

LEAD 450: Leadership in a Global Context

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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Office hours: by appointment – let me know when you need to meet.

WKU Syllabus Statement On Covid-19

Beginning Monday, August 9, everyone on WKU's campuses will be expected to wear a mask indoors. This will allow us to continue with a normal semester in light of the spread of the Delta variant in our communities. The WKU Task Force will continue to monitor appropriate variables and to determine when masking will again become optional for vaccinated individuals. WKU's highest priority has always been the health and safety of our students, faculty and staff. **Vaccines remain one of the strongest deterrents to viral transmission and serious symptoms or complications. If you have not yet been vaccinated, please schedule an appointment with GGC WKU Health Services by calling (270) 745-2272.** Other vaccine locations can be found at www.vaccines.gov.

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 require that you provide your name, Lead 450 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 200 or Lead 300 or permission of instructor

Required Texts

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

- This book provides a guide to developing and executing an impactful diversity and inclusion strategy-locally and globally.

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.

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 | 10 points (extra credit) |
| • APA Quiz: | 7 points (extra credit) |
| • Quizzes (5 quizzes @ 10pts) | 50 points |
| • Discussion Boards (10 @ 10 points each) | 100 points |
| • Case Study Analysis (2 @ 100 points each) | 200 points |
| • Diverse and Cultural Environment Outline | 10 points |
| • Diverse and Cultural Environments Paper: | 150 points |
| • Ethnocentrism Analysis Outline | 10 points |
| • Ethnocentrism Analysis Paper: | 150 points |
| • Cultural Society Analysis Outline | 10 points |
| • Cultural Society Analysis CQ draft | 20 points |
| • Cultural Society Analysis Paper: | 200 points |
| • Cultural Society Analysis Presentation: | 100 points |

Total: 1000 points

The letter grade for the course will be based on **1000 points**: 1000-895 points = A, 894-795 points = B, 794-695 = C, 694-595 = D, and less than 595 = F.

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. Note that there is a midweek (Wednesday) deadline in this biterm course along with a Sunday deadline.

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 those 7 days must have a medical excuse or extreme circumstance reason that I approve.

Formatting of Assignments

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.

Class Policies

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. Once logged in students will see a list of all courses that they are enrolled that are also using Blackboard. Select “Leadership in a Global Context – (term)” to enter LEAD 450. If you have technical issues, please call (270) 745-7000, the WKU IT Help Desk.

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.

Incompletes

A grade 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 are 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.

Title IX Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding [WKU's Title IX Sexual Misconduct/Assault Policy \(#0.2070\)](https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and [Discrimination and Harassment Policy \(#0.2040\)](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

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 Title IX Coordinator, Andrea Anderson, 270-745-5398 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.

The Learning Center (TLC)

Should you require academic assistance with your WKU courses, [The Learning Center](http://www.wku.edu/tlc) (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union 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 a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. www.wku.edu/tlc.

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, 1074. SARC can be reached by phone number at 270-745-3004 [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.

Description of Assignments

Discussion Board Questions

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. Sample discussion posts are provided in the Start Here area of Blackboard.

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 Environment Outline

Students will provide an outline of their paper. It will have two to three topic sentences per section (intro, body {coping strategies, conclusion). You will also need to list your resources. The purpose of this exercise is to get you to think about your paper, do some research, and ensure your APA formatting is correct. Please adhere to Times New Roman, 12 font, double-spaced, 1" margins, and a title page and reference page. **Worth 10 points.**

Diverse and Cultural Environments Paper

Students will write a 3-4-page, APA, (not including the cover page nor the reference page) paper about the different cultural environments in which we live in today. Identifying some problematic situations that might occur for a multicultural or bicultural person the scenario that you will be using is listed below.

Scenario: You and your family have received a promotion and will be transferring to another country to run the operations in that country. As the GM, general manager, you will be moving to a country that speaks a different language, different cultural norms, and is a "developing country". What coping strategies might a person/family need to effectively deal with such situations?

A discussion of the diversity and global perspectives is provided in the text. Please utilize resources from your text and other sources to enhance and aid your paper (minimum of 2 sources). Upload the paper to the provided link in the ***Lesson Folder*** menu selection in Blackboard. Worth 150 points.

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. Please cite your sources within the text and provide a reference page. Case studies should be a minimum of 2-3 pages not including cover page or reference page, APA format. Each case study is **worth 100 points**. Students will post case study analysis to the provided link in **the Lesson Folder menu** selection in Blackboard.

Ethnocentrism Analysis Outline.

Students will provide an outline of their paper. It will have two to three topic sentences per section (intro, body {stages of ethnocentrism, strategies to transform}, conclusion). You will also need to list your resources. The purpose of this exercise is to get you to think about your paper, do some research, and ensure your APA formatting is correct. Please adhere to Times New Roman, 12 font, double-spaced, 1" margins, and a title page and reference page. **Worth 10 points.**

Ethnocentrism Analysis Paper.

Analyzing and assessing various stages of ethnocentrism is essential in maintaining and creating a cohesive, productive environment. Developing strategies to engage and assist an individual is key to a leader's success in this multicultural age. Students will write a 5-6-page, APA, (cover page and reference page are not including in the total) paper:

Criteria

- Illustrate and explain the ethnocentric stages of denial, defense and minimization of cultural differences.
- Outline strategies to transform the individual into a more culturally competent individual or group.

