



AEC 6419 - Communication & Competencies for Global Leadership

3 Credits, Fall Semester 2024

Thursday 12:50 AM – 3:50 PM

Rolf Hall 306

FACULTY INFORMATION

Dr. Pablo Lamino
Assistant Professor in Agricultural Leadership Education

Office hours: You can schedule a meeting with me at <https://calendly.com/pablolamino/meeting>

COURSE DESCRIPTION

This course aims to enhance participants' understanding of cultural competency in leadership development, enabling them to develop the essential personal and professional skills required for effective leadership in a global society. It focuses on identifying and cultivating the competencies necessary for successful leadership in an increasingly globalized world, particularly international communication.

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. Know and critically engage with real-world global agricultural and leadership issues in society
4. Develop culturally relevant and effective global leadership techniques
5. Apply leadership skills in the global workplace and multicultural contexts
6. Understand and analyze the dimensions of global society's past, present, and future
7. Interrogate the role of power within global leadership and engagement
8. Enhance intercultural communication proficiency
9. Analyze and evaluate personal cultural patterns and preferred communication styles in relation to other cultures, domestic and international.

COURSE MATERIALS

Required:

Mendenhall, M.E., Osland, J.O., Bird, A., Oddou, G.R., Stevens, M.J., Maznevski, M.L., & Stahl, G.K. (2017). Global leadership: Research, practice, and development. Routledge.



Recommended:

Caligiuri, P. (2021). Build your cultural agility: The nine competencies of successful global professionals. Kogan Page.

All required course readings will be provided via the weekly Canvas Module
Additional recommended resources will be shared in class and on Canvas.

STUDENTS EXPECTATIONS

Students are expected to be respectful, active, and tolerant of classmates and instructors. Students are only allowed to use cellular phones and computers during class if instructed to maintain a classroom environment conducive to learning. Students should refrain from engaging in other forms of distraction, such as interrupting others. Inappropriate behavior will result in a request to leave class, with the student receiving an unexcused absence for that class session. Absolutely no tobacco products of any kind, including vapes, are permitted in the classroom – students using tobacco products will be asked to leave the class. They will receive an unexcused absence for that class session.

ASSESSMENTS AND GRADING SCHEMA

Cultural Competencies and Global Perspective Essay (September 12th)

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.

Review and Reflect

(Weeks 4,7,10,12) (4 x 25 points each = 100 points)

For this task, you will be asked to respond to guided questions that will help you review and reflect on the topics we have covered in class. These questions will be given every three weeks, covering various contents, readings, class lectures, and your worldview. Your responses should be at least two paragraphs long and clearly express your ideas. If you have cited any sources, list them as references at the end of your reflection. Consider the materials covered in class, including the readings, discussions, PowerPoints, and any comments your classmates or instructors made. Remember, APA formatting is not necessary.

Global Leader Interview (November 29th)



In this assignment, you will conduct an interview with a leader who has experience in working across different cultures. This interview will help you understand what it takes to be an effective global leader by learning directly from someone who has lived it.

You're going to explore how cultural differences affect leadership and what competencies (skills, knowledge, and behaviors) are crucial for success in a global context. By talking to a real leader, you'll gain insights that you can apply to your own development as a global leader.

Task:

1. **Find a Leader:** Identify a leader who works in an international or multicultural environment. This could be someone from your community, a professional contact, or someone you admire.
2. **Prepare Questions:** Think about what you want to learn. Focus on how they navigate cultural differences, what challenges they face, and what strategies they use to lead effectively across cultures.
3. **Conduct the Interview:** Have a conversation with the leader, either in person, over the phone, or via video call. Make sure to take notes or record the interview (with their permission).
4. **Present the Global Leader to the class.**

This assignment is your chance to connect theory to real-world practice and take concrete steps toward becoming a more effective global leader.

Team Research Project

You will have the opportunity to work in teams of two individuals to research a topic related to Communication and competencies for Global Leadership. Four research project options have been provided to assist students in developing their projects. These options serve as a starting point for students who may prefer a structured approach. However, students are encouraged to exercise their creativity and design research projects based on the class topics if they have a specific research idea. In such cases, they are advised to contact Dr. Lamino, who will guide and support them in shaping their projects. The aim is to ensure that each student can explore a research area of interest while aligning with the course objectives and learning outcomes.

