



Sustainable Leadership

Instructor: Prof. Dr. Harold Mock

Course Description

We often see big problems in the world around us but feel powerless to address them. From pollution and global climate change to income inequality and poverty, we see how the challenges of our time are a tangled mess of competing interests and priorities. How should organizations—from governments to civic groups and businesses to nonprofits—confront those challenges? How should we, as individuals, respond to such compelling needs? In this innovative course, we will examine the role of intercultural competence, systems-thinking, and adaptive versus technical approaches to leadership. We will learn how to analyze those challenges, to leverage our resources, and to harness the power of political and social systems to address the needs around us.

Objectives: Concepts

In our course, students will learn about principles for effective leadership by examining leadership theoretically and in historical case studies. Our theoretical orientation will prepare us to make both positive and normative statements about leadership—the practice of mobilizing people to achieve a desired end. We will bridge the divide between theory and practice, exploring the relationship between leadership and power, authority, and citizenship. Because our course is based at the European Study Center in Strasbourg and at the Zurich University of Applied Sciences, many of our case studies will deal with questions of business and politics within the European Union.

Objectives: Skills

This course emphasizes humanistic methods, namely the ability to read a diverse body of texts. We will practice our skills of active reading and textual analysis—perhaps the most important skills you can acquire in your university career. We will learn and practice engaging intellectually with our material, making our reading efficient and helping us better to understand and remember what we have read. We will learn:

- how to read various types of sources.
- how to digest the principal argument of a text and extract the main ideas from an author's work.
- how to situate individual pieces of writing within historiographical contexts and within a larger scholarly and public discourse.
- how to articulate our own academic arguments.



Required Texts

Required for Purchase: Students should procure copies of the required text in advance of our first meeting. To supplement the primary text, I will place materials on our online course page. The required text is:

- Gayle C. Avery and Harald Bergsteiner, *Diagnosing Leadership in Global Organizations* (Melbourne: Tilde University Press, 2011). Available for free download at instituteforsustainableleadership.com.
- World Bank, *Atlas of Sustainable Development Goals 2018: From World Development Indicators* (Washington: World Bank Group, 2018).

Contributions

Our course requires your active contributions to our discussions and learning. In fact, you might look at our course as a weeks-long discussion about leadership and the theories that explain how leaders are effective. We will practice our oral and written communication, listening, and reading skills and learn to incorporate feedback from others. Each of you has a distinctive background, personality, and communication style that can contribute to a creative and effective learning climate in our class.

Our course includes a substantial reading load. Each student will read all of the assigned material critically before each respective class meeting. As you read, you should focus of the authors' central arguments and how they relate (1) to that unit's other readings and documents and (2) to the theory and practice of leadership. To assist you in focusing on the arguments of our texts, consider what the author is trying to make you believe. Consider the construction of the texts and the rhetorical strategies authors employ. How does the author weave together narrative and analytical writing to advance his or her argument? Where does the author find sources to support such an interpretation?

Assignments

Students' grades in this course will be based on (1) their participation in class meetings; (2) ongoing responses and reflections to our units of study, recorded online; (3) a group project with presentation; and (4) a final written assignment.

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Grading and Assessment

Your contributions and learning in this course will be reflected with a series of graded work.

Contributions: Assessed and recorded after each class meeting.	35%
Responses and Reflections: Documented and uploaded online.	35%
Group Project: Due TBA	10%
Essay: Due TBA	20%

Grading: Scores of A recognize creative and integrated engagement of the ideas we study with the overall logic of the course. Scores of B denote comprehensive awareness of the most important components of the course. Scores of C represent accurate but selective comprehension. Scores of D signify relevant misunderstanding. Scores of F represent confused or irrelevant work. Late assignments receive a score of F.

Attendance: You will receive a grade for each class meeting. Absences from class will receive grades of zero. In calculating your final grade, I will waive the single lowest score. Students who are absent on the day an assignment is due should submit their assignments electronically no later than the beginning of that day's class meeting.

Honor and Academic Integrity

As a student of the humanities, you are bound by the highest sense of honor and academic integrity. To compromise one's own honor adversely ripples throughout the scholarly community, a community built upon mutual trust. The American Historical Association, in its "Statement on Standards of Professional Conduct," holds that "the trust and respect both of one's peers and of the public at large are among the greatest and most hard-won achievements that any scholar can attain. It is foolish indeed to put them at risk." Those truths apply to every level of your work—from your responses in the classroom to your professional publications. Be mindful that even accidental or subtle violations of professional standards remain, in fact, violations. The AHA writes that "[t]he real penalty for plagiarism is the abhorrence of the community of scholars." Not attributing the concepts of others still constitutes academic fraud, even in craftily reworded sentences. Similarly, providing one citation for an extensively used source amounts to plagiarism.

Schedule

Here follows a daily schedule of our class meetings, discussion topics, and readings. Please note that this material is subject to change.

The schedule is still being finalized and will be updated as we approach the summer term.