

San José State University
School: College of Business
Department: Organization & Management
Course Number: BUS262A Class Number: 50054
Title: Global Leadership and Innovation, Section: 09
Semester: Fall Year: 2016

Instructor: Joyce Osland, Ph.D. http://www.cob.sjsu.edu/osland_j/

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Office Hours: Thursday 4:45-5:45 pm at Bunker Hill or by appointment
On campus hours: Tuesdays 3:30-4:30 pm

Class Days/Time: Thursdays 6:00-10:00 pm; two online sessions

Classroom: Bunker Hill Classroom To Be Announced

Prerequisites: None.

Course Description

This course provides an in-depth introduction to global leadership and its development and to fostering innovation and global change. Through assessments and behavioral simulations, it prepares students to do global work effectively in a complex context with people from various cultures.

Learning Outcomes (Required) and Course Goals (Optional)
Course Learning Outcomes (CLO)

- Master the theories of global leadership and innovation
- Develop a global mindset
- Become more interculturally competent
- Develop the competencies required for global work and leadership
- Learn how to foster and develop innovation in your self and others

Required Texts/Readings

1. Mendenhall, M., Osland, J., Bird, A., Oddou, G., and Maznevski, M. *Global Leadership: Research, Practice and Development*. New York: Routledge, 2013 ISBN 978-0-415-80886-6. Can be purchased at the Spartan Bookstore or online or downloaded as an e-book: Master eBook ISBN10: 0203138015; Master eBook ISBN13: 978-0-203-13801-4

2. Hill, L., Brandeau, G., Truelove, E. & Lineback, K. *Collective Genius: The Art and Practice of Leading Innovation*. Harvard Business Review Press, 2014. ISBN 978-1-4221-3002-5; eISBN: 978-1-4221-8759-3. Can be purchased at the Spartan Bookstore or online or downloaded.

Other Readings

Additional readings will be listed on Canvas.

Classroom Format

For the innovation portion of the course, we will co-inquire and build shared knowledge about innovation, as well as participate in real innovation projects. The global leadership aspect of the course functions like a global leadership assessment center. Students undergo a battery of assessment instruments that provide them with feedback, work to develop their 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.** Please do not underestimate the importance of participation in this course.

Class contributions may consist of:

1. Comments on readings:
 - Statement of a problem or issue related to the readings
 - Observations of how readings, etc. apply to specific situations
 - Application of readings to relevant personal experience or circumstance
 - Questions about the readings
 - Making connections between various readings
2. Active participation in simulations and exercises

Because this course is designed around value-added activities in the classroom, regular attendance is essential.

Classroom Protocol

Because the course is taught experientially using value-added activities, 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.)

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, 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 other communication system as indicated by the instructor) to learn of any updates.

Library Liaison (Optional)

Diana Wu, diana.wu@sjsu.edu

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) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

The scheduled course contact hours are in compliance with the required course credit hours (<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14082.html>) and the required course culminating experience (<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14089.14090.html>).

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Assignments and Grading Policy

All written assignments in the MBA programs will follow the APA format.

Cultural Observation Assignment

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 is found on Canvas. Examples of such events might be cultural festivals or celebrations, invitations to religious celebrations, etc. Look at <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. Interview two cultural informants. Pay attention to your reactions. The purpose of the assignment is to help you develop a global mindset, become more interculturally competent and develop global leadership competencies.

Leadership Innovation Team Project

In this project, students work in assigned multicultural teams to diagnose a need, come up with an innovative solution with multiple stakeholders, and present the solution. For more project details and grading criteria, look on Canvas. The project's purpose is to provide students with an opportunity to practice developing a global mindset, become more interculturally competent, work with a virtual team, develop global leadership competencies, and learn to foster innovation in themselves and others. 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 should receive only 50% of the team's final grade.

