EDCP 318K: Leadership in a Global Context
Fall 2009 Syllabus

Class Times
Monday and Wednesday
11:00 am – 12:15 pm
EDU 0202

Instructor
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Required Text
- Cultures and Organizations: Software of the Mind; Geert Hofstede and Gert Jan Hofstede (ISBN: 978-0071439596)
- Additional readings will be available on Blackboard
- In addition to readings, students will be required to complete an online self-assessment which will cost $12 and to participate in an online simulation which will also cost $12

General Course Objectives
Through this course, students will:
- Develop an understanding of the nature and scope of global problems and the leadership that is necessary to address those problems
- Explore current research on global leadership skills and competencies
- Learn to analyze and discuss cultural differences
- Gain an understanding of the connection between culture and leadership
- Examine the connection of ethics and leadership within and across culture
- Analyze the interconnections of historical, political, social, economic, and cultural contexts
- Increase their global knowledge (e.g. geography, current events, global problems)
- Collaborate by engaging in group projects and discussions
- Critically reflect on one’s own capacity for global leadership and build their own global leadership skills and competencies
- Explore ways to engage in global leadership now and in the future

Academic Integrity
In all class work and assignments, we expect the highest personal and professional standards that reflect the objectives of the University of Maryland. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing
and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the Code of Academic Integrity such as cheating, fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your grade in this course.

The Honor Pledge is a statement all undergraduate students are asked to write by hand and sign on examinations, papers, or other academic assignments not specifically exempted by the instructor. Students will be asked to re-affirm The Pledge on all written assignments submitted for grades as well as on the midterm and final. UMD does not require that the pledge be written, but we ask that you do so. The Pledge reads:

\[ I \text{ pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination. } \]

More information about the University Honor Code and the Honor Pledge is available online at www.umd.edu/honorpledge.

Class Expectations

- Students will come to class prepared for active participation. A quality learning experience in this leadership course rests heavily upon interaction and exchange of ideas among students and the instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining your final grades.
- Class members are expected to complete all outside readings and assignments on time. Readings may not always be covered during class sessions, but class members will be held responsible for text material in assignments and experiential activities in class.
- The classroom will be an authentic environment for exploring ideas and challenging assumptions. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions and values and voice. Students and the instructors are expected to treat each member with respect.
- Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all class written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language.
- Students should be prepared to experience learning through many different avenues and participate in each to his or her fullest capacity.
- Usage of electronic and multimedia devices (e.g., cell phones, iPods, laptops) is not permitted during class time, unless permission was obtained from the instructors.

Expectations of Instructors

Students can expect their instructors will arrive on time and be prepared for class, respond in a timely fashion to student work, and take students’ interests and experiences into consideration when preparing for class. Instructors will be available to students outside the class period. Students are encouraged to make extensive use of instructors in and outside class sessions.
Confidentiality
Many issues in the class session are to remain confidential. Class members are expected to remain mindful of this issue with respect to their peers’ contributions during class.

Students with Disabilities
Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, the Office of Disability Support Services at the University of Maryland (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at any time.

Course Cancellations/Delays:
Please check with 301-405-SNOW or the university website (www.umd.edu) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays. (alert.umd.edu). This course will comply with any university cancellations or delays accordingly.

Grading
Your grade in this class will be based on class participation, as well as 7 assignments over the course of the semester:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>30 points</td>
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<tr>
<td>GL Development Plan – Draft</td>
<td>5%</td>
<td>15 points</td>
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<tr>
<td>GL Development Plan – Final</td>
<td>15%</td>
<td>45 points</td>
</tr>
<tr>
<td>GL Development Journals</td>
<td>20%</td>
<td>60 points (4 @ 15 points each)</td>
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<tr>
<td>Group Project</td>
<td>25%</td>
<td>75 points</td>
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<tr>
<td>Future GL Plan</td>
<td>20%</td>
<td>60 points</td>
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<tr>
<td>Global Knowledge Quizzes</td>
<td>2%</td>
<td>6 points</td>
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<tr>
<td>Current Event Discussion</td>
<td>3%</td>
<td>9 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>300 points</strong></td>
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Please note that there will be no rounding up of grades.

