San José State University
College of Business/School of Global Innovation and Leadership
(BUS5)
BUS 165A, Global Leadership, Section 01, Spring 2016

Instructor:  
Gretchen Vogelgesang Lester, Ph.D

Office Location:  
Business Tower # 661

Office Telephone:  
408-924-3579 (I very rarely check this voice mail if I am not on campus – email is much preferred)

Email:  
gretchen.lester@sjsu.edu

Office Hours:  
Mondays and Wednesdays: 1:25 – 2:10pm
Other times by appointment

Class Days/Time:  
Section 1: W 3:00 – 5:45pm

Classroom:  
BBC 323

Faculty Web Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, grading rubrics, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or Canvas) to learn of any updates. Please make sure the email you have in MySJSU is one you check frequently.

Course Description

From the course catalog:
This course introduces students to global leadership and its development and is designed for students who want to work effectively with people in diverse settings. Taught experientially, the course involves simulations, innovation projects, and extensive individual feedback. Prerequisite: Any 100W.

This course introduces students to global leadership and its development and is designed for students who want to work effectively with people from various cultures. The content and skills taught in this course are very important given today’s global economy and diverse work force. Students are assessed and receive personal feedback on global leadership knowledge, attitudes and behaviors. Taught experientially, the course involves hands-on projects and behavioral tests that assess students' leadership progress.

Course Goals and Student Learning Objectives

- Learn the basics of general leadership and global leadership
- Develop a global mindset
• Become more interculturally competent
• Learn to work with and lead diverse people, especially those from different cultures
• Develop the basic skills required for global leadership and work

BSBA Program Learning Goals

Goal One: Business Knowledge
Understand basic business principles and demonstrate discipline-specific competencies as applied to local and global environments.

Goal Two: Communication
Communicate ideas clearly, logically, and persuasively in oral and written format, using technology appropriately.

Goal Three: Ethical Awareness
Recognize, analyze, and articulate solutions to ethical issues that arise in business.

Goal Four: Leadership, Teams and Diversity
Comprehend the challenges and opportunities of leading and working in diverse teams and environments.

Goal Five: Critical Thinking
Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology.

Goal Six: Innovation
Recognize, analyze, and articulate strategies for promoting creativity and innovation.

Required Texts/Readings

Textbook
ISBN: 978-0-415-80886-6 paperback
*Please note that you should purchase the 2nd edition of the text – there is a fair amount of new material from the 1st edition, which is not sufficient.

Other Readings
Additional readings will be listed on Course Website.

Library Liaison
Diana Wu
408-808-2087

Spring 2016
Classroom Format

This course functions like a global leadership assessment and development center. Students undergo a battery of assessment instruments at the beginning of the semester that provide them with feedback on their development. Throughout the semester, we work to develop global skills, and then demonstrate them in simulations and projects. The methodology includes a mix of lectures, cases, experiential exercises, group projects, and especially skill-building exercises. The most effective method for teaching skills and cross-cultural sensitivity is via experiential exercises. We will use role-plays, exercises, and simulations so that you can pull out your own learning points from these experiences. **This type of course requires students to take responsibility for their own learning. In order for an experiential course to be successful, students must do all the reading and homework preparation before class and be present and participate actively in the classroom. Online quizzes may be used to verify that students have completed their work.** Please do not underestimate the importance of participation in this course.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu senate/docs/S12-3.pdf).

**Quizzes**

Throughout the course, there will be short online quizzes on the assigned readings, the textbook chapters, and on your ability to decode the cultural behavior found in vignettes and dialogues. These quizzes will test the knowledge aspect of intercultural competence and whether you have learned the basics of general leadership and global leadership.

**Cultural Observation**

Your goal in this assignment is to learn to be a participant-observer. Since we are hoping to hone your observation skills, we will use lessons from anthropologists who are experts in ethnography. You are asked to attend a cultural event (**not from your own cultural background**), practice your observation skills and interviewing skills, and write a reflection on your experience. The reflection guide will be found on the course website under the assignments tab. Examples of such events might be cultural festivals or celebrations, invitations to religious celebrations, etc. Look at [http://www.ethnicevents.com/](http://www.ethnicevents.com/) for ideas. If you are unsure if your event will be acceptable, check with the instructor beforehand. Immerse yourself as much as possible in this experience so you really get a taste of what the other culture is like. Pay attention to your reactions. The purpose of the assignment is to help you develop a global mindset, become more interculturally competent and develop the basic skills for global leadership.
Leadership Innovation Project
This is an experiential learning class, and as a result, you must engage with a non-profit to demonstrate and practice your leadership as it develops throughout the semester. This is NOT a requirement to volunteer to stuff envelopes or serve meals at a soup kitchen; instead, it is an opportunity to evaluate the non-profit’s operation or to innovate a product or service the non-profit could use to generate funds – potentially through technology, benchmarking, or other ways to improve the operation.

