

LEAD 450: Leadership in a Global Context

Instructor

Dr. Jan Duvall jan.duvall@wku.edu Office: JJH 132 By appointment or zoom
Office #: 270-745-6851 (Please note that email is the best way to contact me.)

In this course, regular and substantive interaction will take place in the following ways:

- Weekly synchronous sessions with faculty and students,
- Faculty participation in weekly discussion boards,
- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission.

Email is the preferred method of communication. My response time is within 24 hours Monday – Friday, and 48 hours on the weekends. Please include the course number in your email. Professional emails should have proper spelling and grammar and have greeting and salutation for each email.

Blackboard Help/WKU IT Service Desk

270-745-7000 or visit [ITS - Service Desk | Western Kentucky University \(wku.edu\)](https://www.wku.edu/its/service-desk/):
<https://www.wku.edu/its/service-desk/>

COVID Statement

All students are strongly encouraged to [get the COVID-19 vaccine](#). . Accommodations can be requested in special cases through the Student Accessibility and Resource Center ([SARC](#)): [270-745-5004](#) (voice), [270-745-3030](#) (TTY), or [270-288-0597](#) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Regular and substantive interaction statement

In this course, regular and substantive interaction will take place in the following ways:

- Weekly engagement with classmates and instructor,
- Weekly announcements, and emails regarding course schedule,
- Timely and detailed feedback on assignments provided within one week of submission unless indicated on the syllabus.

Know How to Use Blackboard

Bb Student User Training: If you have not used Blackboard a lot, or if this is your first online class, I *highly* recommend signing up for and completing the Blackboard Student User Training.

To sign up, go to Blackboard and sign in, and click the IT TRAINING tab (top, toward the right, black with white writing). Look for IT Blackboard Student User Training... you will gain instant access upon signing up. This is not required, but it could be very helpful for you and important for your success!

WKU Student Resource Portal: Tools for Online Learners

You may also want to visit the [WKU Student Resource Portal](https://www.wku.edu/online/srp/): <https://www.wku.edu/online/srp/>

Prerequisites

Lead 200 or Lead 300 or permission of instructor

Required Texts

Inclusive Leadership by Charlotte Sweeney and Fleu Bothwick. ISBN: 978-1-292-11272-5

Leading with Cultural Intelligence: The new secret to success by Livermore, D. ISBN: 978-0-8144-1487-3 (**any edition will work**)

Other Items Needed

- A computer—*not a tablet, not a phone*— with a reliable Internet connection.
- Microsoft Word or word processing software that saves files in **.docx file** format (All students have access to Office 365 through the [Microsoft Student Advantage program](https://www.wku.edu/it/sms/microsoft_sa.php) (https://www.wku.edu/it/sms/microsoft_sa.php))
- I recommend Firefox or Chrome as the Internet browser used for class

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 local and globally 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 on a local and global scale
- Apply gained leadership knowledge to various contexts and situations
- Analyze issues on local and global scales
- Examine the local and global interrelationships of one or more issues
- Evaluate the consequences of decision-making on local and global scales

Course Policies

Use of Technology

This is an online course where all required work will be completed online through the use of Blackboard and the Internet. If you do not know how to use Blackboard, tutorials are available online.

Attendance Policy

Online attendance is monitored. **It is the student's responsibility to withdraw from the class if the student does not wish to continue enrollment. Those who do not complete any work from Lesson 1 by the Sunday deadline will be dropped from the course.**

Inclement Weather Policy

Should WKU close campus for weather-related reasons, unless it is specifically stated that online classes should cease progress, this course will proceed as scheduled. If a weather event causes significant and extended power or internet outages that could delay our progress together, a new schedule may be announced and posted.

Student Email and Blackboard Announcements

All students should check their WKU email accounts at least weekly and the Blackboard Announcements page each time they log in. New announcements will appear at the top of the page. Not checking email/reading the Announcements is not an excuse for not knowing of information given via those mediums. (Note that Blackboard automatically emails all announcements.)

To comply with FERPA, I will only respond to emails sent from a WKU email account.

