

LEAD 550: Global Leadership *Syllabus*

This syllabus is subject to modification up until the first day of the semester in which the course is taught. It is made available for general information purposes only and any or all parts of it may change before the course begins. Please check on line for an updated syllabus the day before the class begins.

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Office hours: M-F – 9-4PM

Communication Policy: Email is the preferred method of communication. My response time is within 24 hours Monday – Friday, and 48 hours on the weekends. My expectations for email requires that you provide your name, Lead 550 course, and 800#. Professional emails should have proper spelling and grammar and have greeting and salutation for each email.

Purpose of the Course: The study and analysis of culture impacts on successful leadership and various geographical areas. This class focuses on cultural theories and models that influence leadership across contexts.

Prerequisites: Lead 500 or permission of instructor

Learning Outcomes: upon the conclusion of this course, students will gain the ability to:

- **Categorize and Explain** basic multicultural leadership perspectives and cultural competencies in an ever changing global society.
- **Analyze and compare** behaviors of effective multicultural leaders
- **Apply** leadership theories and models through in-class exercises
- **Compare and contrast** tools available for measuring and improving diverse and inclusive leadership
- **Distinguish** the differences between leadership behaviors across time periods and cultural dimensions

Grading. Satisfactory completion of the objectives will be measured as follows:

- | | |
|--|------------|
| • Syllabus Quiz/APA Quiz/Introduction Bonus: | 10 points |
| • Discussion Boards (10@10 points each) | 100 points |

• Case Study Analysis (2 @ 50 points each)	100 points
• Diverse and Cultural Environments Paper:	100 points
• Ethical Decision Making Analysis Paper	100 points
• Multicultural Familiarization Manual	300 points
• Multicultural Familiarization Presentation	100 points
• Global Leadership Book Review	100 points
• Global Leadership Book Presentation	100 points
Total: 1000 points	

The letter grade for the course will be based on 1000 point: 1000-900 points = A, 899-800 points = B, 799-700 = C, 699-600 = D, and less than 599 = F.

Grading Timeline: Papers typically take up to two weeks to be graded. Everything else is usually graded within a week.

Texts:

Leading with Cultural Intelligence: The new secret to success by David Livermore
ISBN: 978-0-8144-1487-3

This book uses research to help you lead with cultural intelligence-locally and globally.
What is Global Leadership: 10 Key behaviors that define great global leaders by Ernest
Fundling, Terry Hogan and Karen Cvitkovich
ISBN: 978-1-904838-23-4

Class Policy. The following describes class requirements and the organization of the LEAD 550 class.

All assignments are due by midnight on Sunday and Thursday. For example, the assignments for lesson 1 are due by midnight on the Sunday following the first week of classes.

Late work: Up to one week late, with a 5% of the value of the assignment deducted for each day late for up to one week/7 days. After the 7th day, the assignment will not be accepted. Anything beyond that 7 days must have a medical excuse or extreme circumstance reason that I approve.

All Papers and Homework. Format for all papers is double-spaced, Times New Roman font, 12 pitch, one inch margins and APA style. If you prefer to use another style (Chicago, MLA, etc.) please indicate the style on the cover sheet/first page.

Discussion Board Questions. Each student will participate in discussions frequently and **will receive a grade for each discussion question** based on the rubric below.

No Credit.

- "I agree."
- "Wow that must have been really annoying!"
- "I'll check."

- "Visit www.cnn.com" [These 4 are fine to do and viewed favorably as signs of sociability, but they don't reveal thoughtfulness about the course material.]
- "In my humble opinion, this situation is one that requires a lot of thought and expertise before an answer can be achieved. It is something the experts will debate for many years, no doubt." [However lengthy, there is no content in this posting.]

Borderline Credit:

- "I agree. The theory you bring up is similar to Wechsler's original justification for his theory of intelligence (p. 100 text)." [Not enough information.]
- "Wow that must have been really annoying! I once was trying to take a standardized test and the teacher started giving out the answers. I really question the validity of that measure." [Not clear if the person knows what validity is or is just using it because it sounds good there.]

