



MILLIKIN UNIVERSITY®

TABOR SCHOOL OF BUSINESS ONLINE COURSE SYLLABUS

GENERAL COURSE INFORMATION

Course Title: Global Leadership
Course ID: OL355-01 IN350-015
CRN: xxxxx
Term: Summer 2023
Dates/Time: May 29 – July 23
Time: N/A
Location: Online
Credit Hours: 3

INSTRUCTOR INFORMATION

Instructor: Janet A. Kirby, Ph.D.
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Email: jakirby@mail.millikin.edu
Office Hours: Virtually by Appointment

PURPOSE OF THE COURSE

MU Bulletin Course Description:

Aspiring global leaders must be well-versed in the implications of globalization in order to be successful. This course focuses on contemporary issues related to the understanding of the roles, responsibilities and processes leaders in a global society

need to be successful. Emphasis is placed on developing cultural intelligence, building global context and creating cross boundary partnerships and networks.

Course Learning Goals, Outcomes & Objectives:

Students will:

- Discuss key leadership theories in the context of globalization and leadership abroad.
- Explore and interpret ethical, cultural, societal, religious, political differences on the world stage that creates differing organizational needs and differing perspectives of leadership.
- Explore effective leadership in an ever-increasing global context.
- Focus on developing the individual knowledge, skills, and insights necessary for effective global leadership.

Department Learning Goals:

Students completing the Bachelor of Science degree in Organizational Leadership will:

1. Formulate professional level written and oral communication as a critical component of effective leadership.
2. Interpret organizational issues and determine effective solutions consistent with organizational goals.
3. Design effective team-based, collaborative approaches for creative organizational solutions, while supporting increased organizational capacity for change.
4. Evaluate changes in the internal and external environments of organizations and construct appropriate response strategies taking into consideration the organization's political, social and cultural context.
5. Use ethical reasoning to judge whether the actions and behaviors of leaders are ethically and socially responsible, while supporting an organizational system which maintains high ethical standards in response to organizational issues.

Tabor School of Business Learning Goals

Students will become career-ready by:

1. Applying business concepts to practical situations through such things as internships, projects, consulting, and competitions.
 2. Demonstrating written and verbal communication appropriate for business professionals.
 3. Gaining a global business perspective.
 4. Developing the ability to build and work effectively in diverse teams.
- Effectively applying quantitative reasoning to solve business problems

Interdepartmental Objectives:

Reflection, writing, and ethical reasoning will guide your studies. Through the integration of reflection throughout the University Studies curriculum, you will explore and discover ways for developing a life of meaning and value. As you practice and polish your ethical reasoning skills, you will come to understand what it means to be a democratic citizen in a global environment. By asking you to write across the University Studies curriculum, we foster confidence in your ability to write for professional success. All Millikin students take a sequence of university studies courses designed to provide a challenging development through the first three years of study at Millikin. The sequential courses—IN140, IN150, IN151, IN250, IN251 and IN350—form a common learning experience for undergraduate students at Millikin. Three learning threads are introduced and developed through the sequential requirements: (1) ethical reasoning, (2) reflection, and (3) intensive writing. The first-year courses emphasize ethical reasoning and academic inquiry along with related skills necessary for academic success, including critical writing, reading, research, reflection, and communication. In the second year all Millikin students take IN250 United States Cultural Studies and IN251 United States Structural Studies. Taught by faculty from across the disciplines, all students engage in ethical reasoning, writing, and reflection skills as they relate to the study of the diversity of cultures, institutions, and social structures in the United States. In the third year, we challenge all Millikin students to examine, reason, reflect, and write about global issues through IN350, which is taught by faculty from across the disciplines. The sequential university studies requirements deliberately challenge students to prepare for academic success, to understand our own country's multicultural realities and to make connections to the international global society of the contemporary world. The sequence introduces and reinforces key skills necessary for success and provide students with various models for ways of knowing and for inquiry into broader and more important questions that may arise within or beyond the major's area of expertise. All along the way, students are asked to perform their learning through engagement in activities characteristic of democratic citizens in a global environment. Such performance provides the foundation necessary for students to actively engage in civic duties now and beyond.