Course Activities

Satisfactory completion of the objectives will be measured as follows:

| | |
|---|------------|
| • APA Activity | 25 points |
| • Knowledge Checkpoints | 140 points |
| • If the World Only Had 100 People Activity | 75 points |
| • Case Study Video Analysis | 140 points |
| • Change Agent Case Study Analysis | 100 points |
| • Peer Review of Interview Questions | 20 points |
| • Adapting to a New Culture Interview & Reflection Paper: | 125 points |
| • Ethnocentrism Activity | 50 points |
| • Multicultural Familiarization Manual | 200 points |
| • Multicultural Familiarization Presentation | 100 points |
| • Multicultural Familiarization Feedback | 25 points |
| Total: 1000 points | |

Grading

Your course grade will be based on the work outlined in this syllabus and schedule, as well as any additional work given (though none is anticipated). Grades are always available on Blackboard (My Grades); do not email asking for your grade in the course. I will not discuss grades via email. Be sure to view the Rubric that will be used for grading assignments. Click on My Grades in Blackboard to view rubrics.

The letter grade for the course will be based on the following scale: A =100-89.5%, B =89.4-79.5%, C =79.4-69.5% , D =69.4%-59.5%, and F =59.4-0%.

Grading Timeline

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

Assignment Deadlines

All assignments are due according to the Assignments Schedule at the end of this syllabus.

Follow this schedule for due dates ONLY!!

Coursework not submitted by the deadline will receive a 10% penalty on the grade earned and will not be accepted more than 7 days late. It is the student's responsibility to keep up with class

assignments. The schedule of assignments has clear due dates for each assignment on it. If the schedule changes, a new schedule will be announced and distributed via email and Blackboard.

Note: Work not submitted by the deadline will receive a 0 in My Grades, but if submitted within 7 days WILL be graded and the 0 changed.

A Word about Due Dates of Assignments

All official due dates are listed on the schedule of assignments. All assignments are due by 11:59pm Central Time on Sunday of the week that they are listed. Due dates are listed on the

schedule. **These dates override any other date you see on Blackboard.**

My Plagiarism Policy

I do not tolerate plagiarism or academic dishonesty of any kind, and students WILL receive a zero on any assignment completed in a manner that is not considered honest and be reported to the Office of Student Conduct should they do this. The papers are submitted to plagiarism detection software, as well, as are any suspect discussion board and blog postings. If you feel cheating is your only option, schedule an appointment to get help! I expect you to do your own work in this course—on discussions, blogs, papers, peer reviews—on all work!

Recycled Writing

Students who wish to pass this course will submit ONLY writing that has been written by the student and produced during the current semester and only writing that has been written for LEAD 450. All writing submitted for LEAD 450 must be produced this semester. Students who submit writing completed during previous attempts at LEAD 450 or writing submitted for other courses will receive zero points for the first instance. Students who continue after initial warning to submit writing completed during previous attempts at LEAD 450 or for other courses will receive a failing grade for the course. If you have questions about recycled writing, please contact me.

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 student's by right of creation unless the student gives proper credit via APA citations. The plagiarism policy applies on the Internet too. Images, sounds and other multimedia are included in copyright law.

Work Submission

All work is to be typed and formatted according to APA 7th edition style. Submitting work in the wrong format will result in deductions. I will not accept hand-written or printed-out hard-copies of work. Work must be submitted in the space provided for it on Blackboard.

- Discussion board postings should be typed directly into the textboxes, **no attachments**
- Papers and Case Studies must be submitted as attachments in **Word (.docx)** file format
- Emailed assignments will not be accepted unless I specifically ask you to submit that way.

Corrupted Files

Uploading a corrupted file may result in a reduced grade. After uploading your assignments, make sure you can open the file. If you are not able to open the file, email a copy to me (within minutes of your original submission) and state that your file would not open after submission.

If you submit the wrong file....

If you submit a file and realize that it was a draft or not the right file in any way, simply send me an email with the correct file attached and let me know that the one with the email is the one to grade. No need to panic! I will email you to confirm that I will be grading the emailed copy instead of the one posted to Blackboard. Emailed copies may be submitted to plagiarism detection software (SafeAssign).

If Blackboard locks or is down when you need to submit....

If Blackboard locks or isn't available when you are trying to submit, email me the file with that explanation, and then *when you next are able* (as in the next day!), upload your file to Blackboard. You will have 24 hours past the deadline to do this. I won't grade your paper until a file is uploaded to Blackboard. This way I know you have it submitted on time, and you don't have to panic about Blackboard issues. **However, do not wait until the due date and time to submit.**

Failure of Technology

We will be using Blackboard and the Internet for work in this course. Problems with Blackboard should be directed toward the IT Service Desk. Students should not put off tasks until the last minute, save often, keep a permanent copy of each assignment in more than one place (a hard drive and a flash drive, Personal P or other storage, or email it to yourself!), and not do work online during inclement weather. No excuses for lost files.