Solid Credit:

- "Wow that must have been really annoying! When I was in 3rd grade we were given a standardized test and the teacher started giving out the answers while we were taking the test. Since the test was supposed to tap a person's existing knowledge getting the answers would invalidate the whole thing because it wasn't our knowledge. The teacher should not have given all the correct answers. Someone looking at the results would have gotten suspicious if everyone got 100% since the tests are designed to have some very hard items that almost no one can get right." [A bit forced but does reveal that the person can think about how the material is applied.]
- "Visit <http://www.cnn.com> this week (right hand side click on 'Exams in the News'). They have an entire section on the controversy of standardized testing in the public schools. I particularly liked the section by Smith on test construction. It helped me understand the section in our text (p. 140) about how hard it is to write test questions and how they have to be checked by several people." [Cites sources, mentioned specifics. provides a brief review of why we should go and where.]
- [In response to a request for a definition of creativity] "I think that creativity is willingness to take risks. I have a friend who is a creative dress-maker and another who is a creative painter and they always shock me a little. I have another friend who can carve anything as long as he has a model- but he can't make up his own designs so I don't think he is creative. His work is always boring. I think this fits best with Gardner's model of intelligences, particularly the person who knows himself well (Intrapersonal). You have to know yourself in order to be different from everyone else." [Answers the asked question, not something else, gives examples and connects to course material.]

Each discussion question is worth 10 points. To receive 7 of the 10 points for each discussion board question, students must 1) answer the question; 2) apply an appropriate leadership theory/aspect/practice to the answer; and 3) provide an example (can be personal) that illustrates your answer. Providing these three aspects earn students 7 points. Students earn the other 3 points by their active participation regarding the question by posting comments to other student posts within your group.

- Online discussion is generally looser and more free-flowing than face-to-face. Students should exercise a basic respect for one another and not engage into derogatory arguments. Although free-flowing and somewhat informal, students ***MUST use correct grammar, spelling, and punctuation during the postings!***

Diverse and Cultural Environments Paper. Students will write a four-page summary of different cultural environments in which we live in today.

Scenario: On page 49 in your Cultural Intelligence book, you find a story entitled Eat and Socialize. Aini is from Jakarta, Indonesia and has just experienced her first international business trip to the United States. She faced a completely different cultural norm surrounding food/business. Come up with your own scenario for your paper and the ways you would address the issue. Identify some problematic situations that might occur for a multicultural or bicultural person. What coping strategies might a person need to effectively deal with such situations? Title page and reference pages are not included in the minimum page length. APA citations are required, minimum of two references.

Ethical Decision Making Paper. Students will write a four-page paper over the following topic:

International Obligations: Answer the following questions:

- Are wealthier nations obliged to help other nations or governments, not just with humanitarian aid, but with military aid.
- Are they obliged to intervene if those governments institute/enable/condone massive human rights abuses?
- Should wealthier nations step in if the governments collapse in civil war or becomes chaotic and ineffective?

Support your opinions with the text and real-world examples. Title page and reference pages are not included in the minimum page length. APA citations are required, minimum of three references.

Case Study Analysis. Student will read the assigned case studies then answer the questions at the end of the case study. When answering the questions, students should incorporate key aspects of the lesson into answers and not just answer the question. Each case study is worth 50 points. Students will post case study analysis to the provided link in the **Lessons by Week** menu selection in Blackboard. Title page and reference pages are not included in the minimum page length. APA citations are required. Minimum of two pages.

Global Book Review and Presentation.

Book Review: Students are required to select a book that is related to global leadership or can be connected to the content discussed in this course. **The book must be approved by the instructor.** After reading the book, students should prepare a 5-6 page analysis of the book

focusing on how an organizational leaders could use the book in a global leadership role. The paper should include the name of the book, author's name, and any other information that help classmates' find the book should they be interested in reading it. The paper should be submitted in the **Lessons by Week folder**. (100 points)

Book Presentation: Develop a presentation for your classmates over the book you read. Make sure the presentation is visually pleasing and includes key points (not full paragraphs). The presentation will be posted as a discussion Board so that your classmates can develop a future reading list. The thread title should be the title of the book you selected. These books may be useful for developing a helpful resource list for work or to use as sources for future papers. Students must post on two other classmates discussion board. (100 points)

Multicultural Familiarization Manual Final Project

Students will be developing a multicultural familiarization manual and a presentation. Many global organizations hire or have on staff a multicultural liaison officer. The responsibilities of these officers are to familiarize employees with local cultures, customs, basic information, communication, etc. The manual and presentation should be professional quality that would be appropriate in a professional, corporate setting.

