



Syllabus

SCHOOL OF APPLIED LEADERSHIP **MAL 560: Global Leadership**

3 Credits
Effective: Winter 2015/2016

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course explores global leadership strategies to achieve global competitive advantage. Cross-cultural training, relationship-building, and expatriate management will be examined. You will be exposed to specific leadership and personality traits, methods of processing and classifying information, communication strategies, and training necessary for developing positive presence in the global arena.

COURSE RESOURCES

To find a list of the required and recommended resources for this course, please consult your [Course Document Lookup](#).

COURSE OUTCOMES

In this course, learners:

- Identify the importance of ethics in global leadership and describe the core competencies and acumen necessary for successful global leadership.
- Explain the significance of creating a global leadership development plan to produce future global leaders for leadership succession
- Create a global mindset to identify global risks and the organizational resources needed to mitigate risk; including the development of structure and systems sufficient for making and managing a global company.
- Demonstrate understanding of culture clusters and associated leadership behaviors; the impact cultural diversity has on global leadership effectiveness and design strategies to effectively address them.

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Individual PowerPoint Presentation Characteristics of an Effective Global Leader: Ethics, Core Competencies and Acumen:	20%
Individual PowerPoint Presentation: Analyze a prospective global organization identifying resources needed for a global presence:	20%
Individual Paper and PowerPoint Presentation: Assess global risks for a multi-national company in a specific global market:	20%
Team Project Paper and Presentation: Desired leadership behavior in a specific cultural cluster:	20%
Instructor Determined Activities, Participation, and Discussions:	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

Individual PowerPoint Presentation Characteristics of an Effective Global Leader: Ethics, Core Competencies and Acumen:

Individual PowerPoint Presentation: Characteristics of an Effective Global Leader: Ethics, Core Competencies and Acumen:

Students will identify, examine, analyze and describe the ethics, core competencies, and acumen needed for successful global leadership. Analysis will focus on factors contributing to the development of competencies for global leadership, including identification of skills and strategies from world-class leaders.

The PowerPoint will be based on information from public secondary sources, company or personal web sites, as well as professional experiences and insights. Surveys and primary research are encouraged but not required.

1. Each student will have 25 minutes to present, with 5 minutes of that time devoted to Q&A. All students are expected to attend all individual presentations to listen and participate in Q&A.

2. Students should turn in a copy of their PPT slides prior to their presentation. Where appropriate use course concepts. Students should develop a maximum of 12 slides and four bullet points per slide.

For Online students: Post your PPT presentation with notes section to represent what would be covered in an oral presentation of the slides.

<i>Components</i>	<i>% of Grade</i>
Requirements	20%
Purpose/Thesis Statement	10%
Content	10%
Writing Mechanics	10%
References	5%
Organization	5%
Oral Presentation	40%
TOTAL	100%

Individual PowerPoint Presentation: Analyze a prospective global organization identifying resources needed for a global presence:

Students will develop a PowerPoint Presentation identifying, describing, analyzing and recommending the resources needed to develop a global presence and enter a global market for a real or fictitious business or organization.

The PowerPoint will be based on information from public secondary sources, company web sites, as well as professional experiences and insights. Surveys and primary research are encouraged but not required. Topics for consideration are:

1. Each student will have 25 minutes to present, with 5 minutes of that time devoted to Q&A. All students are expected to attend all individual presentations to listen and participate in Q&A.
2. Students should turn in a copy of their PPT slides prior to their presentation. Where appropriate use course concepts. Students should develop a maximum of 12 slides and four bullet points per slide.

For Online students: Post your PPT presentation with notes section to represent what would be covered in an oral presentation of the slides.

<i>Components</i>	<i>% of Grade</i>
Content	10%
Writing Mechanics	10%
References	5%
Organization	5%
Requirements	20%
Purpose/Thesis Statement	10%
Oral Presentation	40%
TOTAL	100%

Individual Paper and PowerPoint Presentation: Assess global risks for a multi-national company in a specific global market:

Students will write a paper and make a PowerPoint Presentation assessing the risks and make recommendations for risk mitigation for a current multi-national company. The assessment will include an Environmental and SWOT Analysis.