- **SELECT ONE** of the following research topics that will be used for the class:

Research Topic Option 1:

1)The Role of Mentoring in Enhancing Global Leadership Competencies for International Students:



- Examine the impact of mentoring relationships on developing global leadership competencies among international students. Investigate the dynamics of cross-cultural mentoring and its influence on leadership development.

2) *Global Leadership Development Programs:*

- Evaluate the effectiveness of leadership development programs specifically designed for global leadership. Investigate the impact of such programs on the acquisition of global leadership competencies and career outcomes.

3) *Cross-Cultural Leadership in International Agricultural Development:*

- Explore the dynamics of cross-cultural leadership in international agricultural development projects. Investigate how leaders navigate cultural differences, build relationships, and facilitate collaboration for sustainable agricultural development in diverse cultural contexts.

4) *International Faculty Experiences:*

- Explore the experiences of international faculty members teaching at a university abroad. Investigate their intercultural challenges, strategies for effective communication, and the impact of their cultural backgrounds on teaching and research.

5) *Create your own!*

- This could be a topic part of a study you are already undertaking or the development of a preliminary portion of research you wish to carry out as part of your thesis or dissertation. Reach out to your instructor team for approval.

Initial Draft (50 points)

Based on the research topic you selected, submit a paper that identifies the following:

- 1) The selected research topic and questions/objectives will guide your study.
- 2) **Annotated Bibliography:** To help you feel comfortable with the general background of your topic and refine your research question, you will be asked to turn in an annotated bibliography. For this class, your annotated bibliography will include at least ten peer-reviewed papers in your chosen area of interest. Doing this assignment will also help you identify larger patterns in the literature and potential gaps or more specific questions you wish to explore.
- 3) Based on your annotated bibliography and the topics covered in class, select two or three models/theories/frameworks/approaches - to describe any global leadership issues/problems identified and that you foresee framing your research at this early stage. This initial project draft will serve as the basis for your proposal.



Proposal (50 points)

To complete their proposal, students must submit an introduction, theoretical framework, and methodology within a seven-page limit (excluding the cover page, references, and appendices). Students will refer to the initial introduction and literature review draft to guide the proposal draft. The revised proposal will serve as the first part of the final paper.

Manuscript Draft (50 points)

As part of the manuscript draft, students must submit an almost-complete paper including the following sections:

- Introduction

Literature Review: Break into logical sections or themes that help explain the background of your topic.

- Theoretical/Conceptual Framework

- Methodology

How did you obtain the information necessary for this project?

Why was this method chosen?

Did you use interviews (with whom)? /Surveys (with whom)/ Content Analysis (Search Criteria)/ Scope Review(Criteria)?

Attach the interview guide/survey/code sheet as an appendix.

Ethical considerations? (e.g., Voluntary participation? Confidentiality? Anonymity?)

- Findings with integrated literature review implications

- Discussion (conclusion or reflection - may include limitations to your study)

Students should summarize what they learned about global leadership issues from the project (insights) and draw relevant conclusions. Also, did you learn anything about working together in a team for this project?

- References

Oral presentations (50 points)

Create a 15-minute presentation on your research project. This presentation must include either your voice narrating or a video of you making the presentation. Prepare the presentation as if you were presenting it at a conference.

The final manuscript (100 points)

To ensure a comprehensive and well-structured final manuscript, it is advisable to include the following sections: introduction, theoretical framework, purpose, methodology, results,



discussion and conclusions, and recommendations. These sections should be crafted based on the feedback and comments from the manuscript draft.