If you have a problem and call the IT Service Desk, forward me a copy of the email they send you that opened your case if they are not able to resolve the issue immediately.

Withdrawal Policy

It is the student's responsibility to withdraw from the class in a timely manner if the student wishes to do so after attempting any work in Lesson 1. The final withdrawal date is **stated in the Registration Guide located at www.wku.edu/registrar.**

Incompletes (Grades of "X")

Incompletes (grades of "X") are given only for documented, extreme circumstances when only a couple (no more than 2) assignments remain to be completed.

Resolving Complaints about Grades

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See [the Student Handbook](#) for additional guidance, available at <http://www.wku.edu/handbook>.

ADA Notice: Disability and Accommodations

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

The WKU Writing Center

The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 writingcenter@wku.edu.

The Learning Center Peer Tutoring Services

The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. For more information or to make an appointment, visit www.wku.edu/tlc.

Respectful Behavior and General Civility

In my classes, I like to have free and open discussions of what we think and feel about class topics. I ask that everyone be respectful of each other, even if we don't agree about everything. We can disagree and still be respectful. Hateful, bigoted, or inappropriate language will be report to the Office of Student Conduct for further action, possibly even removal from class, or alternative work may be assigned.

Privacy Matters

The Internet may change or a challenge notion of what is private and what is not. As your instructor, I prefer 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 online. Part of the privacy for every student depends on the actions of each individual student.

- Blackboard enables your instructor to know if/when you have logged in, where in the course you have visited, and how long you have stayed. The IT Service Desk also has access this information.
- Course Security: In the event you use a public terminal (e.g., 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 time to time at the [Create/Reset my Net ID Password page](http://www.wku.edu/it/accounts/netid/password.php) (<http://www.wku.edu/it/accounts/netid/password.php>)
- Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.

Title IX, Discrimination, Harassment, and Sexual Misconduct Policy

- Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

Regular & Substantive Interaction

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Feedback on assignments,
- Weekly announcements,
- Clear deadlines scattered throughout the term.

My Pledges to You

- ✓ To be available to you either in a real or virtual environment to help you as you need it.
- ✓ To do my best to have work graded and posted back to you within 7-10 days after their due dates
- ✓ To answer reasonable questions in person or by phone at my office during office hours or by e-mail within 24-48 hours.

To be successful in this class, carefully follow the directions provided in the syllabus using proper APA format!!

Description of Assignments

APA Activity

Students are required to complete the APA tutorial located at https://softchalkcloud.com/lesson/serve/s4LNqcvutodhGW/html?fbclid=IwAR2iOKTQ_M9QiA8G7e93esMtVXK3Z4m6_kfUlawtc8B8lVnmn3vKkN_Zbgo. The link is in blackboard. At the conclusion of the activity, students will receive a certificate. **Save the certificate as a .PDF and upload it in the Lesson Folder.** If this certificate was completed in another course, feel free to upload it. **25 points.**

Knowledge Checkpoints

Knowledge checkpoints are conducted periodically in the course. Checkpoints may include discussion boards or quizzes. **140 points.**

Discussion Boards

Each discussion question is **worth 20 points**. Discussion boards may be problem-solving activities, reflections, or critical thinking prompts. To receive 15 of the 20 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) use the textbooks or other primary sources to support ideas and cite the reference. Providing these three aspects earn students 15 points. Students earn the other 5 points by posting comments to other student posts within your group. Sample discussion posts and the rubric are provided in the Start Here area of Blackboard. Remember to use in-text citations and provide a reference list.

Online discussion is generally looser and freer 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!***

Quizzes

Students will complete four quizzes throughout the course based on the material in the *Inclusive Leadership* textbook. Quizzes are worth **10 points each**.