IN350 Learning Outcome Goals:

1. Analyze a topic of global importance through the use of discipline-appropriate sources.
2. Use ethical reasoning to make a judgment about some aspect of a global issue.
3. Reflect on your responsibilities as a democratic citizen in a global environment.

LEARNING ENVIRONMENT

This course is a distance delivery course.

This is an online class. This means students will need to work independently online using Moodle. It is the student's responsibility to review the syllabus and content in Moodle to know the dates when readings and assignments are due.

Moodle, the course management system used at Millikin, is used to centralize our communication for this class. Each week on Moodle, you will find your assignments listed, activities mentioned, and see updates for things to remember. You can log in to Moodle through my.millikin.edu, or through the quick links at the top of any Millikin webpage. Students are responsible for checking Moodle and reading the resources made available through this system.

Students are responsible for regularly checking their Millikin University e-mail for messages from the professor and/or other university representatives.

Required Books from the bookstore:

Mendenhall, M.E., Osland, J., Bird, A., Oddou, G., Stevens, M., Maznevski, M., & Stahl, G. (2018). *Global leadership: Research, practice and development*. New York, NY: Taylor & Francis.

Other readings as are made available on Moodle.

Course Materials from the department:

None.

COURSE SCHEDULE & PLANS

Online Engagement

This distance learning course is estimated to take approximately 12 hours per week in addition to the time needed to take quizzes and complete writing assignments.

COURSE SCHEDULE & PLANS

Landmark Events & Due Dates

All assignments are due by 6:00 pm on Sundays. Check Moodle for additional information.

May 29	Introductions/Expectations
June 5	Quiz & Group A Blog
June 12	Quiz & Group B Blog
June 19	Quiz & Group A Blog
June 26	Quiz & Group B Blog

July 3 Quiz & Group A Blog
July 10 Quiz & Group B Blog
July 17 Global Leadership Reflection Essay
See Course Schedule of the syllabus for details.

ACCELERATED Course Schedule: The course schedule is merely a guide. The professor reserves the right to alter the course content, class assignments, activities, and/or dates as deemed necessary.

Week 1 (Monday, May 29 -Sunday June 4): Global Stance Blog: Introduction; Syllabus Quiz: Rubric Review; Expectation Challenge ***Assignments Due by Sunday, June 4***

Week 2 (Monday, June 5 - Sunday, June 11): History of Global Leadership ***Assignments Due by Sunday, June 11: Quiz (all students) and Group A Blog/Group B Comments***

To do this week:

- Read Chapters 1-3 in Global Leadership text

Week 3 (Monday, June 12 – Sunday, June 18): Global Leadership Competencies ***Assignments Due by Sunday, June 18: Quiz (all students) and Group B Blog/Group A Comments***

To do this week:

- Read Chapters 4 & 5 in Global Leadership text
- Read Javidan, M. & Walker, J.L. (2012). A whole new global mindset for leadership. *People and Strategy*, 35(2), 36-41. (Moodle)

Week 4 (Monday, June 19 – Sunday June 25: Global Leadership Development ***Assignments Due by Sunday, June 25: Quiz (all students) and Group A Blog/Group B Comments***

To do this week:

- Read Chapters 6 and 7 in Global Leadership text
- Fernandez-Araoz, C., Roscoe, A., & Aramaki, K. (2017). Turning potential into success: The missing link in leadership development. *Harvard Business Review*, 95(6), 86-93. (Moodle)

Week 5 (Monday, June 26 – Sunday, July 2) Global Leadership Processes & Practices ***Assignments Due by Sunday, July 2: Quiz (all students) and Group B Blog/Group A Comments***

To do this week:

