation.

Participants learn to:

- treat a profile as a tendency, not a verdict;
- look for both the advantage and the risk of a high or low score;
- compare self-perception with observable behaviour and feedback; and

- translate insight into one or two realistic development actions.

The aim is not an ideal personality

Effective teams and organizations need different strengths. Self-awareness helps leaders use their strengths deliberately, compensate for limitations and value qualities they do not naturally

COMPLEMENTARY STRENGTHS

Build teams that can think and act together

A team is more than a collection of capable individuals. Performance depends on whether different contributions can be combined: generating possibilities, analysing evidence, organizing work, influencing others, maintaining relationships and completing tasks.

Read the team as a system

STRENGTHS
Which contributions are naturally present and trusted?

GAPS
Which perspectives or working styles are missing?

DISTORTIONS
Which quality has become dominant or excessive?

LEADERSHIP FIT
What kind of coordination does this team currently require?

Use differences productively

The course uses Holland's broad interest patterns as a practical language for team contribution. The purpose is not to put people into boxes, but to ask whether the team has enough imagination, analysis, structure, execution, persuasion and human attention for the work it must perform.

Design the conditions for contribution

Participants learn to:

- make purpose, roles and decision rights explicit;
- match responsibilities to strengths while still developing capability;
- create room for minority views before commitment is required;
- agree how conflict, feedback and accountability will be handled; and
- review team functioning as well as task progress.

A balanced team is not a conflict-free team
Differences create value only when members can challenge one another, understand how decisions are made and remain committed after the debate ends.

FROM TRUST TO RESULTS

Diagnose what prevents a team from performing

Team difficulties often reinforce one another. Low trust encourages guarded communication. Guarded communication suppresses productive disagreement. Weak debate reduces commitment, which makes accountability harder and allows attention to drift from collective results.

1. TRUST	Members can be honest about mistakes, limits and concerns.
2. PRODUCTIVE CONFLICT	Ideas and priorities can be challenged without personal attack.
3. COMMITMENT	Decisions are clear; people can disagree and still support execution.
4. ACCOUNTABILITY	Standards and responsibilities are addressed directly, including among peers.
5. RESULTS	Team objectives take priority above status, department or personal agendas.

Practical leadership interventions

Participants learn to:

- set explicit norms for disagreement and meeting behaviour;
- invite concerns and “mine” for unspoken conflict;
- close meetings by restating decisions, owners and deadlines;
- use visible goals or a team scoreboard to support accountability; and
- address patterns early instead of waiting for a personal rupture or performance failure.

Commitment is not the same as consensus

Mature team members may prefer another option and still commit to a clearly made decision. Leaders must create enough debate for people to be heard, then create enough clarity for

FEEDBACK THAT CHANGES BEHAVIOUR

Make difficult conversations useful

Feedback serves improvement

Feedback is not a vehicle for frustration, superiority or punishment. It should help the receiver understand observable behaviour, its effects and a workable next step. Positive feedback is equally important: specific recognition reinforces useful behaviour and strengthens leadership influence. Participants learn a useful model for feedback that avoids defensive reactions and stimulates positive behavioural change.

Facts	Describe observable actions or events; separate evidence from interpretation.
Impact	Explain the effect on colleagues, clients, the team, work quality or business outcomes.
Response	Invite the other person's perspective and listen for missing context.
Expectation	Agree on the behaviour, support and follow-up needed from this point.

Reduce defensiveness without avoiding clarity

Participants learn to:

- choose an appropriate time and setting;
- address behaviour rather than attacking identity or motive;
- use specific examples rather than "always" and "never";
- connect the conversation to shared standards and outcomes;
- ask questions and allow a genuine response; and
- confirm what will happen next.

Receiving feedback is also leadership

Participants examine their own reactions to criticism, including explanation, counterattack, withdrawal and selective listening. They practise separating the emotional moment from the useful information and deciding what deserves action.

Consistency shapes culture

A team learns what matters from what leaders notice, reinforce, question and tolerate. Regular, fair feedback is therefore part of performance culture—not an occasional corrective event.

JUDGEMENT UNDER UNCERTAINTY

Improve the decision process—not just the outcome

A good outcome does not prove a good decision

Decisions allocate resources and close off alternatives. Because outcomes are uncertain, a professionally made decision can still fail, while a careless decision can succeed through luck. Leaders should therefore assess the quality of the process using the information reasonably available at the time.

