

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 online for an updated syllabus the day before the class begins.

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

- ***Describe, comprehend at deeper levels, and apply*** basic multicultural leadership perspectives and cultural competencies in an ever changing global society.
- ***Analyze and compare***, behaviors of effective multicultural leaders
- ***Describe and apply*** leadership theories and models through in-class exercises
- ***Understand, compare, and contrast*** tools available for measuring and improving diverse, multicultural leadership effectiveness
- ***Recognize*** differences between leadership behaviors across time periods and cultural dimensions
- ***Utilize*** the knowledge and experiences gained from this course to continue developing their leadership competencies
- ***Apply*** gained leadership knowledge to various contexts and situations

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

- | | |
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| • Syllabus Quiz/Introduction Bonus: | 10 points |
| • Discussion Boards (10@10 points each) | 100 points |
| • Case Study Analysis (2 @ 100 points each) | 200 points |
| • Diverse and Cultural Environments Paper: | 50 points |
| • Ethical Decision Making Analysis Paper | 50 points |
| • Multicultural Familiarization Manual | 300 points |
| • Multicultural Familiarization Presentation | 100 points |
| • Global Leadership Book Review | 100 points |
| • Global Leadership Book Presentation | 100 points |

Total: 1010 points

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

Texts:

Diversity and Leadership; by Jean Lau Chin & Joseph E. Trimble

ISBN 978-1-4522-5789-1. This text provides students with explanations of leadership in the 21st century, paradigms for Diversity Leadership and provides a basis for culturally competent leadership discussions both in class and online.

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

All assignments are due by midnight on Sunday. For example, the assignments for lesson 1 are due by midnight on the Sunday following the first week of classes. Refer to the course calendar to ensure you understand the deadlines. The calendar is provided to help you organize and prioritize to meet the course requirements. **Generally, late work is not accepted. Please be proactive, prioritize, and plan to meet deadlines. These are important skills in becoming an effective organizational leader. You have a week to complete each assignment, and assignments are posted in advance.** (<https://www.youtube.com/watch?v=1tLAZJSGbHk>)

All Papers and Homework. Format for all papers is double-spaced, Times New Roman font, 12 pitch, one inch margins and APA style.

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 two-page summary of different cultural environments in which we live in today. 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? To get you started, think about the following example: Based on past courses, readings, and research, how might a Latino American cope with certain situations like work policies, family leave, etc.? A discussion of the diversity and global perspectives are provided in the text. Consider the 9 COV dimensions mentioned in your text.

Ethical Decision Making Paper. Students will write a two-page paper over the following topic: **International Obligations.** Answer the following questions over international obligations:

- Are wealthier nations obliged to help other nations or governments, not just with humanitarian aid, but with military aid? Or even more, are we obliged to intervene if those governments institute or enable or condone massive human rights abuses?

- What if the governments collapse in civil war? Or become chaotic and ineffective? Or allow or encourage genocide ("ethnic cleansing")?

Support your opinions with the text and real-world examples.

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 100 points. Students will post case study analysis to the provided link in the *Submit Assignments Here* menu selection in Blackboard.

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 11. (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. (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 is 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: The Geography, Environment, Monies (currency), Agriculture, 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 9 Cultural Orientation Values (COV) mentioned in your text. Provide context on the country based on the value it demonstrates. For example: The United States is very high in performance orientation (Americans like to see an increase in production and/or income); however, the US is low in In-Group Collectivism (loyalty to a company is not as prevalent as in other countries). Create a section on the Highest and Lowest COV for the country on which you are representing.
- 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 (APA format).
- Be creative in your layout. I recommend using headings and sub-headings for different sections. (Example: Heading – Background; Sub-heading – Geography.) Use graphics and font colors. The website (<http://www.clker.com/>) provides royalty free clipart. Make sure it is visually pleasing for your colleagues and supervisors.

The following rubric will be used for the assignment. It is worth 300 points.

1. Use APA format for in-text citations for sources. Paper has 1" margins, is easy to read without grammar or punctuation issues, and visually pleasing. **10 points**
2. Students must cite **five** primary sources in the bibliography using APA format. 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. **Internet articles are usually not primary sources!** **20 points**

3. Students evaluated their country through the following: identifying etiquettes, image management, appropriated dress, negotiation, communication, decision making, problem solving and managing conflict. **60 points**
4. Included 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. **60 points**
5. Students described how their society illustrated **one leadership theory** 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 each theory. **60 points**
6. Students Consider the 9 Cultural Orientation Values (COV) mentioned in your text. Create a section on the Highest and Lowest COV for the country on which you are representing. **60 points**
7. The total length of this analysis is 8 pages of written text (this does not include your cover page or reference page), plus or minus one page. **10 points**
8. Overall impression, creativity. **20 points**

Upload the assignment in your Lessons by Week folder 13.

Multicultural Familiarization Presentation. 100 points

- Create a PowerPoint presentation or video over the information packet you developed.
- Ensure it is visually pleasing. Slides should have key points not paragraphs.
- Upload the assignment in your Lessons by Week folder 14.

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 in Downing Student Union (DSU A-200). Please do not request accommodations directly from the professor or instructor without a letter of accommodations from the Student Accessibility Resource Center.

Course Software Standards. The course software standards are Word for word processing, PowerPoint for presentations, and Excel for presentations, and Adobe Acrobat for viewing PDF files.

Blackboard. Blackboard serves as a repository for course documents and communication in mass--please visit [Blackboard](http://ecourses.wku.edu/) (<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 "Global Leadership" to enter LEAD 550. **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.

The Learning Center. Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, A330) 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) 745-6254

TLC @ DUC

Sunday	4:00 pm – 9:00 pm
Monday – Thursday	8:00 am – 9:00 pm
Friday	8:00 am – 4:00 pm

TLC @ FAC

Monday – Tuesday	1:00 pm – 7:00 pm
Wednesday – Thursday	9:00 am – 5:00 pm
Friday	2:00 pm – 4:00 pm

TLC @ Keen

Sunday – Thursday	6:00 pm – 11:00 pm
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TLC @ McCormack

Sunday – Thursday	6:00 pm – 11:00 pm
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TLC @ PFT

Sunday – Thursday	6:00 pm – 11:00 pm
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(PFT residents and their guests only)

The Writing Center. The Writing Center offers individual conferences about writing with our staff of English majors and graduate students. The center's services are available to all Western Kentucky University students.

How do you contact The Writing Center?

- Email: writingcenter@wku.edu.
- Call: (270) 745-5719 to schedule an appointment.
- Website: <https://www.wku.edu/writingcenter/>
- Hours and Location:
123 Cherry Hall: **Monday & Tuesday** 9:00 a.m.- 4:00 p.m.; **Wednesday & Thursday** 9:00 a.m.-2:00 p.m

Cravens Library (Commons on 4th Floor): **Monday – Wednesday** 4-7:30 p.m.; **Thursday** 4-5 p.m. Appointments scheduled **after 4:00 p.m.** are held in Cravens Library.

About The WKU Writing Center: The Writing Center offers individual conferences about writing with our staff of English majors and graduate students. Our services are available to all Western Kentucky University students.

What We Do: Writers need feedback from readers to help refine their writing. The Writing Center can give you this feedback. Our 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.

Because we want to help you become a better writer, we *won't* edit or proofread your paper for you. We *will* help 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.

Visit the Writing Center's website for more information. They offer a review service that requires you submit your paper in advance. Your paper can be submitted online. Reviews are first come, first serve. Therefore, you cannot wait until the last minute.

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 WKU Student Handbook: <https://www.wku.edu/handbook/studenthandbook2015710-7-1.docx> 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 cannot 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.