“If the World Only Had 100 People” Reflection

Students will complete a questionnaire based on their perceptions of the different demographics within our world. Then, students will write a 2–3-page (excluding the cover and reference pages) reflection paper on how the correct answers differed from their opinions and how this knowledge relates to global leadership. Upload the completed questionnaire and reflection to the provided link in the ***Lesson Folder*** menu selection in Blackboard. **100 points.**

Peer Review of Interview Questions

Students will review a classmate's interview questions for the “Adapting to a New Culture” assignment. Think about what topics should be in these interview questions considering the class is about leadership, diversity, inclusion, and CQ, cultural value dimensions. Feedback **20 points.**

Adapting to a New Culture Interview and Reflection Paper

For this assignment, students will read a scenario, interview someone from a different cultural background, and write a 2–3-page reflection (excluding the cover and reference pages) on how the student would have to adapt if working in that cultural environment. More information is available in the Lesson folder. Upload the APA formatted paper to the provided link in the ***Lesson Folder*** menu selection in Blackboard. **125 points.**

Case Study Video Analysis and Problem-Solving Exercise

After reviewing Chapter 5 in *Leading with Cultural Intelligence*, students will watch the Netflix movie *American Factory* or another movie that clearly shows cultural differences and conflicts. The instructor must approve the film if students are unable to view *American Factory*. While

watching the movie, students will analyze the cultural value dimensions illustrated in the film and list examples on the provided PowerPoint presentation. Then, students will select the cultural value dimension that stood out to them and write a two-page recommendation on the problem and the proposed solution. The PowerPoint interactive worksheet and template for the recommendation are located in the ***Lesson Folder***. Upload the PowerPoint and Problem-Solving Exercise to the provided link in the ***Lesson Folder menu*** selection in Blackboard. **150 points.**

Change Agent Case Study

Students will read the assigned case study and answer the questions at the end of the case study. Each question should have an essay answer of at least two paragraphs. When answering the questions, **students should incorporate key aspects** of the lesson into their answers. Cite your sources using APA format within the text and provide a reference page. Upload the responses to the provided link in the ***Lesson Folder menu*** selection in Blackboard. **Worth 100 points.**

Ethnocentrism Activity

After learning about ethnocentrism, students will complete an activity in which they will define the stages of ethnocentrism in their own words, identify examples of ethnocentrism, and analyze personal ethnocentric beliefs.

Multicultural Familiarization Manual Final Project

Students will develop a multicultural familiarization manual and video presentation. Many global organizations hire or have on staff a multicultural liaison officer. The responsibilities of these officers are to increase cultural intelligence by familiarizing employees with local cultures, customs, basic information, communication, etc.

Professional manuals include outside sources, do not include grammatical or spelling errors, and are visually pleasing. They are not research papers. Include a statement about choosing a country that will benefit you. Learn something new.

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 a global leadership course 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. Your goal is to increase their cultural intelligence in all categories: CQ Drive, CQ Knowledge, CQ Strategy, and CQ Action. You are assigned two tasks: 1) develop a multicultural familiarization manual that the employee can read, study, and take on business trips. 2) Create a presentation that coincides with the multicultural familiarization manual.

The Multicultural Familiarization Paper (200 points)

- Students must get approval for the country or culture chosen. Make sure to include a rationale for why that particular culture or country is the best choice.

Be creative in the layout, use photos, graphs, and quotes.

The following explains the assignment and shows how the manual will be graded:

This is a factual manual which means no pronouns or personal opinions: Answer all questions in each section. Again, **CAREFULLY FOLLOW THE DIRECTIONS!!**

These are the main headings of the manual: 1. Introduction, 2. Global Leadership, 3. CQ Drive, 4. CQ Knowledge, 5. CQ Strategy, 6. CQ Action, and 7. Conclusion *plus* a reference page.

Each heading will have subheadings for example: CQ Knowledge should have the subheadings of: geography, environment, currency, agriculture, ethnicities, education, health, government, economy, literacy, and other demographics the student thinks important to the facts of this manual. The subheadings are provided. These subheadings must connect to the concept of CQ Knowledge.

