

**San José State University**  
**School: College of Business**  
**Department: Organization & Management**  
**Course Number: BUS297D**  
**Title: Global Leadership and Innovation, Section: 10**  
**Semester: spring Year: 2010**

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**Office Hours:** Tuesday 4:00-5:45 or by appointment  
**Class Days/Time:** Tuesday 6:00-10:00 pm  
**Classroom:** Rose Orchard TBA

### **Course Description**

This course provides an in-depth introduction to global leadership and its development. It prepares students to do global work effectively in a complex context with people from various cultures. The content and skills taught in this course are very important given today's global economy, diverse work force, and global problems. Students are assessed and receive personal feedback on global leadership knowledge, attitudes and behaviors in modules developed by the Global Leadership Laboratory. The innovation aspect of the course addresses how global leaders foster innovation and global change. Taught experientially, the course involves hands-on projects and behavioral tests that assess students' global leadership progress and ability to innovate.

### **Course Goals and Student Learning Objectives**

- Master the theories of global leadership and innovation
- Develop a global mindset
- Become more interculturally competent
- Develop the competencies required for global work and leadership
- Learn how to foster and develop innovation in your self and others

### **Required Texts/Readings**

1. Mendenhall, M., Osland, J., Bird, A., Oddou, G., and Maznevski, M. *Global Leadership: Research, Practice and Development*. New York: Routledge, 2008 ISBN10: 0-415-40524-6 (paperback). Can be purchased at the Spartan Bookstore or online.

2. Estrin, J. *Closing the Innovation Gap Reigniting the Spark of Creativity in a Global Economy, 1<sup>st</sup> ed.* New York: McGraw-Hill, 2009. ISBN 0-07-149987-3. Can be purchased at the Spartan Bookstore or online.

### **Other Readings**

Additional readings will be listed on Blackboard.

### **Classroom Format**

For the innovation portion of the course, we will co-inquire and build shared knowledge about innovation, as well as participate in real innovation projects. The global leadership aspect of the course functions like a global leadership assessment center. Students undergo a battery of assessment instruments that provide them with feedback on their development, work to develop their global skills, and then demonstrate them in simulations and projects. The methodology includes a mix of lectures, cases, experiential exercises, group projects, and especially skill-building exercises. The most effective method for teaching skills and cross-cultural sensitivity is via experiential exercises. We will use role plays, exercises, and simulations so that you can pull out your own learning points from these experiences. **This type of course requires students to take responsibility for their own learning. In order for an experiential course to be successful, students must do all the reading and homework preparation before class and be present and participate actively in the classroom.** Please do not underestimate the importance of participation in this course.

### **Classroom Protocol**

Because the course is taught experientially, attendance and participation are obligatory. Please notify the instructor in advance if an emergency prohibits your attendance. Students are expected to arrive on time. Cell phone use and computer use unrelated to the class are not permitted. In the classroom, COB faculty allow students to use computers only for class-related activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.)

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html>  
Information about late drop is available at <http://www.sjsu.edu/sac/policies/latedrops/>.

Students should be aware of the current deadlines and penalties for adding and dropping classes.

## **Assignments and Grading Policy**

### **Final Exam**

The test will measure your knowledge of the assigned readings, the textbook chapters, and your ability to decode the cultural behavior found in vignettes and dialogues. The format is multiple choice questions, brief cases and vignettes to analyze, and short essay questions.

### **Cultural Observation** (Optional assignment for extra credit)

Your goal in this assignment is to learn to be a participant-observer. Since we are hoping to hone your observation skills, we will use lessons from anthropologists who are experts in ethnography. You are asked to attend a cultural event (**not from your own cultural background**), practice your observation skills and interviewing skills, and write a reflection on your experience. The reflection guide is found on Blackboard. Examples of such events might be cultural festivals or celebrations, invitations to religious celebrations, etc. Look at <http://www.ethnicevents.com/> for ideas. If you are unsure if your event will be acceptable, check with the instructor beforehand. Immerse yourself as much as possible in this experience so you really get a taste of what the other culture is like. Pay attention to your reactions. The purpose of the assignment is to help you develop a global mindset, become more interculturally competent and develop global leadership competencies.

