San José State University
Scholl of Global Innovation & Leadership
B262B, Global Leadership Development, 29483, Spring, 2016

Course and Contact Information

Instructor: Mike Hill, Ph.D.
Office Location: Business Tower 655
Telephone: 408-221-9021
Email: Mike.hill@sjsu.edu
Office Hours: Wednesdays 5:30pm or by appointment
Class Days/Time: Wednesdays 6:00-10:00pm
Classroom: Bunker Hill offsite campus

Prerequisites:

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.

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 Global Leadership Laboratory. As GLLab Associates, they help facilitate high impact experiential exercises, learn to give feedback, and supervise and coach 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. Facilitate the learning of GLLab students
3. Use facilitation, feedback and coaching skills
4. Foster and develop global leadership in yourself and others
5. Design a leadership program for a specific organization’s needs

Required Texts/Readings


Other Readings
Additional readings will be assigned from a reading List.

Classroom Format
There are two formats for this course. The first is classroom lecture, cases, experiential exercises, group projects and skill building exercises. The second format includes training to assist and facilitate courses or modules within a global leadership assessment center (The GLLab). Students will be prepared for this second format prior to the session. In the GLLab students will also learn to observe and code student performance in simulations and provide feedback.

Course Requirements and Assignments

Leadership Program Project
Students will design an integrated 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).
**Global Leadership Development Reading Presentation**

Students will present a summary of assigned reading during class and lead a discussion on how the key points could be applied. The reading list and assignments will be presented in class and most reading assignments consist of short articles or selected book chapters. Copies will be provided in class.

**GLLab Project**

Students will prepare for and participate in the GLLab with other students and associates. Students will facilitate specific activities or exercises/simulations and lead debriefing sessions.

**Participation**

Students will participate through discussions in class and various activities where they will practice skills learned such as giving effective feedback, facilitation and coaching, presenting reading assignments and the GLLab.

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](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](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](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14089.14090.html)).

Assignments aligned with the learning outcomes:

1. Reading & discussion will enable mastering the content knowledge of global leadership development
2. Participation in classroom activities and experiential exercises will help develop practical skills in facilitation, 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

NOTE that University policy F69-24 at [http://www.sjsu.edu/senate/docs/F69-24.pdf](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.”
Grading Policy

<table>
<thead>
<tr>
<th>Grading Points</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design a Leadership Development Program - Project</td>
<td>25</td>
</tr>
<tr>
<td>Participation in class activities</td>
<td>10</td>
</tr>
<tr>
<td>Personal Development Plan</td>
<td>10</td>
</tr>
<tr>
<td>Reading, Presentation and Discussion</td>
<td>15</td>
</tr>
<tr>
<td>GLLab Project</td>
<td>40</td>
</tr>
</tbody>
</table>

Grading information:

<table>
<thead>
<tr>
<th>%</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94% and above</td>
<td>A</td>
</tr>
<tr>
<td>93% - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89% - 87%</td>
<td>B+</td>
</tr>
<tr>
<td>86% - 84%</td>
<td>B</td>
</tr>
<tr>
<td>83% - 80%</td>
<td>B-</td>
</tr>
<tr>
<td>79% - 77%</td>
<td>C+</td>
</tr>
<tr>
<td>76% - 74%</td>
<td>C</td>
</tr>
<tr>
<td>73% - 70%</td>
<td>C-</td>
</tr>
<tr>
<td>69% - 67%</td>
<td>D+</td>
</tr>
<tr>
<td>66% - 64%</td>
<td>D</td>
</tr>
<tr>
<td>63% - 60%</td>
<td>D-</td>
</tr>
<tr>
<td>below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Additional grading information:
- Points will be rounded up or down to determine the final letter grade
- Extra credit can be earned (5 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. -5 points per day late)

“Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co--- registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.” See University Policy S14-5 at http://www.sjsu.edu/senate/docs/S14-5.pdf.
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.

Classroom Protocol

Because the course is taught experientially, attendance and participation are obligatory. Please notify and make arrangements with the instructor in advance if an emergency prohibits your attendance. Students are expected to contribute in class with questions plus perspectives gained from the reading and assignments. Students are expected to arrive on time and stay to the end unless previously arranged with the instructor.
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. 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.”
  - 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.

**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 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](http://www.sjsu.edu/writingcenter) 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](http://www.sjsu.edu/counseling) at [http://www.sjsu.edu/counseling](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.
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Homework and assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/27</td>
<td>Introductions, syllabus and assignments review, research on global leaders and leader development framework discussion. Watch Mendenhall’s video on “make vs buy” global leaders</td>
<td>Reading assignments for week 2 on Global trends &amp; Group facilitation</td>
</tr>
<tr>
<td>2</td>
<td>2/3</td>
<td>Discuss Global Trends from reading assignments Fundamental skills – lecture and group facilitation activity</td>
<td>Reading assignments for week 3 – Culture &amp; Coaching/Feedback</td>
</tr>
<tr>
<td>3</td>
<td>2/10</td>
<td>Discuss reading on Culture and Individual perspectives Fundamental skills – Lecture and Coaching &amp; Feedback activity</td>
<td>Reading assignments for week 4 – Individual perspectives</td>
</tr>
<tr>
<td>4</td>
<td>2/17</td>
<td>Virtual session with Michael J. Stevens (6:30-7:30pm) – instrument expert Discuss reading assignments on Individual perspectives</td>
<td>Reading assignments for week 5 - Development</td>
</tr>
<tr>
<td>5</td>
<td>2/24</td>
<td>Discuss reading assignments on Development Lecture on development program design principles</td>
<td>Reading assignment for week 6 - Development</td>
</tr>
<tr>
<td>6</td>
<td>3/2</td>
<td>Discuss reading assignments on Development Activity - tbd</td>
<td>Reading assignments for week 7 - Development</td>
</tr>
<tr>
<td>7</td>
<td>3/9</td>
<td>Discuss reading assignments on Development Preparation for GLLab</td>
<td>Review preparation requirements for GLLab, be prepared to facilitate</td>
</tr>
<tr>
<td>8</td>
<td>3/12</td>
<td>GLLab – on main campus with Dr. Joyce Osland</td>
<td>Study for final exam and prepare to present your project</td>
</tr>
<tr>
<td>9</td>
<td>3/16</td>
<td>Present and discuss leadership development program projects and Final Exam</td>
<td></td>
</tr>
</tbody>
</table>