- This manual will use APA for in-text citations, photos, and the reference page. You are welcome to be creative using photographs, different fonts but keep the fonts the same size throughout the entire paper. The total length of this manual is 15-20 pages. **(10 points)**
- Cite **five** primary sources. A primary source is a book on that topic, an article out of an academic journal (Newsweek, US News and World Report, Time, are NOT academic journals) or another written essay on that topic. **(10 points)**
- **What is Global Leadership?** Explain the importance of global leadership in today's society. **(20 points)**
- **CQ Drive: What's the motivation for intercultural work and relationships (Livermore, 2015, p. 214)?** Explain to your coworkers why it is important to learn about the other country. How will you help them gain confidence in preparation of their upcoming experiences? **(20 points)**
- **CQ Knowledge: To what degree does the group need to understand core cultural differences (Livermore, 2015, p. 214)?** Identify key information needed for the country such as the geography, environment, monies, agriculture, ethnicities, education, health, government, economy, and literacy, etc. You MUST identify the leadership style of the country and explain why knowing that is important. CIA fact book is an excellent, credible source to get the latest facts (<https://www.cia.gov/the-world-factbook/>). **(40 points)**
- **CQ Strategy: How will the group plan for culturally diverse situations (Livermore, 2015, p. 214)?** Suggest ways the team can become more culturally aware when in the other country. These may be coping strategies for newfound multiculturalism. **(20 points)**
- **CQ Action: How will the team adapt to different cultural contexts (Livermore, 2015, p. 214)?** Using the "Ten Cultural Value Dimensions" information provided by Livermore (2015) in the CQ Knowledge section of your book, critique your chosen country in relevant areas to help your team. For example, is the country monochronic or polychronic, and what does that mean to the team? Also, summarize appropriate etiquette, image management, appropriate dress, negotiation, verbal and non-verbal communication strategies, conflict management, decisions making, etc. **(70 points)**
- Overall impression including creativity and professional writing style. **(10 points)**

Total: 200 points

Multicultural Familiarization Pecha Kucha Presentation (100 points)

Pecha Kucha presentations are also known as 20x20 presentations. This means that you have 20 chosen images/slides that display for 20 seconds. You have 400 seconds to give your presentation. You can learn more about how to set up a Pecha Kucha at:

<https://www.youtube.com/watch?v=32WEzM3LFhw>. Create a PowerPoint presentation using the record option or record yourself presenting via Zoom. Instructions for Zoom are located at: <https://www.wku.edu/citl/services/tools/zoom/zoom-faculty/zoom-faculty.php>. View the tutorials entitled: (1) **Recording Your Meeting - Save to Computer**; (2) **Recording Your Meeting - Save to Cloud**; (3) **Locating and Sharing Your Recorded Meeting**. Note that you can either record your meeting (a.k.a. your presentation) or save it to your computer or save it to the cloud. That is your choice. Reach out to me if you have questions about the best option. Simply put, saving the file to your computer will take up your memory but will be available until you delete the file; whereas, saving to the cloud will provide you with a web link to the file but the file will only be available for a semester or two.

- Use PowerPoint to create a Pecha Kucha presentation. You are welcome to use a different presentation software, but please do not use Prezi.
- The presentation should be: (1) visually pleasing; (2) no more than 20 slides; (3) no longer than 7 minutes; and (4) a companion to your manual.
- Post your video and manual on the designated discussion board so that your classmates can view the presentation and follow along with the manual.
- **Be sure to send this file to a friend or another computer to make sure it opens. If I cannot open it or hear your voice, I cannot grade it!!**

Multicultural Familiarization Manual & Pecha Kucha Presentation Feedback (25 points)

Students are required to review the presentation/manual of one classmate and provide feedback. Therefore, it is imperative that EVERYONE meets the deadline for the Pecha Kucha presentation and manual assignments. The turnaround time for feedback to your classmates will be limited (refer to the course schedule). Feedback should include: (1) the strengths of the manual/presentation; (2) items that could be improved upon in future presentations; and (3) overall thoughts. Please try to review the presentation of someone who has not received a review from another student. Our goal is to make sure everyone receives feedback. Respond to at least two students.

Rubrics & Instructor Feedback

Most assignments have a rubric visible to students. Review the rubric prior to submitting assignments to ensure you have met the requirements. All rubrics are available for you to view by clicking on My Grades.

Be sure to review any instructor feedback and follow the recommendations for the next assignment. Feedback is typically visible when you receive a grade notification.

Course Schedule LEAD 450

These are the Assignment due dates.

- GL = *Global Leadership*, textbook
- CQ = *Leading with Cultural Intelligence*
- Links for some materials for each week's lesson are in the **Lessons** area of Blackboard—each Lesson has its own folder.
- All work is due on Wednesdays and Sundays (unless otherwise noted).

Lesson 1: Why Diverse/Inclusive Leadership (Due 3/22)

To Read and Review:

- **Read the syllabus**
- Watch the “Course Overview” video
- Watch the “What is SafeAssign” video
- View the APA Tutorial
- Read Part 1 (Chapters 1-3) in Inclusive Leadership text book (IL)
- Read 21st Century Leadership article

What Is Due?