You should use the following scenario to base your work: The company for which you work has decided to expand its production internationally. However, management is concerned with sending inexperienced employees to the selected country because of their limited knowledge of the culture and the societal practices, traditions, etc. Your supervisor mentions your name and notifies upper-management that you have taken global leadership courses at Western Kentucky University. Therefore, you are immediately nominated to research the country/culture and provide training for your coworkers, who may be asked to travel to the country for business purposes. You are assigned two tasks: 1) Develop a multicultural familiarization packet that the employee can read, study and take on business trips. 2) Create a presentation that coincides with the multicultural familiarization packet.

Task 1) The Multicultural Familiarization Paper

- Choose **one** of the following countries to research: Greece; Germany; Spain; France; Mexico; Brazil; Argentina; Chile; Egypt; Qatar; India; Nigeria; China; Taiwan; Korea; Japan; Australia; or New Zealand.
- Provide a brief background on the country including sections on the following: Geography, Environment, Monies (currency), Agriculture (food, clothing, shelter), Ethnicities, Education, Health, Government (current leaders; interesting laws), Economy, and Literacy. CIA fact book is an excellent, creditable source to get the latest facts.
- Provide sections on the following key items needed for the employees: Leadership styles utilized, etiquettes, image management, appropriate dress for meetings, negotiation techniques that should be used, communication techniques (decision making strategies, problem solving and conflict management). Educate your coworkers on things they should avoid (phrases, hand gestures, etc.).
- Consider the CQ Four-Dimensional Model: Drive, Knowledge, Strategy, and Action. How would use this model to prepare the employees for the new culture.

- Create a section describing one leadership theory studied during the course of this semester. For example, China's leadership style used authoritarian leadership by...
- Cite all sources, minimum of 5 primary sources.
- **Be creative in your layout, use photos, graphs, and quotes. This does not necessarily look like a traditional paper.**

300 points

1. This manual is not necessarily in strict APA formatting, where no APA title page is required. Example is provided to help you. Use APA style (cite all sources within the text) in designing your manual, Times New Roman, 12-pitch font, double spaced, one inch margins top, bottom and sides, and proper grammar. The total length of this analysis is 15-20 pages of written text. **15 points**

2. Students must cite **five** primary sources.. A primary source is a book on that topic, an article out of an academic journal (Newsweek, US New and World Report, Time, etc. are NOT academic journals) or another written essay on that topic. **25 points**

3. Students evaluate their country: identifying etiquettes, image management, appropriated dress, negotiation, communication (decision making, problem solving and managing conflict). **60 points**

4. Include a brief background, geography, environment, monies, agriculture, ethnicities, education, health, government, economy, and literacy. CIA fact book is an excellent, credible source to get the latest facts. **50 points**

4. Students must describe how their society illustrated **one leadership theories** studied during the course of this semester. For example, China's leadership style used authoritarian leadership by... This analysis should take approximately one page for the theory. **70 points**

5. Consider the CQ Four-Dimensional Model: Drive, Knowledge, Strategy, and Action. How would use this model to prepare the employees for the new culture. **60 points**

6. Overall impression, creativity. **20 points**

Upload the assignment in your lessons be week folder 13

Multicultural Familiarization Presentation. 100 points

- Create a PowerPoint presentation, Digital Storytelling presentation, Prezi, or video
- Ensure it is **visually pleasing**. Slides should have key points not paragraphs. **Creativity is key. Think outside the box. Minimum of 5-8 minutes for video and minimum of 15 slides + 1 reference slide.**
- Upload the assignment in your lessons by week folder

Accommodations. Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact The Student

Accessibility Resource Center (SARC) in DSU 1st floor Room 1074 Downing Student Union. Please do not request accommodations directly from the professor or instructor without a letter of accommodations from the Office of Student Disability Services.

Course Software Standards. The course software standards are Word for word processing, PowerPoint for presentations, Excel for presentations, and Adobe Acrobat for viewing PDF files. WKU faculty, staff, and students can download and install Microsoft Office 365 ProPlus free of charge. Microsoft Office 365 is provided through WKU's enterprise licensing agreement with Microsoft. <http://office.microsoft.com/en-us/office-in-education-FX104367920.aspx/>

Blackboard. Blackboard serves as a repository for course documents and communication in mass--please visit **Blackboard** (<http://ecourses.wku.edu/>). Once logged in students will see a list of all courses that they are enrolled that are also using Blackboard. Select “Effective Leadership Studies” to enter LEAD 200. **If you have technical issues, please call (270) 745-7000, the WKU IT Help Desk.** The most used aspect for the class is the “Course Documents” section of Blackboard where electronic copies of course documents reside.