** In addition to the assignments listed above, additional quizzes or in-class assignments may be given. The points from these quizzes will be added to the total points possible for the class.
**Class Participation (10%)**

Much of what you learn from this course will come from discussions and activities in class. Therefore, your attendance and full participation in class is expected at all times. Participation grades will be given three times during the semester. Participation grades will be based on:

- class attendance (including showing up on time and staying until the end of class)
- attentiveness during class (no reading of newspapers, falling asleep, etc.)
- active engagement in class activities and discussions
- quality of contributions to class activities and discussions
- preparedness for class (including completion of readings prior to class)

Excused absences will only be provided on a limited basis for extenuating circumstance (varsity athlete travel, illness with a doctor’s note, death in your family, etc.), and will only be excused with prior notice, except in case of emergency. Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students’ requests for excused absences and make-up test requests due to reasons of religious observances. Be mindful that it is the student’s responsibility to inform instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible.

Excused absences will not be factored into students’ participation grades. For both excused and unexcused absences, students are still responsible for course work missed and turning in assignments on time.

**Global Knowledge Quizzes (2%)**

An important part of building one’s own capacity for global leadership is to increase one’s awareness of major world events. Students are expected to regularly monitor international news (online or in print) from a variety of sources. In order to encourage students to do this, six times throughout the semester we will be giving pop quizzes on major world events, each worth 1 point. Students who miss a quiz due to unexcused absence or lateness will receive a zero for that quiz. Any quiz missed for an excused absence will not factor into that student’s grade.

**Current Events Discussions (3%)**

Students will also be expected to help each other learn about current world events by sharing news stories throughout the semester. Each student will be able to sign up for a class session at which she or he will be responsible for bringing in a news article (from a newspaper or magazine) on a topic about which he or she cares. These news stories must be international or global in nature and should be current. On their assigned day, students will have the first three minutes of class to give an overview of the article and the issue, and discuss why she or he cares about this topic. While it will be impossible to go into depth on any of these topics, the three minute overview should provide enough information for the other students in the class to gain a basic understanding of the issue.

While students may repeat issues that have been discussed in previous classes, if they choose to do so they must provide significant new information to the class (you may not just repeat the same information already provided in a previous discussion). Therefore, there is some incentive to sign up early so that you do not have to worry about finding a new topic!
Assignments

Format: Written assignments should be submitted via Blackboard prior to the start of class on the day that they are due. Papers should be written in 12pt Times New Roman font with one-inch margins (NOTE: Word 2008 does not automatically set 1-inch margins, so please check to be sure that your margins are correct). Papers should meet the minimum required pages for the assignment – a three to five page paper means at least three full pages, not two and a half pages.

Writing Quality: While many assignments for this class are reflective in nature that does not mean that your writing should be sloppy. We expect that your written assignments will be done with care and demonstrate college-level writing ability. This means that your papers should include an introduction and conclusion, be written in complete sentences, use appropriate paragraphs and correct grammar, etc. While your assignments will be graded based on the content of your work, we can only grade that content if it is accessible. Your grade will reflect if poor writing style, incorrect grammar, spelling errors, and/or typos interfere with our ability to access the content of your paper. If you need help with your writing, please contact the Writing Center at 301-405-3785, or visit their web site at http://www.english.umd.edu/writingcenter. Helpful writing tips can be found at http://www.counseling.umd.edu/LAS/html/writing.html

Citations: Although much of the work you do for this class will be self-reflective in nature, at times you will find it necessary to consult our text book, readings, or other outside sources of information in completing an assignment. When you do so, it is essential that you properly quote, paraphrase, and give credit to the material that you have consulted. Although APA style is preferred for citations, you may also use MLA or Chicago style if you are more comfortable with a one of those styles. Regardless of what style you use, you MUST use a recognized style and you MUST properly cite any material used that is not your own. Failure to do so is considered a violation of the honor code and will be handled accordingly. If you need assistance in properly citing sources, please visit the Writing Center for help.

Due dates and late assignments: All assignments should be uploaded to Blackboard prior to the start of class on the day the assignment is due. Any assignment uploaded at 11:00 AM or later will be considered late (and you will likely also be late to class!). Assignments turned in late will result in the loss of 10% of the total points for the assignment, plus an additional 10% for each subsequent 24-hour period after the due date. If you anticipate having trouble turning an assignment in on time, please make arrangements with your instructors in advance. Computer and printing problems are not acceptable excuses for late papers.

