

Lead Instructor:

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Office hours: By appointment

Course Time and Location:	Course Credits: 3
M 5-6 (11:45 AM – 1:40 PM)	Fall 2015 McCarty B 1108
W 5 (11:45 AM – 12:35 PM)	Fall 2015 McCarty B 1108

Course Description:

This course assists learners in developing the personal and professional competencies required for effective leadership in an increasingly global society. It offers an integrated, practical, and dynamic framework for students in learning how leaders must think, act, and mobilize people to develop global literacy and 21st century leadership.

Course Objectives:

Upon completion of this course learners will be able to:

1. Have a sound conceptual and theoretical understanding of effective leadership for today's world;
2. Define global leadership knowledge, skills, practices, and values;
3. Develop effective global leadership techniques;
4. Apply leadership skills in the global workplace and multicultural contexts;
5. Understand and analyze the dimensions of global work;
6. Recognize, analyze, discuss, and evaluate the competencies of recognized successful leaders from the private, public, and social sections; and
7. Lead by example.

Required Text:

Mendenhall, M. E., Osland, J., Bird, A., Oddou, G. R., Maznevski, M. L., Stevens, M., & Stahl, G. K. (2013). *Global leadership 2e: Research, Practice, and Development (2nd ed.)*. New York, NY: Routledge.

Selected Assigned Readings (Ms. B will provide):

- Aaker, J. (1993). *Partners with the poor: An emerging approach to relief and development*. New York, NY: Friendship Press.
- Bird, A., & Osland, J. (2004). Global competencies: An introduction. In H. Lane, M. Maznevski, M. Mendenhall, & J. McNett (eds.), *Handbook of global management* (pp. 57-80). Oxford: Blackwell.
- Black, J. S. (2006). The mindset of global leaders: Inquisitiveness and duality. In W. H. Mobley & E. W. Weldon (eds.), *Advances in global leadership* (Vol. 4, pp. 181 – 200). New York, NY: JAI Press.
- Calloway-Thomas, C. (2010). *Empathy in the global world: An intercultural perspective*. Thousand Oaks, CA: Sage Publications.
- Connerley, M. L., & Pedersen, P. B. (2005). *Leadership in a diverse and multicultural environment: Developing awareness, knowledge, and skills*. Thousand Oaks, CA: Sage Publications.
- Diamond, L. (2013). Why wait for democracy? Retrieved from The Wilson Quarterly website: <http://wilsonquarterly.com/quarterly/winter-2013-is-democracy-worth-it/why-wait-for-democracy/>.
- Goldsmith, M., Greenberg, C. L., Robertson, A., & Hu-Chan, M. (2003). *Global leadership: The next generation*. Upper Saddle River, NJ: Pearson Education, Inc.
- Jensen, R. (2013). *Arguing for our lives: A user's guide to constructive dialogue*. San Francisco, CA: City Light Books.

Madsen, S. R., Ngunjiri, F. W., Longman, K. A., Cherrey, C. (Eds.). (2015). *Women and leadership around the world*. Charlotte, NC: Information Age Publishing.

Moran, R. T., Abramson, N. R., & Moran, S. V. (2014). *Managing cultural differences: Global leadership strategies for the 21st century (9th ed.)*. Burlington, MA: Butterworth-Heinemann.

Northouse, P. (2015). *Leadership: Theory and practice (7th ed.)*. Los Angeles, CA: Sage Publications.

Rogers, E. M. (2003). *Diffusion of innovations (5th ed.)*. New York, NY: Free Press.

Stanford-Blair, N. & Dickmann, M. H. (2005). *Leading coherently: Reflections from leaders around the world*. Thousand Oaks, CA: Sage Publications.

Canvas:

All students are expected to use Canvas (<http://lss.at.ufl.edu>) on a daily basis. Please ensure that you have access to this service. Handouts, additional readings, announcements, course information, and grades will be housed on Canvas. It is your responsibility to successfully utilize and navigate through the E-Learning System. If you encounter any difficulties, please contact the UF Help Desk at helpdesk@ufl.edu or 352-392-HELP (4357).

