



## Syllabus

### **SCHOOL OF APPLIED LEADERSHIP** **MAL 558: High-Performing Global Teams**

3 Credits  
Effective: Winter 2017/2018

*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

Leaders require skills to effectively collaborate within a multi-cultural environment, evaluate culturally diverse talent, communicate team goals, and foster global team interactions. To compete globally, leaders need to learn practical leadership strategies for building cohesive, motivated, high-performing, global teams. Students will explore team-building strategies effective in virtual and global environments.

## 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:

- Understanding differences between individual competencies and the needs of globally diverse teams.
- Analyze leadership strategies that develop global team behavior.
- Examine global diversity and identify leadership strategies that deliver high-performing diverse team results.

## 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 Competencies in Diverse Team Environments	25%
Leading Globally Diverse Teams	25%
High-Performing Global Teams	30%
Instructor Determined Assignments	20%
<b>TOTAL</b>	<b>100%</b>

## SPECIFICS OF COURSE ASSIGNMENTS

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

### Individual Competencies in Diverse Team Environments

Students will develop a presentation that focuses on individual skills and interactions in diverse team environments. The presentation will include: (a) an introduction that describes aspects of a culturally diverse team; (b) a discussion that defines cultural boundaries: personal, family, environmentally, organizationally, nationally, and globally; (c) a discussion on individual skills/competencies that foster global team interactions (the discussion should include negotiation and dispute resolution); (d) a conclusion of thoughts regarding diverse team interactions.

The presentation will be 9 – 15 slides of content. Include a minimum of five (5) quality references. Spend approximately 45 seconds discussing each slide. Each slide should have brief, key points along with images that visually support the content. Student presents the material either in-person or through a multimedia environment (if given through multimedia, include closed-caption; if not given through multimedia, include presentation notes; if not given through multimedia, gain approval from your instructor first.)

<i><b>Components</b></i>	<i><b>% of Grade</b></i>
Writing and Organization	20%
References and APA	10%
Description of a culturally diverse team	15%
Cultural Boundaries Discussion	20%
Competencies and Skills for Team Interaction	20%
Oral Presentation	15%
<b>TOTAL</b>	<b>100%</b>

### Leading Globally Diverse Teams

Students will examine global diversity and identify leadership strategies that deliver high-performing diverse team results. Students will write a paper to include: (a) an introduction on leading globally diverse teams; (b) an analysis of global culture clusters. In table format identify what they are, who they are, and a brief discussion on their primary differences from each other; (c) a leadership strategy to help a global team with two culture clusters (your choice) avoid GroupThink; (d) an evaluation of leadership strategies that can build cohesive, motivated, high-performing, global teams; (e) a conclusion that discusses how these strategies can support a competitive team environment.

Students will write an 8 – 10 page paper (not including cover, abstract, and references), using APA style, 12-point double spaced Times New Roman font, and include a minimum of five (5) quality references.

<i><b>Components</b></i>	<i><b>% of Grade</b></i>
Writing and Organization	20%
References and APA	10%
Analyze Cultural Clusters	20%
Leadership Strategy to Avoid GroupThink	25%
Evaluation of Leadership Strategies	25%
<b>TOTAL</b>	<b>100%</b>

### High-Performing Global Teams

Students will examine ethical leadership strategies to optimize performance in a globally diverse high-performing team. The paper will include: (a) an introduction to high-performing global teams; (b) an analysis of six competencies leaders look for in high-performing global teams; (c) an examination of

leadership strategies that can elevate ethical team performance; (d) an evaluation of team building, coaching, and/or training methods and how each can be an effective leadership strategy to develop a team's internal and external performance; (e) a conclusion on how the ideas presented encapsulate decision-making within a high-performing global team.

This paper will be 8– 10 pages, APA (not including the cover, abstract, and reference pages). Include a minimum of five (5) quality references.

<i><b>Components</b></i>	<i><b>% of Grade</b></i>
Writing and Organization	20%
References and APA	10%
Analyzing Competencies in Global Teams	20%
Examination of Leadership Strategies	25%
Team Building, Coaching, and Training	25%
<b>TOTAL</b>	<b>100%</b>

#### Instructor Determined Assignments

Class participation through discussion activities is an integral part of this course. To provide structure for balanced participation and allow maximum benefit of enhanced discussion activities and learning, the following is required: (1) Responses to discussion questions are posted within the first three days of the online school week. (The online school week starts on Monday 12:01 am and ends Sunday at midnight PST.) At least one scholarly resource cited in APA format supports the response. (2) At least two thoughtful and topic-relevant comments, questions, or research notes are posted in response to posts by classmates over at least two different days during the online school week. (3) Any questions the instructor posts regarding the original post are responded to by the end of the online school week.

<i><b>Components</b></i>	<i><b>% of Grade</b></i>
Quality of Initial Post	40%
Quality of Response Posts	40%
References and APA	20%
<b>TOTAL</b>	<b>100%</b>

## **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](#)