WKU policies. This link will provide you with information concerning, drop dates, withdrawals which are located in the registration guide which is updated for each semester. Also, all institutional policies are in this guide: <http://www.wku.edu/registrar/> or provided in your student handbook <https://www.wku.edu/handbook/>.

The Learning Center. Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, Room 2141) provides free supplemental education programs for all currently enrolled WKU students. TLC @ Downing Student Union and TLC @ FAC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has four satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in FAC, Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment. www.wku.edu/tlc (270) 745-5065

TLC @ DSU

Monday – Thursday	8:00 am – 7:00 pm
Friday	8:00 am – 4:30 pm

The Writing Center. Writers need feedback from readers to help refine their writing. The Writing Center can give you this feedback. Tutors will talk with you about your writing to help you: brainstorm ideas, clarify main points, strengthen logic and support, smooth out organization, integrate sources and credit them properly, fine-tune sentence style, and learn to proofread. The WLC helps you to become a better writer, they **won't** edit or proofread your paper for you. WLC helps you learn to revise and edit so you will be better able to catch your own errors and improve your own content, organization, and style.

Schedule an Appointment:

- Visit [Appointment Scheduler](#) Please take note of the location at which your appointment is scheduled.
- Email to find out about scheduling an Adobe Connect Conference for a conversation with a tutor in realtime at writingcenter@wku.edu
- **Submit your paper here** if you need help from our online resource.*
- After you submit your paper, WLC tries to respond on the next business day via email with an estimated return time for your feedback (generally returned within 72 hours--not counting weekends). Please submit your request as soon as you know you need help. If you wait until your deadline is looming, there may be others who submitted before you (first come, first served), plus you'll need time to read and utilize our suggestions.
- *We'll give you our feedback on your writing by email, but will not proofread your entire paper (see below for details).
- Call our primary location in 123 Cherry Hall at (270) 745-5719 during our operating hours if you have questions or would prefer to schedule your appointment by phone.
- Cherry Hall 123: Monday – Thursday 9-4
Friday 9-1
- Cravens Commons: Monday - Thursday 4-9

Cheating and Plagiarism. To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a very serious offense and not tolerated. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To copy content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Works submitted for any other class is also not acceptable. Assignments that have been plagiarized receive a grade of "F" and could result in a student failing the course. The instructor may check student work by using plagiarism software. Please refer to the "academic offenses" section of the WKU Student Handbook: http://www.wku.edu/judicialaffairs/2004-05Handbook/12_AcademicOffenses.pdf for more details.

Incompletes. A grader of "X" (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor. A grade of "X" received by a student will automatically become an F unless removed within twelve weeks of the next full term (summer term excluded). Incompletes must be pre-approved by your instructor.

Privacy Matters. The Internet may change or challenge notions of what is private and what is not. The instructor prefers to provide disclosure up front so students know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. Students are relatively protected by the password but no one can guarantee privacy on-line. Part of the privacy for every student depends on the actions of each individual student.

- The course software used enables the instructor to know which students have logged in, where in the course site they have visited, and how long they have stayed. The technology support people have access to information posted at the site.
- Course Security: In the event students use a public terminal (say at a hotel or library) completely close the browser software when finished. This will prevent another person

from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students.

- Do not allow access to the course to those not registered in the course.
- Guard your password and change it from the one assigned at the start of the term. (Go to Student Tools).
- Students sometimes want to discuss their grade via e-mail. E-mail is NOT secure or private. If an individual student requests his/her grade, the instructor can not legally send to that student his/her grade through e-mail without a legal signature from that student on a permission form. (An instructor may e-mail the typical group listing with obscured names.)
- Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.

Intellectual Property. It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. The instructor expects students to post only material that is the students by right of creation unless the student gives proper credit and indications. The plagiarism policy applies on the Internet too. Images, sounds and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. People only purchase copies.) It is common to receive E-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus. On the plus side, ideas cannot be copyrighted. Students can share the most important part of a website as long as it is in the student's own words or interpretation.