- APA Activity
- Knowledge Checkpoint: Lesson 1 Discussion Board

Lesson 2: Why Inclusive/Diverse Leadership (Due 3/26)

To Read and Review:

- Read Part 1 (Chapters 4-6) in IL
- Watch The Power of Inclusive Leadership video
- Read the Six Traits of Inclusive Leadership article

What Is Due?

- Knowledge Checkpoint: IL Chapters 1-6 Quiz
- If The World Only Had 100 People Activity and Reflection

Lesson 3: What is CQ and why do I need it? (Due March 29)

To Read and Review:

- Read Part I, Chapters 1-2 in Leading with Cultural Intelligence (CQ)

What Is Due?

- Change Agent Case Study

Lesson 4: Taking the Leap (Due 4/2)

To Read and Review:

- Read Part 2 - Chapters 7-9 in IL
- Read Top 10 Tips Article

- Watch Pecking Order Video

What Is Due?

- Knowledge Checkpoint: Lesson 4 Discussion
- Select culture for multicultural familiarization manual. (Pick which country/culture you want to analyze for the final project.)

Lesson 5: Taking the Leap Part 2: (Due 4/5)

To Read and Review:

- Read Chapters 10-12 in IL
- Read Networking Article
- Read Talent Management Article

What Is Due?

- Knowledge Checkpoint: IL Chapters 7-12 Quiz
- Submit Adapting to a New Culture Reflection Paper Interview Questions and provide feedback to peer.

Lesson 6: How do I become more culturally intelligent Part 1 (Due 4/9)

To Read and Review:

- Read Chapters 3-5 in CQ
- Watch the posted TedTalk
- Read the posted article on Organizational Culture

What Is Due?

- Knowledge Checkpoint: Lesson 6 Discussion Board
- Conduct Interviews for Adapting to a New Culture Reflection Paper

Lesson 7: How do I become more culturally intelligent Part II: (Due 4/12)

To Read and Review:

- Read Chapter 6-7 in CQ
- Watch the Multicultural Leadership video
- Read the Cultivating Multicultural Leadership article

What Is Due?

- Adapting to a New Culture Reflection

Lesson 8: Achieving Change (Due 4/16)

To Read and Review:

- Read Part 3 - Chapter 13 & 14 in IL
- Read New Ways of Working, Ch. 1, 7, 11
- Watch two example videos

What Is Due?

- Knowledge Checkpoint: Lesson 8 Discussion

Lesson 9: Achieving Change Part 2 (Due 4/19)

To Read and Review:

- Read Thinking Globally, Acting Locally
- Read the Employee Engagement article
- Read Chapters 15-16 in IL

What Is Due?

- Knowledge Checkpoint: IL Chapters 13-16 Quiz
- Ethnocentrism Activity

Lesson 10: How Do I Apply CQ Part 1: (Due 4/23)

To Read and Review:

- Read Chapter 8 in CQ

What Is Due?

- Knowledge Checkpoint: Lesson 10 Discussion
- Watch *American Factory* (or other selected film)

Lesson 11: How Do I Apply CQ Part II (Due 4/26)

To Read and Review:

- Watch the Art of Possibility video
- Read Chapter 9 in CQ
- Read Learning Development

What Is Due?

- Video Analysis Case Study & Problem-Solving Exercise

Lesson 12: Reaping Rewards Part 4 (Due 4/30)

To Read and Review:

- Read Chapters 17-18 in IL
- Read Embedded Strategy
- Read How to Celebrate success

What Is Due?

- Work on Multicultural Familiarization Manual

Lesson 13: Reaping Rewards Part 4

To Read and Review:

- Read Chapters 19 and 20 in IL
- Watch How to find and do what you love... Video
- Read 5 Ways to be a positive leader
- Read Transparent leaders
- Work on finalizing manual, presentation, and peer feedback. Make sure your files work. If I cannot open them (.doc only for papers), I cannot grade them.

Lesson 14: The Future of Global Leadership (Due 5/2)

What to Do:

- Watch the Video on leading change
- Watch the TedTalk on overcoming our biases

What Is Due?

- Multicultural Familiarization Manual/Presentation Peer Feedback
- Knowledge Checkpoint: IL Chapters 17-20 Quiz
- Knowledge Checkpoint: Extra Credit (10 points)