San José State University
College of Business
School of Global Innovation and Leadership
BUS 165A-Section 01
Global Leadership
Spring 2017

Course and Contact Information

Instructor: Kyoung-Ah Nam, Ph.D.
Office Location: Business Tower #355
Telephone: 408-924-6165 (email is preferred as I rarely check this voice message if I am not on campus)
Email: kyoung-ah.nam@sjsu.edu
Office Hours: Thursdays 5:00-6:00 pm and by appointment
Class Days/Time: Thursdays 6:00 pm – 8:45pm
Classroom: BBC 323

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Leaning Management System course login website. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

From the course catalog:

This course introduces students to global leadership and its development. It is designed for students who want to work effectively with people in 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 simulations, innovation projects, and extensive individual feedback. Prerequisite: Any 100W.
Course Goals and Student Learning Objectives

- Learn the basics of general 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.
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 provides 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) at [http://www.sjsu.edu/senate/docs/S12-3.pdf](http://www.sjsu.edu/senate/docs/S12-3.pdf).

**Quizzes**
Throughout the course, there will be short 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**

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. For more project details and grading criteria, look on the course website. 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.

**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.

**Exams**

There will be a midterm and final exam partway through the course.

**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 on competencies related to global leadership (these instruments do not determine your grade). 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>Assignments and Grading Scheme:</th>
<th>Point Value</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td><strong>Grading Points</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quizzes, Midterm and Final Exam</td>
<td>30</td>
<td>Ongoing, 3/2, and 5/18</td>
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<tr>
<td>Cultural Observation</td>
<td>10</td>
<td>3/23</td>
</tr>
<tr>
<td>Leadership Innovation Project</td>
<td>30</td>
<td>4/27</td>
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<tr>
<td>Aracruz Cellulose Simulation</td>
<td>5</td>
<td>4/13</td>
</tr>
<tr>
<td>Assessment instruments and Canvas Discussions</td>
<td>10</td>
<td>Ongoing, see specific assignments</td>
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<tr>
<td>Personal Development Plan</td>
<td>10</td>
<td>3/9</td>
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<tr>
<td>Class participation*</td>
<td>5</td>
<td>Throughout</td>
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<td><strong>Extra credit opportunities MAY be announced</strong></td>
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<td><strong>TOTAL</strong></td>
<td>100</td>
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*Participation includes:
- Completion of assigned readings prior to the class
- Active listening/participation in class with a mindful attitude
- Voluntary efforts to help and support class work
- Papers/homework/activity assignments submitted on time

**Grading Scale:**
- A =94-100
- A- =90- 93
- B+ =87-89
- B =84-86
- B- =80-83
- C+ =77-79
- C =74-76
- C- =70-73
- D+ =76-69
- D =64-66
- D- =60-63

**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](http://www.sjsu.edu/senate/docs/F13-1.pdf) 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.
- For this course, face-to-face learning is essential. Therefore, **Laptops, Cell Phones, iPods, and other electronic devices are not permitted** (except during break time). If you would like me to consider an exception to this policy, please see me individually to discuss.
- No incompletes (I-grade) will be given in this course unless there is an emergency case that is confirmed by the Academic Advisor or the Dean’s Office in advance.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

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. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor.

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.

**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.
**Tentative Course Timeline with Class Schedule and Assignments**

*This schedule is subject to change with fair notice. Professor Nam reserves the right to modify class outline and readings.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings, Assignments, Deadlines</th>
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</thead>
</table>
| 1    | 1/26  | Introduction to the course  
Review of Course Syllabus, Outline, and Readings  
Leadership 101  
What is Global Leadership? | Read:  
- Ch. 1 *Leadership and the Birth of Global Leadership*  
- *In the Eye of the Beholder: Cross-Cultural Lessons from Project GLOBE* (Canvas article) |
| 2/2  |       | Globalization & Global Mindset  
Primer on Hofstede  
Leadership Competency Assessment  
Understanding Your Own Culture | Read: Ch. 6 *Assessing Global Leadership Competencies* and Canvas articles:  
- *Broadening the Debate: The Pros and Cons of Globalization*  
- *Can Globalization Survive 2013*  
- *Travels of a T-shirt*  
**Online Syllabus Quiz DUE**  
**Online Globalization Quiz DUE**  
**Global Knowledge Quiz DUE** |
| 3    | 2/9   | Decoding Culture  
Innovation and Decision-Making | Read:  
- Ch. 3 *Overview of GL Literature*  
- Ch. 4 *Mapping the Content Domain of Global Leadership Competencies*  
- Ch. 5 *Process Models of GL Development*  
**DUE: Demographic Survey, GlobeSmart, Watson- Glazer, and GCI online** |
| 4    | 2/16  | Building Multicultural Teams | Read:  
- Ch. 7 *Leading Global Teams*  
- Ch. 11 *Responsible Global Leadership*  
**DUE: “Discovering Global Cares” worksheet**  
**Discuss innovation project idea**  
**Online Building Teams Quiz DUE** |
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| 5    | 2/23  | Expert Cognition in Global Leaders Testing your Intercultural Communication Skills Leading Global Change | Read Ch. 9 Leading Global Change and Canvas article:  
- Developing a Global Mindset  
- Expert cognition and sense-making in the global organization leadership context: A case study and Spark Innovation with Empathic Design  
**Leading Global Change Quiz DUE**  
Team GlobeSmart profile DUE  
GCI, and GlobeSmart Discussions DUE |
| 6    | 3/2   | MIDTERM EXAM Mid-Semester Course Review                               |                                  |
| 7    | 3/9   | Preparing Innovation Project                                          | Personal Development Plans DUE  
Personal Values Exercise DUE |
| 8    | 3/16  | Intercultural Intensity Factors                                       | Read Canvas article: *Intercultural Experiences* |
| 9    | 3/23  | Communicating Across Cultures                                         | Read Canvas articles:  
- Mindful Communication  
- Beyond Sophisticated Stereotyping  
**Communicating Across Cultures/Mindfulness Quiz DUE**  
Cultural Observation Assignment DUE |
| 10   | 3/30  | SPRING BREAK                                                           |                                  |
| 11   | 4/6   | Motivating Diverse Followers                                          | Read Canvas article: *Tales of the Bazaar*  
Read and prepare Aracruz Cellulose Simulation |
| 12   | 4/13  | Stakeholder Dialogue                                                  | Conduct Aracruz Cellulose Simulation |
| 13   | 4/20  | Building Relationships and Social Capital                              | Decoding Skills Test              |
| 14   | 4/27  | Presentations and Feedback                                            | Submit and Present your Social Innovation Project  
Papers and Presentations DUE |
| 15   | 5/4   | Understanding Cultural Differences - Expatriates                      | Read Ch. 10 *Global Leadership Development* |
| 16   | 5/11  | Negotiating Globally                                                  | Global Behavioral Skills Test     |
| Final Exam | 5/18 | FINAL: 5:15-7:30PM                                                   | Final Exam  
Complete GL Lab Evaluation survey |