- Read Chapters 8 and 9 in Global Leadership text
- Read Meyer, E. (2017). Being the boss in Brussels, Boston, and Beijing. If you want to succeed, you'll need to adapt. *Harvard Business Review*, 95(4), 70-77. (Moodle)

Week 6 (Monday, July 3 – Sunday, July 9): Leading Global Change

Assignments Due by Sunday, July 9: Quiz (all students) and Group A Blog/Group B Comments

To do this week:

- Read Chapters 10 and 11 in Global Leadership text

Week 7 (Monday, July 10 – Sunday, July 16): Future of Global Leadership

Assignments Due by Sunday, July 16: Quiz (all students) and Group B Blog/Group B Comments

To do this week:

- Read Chapters 12 and 13 in Global Leadership text

Week 8 (Monday, July 17 – Sunday, July 23): Ethical Global Leadership

Assignments Due by Sunday, July 23: Global Leadership Reflection Essay (all students)

Must be uploaded to BOTH the OL 350/IN350 class folder AND the IN 350 Global Issues folder

To do this week:

- Watch Video: "Why We Say Yes" – <http://bit.ly/1P1zl0Q>
- Read Maak, T. & Pless, N. (2009). Business leaders as citizens of the world. Advancing humanism on a global scale. *Journal of Business Ethics*, 88, 537-550. (Moodle)
- Read: Berenbeim, R. (2016). Ethical leadership--Winning with integrity. *Vital Speeches International*, 8(12), 320-323. (Moodle)

HOW LEARNING WILL BE ASSESSED

Assignments & Semester Grading Weight

Introduction/Global Stance Blog (1 @ 50)	50 pts	5.56%
Expectations/Syllabus/Rubric Quiz (1 @ 50)	50 pts.	5.56%
Weekly Reading Quiz (6 @ varying points per week)	270 pts.	30.00%
Global Leadership Today Blog (3 @ 100 points)	300 pts.	33.33%
Global Leadership Today Blog Comments (6 @ 5 points)	30 pts.	3.33%
Global Leadership Reflection Essay	<u>200 pts.</u>	<u>22.22%</u>
Total	900 pts.	(100.00%)

Grading Scale & Methods:

A student's grade for any assignment in this course reflects the instructor's judgment of the quality of their work in its entirety. Students are graded only on what is turned in to the instructor.

A	92% and above
A-	90%-91.9%
B+	88%-89.9%
B	82%-87.9%
B-	80%-81.9%
C+	78%-79.9%
C	72%-77.9%
C-	70%-71.9%
D+	68%-69.9%
D	60%-67.9%
F	less than 60%

Weekly Reading Quizzes

Timed quizzes will be given each week and will focus on **all** assigned readings for the week. Each week, the quiz will open on Mondays and close at 10:00 pm on Sundays. You will have 2 attempts on each quiz and the highest grade will be the grade earned. You are expected to take this quiz according to course and University honor codes; this includes working independently on the quiz. No group efforts. While quizzes are open note/book, it is a good idea to study for each quiz as though you cannot use notes since you will not have time to spend several minutes flipping through pages of notes to answer one question.

Global Leadership Today Blog

Students will create a personal blog in Moodle in response to the weekly News Forum established for this purpose. Students will be placed into two groups: A or B. In their assigned week, students will write a 400 to 500 word blog and reflect upon two components: (1) a tangible demonstration of global leadership found in a reputable printed or online media source and (2) **its connection to the required reading for that specific week**. Be aware Global Leadership is about PEOPLE NOT COMPANIES, so your blogs should reflect on individuals and not organizations. This will be key to receiving the best grade on your blogs. More information on this assignment is available in Moodle. The blogs will be graded using the rubric on Moodle and are worth 100 points per week. Blogs are due by Sunday at 10pm of the assigned week.