Course Expectations:

First and foremost, this class should be fun, enjoyable, and make you just a little uncomfortable! This course is pragmatic in its approach and it is one that you will find useful in your future contacts and work with people from all cultures and backgrounds. You are required to attend all sessions unless you have a university excused absence.

All class meetings are part of your final grade and account for 10% of your final grade (4 points per class meeting). **There will be no late assignments allowed that are unexcused. All assignments are due by 11:59 PM on the date listed in the syllabus and Canvas.** Following an excused absence, students may turn in late work without penalty within 3 school days of the absence. All exams that you will not be in attendance for must be pre-arranged (with documentation) 2 weeks in advance of the scheduled date, and must be made up within 1 week of the missed exam.

Major Course Assignments

Assignment	Due Date	Points Available	Points Earned
<i>Global Leadership Today</i> Presentation	Ongoing	75	_____
<i>Global Leadership Themes</i> Presentation	Ongoing	75	_____
Group Presentation	Weeks 14 & 15	150	_____
Intercultural Communication Experience	Week 15	125	_____
Global Leadership Case Study	Weeks 5, 10, & 12	3 at 50	_____
Cross-cultural Leadership Interview	Week 9	75	_____
Mid-term Exam	Week 8	100	_____
Final Exam	Week 16	150	_____
Participation & Attendance	Ongoing	100	_____
TOTAL POINTS		1,000	

Description of Assignments

Individual Presentations (75 points each)

1. *Global Leadership Today* Presentations

Every class period will begin with one or two 5-minute presentation(s) that reflect two components: (1) a tangible demonstration of global leadership found in a printed or online media source and (2) its connection to the required reading for class that day. Presentations will be graded on your ability to critically apply the course material to the demonstration of global leadership in the current event. Due to our time constraints, you will not be allowed to exceed 5 minutes for this presentation; failure to meet these requirements will result in a deduction of points for this assignment.

Each presentation will be accompanied by a two-page (double-spaced, 12 point font, 1 inch margins; excluding references) **printed** (1) summary of the current event and (2) the application to the course materials and readings for the day. You must include in-text citations, as well as a work cited or reference page. You must come prepared to class with a **printed, hard copy** of their summary and application to hand to the Instructor. Please use creativity and demonstrate your genius in your presentations! You will not be allowed to read directly from your printed assignment.

2. *Global Leadership Themes* Presentations

Students will be arranged in groups of three to five, depending on their interest in one of the below six themes. On **March 16th** and **April 5th**, student groups will give a 15-minute presentation on global leadership within the context of one of the below six themes. Due to time constraints, groups will not be allowed to exceed 10 minutes for this presentation; failure to meet these time requirements will result in a deduction of points for this assignment. Please note that each student within the group must speak at least once during their presentation to receive full points for this assignment.

Each presentation will be accompanied by a three-page (double-spaced, 12 point font, 1 inch margins; excluding references) **printed**. You must include in-text citations, as well as a work cited or reference page. You must come prepared to class with a **printed, hard copy** of their summary and application to hand to the Instructor.

Please use creativity and demonstrate your genius in your presentations! You will not be allowed to read directly from your printed assignment. Below are the following six global leadership themes:

1. Culture & Politics
2. Agriculture, Natural Resources, & Sustainability

3. Public & Global Health
4. Social Inequity & Human Rights
5. Technology & Society
6. Business & Economics
7. Community & International Development
8. Education

Group Presentation (150 points)

As we explore communication, competencies, and global leadership issues, we will find that a multidisciplinary and multidimensional approach is often required. Collaboration then becomes a key skill necessary to effectively address complex issues. Therefore, you will have the opportunity to work with other class members on a presentation project that focuses on a significant issue pertinent to course content, and of substantive interest to you. The Instructor will distribute class participants into teams. Each team will then collectively select a topic, to be approved by the Instructor.

