

Global Leadership

AEC 4465

Fall 2024 - 3 credit hours

Instructor

Pablo Lamino

Assistant Professor of Agricultural Leadership Education

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Office location: 121F Bryant Space Center

Office hours: Friday from 2.00 pm to 4.00 pm

Zoom Link: <https://ufl.zoom.us/j/98721408483>

Class Times & Location

This course is asynchronous and fully online. The course is facilitated via Canvas. Assignments are typically due on Sundays by 11:59 pm, unless otherwise indicated.

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 to learn how leaders must think, act, and mobilize people to develop global literacy and 21st-century leadership.

Course Objectives

Upon completion of the course, learners should 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.
7. Develop a cross-cultural understanding of the United States and global society.
8. Enhance their intercultural communication proficiency.

Requirements

Course Pre-Requisites / Co-Requisites

None

Textbook:

Students are expected to purchase the text online via Perusall, an online platform that we will utilize to not only read the text but also annotate together as a class. Texts acquired from sources other than Perusall will not be eligible for use within the platform. For more information, please review the Perusall Information page within Canvas.

- Mendenhall, M. E., Osland, J. S., Bird, A., Oddou, G. R., Stevens, M. J., Maznevski, M. L., & Stahl, G. K. (Eds.). (2023). *Global leadership: Research, practice, and development* (3rd ed.). Routledge.
 - \$77.99 | Perpetual online (*this option means that after the class ends, you can still access the book on Perusall's website*).
 - \$46.79 | 365-day online access
 - \$39.00 | 180-day online access

Technology:

To succeed in this course, you must have access to the following technology:

- Desktop Computer or Laptop
 - Audio Capabilities
 - Webcam and Microphone for synchronous sessions
- Microsoft Office Programs
 - [Microsoft Privacy Statement](#)
 - [Microsoft Accessibility Information](#)
 - Word - [Microsoft 365 basics video training](#)
- Adobe Reader
 - [Acrobat tutorials](#)
 - [Adobe Privacy Statement](#)
 - [Adobe Accessibility Statement](#)
- Zoom
 - [Zoom Privacy Policy](#)
 - [Zoom Accessibility Information](#)
- Internet Connection with access to Canvas
 - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](#) is provided if you have additional questions.
 - [Canvas Privacy Policy](#)
 - [Canvas Accessibility Standards](#)
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it](#).
- University of Florida Email
 - Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](#) page for information on technology requirements and expectations.

Expected Technical & Digital Literacy Skills:

Minimum skills required:

- Proficiency in utilizing Canvas and navigating the internet effectively.
- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
- Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
- Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
- Analyzing digital information for credibility, currency, and bias.

Instructor Team Communication & Feedback

Communication - The instructor and graders are committed to responding to your Canvas and email messages **within 24 hours** when feasible during the work week, Monday through Friday, *except holidays*. The major assignments will be graded, with *meaningful feedback* provided, **within one week of their submission**.

Individual Learner Interaction – Education extends beyond the mere transmission of knowledge; it involves providing valuable feedback and maintaining ongoing communication with the learner. The instructor is committed to engaging in one-on-one interactions with each student. This may manifest as detailed feedback on assignment submissions, responses to discussion board posts, or personalized Canvas messages to check in on the student's progress in the course.

Office Hours: Dr. Lamino sets aside dedicated office hours each week, both in-person and via Zoom (Friday from 2.00 pm to 4.00 pm), as indicated in the Contact section above. **But what exactly are office hours?** It is time set aside each week for students to physically or virtually drop in and visit with Dr. Lamino. Whether you have questions about the course, assignments, or the covered topics or wish to chat casually to better get to know each other, these hours are reserved for you. Dr. Lamino strongly encourages students to take advantage of these office hours as an enriching experience for academic support and personal connection.

Assignments

Late Work Policy:

Late assignments will receive a 10% deduction per day. After 7 days, assignments will receive a zero.

Assignment Points & Explanation:

Global Leadership Perspective Essay (25 points) Due: 09/08

This 3-4-page double-space essay aims to foster self-awareness regarding the cultures and beliefs that influence your life experiences as a global leader and community member. By reflecting on your strengths and areas for improvement in cultural competency, you can outline specific actions to enhance your understanding and effectiveness as a global leader.

This assignment does not require citation of sources, as it focuses primarily on introspection and personal development.