Upload the paper to the provided link in the ***Lesson Folder menu*** selection in Blackboard. **Worth 150 points.**

Cultural Society Analysis Outline

Students will provide an outline of their paper. It will have two to three topic sentences per section (intro, body {demographics, lens of CQ model on two demographic areas, leadership theory through the demographic area lens}, conclusion). You will also need to list your resources. The purpose of this exercise is to get you to think about your paper, do some research, and ensure your APA formatting is correct. Please adhere to Times New Roman, 12 font, double-spaced, 1" margins, and a title page and reference page. **Worth 10 points.**

Cultural Society CQ draft

The purpose of the draft is to ensure that you are on the right track for your paper and that APA guidelines are correct. In this draft, you will have a title and reference page but you will focus on the CQ model section viewing two demographic areas. Section 5 in the rubric listed below. **Worth 20 points.**

Cultural Society Analysis Paper

LEAD 450 students will choose and conduct an assessment of a Society, analyzing its multiculturalism or lack thereof, leadership styles, and cultural norms. Students must have the society (group, country, state, region, etc.) of their analysis **approved by the instructor**. Here are the requirements of this assessment:

1. Topic Choice, outline, and paragraph draft. **10 points**
2. Use APA style in writing your paper (this is an academic paper not a question and answer), 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 8 - 9 pages of written text. **10 points**
3. Students must cite **five** primary sources accurately in the bibliography. A primary source is a book on that culture/society/country, 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 culture. **15 points**
4. Students evaluate the demographics: Include a brief background, geography, environment, monies, agriculture (food, clothing, and shelter), ethnicities, education, health, government, economy, and literacy pertaining to your specific topic. CIA fact book is an excellent, credible source to get the latest facts. **25 points**
5. Students will focus and select two areas from the above mentioned demographics to focus their analysis on. Identify how the Cultural Intelligence four model is utilized in your country/region/society through the lens of the two selected demographic areas. Utilizing evidence and argument that the model is used or not used in the selected demographic areas. **70 points**
6. Students must describe how their society illustrated **a leadership theory** studied during the course of this semester through the lens of the two demographic areas that they have selected. **60 points**
7. Overall impression. **10 points**

Cultural Society Analysis Presentation.

Students have the option of creating a digital storytelling presentation, Prezi, PowerPoint, or a video and posting the video to the link provided in the **Lesson Folder** menu of Blackboard. The video should provide an overview of the chosen cultural society analysis. For all formats 5-8 minutes in length and for PowerPoint a minimum of 15 slides + 1 reference slide. I am looking for creativity and engagement not a white, plain PowerPoint include photos, graphs, maps, etc. **Worth 100 points.**

Course Schedule LEAD 450

- GL = *Global Leadership*, text book
- 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 either Wednesday or Sunday at 11:59pm CT unless otherwise noted.

Lesson 1: Why Diverse/Inclusive Leadership (October 20-21)

To Read and Review:

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

What Is Due:

- Syllabus Quiz
- APA Quiz
- Introduce Yourself

Lesson 2: Why Inclusive/Diverse Leadership (October 22-24)

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
- Take the Inclusive Leadership Quiz

What Is Due:

- Lesson 2 Discussion
- Reading Quiz, Chapter 4-6
- Diverse and Cultural Environment Outline
- Cultural Analysis Selection

Lesson 3: What is CQ and why do I need it? (October 25-27)

To Read and Review:

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

What Is Due:

- Diverse and Cultural Environment Paper

Lesson 4: Taking the Leap (October 28-31)

To Read and Review:

- Read Part 2 - Chapters 7-9 in IL
- Read Top 10 Tips Article
- Watch Pecking Order Video

What Is Due:

- Lesson 4 Discussion
- Case Study 1

Lesson 5: Taking the Leap Part 2: (November 1-3)

To Read and Review:

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

What Is Due:

- Lesson 5 Discussion
- Quiz Chapter 10-12

Lesson 6: How do I become more culturally intelligent Part 1: (November 4-7)

To Read and Review:

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

What Is Due:

- Lesson 6 Discussion
- Quiz Chapter 3-5
- Ethnocentrism Analysis Outline

Lesson 7: How do I become more culturally intelligent Part II: (November 8-10)

To Read and Review:

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

What Is Due:

- Ethnocentrism Analysis Paper

Lesson 8: Achieving Change (November 11-14)

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:

- Lesson 8 Discussion
- Quiz Chapters 13-14

Lesson 9: Achieving Change Part 2 (November 15-17)

To Read and Review:

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

What Is Due:

- Lesson 9 Discussion

Lesson 10: How Do I Apply CQ Part 1: (November 18-21)

To Read and Review:

- Read Chapter 8 in CQ

What Is Due:

- Lesson 10 Discussion
- Case Study 2

Lesson 11: How Do I Apply CQ Part II: (November 22-24)

To Read and Review:

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

What Is Due:

- Quiz Chapter 9

Lesson 12: Reaping Rewards Part 4 (November 25-28)

To Read and Review:

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

What Is Due:

- Lesson 12 Discussion
- Cultural Society Analysis Outline

Lesson 13: Reaping Rewards Part 4 (November 29-December 1)

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

What Is Due:

- Lesson 13 Discussion
- Cultural Society Analysis CQ Model Draft section

Lesson 14: The Future of Global Leadership (December 2-5)

What to Do:

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

What Is Due:

- Cultural Society Analysis Paper
- Cultural Society Analysis Presentation