

Course Syllabus
**LEAD 399: Socially Responsible Business
and Leadership in Europe**

Instructors:

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Course Introduction

Credit Hours: This course is recommended for 3 US semester credits. The class consists of 35 classroom hours with an additional 10-12 hours spent outside the classroom, including excursions, visits to professional organizations, and activities.

Prerequisite Courses: none

Class Meets:

Weekly throughout the term, usually in 10 3.5 hour sessions

Detailed course schedule with hours and locations of classes is TBC.

Course Introduction:

Students will explore fundamental concepts of socially responsible leadership in the areas of democratic society, social responsibility, individual leadership traits, and intercultural communication and management. The course starts with an overview of democratic societies and the EU's aims to balance diversity, migration, and tradition. By discussing current issues including European Parliament Elections and their consequences, students will acquire practical, up-to-date insights into the dynamics and challenges of the EU. Against this background, students will examine pressing social issues that pose challenges to social prosperity and social well-being. Special emphasis is on the UN's Sustainable Development Goals and how they align with environmental, social, and corporate governance (ESG) considerations.

While the first section of the course is aimed at understanding societal systems and issues, the second section of the course, is devoted to personal and interpersonal development. Students will examine leadership theories, practices, and intercultural communication and sensitivity predominantly in the 21C workplace. Individual students will have the opportunity to develop an individual leadership style and competencies through a combination of lectures, discussions, video cases, group work, presentations that emphasizes a dynamic interactive approach encouraging student interaction.

Furthermore, experiential activities which support the course allow students to see first-hand and interact with institutions and individuals supporting socially responsible practices. These include the following:

Visit institutions of democracy in Strasbourg, such as the EU Parliament and financial institutions in Frankfurt Germany or Basel Switzerland to understand the challenges in keeping markets stable and opportunities to support economic growth and free trade.

Participate in a negotiant simulation taking place and conducted by the EU Parliament to investigate how European countries and economies honor their "Unity in diversity" motto.

One day visit to Freiburg, Germany's greenest city, and birth places of the environmental protection movement and meet with a local organization or officials to learn about concrete current initiatives or challenges.

A session with a representative of the European Court of Human Rights to learn about specific challenges and day to day work necessary to uphold and protect human rights.

A weekend in Paris includes a visit to a multinational company and guided tours to experience the influence of the French capital's history and culture firsthand.

Course Learning Outcomes

At the end of this course students will be able to

1. Identify the democratic institutions that support free enterprise in the EU.
2. Have a basic understanding of how governments of EU member states work together to protect democratic values, ensure social wellbeing, and promote economic prosperity.
3. Identify the UN's Sustainable Development Goals and how they align with environmental, social, and corporate governance (ESG) considerations.
4. Identify a personal social responsibility philosophy.
5. Understand leadership theories and practices and gain an understanding of individual level differences including personality, which influence leadership style and identify their personal strengths and competencies.
6. Understand and apply intercultural communication concepts including awareness and development of intercultural communication skills, intercultural sensitivity, managing multi-cultural teams, negotiating cross-cultural differences, cultural competencies, global leadership, cross-cultural training, and diversity management.
7. Integrate interpersonal leadership, intercultural communication, and a socially responsible philosophy into a personal development plan or professional profile to contribute to, manage, and motivate international teams.

Class Schedule and Sequence of Instruction

1	Self-assessment of your Intercultural Capabilities, Team activity: Cog exercise (culture quiz), Team building exercise
2	Democratic and free enterprise systems in the EU and the USA as well as the means by which each system supports democratic values and social prosperity.
3	Institutions, involved in European integration: EU (European Council, Council of the European Union, European Parliament, European Commission) and Council of Europe, their roles and current political challenges.
4	Traditional and evolving patterns of the spectrum of political parties in Europe (and the differences with the US political system) and of the political groups in the European Parliament.
5	Importance of Intercultural communication and Intercultural Management (ICM), Strategic considerations of ICM, Role/impact of Culture in workplace.
6	European Convention on Human Rights and the Convention for the Protection of Human Rights and Fundamental Freedoms

7	Examine the approach of the UN's Sustainable Development Goals and their alignment with environmental, social, and corporate governance (ESG) considerations
8	Developing a personal leadership, Emotional intelligence, emphasis on interpersonal (soft) skills, Place for Emotional Intelligence in a world of growing artificial intelligence (Emotional intelligence training)
9	The challenges/problems/dilemmas of culture, Impact of Culture in our lives, Impact of Culture in our careers & workplaces, Critical incidents, In class team activity: International Teams/ Project Management
10	Managers have to be able to cultivate intercultural competence skills to manage diversity in global business relationships with organizational stakeholders including clients, employees, partners etc. but equally, if not more importantly, given the current climate crisis, to be able to better manage perhaps the most important stake-holder of all, MOTHER NATURE and the planet. Therefore, this session will focus on the intersection between intercultural competence models and eco-responsibility (Eco-Literacy) in the context of 21st C management and global citizenship. Issues related to employability, and how to better articulate your career and job-seeking narrative around intracultural competence and eco-literate knowledge, skills, and attitudes that constitute the core competencies of tomorrow's employees will be discussed.

Instructional Materials

(These may be available through your on campus electronic library. Relevant chapters will be provided for students who do not have access to the electronic version.)

1. "International Dimensions of Organizational Behavior," by Nancy Adler (with Allison Gundersen), 2008, 5th edition, Thompson South-Western.
2. "Communicating Across Cultures," by Maureen Guirdham, 1999, by Purdue University Press. ISBN-13: 978-1-55753-167-4, ISBN: 1-55753-167-6
3. Michelle Cini, Nieves Pérez-Solórzano Borragàn (eds.): European Union Politics (7th Edition), Oxford University Press 2022
4. Transforming our World: The 2030 Agenda for Sustainable Development, United Nations 2015 (<https://sdgs.un.org/publications/transforming-our-world-2030-agenda-sustainable-development-17981>)
5. Robert Ford, Will Jennings: "The Changing Cleavage Politics of Western Europe", in: Annual Review of Political Science, Vol. 23 (2020), pp. 295–314
6. John Erik Fossum, Riva Kastoryano, Tariq Modood, Ricard Zapata-Barrero: "Governing diversity in the Multilevel European Public Space", in: Ethnicities Vol. 24(1), 2024, pp. 3–30

Assessment

Attendance and participation 20%

Active participation in class discussions. Engagement in group activities and simulations. Contribution to discussions during experiential visits.

Case Analysis 30%

Students will work in groups to analyse a case study, incorporating the four areas of focus: democratic principles, social responsibility, personal leadership, and intercultural communication. Through the case studies, students learn to compare theory with real-life situations and to generalize the lessons of the case. Students will be expected to read and contribute to each case assigned.

Reflection papers 50%

Students will complete a series of individual leadership reflection papers (300-500 words), which serve to critically reflect aspects of leadership that they have experienced. The reflection paper may reflect the relevant course material, or alternately, a significant learning point the student has experienced.

Students will create a personal development plan to grow personal leadership, interpersonal skills, and to articulate a plan to positively impact a company, community, or society.

Instructor/Course

Attendance and Participation Policy:

All students are required to attend each class and to arrive on-time. All students are expected to participate in presentations, role-plays, teamwork, case studies, etc. As class attendance and participation counts towards the final grade, missed classes will result in a lower participation score. Students who are not able to attend are asked to inform the instructor in advance.

Late Assignment and Missed Exam Policy:

Assignments, which are turned in late are marked down. Missed exams may be made up only under extenuating circumstances and in cases where students have made prior arrangements with the instructor.