FRAME THE DECISION
Define what is actually being decided, for whom and within which boundaries.

DEVELOP ALTERNATIVES
Avoid treating the first plausible answer as the only realistic option.

USE RELEVANT EVIDENCE
Test assumptions, probabilities, trade-offs and consequences.

SURFACE INTERESTS
Recognise desired outcomes and hidden preferences that may bias the analysis.

DECLARE THE DECISION
Make the choice, rationale, responsibilities and review point explicit.

LEARN FROM RESULTS
Review both the process and the outcome without rewriting history.

Recognise common traps

- confirmation bias: seeking support for a preferred answer;
- overconfidence: mistaking confidence for accuracy;
- anchoring: allowing an early number or idea to dominate;
- framing effects: changing choices by changing how the issue is presented; and
- group pressures: suppressing doubt, minority views or unwelcome evidence.

Complex and “wicked” problems
Some leadership problems have no stable definition, reliable precedent or single correct solution. In such cases, disciplined experimentation, stakeholder learning and revision are helpful strategies.

Lead across different cultures

International leadership involves more than etiquette. People may hold different expectations about hierarchy, individual responsibility, uncertainty, competition, consensus, time and communication. These differences affect who speaks, how disagreement is expressed and what counts as a legitimate decision.

Use cultural frameworks as questions

AUTHORITY
How directly may people challenge a leader or senior colleague?

INDIVIDUAL AND GROUP
Whose interests and responsibilities are expected to come first?

UNCERTAINTY
How much structure, evidence or permission is needed before acting?

ACHIEVEMENT AND CONSENSUS
Are competition and decisive action valued more than inclusion and quality of life?

TIME ORIENTATION
Are traditions and immediate obligations or long-term adaptation emphasized?

EXPRESSION AND RESTRAINT
How openly are preferences, emotion and disagreement displayed?

Move from positions to workable interests

Conflict resolution and negotiation require leaders to distinguish stated positions from the interests, fears, constraints and values behind them. Participants consider when to collaborate, compromise, accommodate, compete or pause—and how power and culture affect those choices.

Participants learn:

- avoid treating national averages as descriptions of individuals;
- check interpretations rather than assuming intention;
- make communication and decision rules explicit; and
- search for agreements that can be implemented, not merely announced.

Difference is not dysfunction
The leadership task is to create enough shared understanding for people with different backgrounds to work together without requiring them to become identical.

APPLIED COURSE DESIGN

Learn through reflection, cases and practice

The course combines concise conceptual teaching with structured reflection, group discussion, cases, role-based exercises and analysis of realistic leadership situations. Participants are encouraged to connect the material to their own work while respecting confidentiality.

Typical participant work

LEADERSHIP SELF-REVIEW
Map core qualities, likely pitfalls and development priorities.

SITUATION DIAGNOSIS
Select and justify a leadership response for a specific context.

TEAM ASSESSMENT
Identify strengths, gaps and recurring patterns that affect performance.

FEEDBACK PRACTICE
Prepare and conduct an evidence-based improvement conversation.

DECISION REVIEW
Frame a difficult decision, test biases and explain the process.

CROSS-CULTURAL CASE
Analyse how different assumptions affect authority, conflict and collaboration.

The result

Participants leave with a connected way of thinking about leadership and a practical vocabulary for discussing behaviour, teams and decisions. They will not receive a formula that removes uncertainty. They will have practised making their reasoning more explicit, seeking better evidence and adapting their approach.

Bring a real leadership challenge
A current team, communication or decision problem can provide a valuable thread through the course. The goal is not confidential consultancy, but disciplined application of the course ideas to a situation that matters.

JOIN THE COURSE

Practical information and application

Course	Professional Course in Advanced Leadership
Duration	Two weeks; ten working days
Daily contact time	3 hours
Additional study	Assignments and group activities
Course fees	€1,500 course fee + €100 non-refundable registration fee, excluding VAT (total: €1,936 incl. VAT)
Award	Certificate of completion
Frequency	Offered several times per year

Application documents

- a completed application form;
- a copy of the applicant's passport; and
- payment of the €100 registration fee.

Register via https://ibsthehague.com/admissions/application-form/

Important note

This is a professional course. The certificate confirms participation in the programme; it is not an accredited academic degree, licence or external professional certification. The course supports leadership development but does not constitute consultancy for an individual employment or organizational matter.

Contact and apply

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