San José State University
School of Global Innovation & Leadership
B262B, Section 09, Global Leadership Development, 29670
Spring, 2018

Course and Contact Information

Instructor:	Joyce Osland, Ph.D.
Office Location:	Business Tower 360
Telephone:	408-924-3583
Email:	Joyce.osland@sjsu.edu
Office Hours:	TBD or by appointment, online Tuesday 9-10 am.
Class Days/Time:	Thursdays 6:00-10:00pm (January 25th - March 15 and **March 17th SAT from 9-5**
Classroom:	Lucas Business Center Complex, 2933 Bunker Hill Lane, Santa Clara most dates; **occasionally in BBC 323 on campus**
Prerequisites:	None

Course Description

This course provides a more advanced understanding of global leadership development (GLD), both in others and in global organizations. In addition to facilitation and coaching skills to foster global leadership development in others, students are also taught to design a global leadership development program within an organization. Session topics include: strategic global leadership development, facilitating global leadership development, coaching across cultures, training design and practicum, organizational best practices in global leadership development, organization design and alignment for GLD, and advanced global change skills.

Students learn about global leadership and, in particular, its development in the SJSU's Global Leadership Laboratory. As GLLab Associates, they help facilitate high impact experiential exercises, learn to give feedback and beginning coaching of student teams in global leadership courses.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Master the content knowledge of global leadership and its development

2. Foster and develop global leadership in yourself and others
3. Use basic facilitation, feedback and coaching skills
4. Design a leadership program for a specific organization's needs

Required Texts/Readings

1. Mendenhall, M., Osland, J., Bird, A., Oddou, G., Stevens M, Maznevski, M., & Stahl, G., *Global Leadership: Research, Practice and Development*. **Third Edition**. New York: Routledge, 2018 ISBN: 978-1-138-29244-4 (paperback); ISBN: 978-1-315-23290-4 (e-book).

2. Rosinski, P. *Coaching Across Cultures*.   ISBN-10: 1857883012 or   ISBN-13: 978-1857883015. Nicholas Brealey Publishing, 2003. Can be purchased at the Spartan Bookstore or online

Other Readings

Additional readings will be assigned from a Reading List and posted on Canvas.

Classroom Format

There are two formats for this course. 1) The first is classroom lecture, cases, experiential exercises, group projects, skill building exercises, and peer coaching. This part of the course will teach you how to assist and facilitate courses or modules within a global leadership assessment center (the GLLab). 2) We will work occasionally with undergraduate students on campus in the GLLab classroom and also with a German university GLLab exchange program with SJSU MBA students on Saturday March 17th at Bunker Hill Lane. In the GLLab sessions, students will observe, provide feedback when asked, and do limited basic coaching.

In the GLLab, 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 <u>before</u> 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

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 and stay until the end of class unless previously arranged with the professor. 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 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 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 aligned with the learning outcomes:
1. Reading & discussion will enable mastery of the content knowledge of global leadership development
2. Participation in classroom activities and experiential exercises will help develop practical skills in facilitation, coaching, peer coaching and feedback
3. Participation and facilitation at the GLLab will provide an opportunity to apply and practice coaching, facilitation and feedback skills developed in class exercises
4. The project for designing a leadership program provides the opportunity to learn and apply program design skills

Assignments and Grading Policy
All written assignments in the MBA programs will follow the APA format.

Description of Course Assignments

Global Leadership Development Program Project
Students will design an integrated global leadership development program based upon the needs of a real

organization. This project requires a needs analysis interview with a senior representative of an organization (for-profit or non-profit).

GLLab Practicum
Students will prepare for and participate in GLLab sessions. They will help facilitate specific activities or exercises/simulations and participate in debriefing sessions and limited coaching as per the instructors' instructions. In all instances, students will exhibit a high degree of professionalism.

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 your ability develop global leadership competencies in others.

Global Leadership Development Reading Presentation/Discussion Facilitation
Students will present a summary of assigned readings during class and lead a discussion to understand and apply the key points. The reading list (short articles or selected book chapters) and assignments will be posted on Canvas.

Final Exam
The final exam will cover elements of global leadership development, cross-cultural coaching, and key course lessons.

Participation
Students will participate through discussions in class and taking part in various activities and simulations. Participation should demonstrate your ability to employ constructive critical thinking on global leadership development. Merely taking up air time will not raise your grade; it could lower it.

