

UNIVERSITY OF THE INCARNATE WORD
School of Professional Studies
LDST 3340 Global Leadership
COURSE OUTLINE

Overview of the Course

Students will learn leadership skills that will give them an understanding of theories that leaders need to utilize in today's global environment. This class explores current thought on global leadership and how it is practiced in different organizations around the world. Student will examine contemporary global cases and leadership decisions.

Study Topics:

- *Introduction to global leadership
- *Cultural intelligence
- *Global leadership competencies
- *Global change and innovation
- *Emotional intelligence in leadership
- *Motivating the global workforce

Description of the course:

This course provides students with an introduction to what it means to be a global leader. Students will develop the competencies needed to become change agents in what is an increasingly global society. This course will assist students in developing strategies to work with people in various different cultures.

Prerequisite: None

This course is part of: Bachelor of Science in Leadership Studies

This course may be offered in a face-to-face, blended and online format.

This course may not be repeated for credit.

Outcomes	Assessments will be a combination of the following
1. Distinguish between the different theories of global leadership 2. Develop effective leadership skills 3. Develop the competencies required for global leadership 4. Apply global leadership skills personally and in business situations	1. Instructor designed examinations evaluating objective and applied concepts. 2. Applied technology-based weekly assignments (quiz format), problem solving exercises. 3. Discussion and participation both in course objectives and problem solving exercises. 4. Case study exercises and simulations.

Course Outline

Week	Chapter Readings and Discussions	In Class and Homework Assignments
Week #1	Introduction to Global Leadership Read the article: <i>Developing global leaders</i> by Pankaj Ghemawat	<ul style="list-style-type: none">• What is global Leadership?• Discuss the myths highlighted in this article. This article was written in 2012. Do you believe these myths still hold true?

		<ul style="list-style-type: none"> • Supplemental: Watch the Video: Effective Models for Global Leadership & Cultural Differences (for class 2 discussion) https://www.youtube.com/watch?v=SbNgX7Z-STQ
Week #2	<p>Introduction to Global Leadership</p> <p>Read the article <i>Assessment and Development of Global Leadership Competencies in the Workplace: A review of Literature</i> by Cumberland, Herd, Alagaraja, & Kerrick (2016)</p> <p>Related to video:</p> <p>How do you prefer to work with your boss (Situational Leadership Model)?</p> <p>Do you need to have a precise answer to an issue from your leader?</p> <p>How are meetings different in different countries?</p>	<ul style="list-style-type: none"> • The article <i>Assessment and Development of Global Leadership Competencies in the workplace</i>, addresses the problem on the development of global competencies and provides a solution by synthesizing literature and identifying instruments to measure global competencies. <p>What is your assessment on the global competencies, training, and measures highlighted in this article? Would you include any new competencies?</p> <ul style="list-style-type: none"> • Discuss the lessons of the video: Models for Global Leadership & Cultural Differences
Week #3	<p>Cultural Leadership</p> <p>Read the following article on Cultural Intelligence: The importance of cultural intelligence within a global organization @ https://www.randstad.com/workforce-insights/workforce360/archives/the-importance-of-cultural-intelligence-within-a-global-organization-186/</p> <p>Access the following video: Geert Hofstede on Culture @ https://www.youtube.com/watch?v=wdh40kgyYOY</p> <p>The following website breaks down the dimensions of Hofstede's culture: https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture/</p>	<ul style="list-style-type: none"> • Lead discussion on Cultural intelligence (GLOBE Study) • Complete the Dimensions of Culture Questionnaire. • Write a <u>2+ page paper</u> highlighting the differences between your scores on one of the cultural dimensions and that of one other country. • HW: Discuss your paper in the next class (DUE class 3)

Week #4	Cultural Leadership Cultural Intelligence Ted Talk https://www.youtube.com/watch?v=K3S76gAKp6Q Read the article: <i>Cultural intelligence and global leadership</i> by Forsyth (2015)	How is your country better prepared to lead at a global level? Use content from the article and videos assigned to provide a strong justification for your written analysis Why is it important to develop Cultural Intelligence (CQ)? Discuss the importance of Cultural Intelligence and Emotional Intelligence in global leadership.
Week #5	Emotional Intelligence Watch the video: The Power of Emotional Intelligence by Travis Bradberry (TedxUCIrvine) @ https://www.youtube.com/watch?v=auXNnTmhHsk Access the article Emotional Intelligence: Developing strong “people skills” @ https://www.mindtools.com/pages/article/newCDV_59.htm	Why is Emotional Intelligence important in global leadership? Write a <u>2+ page paper</u> explaining how cultural intelligence and emotional intelligence are important leadership skills at a global level. Use the videos and websites presented in the course to provide a strong justification for your written analysis.
Week #6	Read the following article: Virtual culture and leadership: How to manage long-distance teams @ https://ideas.darden.virginia.edu/2015/10/virtual-culture-and-leadership-how-to-manage-long-distance-teams/	This article highlights key trends in business. Three of these trends include globalization, atomization and knowledge. How does leadership and communication play a role in managing effective dispersed (global) teams while maintaining a competitive company?
Week #7	Read the article <i>About Global Leadership and Global Ethics, and a Possible Moral Compass: An Introduction to the Special Issue</i> by Jones & Millar (2010)	Why, according to the author, has global ethical leadership become <i>a matter of survival</i> ? The author refers to recent developments (recent at the time) as <i>giga challenges to ethical leadership</i> . What are our <i>giga challenges</i> as we speak at the global level? How can global ethical leadership begin to deal with these challenges?
Week #8	Final Exam/Research Paper/Presentation	

Total 48 hours

Note: Each week you will notice a number in parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic during the week. Its primary purpose is for accreditation.