Early in the semester, each individual will submit a potential non-profit and idea for the project – the class will vote on the top ideas/non-profits. Those with the winning proposals will then interview students to build their team. The team will continue to develop the idea, evaluate the non-profit, and conduct research into the issue. A paper and presentation are the deliverables for this assignment.

For more project details and grading criteria, look on the course website. The project’s purpose is to provide students with an opportunity to practice developing a global mindset, become more interculturally competent, learn to work with and lead diverse people, and develop the basic skills required for global leadership. There is a slacker penalty on this project; team members will evaluate whether or not all members deserve the same project grade, based on their contributions. If, for example, a member only did half of what they were assigned, they will receive only 50% of the team's final grade.

The Aracruz Cellulose Simulation
This is a team-based simulation of a complex situation that can only be resolved through stakeholder dialogue. You will work with a heterogeneous team of stakeholders to find a solution to a complex problem and receive feedback on your ability to engage in productive stakeholder dialogue. More details can be found on the course website. This simulation provides an opportunity to develop a global mindset and practice basic skills needed by effective global leaders. Teams will be graded on their level of preparation for their presentation and individuals will be evaluated by their peers on their contribution to the presentation. There is a slacker penalty on this project; team members will evaluate whether or not all members deserve the same project grade, based on their contribution to the preparation and presentation stage. If, for example, a member only did half of what they were assigned, they will receive only 50% of the team's final grade.

Exams
There will be a written midterm exam partway through the course. For the final exam, students will take behavioral exam in class and an online exam.

Assessment Instruments and Learning Blog
A key aspect of leadership development is self-awareness and knowing your strengths and weaknesses. You will be asked to complete several assessment instruments early in the course that will provide you with personal feedback (these instruments do not determine your grade) on competencies related to global leadership. You will also receive developmental feedback from
peers and occasionally graduate teaching assistants. Each week after class, the instructor will post a prompt on the Canvas discussion board. You should plan to respond on the discussions each week. The purpose of these activities is to help you develop a global mindset, become more interculturally competent, learn to work with and lead diverse people, and develop the basic skills required for global leadership.

**Personal Development Plan**
In the personal development plan due early in the course, you will be asked to reflect on your assessment results, analyze your assessment scores and feedback, and identify your strengths and weaknesses. You will then set out a plan for development and you will, on a weekly basis, note the progress you are making on this action plan. The purpose of this assignment is to integrate your course learning and tie your assessment results to real and noticeable change in your behaviors.

**Assignments and Grading Scheme:**

<table>
<thead>
<tr>
<th>Grading Points</th>
<th>Point Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes, Midterm and Final Exam</td>
<td>30</td>
<td>Ongoing, 3/23, and 5/20</td>
</tr>
<tr>
<td>Cultural Observation</td>
<td>10</td>
<td>3/16</td>
</tr>
<tr>
<td>Leadership Innovation Project</td>
<td>30</td>
<td>5/4</td>
</tr>
<tr>
<td>Aracruz Cellulose Simulation</td>
<td>5</td>
<td>4/20</td>
</tr>
<tr>
<td>Assessment instruments and Canvas Discussions</td>
<td>10</td>
<td>Ongoing, see specific assignments</td>
</tr>
<tr>
<td>Personal Development Plan</td>
<td>10</td>
<td>3/9</td>
</tr>
<tr>
<td>Class participation</td>
<td>5</td>
<td>Throughout</td>
</tr>
<tr>
<td><strong>Extra credit opportunities MAY be announced</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grading Policy**
All rubrics are available under the assignment on Canvas.

Grading information:

- *Letter grades will be determined by adding up the weighted scores of all assignments. Plus/minus will be used.*
- *Late work will be docked 10% per day late. After 5 days, the assignment will receive a 0.*

“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their...
course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Classroom Protocol
Because the course is taught experientially, attendance and participation are obligatory. Please notify the instructor in advance if an emergency prohibits your attendance. Students are expected to arrive on time. Cell phone use and computer use unrelated to the class are not permitted. In the classroom, COB faculty allow students to use computers only for class-related activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.)

University Policies
General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s Policies and Procedures, at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material
University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings
in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

- It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

*You must give the writing center at least 1 week lead time on your project – it is highly recommended to make an appointment or you may not get in to see someone. YOU MUST PLAN AHEAD.

Spring 2016
College of Business Policies:
To ensure that every student, current and future, who takes courses in the Boccardo Business Center has
the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning,
the College of Business at San José State has established the following policies:

Eating:
Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food
will be asked to leave the building. Students who disrupt the course by eating and do not leave the
building will be referred to the Judicial Affairs Officer of the University.

Cell Phones:
Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer
their phones or text while in class. Students whose phones disrupt the course and do not stop when
requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Computer Use:
In the classroom, faculty allow students to use computers only for class-related activities. These include
activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint
slides that the instructor has posted, and finding Web sites to which the instructor directs students at the
time of the lecture. Students who use their computers for other activities or who abuse the equipment in
any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and,
at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course.
(Such referral can lead to suspension from the University.) Students are urged to report to their instructors
computer use that they regard as inappropriate (i.e., used for activities that are not class related).