Global Leadership Today Blog Comments

Students NOT doing a personal blog for the week will comment on two different students' blogs in the News Forum established for this purpose. Students will be placed into two groups: A or B. In their assigned week, students will write two (2) 30+ word comments to their classmates who posted blogs for the week. More information on this assignment is available in Moodle. These points are pass/fail. If a student writes two substantive comments of the minimum length, they are awarded 10 points for the week, one is worth 5 points, and non-substantive, short or otherwise unreadable comments receive a zero. Comments are due by Sunday at 11:59 pm of the assigned week.

Global Leadership Reflection Essay

This 5 to 6-page essay is intended to address all three components of the IN350 requirement. You will be doing ethical reasoning, democratic global citizenship, and the writing analysis components by focusing on addressing what it means to be an ethical, global democratic citizen and how this is advanced through global leadership. More information on this assignment is available in Moodle. The paper is due by Sunday at 11:59 pm the final week of class. It will be graded online using the rubric on Moodle as the guideline. If you are taking the course for IN350 credit you must also go to the IN350 Assessment Moodle website for this semester. There you will find three folders, one each on ethical reasoning, democratic citizenship, and writing analysis. Please upload the same paper into each of these three folders.

Course Engagement

This is an accelerated distance delivery course. Your activity on the Learning Management System – Moodle will be monitored. This class requires significant reading and getting behind will make it difficult if not impossible to catch up.

Missed Assignments

Students are expected to demonstrate professional level skills in all areas. Students are expected to submit assignments by the time specified. Failure to do so may result in grade penalties.

ACCELERATED COURSE Grading System:

A	92% and above
A-	90%-91.9%
B+	88%-89.9%
B	82%-87.9%
B-	80%-81.9%
C+	78%-79.9%
C	72%-77.9%
C-	70%-71.9%
D+	68%-69.9%
D	60%-67.9%
F	less than 60%

Final accelerated course grades will be turned in 2 weeks after the final class period.

Millikin University Syllabus Student Guidelines for All Courses

TECHNICAL, CLASSROOM, AND COLLEGE POLICY INFORMATION

Millikin University Well-Being Guidelines

Millikin University and the Tabor School of Business are dedicated to creating an equitable and inclusive learning environment for all students. Furthermore, Millikin is committed to creating a campus culture of respect that is free from discrimination and sexual misconduct of all formats.

Details about Millikin's federal compliance, disability accommodations policy, policy on gender expression and identity, and commitment to student well-being can be found here for your reference: <https://millikin.edu/employment/acts-compliances>.

University Commitment to Student Success

Millikin University is committed to the success of all students. As such, the University provides a variety of services devoted to academic support of both undergraduate and graduate students, although some service provision may vary by degree level. The Center for Academic and Professional Performance serves as the hub for these services. Services include, but are not limited to, the following:

- Tutoring
- Supplemental Instruction
- Study Skill Assistance
- One on One Advising
- Major Change Assistance
- Development of Personalized Academic Growth and Success Plans
- Support of Exploratory Studies majors

- Support for students on Academic Probation or Progress Warning
- Accommodations for Students with special learning needs
- Online Resource Library

In addition to the Center for Academic and Professional Performance, the University Writing and Math Centers offer students intensive support in these subject areas.

Disruptive Behavior Policy

Students who exhibit behaviors that are considered to obstruct or disrupt the course goals or learning environment are subject to student conduct action per the University Standards of Conduct. Behaviors that are considered disruptive include, but are not limited to: tardiness, sleeping, inappropriate use of mobile or electronic devices, use of language that is offensive or discriminatory, excessive interruption, and/or repeated violation of faculty or classroom expectations which are stated in the course syllabus. Students who exhibit such behavior may be dismissed from the class and referred to Student Development.

Dropping a Course and the University Withdrawal Policy

There is an add/drop deadline for each academic term. During the allowed period, students may elect to add or drop courses by completing the proper form and requesting signature from the instructor or department chair as required. (Forms are available in Registrar's Office.) Faculty members reserve the right to permit dropping or adding courses after the set deadline. Courses dropped during the appropriate period result in a W on the student transcript. Courses dropped after this period will result in the earned grade at the time of drop.