Grading Activities Criteria and Guidelines

Grading Standards:

Discussion/Participation	20%
Homework/Assignment	15%
Research Paper/Project	15%
Midterm Examination	25%
Final Examination	25%
Total	100%

Grading Scale:

A	93 - 100	B-	80 - 82	D+	67 - 69
A-	90 - 92	C+	77 - 79	D	63 - 66
B+	87 - 89	C	70 - 76	D-	60 - 62
B	83 - 86	There is no C- grade at UIW		F	< 60

A and A- indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

B+, B, and B- indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

C+ and C indicates an acceptable grasp of the essentials of the course.

D+, D, and D- indicates less than average performance in the course.

F indicates failure to master the minimum essentials of the course. The course must be repeated.

Discussion:

Students are encouraged to use outside materials and examples in class discussions, whether online (in online version of the class) or on-ground. Constructive class contribution includes being present, engaged, and professional. We will try to spend time each class discussing content in addition to lectures. Students will be expected to participate in discussion by asking questions, sharing examples, presenting arguments, and sharing real-world applications.

Participation, Punctuality and Attendance: Requirements and Expectations for In-person Classes

- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog: <http://uiw.smartcatalogiq.com/2015-2017/Catalog/VIII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies>
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of home works, tests, exams, and e-mail communication: Save for your records
- Assignments and Home works with due dates: Expected to be turned-in on time

Homework Rubric:

Use APA style writing as the standard format. Homework will be graded using the rubric below:

Homework Rubric				
Criteria	90 - 100% Excellent	80 - 89% Good	70 - 79% Fair	Below 70% Poor
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements

Analysis, evaluation, and recommendations	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents an incomplete analysis of the issues identified
Research	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized

Discussion Rubric:

	<70%	70%-79%	80%-89%	90%-100%
Business Acumen	Does not demonstrate competence in course concepts, either by lack of connection to concepts in contributions, or by misrepresenting concepts when used.	Demonstrates limited competence in course concepts. There is significant room for improvement in terms of the scope and the depth of content coverage.	Demonstrates competence and accuracy in using course concepts OR makes frequent effort to use course concepts, but with room for improvement in terms of consistency, and level of detail.	Frequently uses a wide range of concepts from the class materials, demonstrating competence and accuracy in the use of concepts.

Critical Thinking	Does not demonstrate critical thinking. Does not work with peers to devise ways to cover course content. Student does not critically examine arguments, alternatives, and analysis.	Rarely demonstrates critical thinking, appearing to be willing to accept all written and spoken statements as fact rather than exploring or challenging ideas. Rarely works with peers to outline approaches to covering course content. Room for improvement in terms of critically examining course content.	Occasionally engages in activities designed to cause depth of thinking, including occasional questions, or efforts to address the unknown or challenge assumptions. Occasionally works with peers to structure learning processes. Occasionally critically examines arguments, alternatives, and analyses.	Frequently asks and makes an effort to explore relevant, thought-provoking questions to advance the conversation and encourage deeper exploration of concepts. Facilitates content coverage. Critically examines arguments, alternatives, and analyses.
Personal Effectiveness	Student does not demonstrate personal effectiveness. Lack of engagement results in little or no impact on learning, OR contribution effort has a negative impact on self and others.	Infrequent contribution effort leading to limited influence on the group. Infrequently engages peers using a wide variety of participatory behaviors. Contribution effort occasionally has a negative impact.	Occasional contribution effort, however, positive impact and influence on class discussions when contributions are made. There is room for improvement in terms of engaging peers using a variety of contribution guidelines.	Consistently uses a wide range of contribution approaches, leading to clearly positive influence and impact on the class discussions and the learning of self and others.

Academic Honesty Statement

The highest standards of academic honesty are expected in the course. Forms of academic dishonesty include, but are not limited to cheating, plagiarism, counterfeit work, falsification of academic record, unauthorized reuse of work, theft, collusion. See the (UIW) student handbook for definitions and procedures for investigation of claims of academic dishonesty.

Disability Accommodations

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

Title IX Information

University of the Incarnate Word is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from sexual misconduct, including sex based discrimination, sexual harassment, sexual assault, sexual exploitation, stalking, relationship violence (including domestic and dating violence), and retaliation. The university encourages the prompt reporting of any incidents. For more information, or to report an incident, please visit www.uiw.edu/titleix.

Class Absences for Religious Observances

The University of the Incarnate Word welcomes persons of diverse backgrounds and is therefore committed to providing reasonable accommodations for students wanting to attend religious observances and who will miss class. Students must inform instructors at least two weeks prior to attending a religious observance. Students use the form found in the UIW Student Handbook & Student Code of Conduct to request accommodations from the instructor.

Pregnancy Accommodations

Under the Department of Education's (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services
4301 Broadway CPO 295
Administration Building – Suite 51
San Antonio, TX 78209
(210) 829-3997
(210) 283-6329
www.uiw.edu/sds