Rewriting assignments: Due to the nature and timing of the written assignments for this class there will be little opportunity to re-write assignments. The only assignments that may be re-written are the four global leadership development journals. Rewritten papers are due no later than one week after the original paper was returned. The rewritten paper will be graded based on the original criteria for the assignment, as well as any feedback given on the original paper. The final grade for the assignment will be the average of the original paper grade and the rewritten paper grade.
Assignment #1: Global Leadership Development Plan
Draft: Due September 16, 15 points
Final: Due September 21, 45 points

One of the main goals of this course is for you to develop your own capacity to engage in global leadership. Based on the results of your Intercultural Effectiveness Scale and your own assessment of your own strengths and weaknesses, you will be asked to develop a personal Global Leadership Development Plan. This plan should include two parts:

Narrative (3-5 pages)
Your narrative should address the following questions:
1. What were the results of your IES assessment? Do you agree or disagree with those results?
2. Based on the readings on global leadership and global leadership capacities, what are your strengths and weaknesses?
3. What experiences in your life so far have helped you to develop your capacity for global leadership?

Development Goals (1-2 pages)
Based on what you discussed in your narrative, write down at least three concrete goals for improving your capacity to engage in global leadership. For example, if you scored lower on the “global mindset” scale in the IES and/or identified knowledge of the world and world events as a weakness of yours, you may set a goal of increasing your knowledge about a particular area of the world. If you scored lower on the “relationship interest” scale in the IES and/or identified that a particular weakness of yours is that you do not have a lot of friends who are from different cultures, you may set a goal of developing relationships with at least 3 people from different cultures over the course of the semester.

After you have developed your three goals, think things that you can do over the course of the semester to achieve that goal. For example, if your goal is to increase your knowledge of a particular area of the world, you may choose to read a newspaper from that area of the world at least once a month (if you do not read any of the languages in the area you can try to find an English-language newspaper or use Google to translate the newspaper’s web site), use sporcle.com to learn the political geography of the region, etc. If your goal is to develop relationships with people from a different culture you may choose to join a culturally-based student organization, sign up to have a speaking partner through the University’s English language program, etc.

For each goal you should come up with 2-3 things that you can do over the course of the semester to achieve that goal. However, if you choose an activity that would take up a large amount of time (for example, meeting weekly with an international speaking partner), you may include only one action item for that particular goal. Be consider of other obligations and your schedule when developing your plan - we expect you to challenge yourself, but we also expect you to accomplish the elements of your plan over the course of the semester (see Development Plan Journals assignment).

A draft of your Global Leadership Development Plan is due on September 16th. Please upload a copy of the plan to Blackboard before class and bring two copies with you to class. You will receive both peer and instructor feedback and so that you can submit a final draft on September 21st and begin implementing your plan.
Assignment #2: Development Plan Journals
Due: October 7, October 21, November 4, November 23
15 points each, 60 points total

As described above, your Global Leadership Development Plans are not just a reflective exercise; a large part of your learning from this course will result from the implementation of this personal development plan. In order to assess your learning from the activities in your plan, over the course of the semester you will be required to submit four journals reflecting on the activities in which you have engaged related to your plan and what you have learned from those experiences. Journals should be 2-3 pages and should follow a What/So What/Now What format:

What did you do over the past few weeks to enact your Global Leadership Development Plan?

So What? What was your reaction to these activities? What did you learn from those experiences? Are these activities helping you to achieve your development goals?

Now What? What is next in the implementation of your plan? If the activities that you had planned are not turning out as expected and you are not making progress on your goals, how might you adjust your plan? What might you do in the future (both this semester and beyond) to further your global leadership development?

Journals should be uploaded to Blackboard before class on the days that they are due. If for some reason you think that different due dates would make more sense for your individual development plan please include proposed journal due dates in the draft and final plan for approval.
Assignment #3: Group Project
Due: Various, see below
75 points total

There is a growing consensus among experts and ordinary citizens that the world is faced with a leadership crisis. Given the increasing complexity and number of social issues facing the world today, many major problems are not being solved because people aren’t sure how to go about making change, or don’t see it as their personal responsibility to work for the common good. Even a thorough understanding of leadership is not enough. This project seeks to answer the question: “global leadership for what purpose?”