### **Leadership Innovation Project**

In this project, students work in multicultural teams to diagnose a need, come up with an innovative solution with multiple stakeholders, and present the solution. For more project details and grading criteria, look on Blackboard. The project's purpose is to provide students with an opportunity to practice developing a global mindset, become more interculturally competent, develop global leadership competencies, and learn to foster innovation in themselves and others. There is a slacker penalty on this project; team members will evaluate whether or not all members deserve the same project grade, based on their contributions. If, for example, a member only did half of what they were assigned, they should receive only 50% of the team's final grade.

### **Assessment Instruments and Personal Development Journal/Blog**

A key aspect of leadership development is self awareness and knowing your strengths and weaknesses. You will be asked to complete several assessment instruments throughout the course that will provide you with personal feedback (these instruments do not determine your grade) on competencies related to global leadership. You will also receive developmental feedback from peers. In a journal, you will be asked to reflect upon and analyze the feedback from these instruments and what you have learned during the course to create an action plan for continued personal development. The purpose of these activities is to help you develop a global mindset, become more interculturally competent, and develop global leadership competencies.

Another important part of leadership development is the habit of reflection. For this reason, you are to write a journal/blog that includes weekly entries on your thoughts, feelings and lessons learned with respect to readings, class exercises, your leadership experiences and progress. Occasionally the entries will be guided, which means you will be given specific questions to answer. The instructions for journal/blog assignments are found in Blackboard. The purpose of these activities is to help you develop a global mindset, become more interculturally competent, and develop global leadership competencies.

### **Innovation Reading Presentation**

Pairs of students will be assigned an innovation reading to present to the class in a creative fashion. They will then lead a discussion of how the key points could be applied. The purpose of this assignment is to master innovation theory and learn to foster innovation in self and others.

### **Ecosphere Assignment**

We will collaborate with *SHIFT Magazine*, published by the SJSU Journalism Department, which is creating an issue on innovation. The class will gather facts on a specific social problem and innovative solutions to help write the Ecosphere page of the magazine's next issue. Specific instructions are located in Blackboard.

### **Assignments and Grading Scheme:**

<b>Grading Points</b>	<b>Point Value</b>
Final Exam	25
Cultural Observation (optional)	Extra credit (4 pts.)
Leadership Innovation Project	20
Assessment Instruments & Personal Development Journal/Blog	20
Innovation Reading Presentation	10
Ecosphere Assignment	20
Class Participation	5

### **University Policies**

#### **Academic integrity**

Students should know the University's Academic Integrity Policy that is available at [http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf) Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your

academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at

[http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html)

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

### **Academic Honesty:**

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

## BUS 297 Global Leadership and Innovation, Spring 2010 Tentative Course Schedule

Week	Date	Topics	Homework
1	1/26	What is Global Leadership? Globalization & Global Mindset	Read "Broadening the Debate: The Pros and Cons of Globalization" by J. Osland Read Ch. 1 "Leadership and the Birth of GL"
2	1/30 9-4:30	Intercultural Effectiveness & Decoding Culture Building Relationships & Trust Communication Across Cultures	Read Ch. 2 "Multidisciplinary Roots of GL" Read "Mindful Communication"
3	1/31 9-4:30	Leading Multicultural Teams Influencing Global Stakeholders	<b>Prepare Aracruz Presentation</b> Read Chapter 6 "Leading Global Teams"
4	2/2	Leading Global Change and Innovation in Multicultural Settings	Read Ch. 8 "Leading Global Change" Read "Spark Innovation with Empathic Design" <b>Submit Ecosphere Draft by 2/2 or 2/9</b>
5	2/9	Assessing Global Leadership Testing GL competencies	Read Chapter 3 "Overview of GL Literature" Read Chapter 4 "Assessing Global Leadership Competencies" <b>Complete the CPQ on line</b> <b>Complete the GCI online</b>
6	2/13	The Innovation Gap	Read Estrin book, chapters 1-5
7	2/16	Innovation Guest Speaker	Read Estrin book, chapters 6-8 <b>Submit Innovation Projects</b>
8	2/23	Global Leadership Development <b>Final Exam</b>	Read Ch. 5 "Process Models of Global Leadership" Read Ch. 9 "Global Leadership Development" <b>Submit Cultural Observation Assignment at least by this date</b> <b>Submit Ecosphere Assignment</b>