Perusall (65 points) Due: 12/04

The book is available in Perusall, accessible from the eLearning course. At any place in Perusall articles, you can post questions and comments and see the questions and comments of other students. It is a place for scholarly discussion and, therefore, a place where you and your peers can really dig into how you might apply the theory.

Documentary reflection (60 points) Due date: 10/06

The purpose of this assignment is to help you gain a deeper understanding of people's lives around the world. "**Freedom From Famine**" is a documentary that tells the story of Norman Borlaug, who is known as the father of the Green Revolution. This documentary will provide you with valuable insights into the realities of people around the world.

Skills:

- Practice your listening skills.
- Reflect on the experience.
- Connect this activity with the knowledge provided in class.

Knowledge:

You will gain knowledge of how people live around the world. Task: • You will watch the documentary during the class period. You must upload a 1,000-word reflection to Canvas (40 points). You will be required to participate in a discussion about the documentary. At least one active contribution to the discussion is required to receive points (10 points).

When including a quote, you must include who said it in the documentary. For your reflection paper on "**Freedom from Famine**," please remember you should have a minimum of 1,000 words that address the questions below. You should use Times New Roman, 12-point font, and double-space your paper.

Quizzes (5 x 25 points each = 125 points)

The bi-weekly quizzes are designed to assess your comprehension of the course material. These quizzes will consist of multiple-choice, true/false, and short-answer questions.

Purpose: To gauge your understanding of key concepts and ensure you are keeping up with the course material.

Skills:

- Critical reading and analysis.
- Time management for efficient completion.

- Application of knowledge to various question formats.

For each quiz, you will have two attempts. The highest grade you receive will be included in your final grade.

Global Leadership Project (180 points)

The goal of this project is for you to apply material from the course to help you understand a global leader. This may be a global leader that is new to you or one that you have some familiarity with. The gist of the assignment is for you to go out and get a “read” of a global leader perspective and then analyze what you learned about the organization using course concepts. The project's focus is purposely broad: what you choose to focus on will depend somewhat on what you find once you start learning more about the global leader.

That said, in the planning stages, you should target a few key issues that are of interest to you and that seem promising to be addressed in the interviews

To complete this assignment, you must interview two individuals you perceive as global leaders. There are several steps to doing this assignment.

The project will be graded across the semester, from steps 1 to 4, and will have the following grades:

1. **Step 1 (10 points):** Decide on **TWO** global leaders you will use as a resource for gaining insight about the organization. You will interview them. Tap into your network or expand your network. Of course, they must agree to participate; you ask them for an interview of 25-35 minutes in which the focal topic will be their experience as a global leader in their organization. Try to choose people who you believe will be candid and insightful. If you have trouble finding the Global leaders, please see me, and we can figure it out. You are welcome to use an alias for your interviewees in the written work, but you must disclose their identity to me via email. I strongly recommend starting this step early to secure agreement from at least two individuals.

You need to identify two global leaders interviewees. These interviewees also need to be identified. Please submit this information to CANVAS on September 15th, 2024 before midnight (11.59 pm)

Due date: September 15th, 2024

2. **Step 2 (20 points):** Develop an interview guide customized to the individuals you interview. You aim to understand some key issues in this organization that can be better understood by applying concepts from our course. When you ask questions, you should use a vocabulary different from this course, but speak in plain English. So, in other words, a wrong interview question would be, “Tell me about a time when you felt a lack of alignment in your organization leadership?” a better question would be, “Tell me about a time when you felt that the culture of your organization

was not supporting your strategy.” Some sample questions will be posted on CANVAS to help get you started. You will include your interview guide in your paper as an appendix (this does not count as part of the page limit). You will want to select topics relevant to the organization and context you select. You should include 12 – 15 open-ended questions in your interview guide.

A draft of your interview guide needs to be submitted via email to Dr. Lamino (pablo.lamino@ufl.edu) by 11:59 pm on October 6th, 2024.

Due Date: October 6th, 2024

3. **Step 3 (20 points):** Conduct your interviews. Do not worry if you do not ask everything in your interview guide. In fact, you should develop a guide that is “too long,” as you will find that some questions lead to dead ends. When you conduct your interview, strive to create psychological safety between you and the interviewee so they can speak freely about their organization. In an ideal world, your interviewee would also emerge from the interview with learnings from the reflective process. (You may want to ask them to articulate these interview-based learnings at the end of your interview.) Please submit this information to CANVAS on November 3th.