In groups of 4-5, you will choose a global change movement to explore in depth. These movements can be in a wide variety of areas, and can be either historic or ongoing. Examples may include the anti-apartheid movement (not just in South Africa but how people around the world became involved in the movement), microfinance, formation of the United Nations, global health movements dealing with issues such as HIV/AIDS or malaria, etc. Near the end of the semester each group will have 30 minutes to present their issue to the rest of the class. The project will be broken down into several main components.

Step 1: Identify Your Change Movement
Due: September 28

Meet with your group and brainstorm global issues and discuss various topics or issues that you would like your project to address. Keep in mind that this is a group project, and your topic or issues should represent a unanimous decision by all members of your group. Your topic is due on September 28; one member of your group should submit the topic via blackboard with a list of all group members.

Step 2: Bibliographies
Due: October 28
15 points (3 points per source)

Once your group has selected a social issue of interest and the instructor has approved your topic, your group should come together to identify sources to research the topic. Each group member should select at least five unique sources to review, and will need to turn in an annotated bibliography of these sources by October 28. An annotated bibliography should include a complete, correct reference to each source and one or two sentences about what information you can gain from that source and how it will contribute to your group project. Sources may include newspaper or magazine articles, books, journal articles, web sites, etc. If you choose to use internet resources please be sure to use reputable academic sources. Wikipedia is NOT an appropriate source. Please be sure to communicate with the members of your group to ensure that there are no duplicate sources; students within the same group who use the same exact sources will not receive full credit for those sources.

Step 3: Presentation
Due: November 11, November 16 or November 18
60 points (20 for each individual, 40 for the group)

Based on your research, your group will plan a 30-minute presentation to the rest of the class that addresses the following questions:
1. What is the *problem* that is/was addressed by this change movement?
2. What is the political, historical, cultural, and/or social context for this movement?
3. Who were/are the major stakeholders and what role did/do stakeholders play in the change movement?
4. Who has engaged in leadership within this movement and how have they exhibited (or not) Crosby and Bryson’s leadership tasks? What impact (if any) have these leaders had on this problem?
5. How successful has this movement been? What is the current status of this problem?

While you should address the above questions, please do so in a creating and engaging way.

**Grading:**

Your grade for this project will be based on your individual and group performance. Your individual grade will be based on your bibliography (15 points) and your participation in the overall project as assessed by the other members of your group (20 points). Your group grade will be based on your group’s in-class presentation (40 points). While individual grades on this assignment will vary, all group members will receive the same grade for the group portion of this assignment.
Assignment #4: Future Global Leadership Development Plan
Due: December 9
60 points

While you will hopefully learn a lot over the course of this semester, the capacity to engage in global leadership is a lifelong pursuit. In order to encourage you to think about how you might further develop your own global leadership capacities in the future you will be asked to come up with a new, future-oriented plan at the end of the semester. This plan should take on much the same format as your initial plan, but should also include reflection on the progress you have made over the course of the semester:

Narrative (4-6 pages)
1. How have the course readings and activities and the activities in which you have engaged through your personal development plan influenced your capacity to engage in global leadership?
2. What are your current strengths and weaknesses? How do those compare to your strengths and weaknesses at the beginning of the semester?
3. In what ways do you want to be able to engage in global leadership in the future, and what do you still need to do to make this happen?

Please cite relevant course readings throughout.