Assessment Instruments and Reflections

A key aspect of leadership development is self awareness and knowing your strengths and weaknesses. You will be asked to complete several assessment instruments throughout 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. You will be asked to reflect upon and analyze the feedback from these instruments and what you have learned during the course to create an action plan for continued personal development. The instructions for the assessments and the reflection assignments are found in Canvas. The purpose of these activities is to help you develop a global mindset, become more interculturally competent, develop global leadership competencies, and increase self awareness.

Personal Development Plan, Progress Reports and Report

Another important part of leadership development is the habit of continuous learning and personal development and reflection. For this reason, you are to create a personal development plan and submit weekly Canvas entries on your progress every Monday. The purpose of these activities is to help you develop a global mindset, become more interculturally competent, and develop global leadership competencies.

Innovation Chapter Presentation/Exercise

Students will be assigned an innovation chapter to present to the class **in a creative fashion**. They will then lead a discussion or exercise demonstrating how the key points could be applied. The purpose of this assignment is to master innovation theory and learn to foster innovation in oneself and others.

Final Exam

The test will measure your knowledge of the assigned readings, the textbook chapters, and your ability to decode the cultural and global leadership behavior found in vignettes and dialogues. The format is multiple choice questions, brief cases and vignettes to analyze, and short essay questions with an emphasis on application.

Assignments and Grading Scheme:

Grading Points	Point Value	Due Dates
Cultural Observation	10	9/18
Leadership Innovation Projects	30	9/29
Assessment Instruments & Reflections	10	Reflections due 9/1
Personal Development Plan	10	9/8
Weekly Progress Reports & Final PDP report	10	Monday reports & 10/15 for final report
Innovation Chapter Presentation	10	9/22 or 9/29
Final Exam	20	10/13

UNIVERSITY POLICIES

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at

<http://www.sjsu.edu/advising/faq/index.htm#add>

Information about late drop is available at

<http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Academic integrity

Students should know the University's Academic Integrity Policy that is available at

http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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 website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

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Course Schedule

	Date	Topics	Homework to Be Done <u>Prior to Class</u>
1	8/25 6-10 pm THURS	What is Global Leadership? The State of Global Leadership Complete Globesmart and GCI in class	Read: Ch. 1 "Leadership and the Birth of GL" and Ch. 2 "Multidisciplinary Roots of GL"
2	9/1	Intercultural Effectiveness & Building Trusting Relationships Decoding Culture Coaching as leadership	Read: "Developing a Global Mindset" and "Beyond Sophisticated Stereotyping" Upload reflections on Globesmart and the GCI
3	9/8	Global Leadership Competencies Empathic Design Submit/upload Personal Development Plan; begin sending weekly Monday progress reports	Read: Ch. 3 "Overview of GL Literature," Ch. 4 "Mapping the Content Domain" and "Spark Innovation with Empathic Design."
4	9/11 Online session	Leading Global Change & Innovation Leading Multicultural Teams	Read: Chapter 7 "Leading Global Teams" and Ch. 9 "Leading Global Change" Watch and reflect on voice over ppts. Virtual Team Meeting on team project
	9/15	Communication Across Cultures Influencing Stakeholders	Read "Mindful Communication" and "Exceptional Global Leadership as Cognitive Expertise in the Domain of Global Change."
5	9/18 Online Session	Assessing and Developing Global Leadership Submit/upload Cultural Observation Assignment	Read Ch. 5 "Process Models of Global Leadership" and Ch. 10 "Global Leadership Development" Watch voice-over ppts; share and discuss cultural observations
6	9/22	The Role of Leadership in Innovation & Creating the Willingness to Innovate	Read chapters 1-5 in <i>Collective Genius</i> Finalize team Leadership Innovation Projects Present assigned chapter/exercise
7	9/29	Creating the Ability to Innovate	Read chapters 6-9 in <i>Collective Genius</i> Present assigned chapter/exercise
8	10/6	Submit and present Leadership Innovation Projects Exam review	Read Epilogue of <i>Collective Genius</i> Answer review questions.
9	10/13	Final Exam Submit Plan Peer Evaluations on Leadership Innovation Project	Bring Global Leadership book to class, but exam is not open book. Submit Personal Development Final Report by 10/15