

Course Title: Global Leadership (Global Studies 3100)

Instructor: Prof. Dr. Wendelin Küpers

Course Description

In this course, we will examine what it means to be a global-citizen-leader and global leadership in a complex and ever-changing world. There are very few specific roadmaps to follow when it comes to your future careers, navigating relationships, and global issues that have impact across the world. Through this course, you will learn and apply competencies that will help you become a proactive leader, who can take action in the face of ambiguities. Building upon knowledge and skills you have already acquired in your undergraduate experience, you will examine the role of intercultural competence, systems-thinking, and adaptive versus technical approaches as it relates to leadership.

Course / Learning Objectives

1. Describe how leadership, intercultural development, integral systems-thinking (looking at the big picture and examining patterns within the system and how to change them), and collaborative dialogue and reflection contribute to effective global citizenship and leadership
 - Create goals for developing and enhancing leadership and intercultural competencies
 - Demonstrate knowledge of systems-thinking through readings, reflection, and discussions
 - Practice collaborative dialogue that demonstrates the role of creativity, innovation, discovery, and expression of visions, intentions and strategies across disciplines
2. Demonstrate the ability to take action when confronted with ambiguity
 - Understanding the role of ambiguity, paradox and dilemma as well as ways of dealing with them
 - Be proactive and critical in relation to authority. Present ideas, options, and strategies in action-oriented ways.
 - Implement the problem solving process to create an action plan when there is not a clear road-map, especially in the contexts that require adaptive solutions because the technical solutions have not addressed the root of the problem.
3. Demonstrate the ability to critically evaluate information and knowledge, integrate intercultural frameworks in communications, and develop sustainable leadership practices
 - Practice using research methods to locate and critically evaluate information (professional resource grid, research paper, and interviews)
 - Align personal leadership practices with sustainable actions through case studies, critical reflection, and discussions
4. Identify, analyse, and propose a solution to a (chosen) pressing global issue
 - Clearly identify and define the global issue and the system and stakeholders it affects (e.g. education, food security, mental health, human trafficking, etc.)
 - Conduct a critical analysis of the issue and its implications

- Work across differences and fields of study to develop multiple strategies and policies to address and cope with the global issue and propose ideas for practical interventions or measurements, including limitations.
- Reflecting possibilities for evaluation of policies and strategies

Perspectives on responsible and sustainable global leadership

- Learning about challenges that global leaders face in addressing the needs of diverse, cross-boundary stakeholders and sustainable issues,
- Understanding tensions and possible trade-offs between globally integrated and locally adapted approaches.
- Knowing about implications in view of more responsive and responsible managerial decision making and behavior.

Required Textbooks and Articles

- Heifetz, R., & Linsky, M. (2002). The heart of danger. *Leadership on the Line*. Harvard Business School Publishing.
- Küpers, W. & Weilber, J. (2008) . Inter-Leadership - Why and How to Think Leader- and Followership Integrally, *Leadership*, Vol. 4(4): 443-47.
- Reiche, B.S., Mendenhall, M.E., Bird, A., & Osland, J.S. (2013). **What is global leadership?** *The World Financial Review*, March-April 2013: 24-27
- Senge, P. (2010). *The necessary revolution: How individuals and organizations are working together to create a sustainable world*. Crown Business.

Recommended:

- Mendenhall, M.E., Osland, J., Bird, A., Oddou, G., Maznevski, M., Stevens, M.J., & Stahl, G.K. (2013). *Global leadership: Research, practice, and development*. (2nd edition). London: Routledge.
- Stahl, G. K., Pless, N. M., & Maak, T. (2013). Responsible Global Leadership. In M. E. Mendenhall, et al. (Eds.), *Global Leadership: Research, Practice, and Development* (2nd ed., pp. 240–259). Routledge.
Video: <https://www.youtube.com/watch?v=tZuHDV6vx40>

Grading

- A Achievement that is outstanding relative to the level necessary to meet course requirements.
- B Achievement that is significantly above the level necessary to meet course requirements.
- C Achievement that meets the course requirements in every respect.
- D Achievement that is worthy of credit even though it fails to meet fully the course requirements.



- P Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for a P is at the discretion of the instructor but may be no lower than equivalent to a C-.)
- NP Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).
- I (Incomplete) - Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Grading Scale (Based on points)

95 – 100 A	77 – 79 C+	59 – Lower	F
90 – 94 A-	74 – 76 C		
87 – 89 B+	70 – 73 C-		
84 – 86 B	67 – 69 D+		
80 – 83 B-	60 – 66 D		

Assignments and Papers

	Points (100%)
Participation	10
Personal leadership / intercultural competence goal analysis paper	5
Cultural comparative analysis exercise	5
Topical Reflective Journal	10
Global issue policy analysis research paper	30
Global issue policy analysis multiple strategies paper	10
Global issue policy analysis final presentation	10
Individual capstone paper	20

Participation (10 points)

Based on your ongoing contributions to class and small group discussions, your timely preparation for each week, and engaged body language in class and on excursions. Use of phones and computers for non-class purposes is distracting to others and the class environment so points will be deducted when this occurs.