Grading Policy

	Points	Deadline
Global Leadership Development Program Project	30	3/15/18
GLLab Practicum and Behavioral Exam	25	Ongoing and 3/17/18
Personal Development Plan	10	2/8/18
Personal Development weekly and final reports	10	Mondays (2/19; 2/26;3/5; 3/12) plus final report on 3/18/18
Reading Presentation/Facilitation	10	Ongoing; TBD
Written Exam	15	3/15/18

Grading information:

94% and above	A
93% - 90%	A-
89% - 87%	B+

86% - 84%	B
83% - 80%	B-
79% - 77%	C+
76% - 74%	C
73% - 70%	C-
69% - 67%	D+
66% - 64%	D
63% - 60%	D-
below 60%	**F**

Additional grading information:
- ☐ Points will be rounded up or down to determine the final letter grade
- ☐ Extra credit can be earned (2 points) by obtaining written feedback from the organization you design your leadership program for.
- ☐ Points will be deducted for late or missed work depending on how late or how much work is missed (e.g. -3 points per day late)

Note that "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.

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 them-selves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.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 serve to address the issue, it is recommended that the student contact the Department Chair as a 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."
  - o 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.
  - o 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.

Accommodation to Students' Religious Holidays (Optional)

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources (Optional)

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 Peer Connections (Optional)

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis.   Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit the Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center (Optional)

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. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services (Optional)

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

Lucas College and Graduate School of Business Mission

We are the institution of opportunity in Silicon Valley, educating future leaders through experiential learning and character development in a global business community and by conducting research that contributes to business theory, practice and education.

MBA Program Goals:
(Not all program learning goals are covered in every course)

Goal One: Business Concepts

Develop a strategic level understanding of the key functions of business including marketing, accounting, finance, and organizational behavior.

Goal Two: Analysis and Decision Making

Understand decision making methods including decision trees, expected value, risk and uncertainty, and the value of information.

Goal Three: Cultural and Ethical Awareness

3a. Understand the major issues facing multinational corporations in the management of their international operations—particularly those of an intercultural nature.
3b. Explain the ethical, legal, and social consequences that ensue when ethics and the law are disregarded in favor of other objectives.

Goal Four: Leadership and Teams Skills

Comprehend the factors that contribute to effective leadership of teams and understanding of the skills and behaviors necessary to be an effective team member.

Goal Five: Global Change and Dynamics

5a. Demonstrate an ability to understand and adapt to global market changes
5b. Demonstrate an ability to integrate knowledge and develop innovative solutions to remain competitive given industry dynamics (strategic integration).

Goal Six: Communication Skills

6a. Demonstrate an ability to plan, prepare, organize, and present effective oral presentations.
6b. Demonstrate the principles and processes of effective written communications.

Lucas College and Graduate School 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 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).

Academic Honesty:
Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

B262B / Global Leadership Development, Spring 2017, Revised Course Schedule

This schedule is subject to change with fair notice.

Course Schedule

Week	Date	Topics	Homework and assignments to be completed before class plus Assigned readings on Canvas
1	1/25	Introduction to Global Leadership Development	Read the syllabus in advance and GL Textbook Ch. 3
2	2/1	Fundamental facilitation skills Development Program Design Principles and Peer Coaching Fundamental coaching skills	Rosinski, Ch. 1 and 2 GL Textbook. Ch. 5
3	2/8 or 2/10 TBD	Location and Class date TBD (trying to arrange a special event)	**Submit PDP and bring a copy to class.**
4	2/15	**Online Session** - Go on line or to the library and find out how people put together training program designs. Share information with classmates in Discussion thread. Decide whether you want to do an individual project or a small team project (no more than 2-3 people). Form teams. Pick an organization and start laying out your project. Find a senior representative to interview about the organization's global leadership needs and current efforts.	GL Textbook, Ch. 6 and 7 Assigned readings in Canvas
5	2/22 **Location TBD**	Cultural aspects of coaching and development GL Knowledge Creation & Transfer	Rosinski, Ch. 4 and 7 GL Textbook, Ch. 8 and 10
6	3/1	Responsible Global Leadership Service Learning and Action Learning. **Report on interviews**	Rosinski, Ch. 9 GL Textbook, Ch. 12 Assigned readings in Canvas
7	3/8	Program Design and Evaluation **Be prepared to share project design to date**	Rosinski, Ch. 13 and Final Words Assigned Readings GL Textbook, Ch. 11 and 13
8	3/15	Present, critique and discuss leadership development program projects **Final Exam** (written component)	**Submit Final Project**
9 & 10	**3/17 (Sat 9-5)**	GLLab exchange with visiting and SJSU students	Help facilitate the GLLAB; behavioral component of final exam
			Submit PDP Report and team evaluation by 3/18