Group presentations are scheduled on **April 13th** and **April 18th**. Each group will submit an electronic copy of the presentation, including an annotated bibliography consisting of at least five (5) sources other than the required textbook and provided course materials. Each presentation should be limited to 20 minutes, followed by a 5-minute Q&A section; exceeding these time limitations will result in a deduction of points for your final grade.

This course requirement will take a great deal of effort and time to complete. Some class time will be provided to work on this assignment; however, **outside-class group meetings are necessary to complete the assignment**. This assignment is worth a maximum of **150 points**. You and your collaborators will receive the same exact grade out of **110 possible** points determined by the instructor using the rubric provided on Canvas.

The remaining **40 possible points** (27% of your presentation grade) will be determined by an anonymous evaluation of your performance by each of the other members of your team. Therefore, each of you will receive the points earned collectively (out of 110) added to the points given to you by your colleagues (out of 40). 150 points is the maximum number of points that anyone may earn in this assignment.

Intercultural Communication Experience (125 points)

The University of Florida's English Language Institute (ELI) offers intensive English programs that prepare students for using English in the real world, as well as cultural immersion programs that provide students with the opportunity to practice English through fun activities and experiences that allow students to interact with UF undergraduate students. Throughout the semester, you will be engaging with ELI students through their cultural immersion and conversation partners program. Throughout your experiences, you will be required to keep a reflection journal that provides (1) insights learned from the intercultural communication experience, and (2) either agrees with or challenges topics, theories, and/or concepts learned in class and within course materials. More information regarding the Intercultural Communication Experience with the ELI will be discussed in class.

Global Leadership Case Studies (50 points each)

Throughout the semester, three relevant case studies will be presented in order to provide learners with the opportunity to practice, hone, and apply several global leadership skills in a variety of contexts. Some of these skills include the ability to think critically and creatively, analyze intercultural situations, make informed decisions, and apply lessons learned. In order to demonstrate these skills, you must provide an appropriate response to the given case studies that address several prompts. Your submitted case study response must be a minimum of 3 pages (double-spaced, 12 point font, 1 in margins, excluding references), and must include in-

text citations, terms, and concepts from course materials that demonstrate application and understanding of knowledge. Each case study has a maximum of **50** possible points.

Cross-cultural Leadership Interview (75 points)

In class, students will learn about the many similarities and differences among cross-cultural or comparative leadership. Students will then set up an interview to communicate with someone (from a different culture than your own) within one of the below cultural regions. After completing their interview, students will submit a 3-page (double-spaced, 12 point font, 1 inch margins) paper that presents the ways in which their interactions/conversation either agreed with or disagreed with what was presented in class.

1. Middle East (Turkey, Egypt, Saudi Arabia, Iraq, Israel)
2. Latin America (Central America, Brazil, Argentina)
3. South and Southeast Asia (India, Singapore and Malaysia, Thailand, Vietnam)
4. East Asia (China, Japan, South Korea)
5. Europe and Russia (France, Central Europe, Italy, Eastern Europe, Russia)
6. Africa (Northern Africa, East Africa, West Central Africa, and Southern Africa)
7. Australia

Exams (250 points total)

1. Mid-term Exam: 100 points
2. Final Exam (take home): 150 points

Class Participation (100 points)

This course requires attendance and active participation in class. Much of the course material will be absorbed through class discussions, group work, guest speakers, and other learning activities. Therefore, attendance is mandatory and you are expected to complete all assigned readings **before** class and be an active participant in class. The course will be useful for your future academic and professional success.

Your participation grade is based on three components: your attendance in class, the quality of your participation in class, and your completion of in-class assignments. You will **not** be allowed to make up any of these points.