Due date: November 3rd, 2024

4. **Step 4 (50 points):** Create a PowerPoint presentation based on the analysis of your global leaders. What have you learned? What (in)consistencies do you see between the people you interviewed? What might underlie any inconsistencies? What would you recommend and why? Your goal is to tie your interviews to the concepts of this course explicitly, and you should use the vocabulary of this course. Simply summarizing what the interviewees told you in a “play-by-play” format is not the goal. Instead, you want to answer questions like “Why is problem X occurring in this organization?” “What recommendations can be made for this organization?” “What ramifications are there from action Y that the organization took last year?” and “What did we learn from our research on this organization—and these individuals-- that is good advice for me and my classmates?” Be sure to explain things rather than merely describe them. Analysis is the goal.

Due date: November 24th

Final Exam (100 points) Due: 12/09/2024

As the semester ends, the instructor will design three case studies related to the course material. You must choose one of the three case studies and answer the questions as much detail as possible within the given time frame. There is no need to cite the information in your answers. Your grade will be based on the strength of your arguments, so strive for clarity and coherence without worrying about page or word limits. You will have access to your class notes.

Course Grading:

Assignment	Points	Week Due
Global Leadership Perspective Essay	25	Week 2 (09/01)
Documentary reflection	60	Week 6 (09/29)
Quiz 1	25	Week 3 (09/08)
Quiz 2	25	Week 5 (09/22)
Quiz 3	25	Week 7 (10/06)
Quiz 4	25	Week 9 (10/20)
Quiz 5	25	Week 11 (11/03)
Global Leadership Project- Step 1	10	Week 4 (09/15)
Global Leadership Project- Step 2	20	Week 8 (10/13)
Global Leadership Project- Step 3	25	Week 12(11/10)
Global Leadership Project- Step 4	70	Week 14 (11/24)
Perusal	65	
Final Exam	100	Week 16 (12/04)
Total	500	

Grading Scale

Letter Grade & Point Percentage	Total Points	Your points
A = 90 – 100%	450-500	
B+ = 86 – 89.99%	430-449	
B = 80 – 85.99%	415-429	
C+ = 76 – 79.99%	400-414	
C = 70 – 75.99%	380-399	
D+ = 66 – 69.99%	365-379	
D = 60 – 65.99%	350-364	
F = Below 60%	330-349	

Further information about UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course Schedule:

Module & Week	Topic	Assignments (Include Perusal Reading Assignment)
Module 1 – Week 1	Class Introduction	
Module 1 – Week 2	Leadership and the Birth of Global Leadership	<ul style="list-style-type: none"> • Chapter 1: Perusal • Global Leadership Perspective Essay (09/01)
Module 1 – Week 3	The Multidisciplinary Roots of Global Leadership	<ul style="list-style-type: none"> • Chapter 2: Perusal • Quiz 1
Module 1 – Week 4	An Overview of Global Leadership Literature	<ul style="list-style-type: none"> • Chapter 3: Perusal • Step 1
Module 2 – Week 5	Mapping the Content Domain of Global Leadership Competencies	<ul style="list-style-type: none"> • Chapter 4: Perusal • Quiz 2
Module 2 – Week 6	Assessing Global Leadership Competencies	<ul style="list-style-type: none"> • Chapter 5: Perusal • Documentary Reflection
Module 3 – Week 7	Global Leadership in a non-Western perspective	<ul style="list-style-type: none"> • Perruci, G. (2022). The study and practice of global leadership. Emerald Publishing Limited. <ul style="list-style-type: none"> • Chapter 7: Ying and Yang: Opposing viewpoints on western-based leadership studies programs in mainland China: Perusal • Quiz 3
Module 3 – Week 8	Process Models of Global Leadership Development	<ul style="list-style-type: none"> • Chapter 6: Perusal • Step 2
Module 3 – Week 9	Global Leadership Development: Process and Practices	<ul style="list-style-type: none"> • Chapter 8: Perusal • Quiz 4
Module 4 – Week 10	Leading Global Teams	<ul style="list-style-type: none"> • Chapter 9: Perusal
Module 4 – Week 11	Global Leadership Knowledge Creation and Transfer	<ul style="list-style-type: none"> • Chapter 10: Perusal • Quiz 5
Module 4 – Week 12	Leading Change	<ul style="list-style-type: none"> • Chapter 11: Perusal • Step 3
Module 5 – Week 13	Responsible Global Leadership	<ul style="list-style-type: none"> • Chapter 12: Perusal
Module 5 – Week 14	The Future of Global Leadership	<ul style="list-style-type: none"> • Chapter 13: Perusal • Step 4
Module 5 – Week 15	Thanksgiving Break- No content	
Module 5 – Week 16	Final Exam week- No content	Final Examination

