



Bus5 165A Fall 2018 Syllabus *Global Leadership*

48015(01) Mondays 3-5:45pm BBC 323

Instructor: Rolanda P. Farrington Pollard, Ph.D

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Canvas: see faculty webpage for instructions

Course Description:

This course introduces students to global leadership and its development. It 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 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
- Develop intercultural competencies
- 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.

Textbook ~ Required:

Mendenhall, M., Osland, J., Bird, A., Oddou, G., and Maznevski, M. *Global Leadership: Research, Practice and Development*. New York: Routledge, 2012. 2nd Edition* _____

ISBN: 978-0-415-80886-6 paperback ISBN: 978-0-203-13801-4 e-book

*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.

Additional readings will be listed on Canvas.

Coursework Guidelines:

SJSU classes are designed such that 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>.

Quizzes

Throughout the course, there will online quizzes for 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.

Assessment Instruments & 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 early in the course that will provide you with personal feedback on competencies related to global leadership (how you score on these instruments do not determine your grade; however, you receive course points for completing the assessments). You will also receive developmental feedback from peers and perhaps graduate teaching assistants. You will submit reflection papers on your assessment results.

Personal Development Plan

You will turn in two personal development plans. 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 and skills. You will write a second personal development plan at the end of the course where you will reflect on your entire action plan process and progress.

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. Search “Bay Area Ethnic Events” or “Festivals” online, look at Eventbrite, search local newspapers, or ask others for ideas. An event **like Oktoberfest, however, is NOT** an acceptable event. 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 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 inter-culturally competent and develop the basic skills for global leadership.

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 all members deserve the same project grade, based on their contribution to the preparation and presentation stage.

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Leadership/Social Innovation Project

The project’s purpose is to provide students with an opportunity to practice developing a global mindset, become more inter-culturally 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 all members deserve the same project grade, based on their contributions.

Exams

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

Grading Points	Point Value
Quizzes, Midterm and Final Exam	30
Cultural Observation	10
Leadership/Social Innovation Project	30
Aracruz Cellulose Simulation	5
Assessment instruments and Reflections	10
Personal Development Plan	10
Class participation*	5
Extra credit opportunities MAY be announced	
TOTAL	100

****Participation includes:***

- Completion of assigned readings prior to the class and assignments submitted on time
- Active listening/participation in class with a mindful attitude
- Voluntary efforts to help and support classmates and class work

Grading Policy & Scale

All rubrics are available under the assignment on Canvas. *Letter grades will be determined by adding up the weighted scores of all assignments. Plus/minus will be used.*

My expectations and grading standards are high so please plan your class schedule accordingly.

To succeed in my class you need to complete readings and assignments and "ATTEND" CLASS REGULARLY (which means review lecture materials and complete practice exams).

I use the textbook as a basis for discussion; the core issues and level of analysis necessary to do well on the assignments will be identified and modeled in class lectures and examples. Extra credit may be offered, but will never be enough to make up for poor effort during the semester. I do not grade on a curve.

Excellent	Above Average	Satisfactory	Below Average	Unsatisfactory
above 100% A+	89-87% B+	79-77% C+	69-67% D+	
100-95% A	86-83% B	76-73% C	66-63% D	59-0% F
94-90% A-	82-80% B-	72-70% C-	62-60% D-	

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

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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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

General Expectations, Rights and Responsibilities of the Student

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. [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>.

Dropping and Adding

[Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) <http://www.sjsu.edu/aars/policies/latedrops/policy/>. [Advising Hub](http://www.sjsu.edu/advising/) 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), <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 videorecordings 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

[University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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. [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec/) (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](http://www.sjsu.edu/at/asc/) 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

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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. [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.

***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.

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Reading & Activity Schedule ~ Bus 165A

<i>Session</i>	<i>Topics</i>	<i>Readings, Assignments, Deadlines</i>
Session 1 M Aug 27	Introduction & Review of Course Syllabus, Outline, and Readings What is Global Leadership? Globalization & Global Mindset	Read: "Broadening the Debate: The Pros and Cons of Globalization" by J. Osland
Session 2 M Sep 10	Leadership 101	Read: Ch. 1 "Leadership and the Birth of Global Leadership" Read: "Expert Cognition in Global Leaders"
Session 3 M Sep 17	Global Citizenship	Read: Ch. 2 "Multidisciplinary Roots of Global Leadership" Read: "Can Globalization Survive 2013" Read: "Travels of a T-Shirt" DUE Online: GlobeSmart, GCI, Demographic Survey, Global Knowledge Test, Watson- Glazer
Session 4 M Sep 24	Leading Global Change and Innovation in Multicultural Settings GlobeSmart Team Profile to be done in class.	Read: Ch. 9 "Leading Global Change" Read: "Spark Innovation with Empathic Design" Discuss innovation project idea
Session 5 M Oct 1	Decoding Culture	Read: Ch. 4 "Mapping the Content Domain of Global Leadership Competencies" DUE: Assessment Reflections-turn in online. Bring your cultural observation assignment idea to class. Be ready to share.
Session 6 M Oct 8	Understanding Global Leadership Understanding Your Own Culture	Read Ch. 3 "Overview of Global Leadership Literature" DUE: Personal Development Plan #1 online.
Session 7 M Oct 15	Innovation skills	Work on Social Innovation Project this week in class. DUE: Cultural Observation Assignment
Session 8 M Oct 22	Communicating Across Cultures	Read: "Mindful Communication"
Session 9 M Oct 29	Testing your intercultural Communication Skills	Read: "Beyond Sophisticated Stereotyping" SVIC submissions open
Session 10 M Nov 5	Concept Review MIDTERM EXAM	Due: Completed Study Guide Review will not happen if you do not have your study guide completed.

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Session 11 M Nov 19	Motivating Diverse Followers Comparative Leadership	Read: In the Eye of the Beholder: Cross Cultural Lessons from Project GLOBE Roles for Aracruz simulation to be handed out so that it can be read and prepared for next week. SVIC submissions close
Session 12 M Nov 26	Stakeholder Dialogue	Conduct Aracruz Cellulose Simulation KNOW YOUR ROLES.
Session 13 M Dec 3	Global Leadership Development Presentations and Feedback	Read: Ch. 10 "Global Leadership Development" Read: Ch. 11 "Responsible Global Leadership" DUE online: Leadership/Social Innovation Project Papers and Presentations
Session 14 M Dec10	Attend SVIC Showcase Virtual Multicultural Teams Building Relationships and Social Capital	SVIC Final Showcase 9:00 am to 6:00 pm Read: Ch. 7 "Leading Global Teams" DUE: Personal Development Plan #2 online
T Dec 11	Dead Day	No Classes
	FINAL EXAM 2:45-5pm BBC 323	<i>Please note that final exams may fall on days and time that differ from normal class time.</i>

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