The analysis will be based on information from primary and public secondary sources, company web sites, as well professional experiences and insights. Surveys and primary research are encouraged but not required.

1. Each student will have 25 minutes to present, with 5 minutes of that time devoted to Q&A. All students are expected to attend all individual presentations to listen and participate in Q&A.
2. Students should turn in their final report and a copy of their PPT slides prior to their presentation. Where appropriate use course concepts. The final report must not exceed ten single-spaced, 12-point font, 1-inch margin pages. Exhibits can be added and are not included in the page total. The presentation should be a top-line summary of the key points from the assignment.

For Online students: Post your PPT presentation with notes section to represent what would be covered in an oral presentation of the slides.

<i>Components</i>	<i>% of Grade</i>
Requirements	20%
Purpose/Thesis Statement	5%
Content	15%
Writing Mechanics	10%
References	10%
Organization	10%
Oral Presentation	30%
TOTAL	100%

Team Project Paper and Presentation: Desired leadership behavior in a specific cultural cluster:

Student teams will select a specific global market, country, or culture cluster identifying specific leadership competencies and behaviors required for success in their selected region and develop a training program to address them.

The plan will be based on information from primary and public secondary sources, company web sites, as well as professional experiences and insights. Surveys and primary research will be conducted.

1. Each team will have 25 minutes to present, with 5 minutes of that time devoted to Q&A. Team members are expected to attend all team presentations to listen and participate in Q&A. Every team member has to participate in the actual presentation.
2. Teams should turn in their final report and a copy of their PPT slides prior to their presentation. Use course concepts where appropriate. The final report must not exceed ten single-spaced, 12-point font, 1-inch margin pages. Exhibits can be added and are not included in the page total. The presentation should be a top-line summary of the key points from the assignment.

For Online students: Post your PPT presentation with notes section to represent what would be covered in an oral presentation of the slides.

<i>Components</i>	<i>% of Grade</i>
Content	15%
Writing Mechanics	10%
References	10%
Requirements	20%
Purpose/Thesis Statement	5%
Organization	10%
Oral Presentation	30%
TOTAL	100%

Instructor Determined Activities, Participation, and Discussions:

Online and Hybrid classes are required to use online discussion board (Blackboard – Bb). Participation through discussion is an integral part of this course, although it is typically less formal than other assignments submitted throughout the course. Participation is active engagement in discussions with enhancing points, new ideas, constructive disagreement, real-world examples, personal insight, expanded resource material, and collaborative sharing. Instructors will determine the type of questions. The instructor will provide instructions for in-class participation and discussions. To provide structure for balanced participation and enhancement of discussions follow these guidelines for online discussions (the instructor will provide instructions for in-class participation and discussions):

- (1) Post your initial responses to the instructor’s discussion questions (normally two per week) and (300-350 words per response) no later than midnight, day three of class for Discussion Question #1 and no later than midnight, day five of class for Discussion Question #2 (ie. Saturday class – post initial responses to the discussion questions by midnight Monday).
- (2) Post at least four thoughtful and topic-relevant comments to responses made by classmates on at least four days of the school week. The expectation is to collaboratively share throughout the week rather than waiting until the last day.
- (3) Respond to any questions that your instructor or peers have regarding your original discussion question posts by the end of the school week.

Note: Days above are an example – adjustment of days may be necessary depending on the start day of each specific class.

<i>Components</i>	<i>% of Grade</i>
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES AND STUDENT SUPPORT SERVICES

As a City University of Seattle student, you are responsible for understanding and adhering to all university policies. CityU also provides additional services for students. A comprehensive list of the most current versions of all university policies and services can be found in the [University Catalog](#).

Academic Integrity

City University of Seattle defines a violation of academic integrity as any act that constitutes cheating or misrepresentation of the author of an individual's scholarly work. Student behavior that demonstrates academic dishonesty or evidences lack of academic integrity is strictly prohibited.

- [Academic Integrity Policy & Procedures](#)

Safe Educational Environment

City University of Seattle is committed to supporting an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the university.

- [Title IX Information & Procedures](#)
- [Canadian Sexual Violence and Misconduct Policy](#)

Disability Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements.

- [Disability Support Services](#)