

LEAD 550: Global Leadership

Your instructor will place a full syllabus in Blackboard.

Course Texts (required)

Fundling, E., Hogan, T., & Cvitkovich, K. (2011). *What is global leadership: 10 key behaviors that define great global leaders*. Nicholas Brealey Publishing- ISBN: 978-1-904838-234

Livemore, D., Van Dyne, L., & Ang, S. (2015) *Leading with cultural intelligence: The new secret to success, 2 ed.* AMACOM. ISBN 978-0-8144-4917-2

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:

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

Grading

The letter grade for the course will be based on 1000 point: 1000-920 points = A, 919-820 points = B, 819-720 = C, 719-620 = D, and less than 619 = F.

Graded Course Work

Satisfactory completion of the objectives will be measured as follows:

- | | |
|---|--------------------------|
| 1. Syllabus Quiz | 10 points (extra credit) |
| 2. Discussion Boards (10@10 points each) | 100 points |
| 3. Case Study Analysis (2 @ 50 points each) | 100 points |
| 4. Diverse and Cultural Environments Paper: | 100 points |
| 5. Ethical Decision Making Analysis Paper | 100 points |
| 6. Multicultural Familiarization Manual | 300 points |
| 7. Multicultural Familiarization Presentation | 100 points |
| 8. Global Leadership Book Review | 100 points |
| 9. <u>Global Leadership Book Presentation</u> | <u>100 points</u> |

Total: 1000 points

Description of Assignments

Discussion Boards

Throughout this course, you'll complete 10 discussions (10 points each). These postings will go beyond "tell me what you read" type discussions you may have completed in the past and ask you to apply the concepts and sometimes incorporate information from prior courses or experiences or even do a bit of research. Meaningful responses are expected, as well. **When you refer to information from your text or another resource, please use appropriate APA citations.** See the Start Here area of Blackboard for sample discussions posting for what is acceptable and on track to earn full credit vs. not acceptable.

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 topic of International Obligations by answering the following questions:

1. Are wealthier nations obliged to help other nations or governments, not just with humanitarian aid, but with military aid.
2. Are they obliged to intervene if those governments institute/enable/condone massive human rights abuses?
3. 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 Analyses

Students will read the two 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.

These case are testing your ability to use the information you're taking in... instead of traditional quizzes or exams. Superior answers (A-grade) will cite the course text and/or other sources relevant to the case to support answers to the questions. Without citing the text and/or other sources, the highest possible grade on a case study is 40/50.

Title page and reference pages are not included in the minimum page length. APA citations are required.

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 Review Presentation and Discussion

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 Manual

- A. 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.
- B. 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.
- C. 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.).
- D. Consider the CQ Four-Dimensional Model: Drive, Knowledge, Strategy, and Action. How would use this model to prepare the employees for the new culture.
- E. Create a section describing one leadership theory studied during the course of this semester. For example, China's leadership style used authoritarian leadership by...
- F. Cite all sources, minimum of 5 primary sources.
- G. Be creative in your layout, use photos, graphs, and quotes. This does not necessarily look like a traditional paper.

The grade will break down as follows:

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 but rather are popular media) or another written essay on that topic. 25 points
3. 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 evaluate their country: identifying etiquettes, image management, appropriated dress, negotiation, communication (decision making, problem solving and managing conflict). 60 points
5. 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
6. 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
7. Overall impression, creativity. 20 points

Total: 300 points

Upload the assignment in your Lessons by Week folder 13

Task 2: Multicultural Familiarization Presentation

- 1) Create a PowerPoint presentation, Digital Storytelling presentation, Prezi, or video
- 2) 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.

Total 100 points

Upload the assignment in your lessons by week folder

Course Topics

- Lesson 1 Why Global Leadership? (August 23-29)
- Lesson 2: What's Different About Global Leadership? (Aug. 30-Sept. 5)
- Lesson 3: What Is CQ and Why Do I Need It? (September 6-12)
- Lesson 4: Seeing Differences and Closing the Gap (September 13-19)
- Lesson 5: How Do I Become More Culturally Intelligent? Part 1: (September 20-26)
- Lesson 6: How Do I Become More Culturally Intelligent? Part II: (September 27-October 3)
- Lesson 7: Opening the System (October 4-10)
- Lesson 8: Preserving Balance (October 11-17)
- Lesson 9: Establishing Solutions (October 18-24)
- Lesson 10: How do I Apply CQ Part 1: (October 25-31)
- Lesson 11: How do I Apply CQ Part II: (November 1-7)
- Lesson 12: Training the Ten Behaviors (November 8-14)
- Lesson 13: Coaching and Teaming the 10 Behaviors (November 15-21)
- Lesson 14: The Future of Global Leadership (Nov. 29-December 5)