Academic Code of Conduct

UF's Academic Honesty Statement:

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 dishonesty to the instructor, department chair, college dean or Student Honor Court. **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: [UF Student Code of Conduct Webpage](#).

Plagiarism:

Academic integrity is a fundamental value in our educational community and is essential for maintaining a fair and honest learning environment. As students, you are expected to adhere to the highest standards of honesty and ethical behavior in all academic activities. To ensure that you maintain academic integrity throughout the course, please ensure all sources and text are properly referenced. Familiarize yourself with the appropriate citation style for the course (e.g., APA, MLA, Chicago) and consistently apply it to all written work. Properly citing sources not only demonstrates respect for others' intellectual contributions but is also crucial in avoiding plagiarism. Plagiarism encompasses using verbatim phrases without permission or proper attribution, quoting excessively from sources, and surpassing the 10% limit for direct quotes in an assignment. It extends to appropriating unique expressions, like short phrases or simple monikers.

Artificial Intelligence (A.I.) Use:

Using an AI content generator such as ChatGPT to complete the assignment without proper attribution violates academic integrity. Note that all large language models tend to make up incorrect facts and fake citations; they may perpetuate biases, and image generation models can occasionally develop offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit, regardless of whether it originally comes from you or an AI model. By submitting assignments in this class, you pledge to affirm that they are your work and attribute the use of any tools and sources.

Learning to use AI responsibly and ethically is an important skill in today's society. Be aware of the limits of conversational, generative AI tools such as ChatGPT.

- **Quality of your prompts:** The quality of its output directly correlates to the quality of your input. Master “prompt engineering” by refining your prompts to get good outcomes.
- **Fact-check all AI outputs:** Assume it is wrong unless you cross-check the claims with reliable sources. The current AI models will confidently reassert factual errors. You will be responsible for any errors or omissions.
- **Full disclosure:** Like any other tool, AI should be acknowledged. At the end of your assignment, write a short paragraph to explain which AI tool you used and how you used it, if applicable. Include the prompts you used to get the results. Failure to do so violates academic integrity policies.

Here are some approved uses of AI in this course:

- **Brainstorming ideas:** Use AI to generate a list of potential topics or approaches for your assignment.
- **Drafting content:** AI can help you create initial drafts, which you can then refine and develop further.
- **Refining text:** Use AI to improve the clarity, style, and grammatical correctness of your writing.
- **Research assistance:** AI can help you locate sources and summarize information, but ensure you verify all facts independently.

When you use an AI model, its contribution must be cited and discussed:

- What was your prompt?
- Did you revise the AI model’s original output for your submission?
- Did you ask follow-up questions?
- What did you learn?

Ethical Considerations:

- **Avoiding Plagiarism:** Ensure that any AI-generated content is properly cited and that you do not present it as entirely your own work.
- **Respecting Intellectual Property:** Be mindful of the source of AI-generated content and respect copyright laws.

Support Resources:

To help you learn more about using AI tools responsibly and effectively, the following resources are available:

- **Workshops:** Attend AI and academic integrity workshops offered by the institution.
- **Online Courses:** Utilize online resources and courses to improve your AI and prompt engineering skills.
- **Writing Center:** Seek assistance from the writing center to integrate AI tools into your writing process.

Attendance Policies

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at UF Attendance Policies.

Institutional Policies

Recording Statement

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are

(1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code. [UF IN-CLASS RECORDING](#)

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. [UF ACCEPTABLE USE POLICY](#)

Course Evaluations

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. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>

Student Services

Health & Wellness

- U Matter, We Care

- If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center
 - Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
 - 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.
- Student Health Care Center
 - Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department
 - Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services
 - For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support
 - Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#)
 - Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#)
 - Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#)
 - Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#)
 - 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus
 - Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.
- On-Line Students Complaints
 - View the [Distance Learning Student Complaint Process](#).

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, [UF Disability Resource Center](#).