Evaluation of the Grades

| <i>Assignment</i> | <i>Total Points</i> | <i>Due</i> |
|--|---------------------|-------------|
| Cultural Competencies and Global Perspective Essay | 50 | 08/31 |
| Review and Reflect Essays (4 x 25) | 100 | Ongoing |
| Global Leader Interview | 50 | 11/29 |
| Team Project | | |
| Initial Draft | 40 | 09/26 |
| Proposal | 60 | 10/24 |
| Manuscript Draft | 50 | 11/20 |
| Oral Presentation | 50 | 11/24-11/30 |
| Final Paper | 100 | 12/06 |
| | 500 | |

Grading Policy

| Grade | Percentage Range | Point Range (Out of 500) | Your Points |
|--------------|-------------------------|---------------------------------|--------------------|
| A | 90 – 100% | 450 – 500 points | |
| B+ | 86 – 89.99% | 430 – 449 points | |
| B | 80 – 85.99% | 400 – 429 points | |
| C+ | 76 – 79.99% | 380 – 399 points | |
| C | 70 – 75.99% | 350 – 379 points | |
| D+ | 66 – 69.99% | 330 – 349 points | |
| D | 60 – 65.99% | 300 – 329 points | |
| F | Below 60% | 299 points or less | |

Attendance Policy, Class Expectations, and Make-Up Policy

Attendance is required and will be monitored by daily check-ins in the class. If students must miss class for an excused reason, they will work with the instructor to make up all work and



discussion elements. **This class relies heavily on participation and attendance.** If you do not attend and participate, YOU WILL NOT do well in this course. Changes to due dates will be a whole class decision and will be given in advance.

Excused absences must be consistent with university policies in the undergraduate catalog and require appropriate documentation. Additional information can be found in Attendance Policies.

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). 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 ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here.](#)

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy



There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Campus Resources: Health and Wellness

- ***U Matter, We Care:*** If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- ***Counseling and Wellness Center:*** counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- ***Sexual Assault Recovery Services (SARS):*** Student Health Care Center, 392-1161.
- ***University Police Department*** at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

- **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
- **Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling.
- **Library Support**, Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
- **Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints Campus**
- **On-Line Students Complaints**

AEC 6419 Course Calendar

| Week | Date | Topic | Readings | Assignment due |
|------|---------------|--|--|--|
| 1 | 08/22 - 08/24 | Course Overview Introduction to Global Leadership | Chapter 1 (Mendenhall et al., 2018) | |
| 2 | 08/25 - 08/31 | Global Leadership Roots | Chapters 2-3 (Mendenhall et al., 2018) | Cultural Competencies and Global Perspective Essay (08/31) |
| 3 | 09/01 - 09/07 | Global Leadership Competencies: Mapping | Chapter 4 (Mendenhall et al., 2018) | |
| 4 | 09/08 - 09/14 | Global Leadership Competencies: Assessment | Chapter 5 (Mendenhall et al., 2018) | Review and Reflect Essay 1 (09/14) |
| 5 | 09/15 - 09/21 | In-Class Documentary Freedom from famine | | Initial draft (09/21) |
| 6 | 09/22- 09/28 | Global Leadership Development: Process Models | Chapters 6-7 (Mendenhall et al., 2018) | |



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| 7 | 09/29-10/05 | Global Leadership Development: Processes & Practices | Chapter 8 (Mendenhall et al., 2018) | Review and Reflect Essay 2 (10/05) |
| 8 | 10/06-10/12 | Leading Global Teams | Chapter 9 (Mendenhall et al., 2018) | |
| 9 | 10/13-10/19 | Global Leadership Knowledge Creation & Transfer | Chapter 10 (Mendenhall et al., 2018) | Proposal (10/24) |
| 10 | 10/20-10/26 | Leading Global Change | Chapter 11 (Mendenhall et al., 2018) | Review and Reflect Essay 3 (10/30) |
| 11 | 10/27-11/02 | Responsible Global Leadership | Chapter 12 (Mendenhall et al., 2018) | |
| 12 | 11/03-11/09 | Back to the Future: Leveraging a Typology of Global Leadership Roles to Guide Global Leadership Research | Chapter 13 (Mendenhall et al., 2018) | Review and Reflect Essay 4 (11/14) |
| 13 | 11/10-11/16 | Thanksgiving Break | No Mandatory Reading | Manuscript Draft (11/20) |
| 14 | 11/17-11/23 | Global Leader Presentation | No Mandatory Reading | Global Leader Presentation |
| 15 | 11/24-11/30 | Oral Presentations | No Mandatory Reading | Final Paper (12/06) |

This COURSE SCHEDULE is TENTATIVE and will be updated and modified as guest speakers are confirmed.