Assignment Descriptions: *For all assignments, please refer to the rubrics provided on Canvas or in class.*

Grade Breakdown: Please note grades are based on points not percentages. Additional information regarding the University of Florida's grading scale policies see www.registrar.ufl.edu/catalog/policies/regulationgrades.html

Course Schedule**

Week	Day	Topic	Readings	Assignments
1 Jan. 6	M	No class		
	W	Course overview Global Leadership: <i>self, group, community</i>		
2 Jan. 11, 13	M	Introduction to Leadership <i>Constructive Dialogue</i>	Northouse (2015): Chapter 1* Jensen (2013): Chapter 2* Goldsmith, et al. (2003): Chapter 11*	
	W	Leadership in a Global Context <i>Comparative Leadership (cross-cultural leadership)</i>	Mendenhall, et al. (2013): Chapter 1 Moran, et al. (2014): Chapter 1* Goldsmith, et al. (2003): Chapter 2*	
GLOBAL LEADERSHIP: SELF				
3 Jan. 20	M	Martin Luther King Day – no class		
	W	Values and Global Emotional Intelligence	Stanford-Blair & Dickmann (2005): Chapter 2* Goldsmith, et al. (2003): Chapter 10*	
4 Jan. 25, 27	M	Integrity, Humility, and Responsible Global Leadership	Mendenhall, et al. (2013): Chapter 11 Goldsmith, et al. (2003): Chapter 12* Stanford-Blair & Dickmann (2005): Chapter 4*	
	W	Empathy	Calloway-Thomas (2010): Chapter 1*	
5 Feb. 1, 3	M	Intercultural Communication Competence	Moran, et al. (2014): Chapter 2*	
	W	Embracing Duality/Ambiguity & Resilience	Black (2006)* Bird & Osland (2004)*	Case Study 1
GLOBAL LEADERSHIP: GROUP				

6 Feb. 8, 10	M	Leading Global Teams <i>Middle East and Latin America</i>	Mendenhall, et al. (2013): Chapter 7 Goldsmith, et al. (2003): Chapter 6* Moran, et al. (2014): Chapter 9*	
	W	<i>South/Southeast Asia, East Asia, Europe and Russia</i>		
7 Feb. 15, 17	M	<i>Europe and Russia, Africa, and Australia</i>		
	W	Women and Global Leadership	Moran, et al. (2014): Chapter 5*	
8 Feb. 22, 24	M	Midterm <i>Ms. B out of town</i>		
	W	No class		
February 29 – March 4: Spring Break!				
9 March 7, 9	M	Cross-cultural Leadership Interviews		Cross-cultural Leadership Interview
	W	Managing Diversity and Inclusiveness in the Global Work Culture	Goldsmith, et al. (2003): Chapter 3* Moran, et al. (2014): Chapter 6*	
10 March 14, 16	M	Intercultural Constructive Conflict	Connerley & Pedersen (2005): Chapter 8*	
	W	Global Leadership Themes Presentations		Global Leadership Themes Presentations Case Study 2
GLOBAL LEADERSHIP: COMMUNITY				
11 March 21, 23	M	Leading Global Change	Mendenhall, et al. (2013): Chapter 9 Moran, et al. (2014): Chapter 4*	
	W	Theories of Planned Change <i>Ms. B out of town</i>	Rogers (2003): Chapter 1* Goldsmith, et al. (2003): Chapter 13*	

12 March 28, 30	M	Sharing Leadership <i>Creating a Shared Vision</i>	Goldsmith, et al. (2003): Chapter 6 & 7*	
	W	Developing People	Goldsmith, et al. (2003): Chapter 8*	Case Study 3
13 April 4, 6	M	Empowerment and Accompaniment	Goldsmith, et al. (2003): Chapter 9* Aaker (1993): Chapter 11*	
	W	Global Leadership Themes Presentations		Global Leadership Themes Presentations
14 April 11, 13	M	Civic Engagement and Global Citizenship <i>Power and the art of government</i>	Diamond (2013)* Jensen (2013): Chapter 4*	
	W	Group presentations		Group presentations
15 April 18, 20	M	Group presentations		Group presentations
	W	The Future of Global Leadership	Mendenhall, et al. (2013): Chapter 12	Intercultural Communication reflection journal
16 April 25, 27	M	Final Exam (take home) – no class		
	W	Complete course evaluations – no class		

*Ms. B will provide all additional supplemental materials on the Canvas course site.

**This is a tentative syllabus and schedule. Modifications may be made by the Instructor and will be announced in class.

Student Policies Directed by the University:

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students

having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*