Development Goals (1-2 pages)
Just as you did in your initial plan, based on your narrative develop at least 3 concrete goals for how you would like to improve your global leadership capacities in the future. If you have not accomplished goals that were in your initial plan, you may include those as future goals (but please comment in your narrative on this). For each goal, come up with at least 2-3 action items that will help you achieve that goal. Be creative and think outside the box; don’t feel like these have to be things you can do tomorrow, this is a long-term plan. While we will not be collecting journals to track your progress on your future plan, it is our hope that you WILL attempt to implement it.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31</td>
<td>Intro to the Course</td>
<td>Overview of the syllabus</td>
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<tr>
<td>September 2</td>
<td>Intro to Global Leadership</td>
<td>Mendenhall, “Leadership and the birth of global leadership” (Blackboard)</td>
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<td>September 7</td>
<td>Labor Day – No class</td>
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<tr>
<td>September 9</td>
<td>Global Leadership Development</td>
<td>Osland, “The multidisciplinary roots of global leadership” and “Overview of the global leadership literature” (Blackboard)</td>
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<td></td>
<td>Complete the IES assessment online</td>
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<td>September 14</td>
<td>Global Leadership Development</td>
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<tr>
<td>September 16</td>
<td>Global Leadership Development Plans</td>
<td>Due: Draft GL Development Plan – submit online and bring 2 copies to class</td>
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<td>Global Leadership For What</td>
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<td></td>
<td>Presentation Groups Assigned</td>
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<tr>
<td>September 21</td>
<td>Intro to Culture</td>
<td>Hofstede chapter 1</td>
</tr>
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<td></td>
<td>Due: Final GL Development Plan</td>
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<tr>
<td>September 23</td>
<td>Power Distance</td>
<td>Hofstede chapter 2</td>
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<td>September 28</td>
<td>Individualism/Collectivism</td>
<td>Hofstede chapter 3</td>
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<td>Due: Presentation Topics</td>
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<td>September 30</td>
<td>Gender Egalitarianism</td>
<td>Hofstede chapter 4</td>
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<td>October 5</td>
<td>Uncertainty Avoidance</td>
<td>Hofstede chapter 5</td>
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<tr>
<td>October 7</td>
<td>Time Orientation</td>
<td>Hofstede chapter 6</td>
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<td>Due: Journal #1</td>
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<tr>
<td>October 12</td>
<td>Leadership and Culture</td>
<td>Northouse, “Culture and leadership” (Blackboard)</td>
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<tr>
<td>October 14</td>
<td>Cross-cultural encounters</td>
<td>Hofstede chapter 9</td>
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<tr>
<td>October 19</td>
<td>Global Leadership for What?</td>
<td>TBA</td>
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<tr>
<td>October 21</td>
<td>Leadership and Change</td>
<td>Crosby and Bryson, “When no one is in charge: The meaning of shared power” (Blackboard)</td>
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<tr>
<td></td>
<td>Due: Journal #2</td>
<td></td>
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<tr>
<td>October 26</td>
<td>Leadership and Change</td>
<td>Crosby and Bryson, “Leadership tasks in a shared-power world: Leadership in context and personal leadership” (Blackboard)</td>
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<tr>
<td>October 28</td>
<td>Leadership and Change</td>
<td>Crosby and Bryson, “Leadership tasks in a shared-power world: Team and</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<tr>
<td>November 2</td>
<td>Leadership and Change</td>
<td>Crosby and Bryson, “Leadership tasks in a shared-power world: Visionary, political and ethical leadership” (Blackboard)</td>
</tr>
<tr>
<td>November 4</td>
<td>Leadership and Change</td>
<td>Crosby and Bryson, “Policy entrepreneurship and the common good” (Blackboard)</td>
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<td>November 9</td>
<td>Group Work Day</td>
<td>Come to class prepared to meet with Beth or Amye to discuss your group projects</td>
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<tr>
<td>November 11</td>
<td>Group Presentations</td>
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<tr>
<td>November 16</td>
<td>Group Presentations</td>
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<tr>
<td>November 18</td>
<td>Group Presentations</td>
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<tr>
<td>November 23</td>
<td>Global Involvement Panel</td>
<td><strong>Due: Journal #4</strong></td>
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<tr>
<td>November 25</td>
<td>NO Class – Happy Thanksgiving!</td>
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<tr>
<td>November 30</td>
<td>Special Topics</td>
<td>TBD</td>
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<tr>
<td>December 2</td>
<td>Special Topics</td>
<td>TBD</td>
</tr>
<tr>
<td>December 7</td>
<td>Special Topics</td>
<td>TBD</td>
</tr>
<tr>
<td>December 9</td>
<td>Wrap-Up</td>
<td><strong>Due: Future GL Development Plan</strong></td>
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</tbody>
</table>