Students who leave the University during or at the end of the semester must report to the Registrar's Office to complete the necessary procedures and forms. Students who withdraw from the University may be eligible to receive a refund of charges assessed by the University in accordance with the refund schedules (undergraduate traditional, accelerated, or graduate) posted in the Academic Bulletin. Students may also be involuntarily withdrawn if they engage or threaten to engage in behavior which poses a danger of causing physical harm to self or others. The Involuntary Withdrawal Policy may be found in the Student Handbook.

Course Evaluations

Millikin University utilizes online course evaluations which are available beginning in the last week of each course term. Students may log into their MyMillikin portal to complete course evaluations. Evaluations are considered an important part of the teaching and students should feel comfortable giving thoughtful, honest feedback.

Academic Integrity Standards

The intellectual and moral integrity of an academic community depends upon an uncompromising commitment to honesty which guides the actions of all its members. Any disregard for this threatens the unrestricted and honest exchange of knowledge. The Faculty has the right and the responsibility to hold students to high ethical standards in conduct and in works performed, as befits a scholar at the university. Violations of academic integrity include, but are not limited to:

- Cheating
- Collusion
- Electronic Dishonesty
- Grade Falsification
- Plagiarism

Faculty members have the responsibility to investigate all suspected breaches of academic integrity that arise in their courses and shall have the authority to decide whether the student(s) has violated the Academic Integrity Policy. If it is determined that the violation occurred, the faculty member will decide the consequences, taking into account the severity and circumstances surrounding the violation, and will inform the student in writing, forwarding a copy of the letter to the Registrar and to the Dean of Student Development.

Consequences to an academic integrity violation include, but are not limited to:

- A letter in the student's academic file
- Failure on assignment(s)
- Failure in the course
- Issuance of an XF for the course
- Conduct hearing with Student Development

If a student received an XF, this remains as a permanent grade and cannot be removed from the official transcript. Some programs and majors have more explicit ethical standards, which supersede this Policy, and violation of which may result in dismissal from some programs or majors within the University. The complete policy may be found at <https://www.millikin.edu/student-development/student-handbook>.

Coronavirus Guidelines and Attendance Policy

Students or faculty that are ill should NOT attend or hold face-to-face classes or meetings. If you experience any combination of the following symptoms, you should contact your primary care provider or the DMH Health Clinic at 217-424-6360.

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|---|---------------|
| • Fever or chills | • Cough |
| • Nausea or vomiting | • Fatigue |
| • Muscle or body aches | • Headache |
| • New loss of taste or smell | • Sore throat |
| • Congestion or runny nose | • Diarrhea |
| • Shortness of breath or difficulty breathing | |

People with COVID-19 have had a wide range of symptoms reported, ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19. You should explain your symptoms to your primary care provider or the DMH Health Clinic so they can

determine whether you should be tested for COVID-19, and how long you should self-quarantine. You are not required to show documentation that you have seen a healthcare professional. Faculty who hold face-to-face class who are symptomatically ill or under quarantine should be reported to their academic chair or dean.

You will not be penalized for missing a face-to-face class due to symptomatic illness or under quarantine, but are still required to complete assigned work. You may be assigned additional work to engage in course material missed during class. You should take note of the Academic Dishonesty policy in this syllabus as it relates to lying to or misleading faculty as it relates to course engagement and attendance.

For Students Who Need to Attend Remotely

If you have an underlying health condition or have increased risk factors, you may choose to engage in this class remotely without meeting face-to-face. Alternative activities will be required to measure your engagement in the course. To elect this option, contact the instructor for more details.

Academic Dishonesty - Addendum to Existing Policy

Misrepresenting your symptoms or quarantine status will be treated as an act of academic dishonesty as outlined in the university bulletin.

You are not allowed to share or reproduce any electronic content from this course. Doing so will result in a failing grade or an XF for egregious incidents. For example, sharing clips of video or audio to social media (even if it is very funny!) is prohibited and will result in an F for the course.