Personal leadership/intercultural competence goal analysis paper (5 points)

Write a 3 page paper (double spaced) that describes your personal leadership style, your expectations of French and German culture, and your goals related to intercultural competence:

- What is your personal definition of leadership?
- Do you see yourself as a leader? Why or why not? Describe your strengths and areas for improvement in the context of leadership.
- Describe 2 – 3 expectations you have regarding French and German culture. Are these expectations similar, or different than the U.S. culture?
- Develop 3 goals for improving your intercultural competence during the seminar.

Cultural comparative analysis exercise (5 points)

In the first day of class, identify a cultural difference you have encountered since your arrival that you want to explore.

1. Describe the difference
2. Why are you interested in exploring this difference?
3. Develop a minimum of 2 interpretations of why that difference exists in this context (use the Iceberg Model for guidance). Get to the “why” and “because” behind your response



Throughout the next 5 weeks, investigate and evaluate the cultural difference you described.

1. Observe and collect examples
2. Talk to locals
3. Conduct web-based research
4. Use your university library . . . or other strategies to locate peer-reviewed sources (beyond html links or web-based resources.
5. Write a paper that describes the difference as you did on the first day. Identify the sources you used to conduct research. Review your initial interpretations and discuss whether or not your research confirmed your interpretations. If yes, explain how. If no, what have you learned about the “why” or “because” behind the difference?

Topical Reflective Journal (10 points)

The journal will be a bridge between the two courses and provide an opportunity for you to reflect upon what you are learning about leadership, intercultural competence, authentic engagement in the local cultural context, and your overall experience in this summer program. It is an expectation that you integrate course readings when appropriate.

Global issue policy analysis research paper (30 points)

Refer to the assignment guide

Global issue policy analysis multiple strategies paper (10 points)

Refer to the assignment guide

Global issue policy analysis final presentation (10 points)

Refer to the assignment guide

Individual capstone paper (20 points)

Write a course capstone paper that describes how the seminar has influenced your perceptions of leadership from an individual and community perspective. A capstone assignment is designed to “pull it all together.” In writing this paper, draw upon your reflective journals, required readings, class seminars and discussions, peer interactions, excursions, and general observations about your experiences abroad.

Reflect on everything you experienced and learned during the course . . . then look back on your personal leadership/intercultural competence goal analysis paper, reflections, and your topical reflective journal.

1. Provide an update on the leadership/intercultural competence goals you established on the first day of class:

What was challenging/difficult? What was easy?
What did you learn and why does it matter?
What will you do differently moving forward?
2. How can you apply what you have learned in Strasbourg and the other regions you researched for the group project to other cultural contexts in the future?



3. Why is intercultural competence an important aspect of leadership?
4. Select **two** outcomes from the following list and discuss how this course contributed to the skill/outcome, or your understanding of the outcome. Try to back up with a specific example from your experience, observations, or readings during the seminar.
 1. *Understand diverse philosophies and cultures within and across societies*
 2. *Have acquired skills for effective citizenship and life-long learning*
 3. *Appreciation of differences*
 4. *Tolerance of ambiguity* (the ability to perform in complicated environments where clear-cut answers or standard operating procedures are absent)
 5. *Self-awareness* (knowing personal strengths and talents and acknowledging their shortcomings)

FINAL CAPSTONE PAPER RUBRIC

The capstone paper will be completed upon your return to the U.S.

Deadline: Monday, August 16, 2017

Send via email to mail@wendelinkuepers.eu

As outlined in the syllabus, this capstone assignment is designed to “pull it all together”. In writing this paper, draw upon your intercultural competence goals, your reflective journals, required readings, class seminars and discussions, peer interactions, excursions, and general observations about your experiences abroad.

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| _____ (out of 5 points) | Update on your leadership/intercultural competence goals & discussion of what you learned from this experience as it relates to those goals
How you will apply what you learned in Strasbourg to other cultural contexts? |
| _____ (out of 5 points) | Discussion of intercultural competence as an important aspect of leadership |
| _____ (out of 5 points) | Discussion of the 2 skills/outcomes, backed up with specifics |



Other Regulations and Policies

Attendance and Participation

Attendance and active classroom participation are required of each student. Tests will cover for all course material provided through lectures and presentations, readings, discussions, cases, and videos during class. **Absences and/or a lack of participation in discussions will impact negatively on the final grade.** Each student is responsible for all material covered and/or assigned and any announcements made in any class session, whether student is present or not. Group activities require all students to participate and contribute to group discussions and projects.

Students are expected to come to class on time and to have read assigned material before class. There may be an occasional pop quiz to verify whether students have read the assignments before class.

All work must be turned in on time. Late work may be accepted but points will be taken off if work is not turned in to instructor when it is due. At all times, in class and group discussions, students are expected to respect contributions, questions, and opinions of other people. Demeaning others in any way is not acceptable.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a university academic record; or fabricating or falsifying data, research procedures, or data analysis.

If it is determined that a student has cheated, he or she may be given an "NP" for the course, and may face additional sanctions from the Study Center.