Course ID:	Course Title:		Fall 2023
BUS/DVST/IND 342	**Leadership in the Global Context**	Prerequisite: 60 credits or department permission	
		Credits: 3	

Class Information		Instructor Information		Important Dates	
Delivery:	In-Class	**Instructor:**	Murray D. MacTavish, PhD	**First day of class:**	Sept. 11, 2023
Days:	Monday	**Email:**	murray.mactavish@ambrose.edu	**Last day to add/drop:**	Sept. 17, 2023
Time:	12:45pm-3:45pm	**Phone:**	(403) 410-2000 (x6937)		
Room:	A1085-1, now A1085-S	**Office:**	L2053	**Last day to withdraw:**	Nov. 20, 2023
Final Exam:	Take-Home	**Office Hours:**	Mondays, 11:30am – 12:30pm; or by appointment	**Last day of classes:**	Dec. 11, 2023

Course Description

A seminar examining leadership theories and approaches to leadership practice in various global contexts. Students will explore the ways multi-cultural influences shape non-profit and for-profit organizations. Various self-assessments will heighten students' awareness of their personality characteristics, current leadership strengths, and areas for growth. Students will develop a personal philosophy of leadership and prepare a personal leadership development plan.

Expected Learning Outcomes

After successful completion of this course, students will be able to:

1. Understand and critique the major theories and paradigms of leadership, and their effect on current leadership practices in non-profit and for-profit contexts.

2. Develop a perspective as servant leaders and "developers of people".

3. Enhance an understanding of their own identity as a leader and preferred leadership style(s).

4. Make a personal leadership development plan to guide their next steps in personal and professional development.

5. Learn about different dimensions of culture and use that knowledge to examine cultural contexts around the world.

6. Understand the importance of culture and cross-cultural organizational behavioural issues.

Textbooks

Northouse, P. G. (2022). *Leadership: Theory and practice*, (9th ed.). Thousand Oaks, CA: Sage.

Rath, T., & Conchie, B. (2008). *Strengths based leadership* (2nd ed.). New York, NY: Gallup. **[BUY NEW COPY]**

Shankman, M. L., Allen, S. J., & Miguel R. (2015). *Emotionally intelligent leadership for students: Inventory*. San Francisco, CA: Jossey-Bass.

Additional Resources (available in the Library: electronically, or on Reserve):

Arbinger Institute. (2018). *Leadership and self-deception: Getting out of the box*, (2nd ed.). Oakland, CA: Berrett-Koehler.

Bjerke, B. (1999). Business leadership and culture. Northampton, MA: Edward Elgar.

Chaloff, I. (2009). *The courageous follower: Standing up to & for our leaders* (3rd. ed.). San Francisco, CA: Berrett-Koehler. Chapters 1-3 are available here: https://books.google.ca/books/about/The_Courageous_Follower.html?id=GQ1bAIvHT6cC&redir_esc=y And a brief summary: https://www.actionablebooks.com/en-ca/summaries/thecourageousfollower/#:~:text=Chaleff%20lists%20the%20following%20six,and%20responsibility%20for%20one's%20self

Chhokar, J. S., Brodbeck, R. C., & House, R. J. (2007). Culture and leadership across the world: The GLOBE book of in-depth studies of 25 societies. Mahweh, NJ: Erlbaum. [Available in the Ambrose Library]

Earley, P. C., & Mosakowski, E. (2004, October) Cultural intelligence. Harvard Business Review. Pp. 139-146.

Fry, L. W., Egel, E. (2017). Spiritual Leadership: Embedding Sustainability in the Triple Bottom Line, *Graziado Business Review, 20*(3). Available at: https://gbr.pepperdine.edu/2017/12/spiritual-leadership/

Harris, P. R., Moran, R. T., Moran, S. V. (2007). Managing cultural differences: Global leadership strategies for the 21st century (7th ed.). San Francisco: Butterworth-Heinemann.

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind* (3rd ed.). San Francisco, CA: McGraw-Hill. [Available in the Ambrose Library]

House, R. J., Dorfman, P. W., Javidan, M., Hanges, P. J., & Sully de Luque, M. (2014). Strategic leadership across cultures: GLOBE study of CEO leadership behavior and effectiveness in 24 countries. Thousand Oaks, CA: Sage. [Available in the Ambrose Library]

House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004). Culture, leadership, and organizations: The GLOBE study of 62 societies. Thousand Oaks, CA: Sage. [Available in the Ambrose Library]

Kellerman, B. (2007, December). What every leader needs to know about followers. *Harvard Business Review*, pp. 84-91.

Kelly, R. E. (1988, November-December). In praise of followers. *Harvard Business Review*. pp. 142-148.

Kouzes, J. M., & Posner, B. Z. (2016). *Learning leadership: The five fundamentals of becoming an exemplary leader*. San Francisco, CA: Wiley.

Shankman, M. L., Allen, S. J., & Miguel R. (2015). *Emotionally intelligent leadership for students: Inventory*. San Francisco, CA: Jossey-Bass.

Van Dierendonck, D., & Patterson, K. (2015). Compassionate Love as a Cornerstone of Servant Leadership: An Integration of Previous Theorizing and Research. *Journal of Business Ethics, 128* (1), pp.119-131.

The GLOBE website itself is outstanding. Here you will find country and cluster graphs:

https://globeproject.com/results#country
https://globeproject.com/study_2004_2007#surveyed

Plus:

https://digitalcommons.andrews.edu/cgi/viewcontent.cgi?article=1034&context=jacl

Course Schedule

Date   **Reference**

Introduction to Leadership

9/11   Introduction to the Course
Introduction to Leadership   Northouse Ch. 1
    Heifetz, R. A., & Laurie, D. L. (2001, December). The work of leadership. *HBR*, 131-140.
    Kotter, J. P. (1990, May-June). What leaders really do. *HBR,* 68(3), 103-111.

9/11   *Flourishing Life Introduction & Assessment (in-class) – Dr. Wayne Hammond*

9/18   Trait Approach   Northouse Ch. 2
Skills Approach   Northouse Ch. 3
Behavioral Approach   Northouse Ch. 4
    Goleman, D. (2000, March-April). Leadership that gets results. *Harvard Business Review, 78*(2), 78-90.
Emotional Intelligence (EQ)
    Goleman, D. (2004, January). What makes a leader? *Harvard Business Review, 82*(1), 82-91.
    Developing Emotionally Intelligent Leadership (Ch. 24, *EQ Leadership*, 237-241)

DUE 9/18   **Journal #1 – *Kolb Learning Style Assessment & Self Reflection***

9/25   Situational Approach   Northouse Ch. 5
Path–Goal Theory   Northouse Ch. 6

Overview of Culture

What is Culture?
    Morris, M. W., Leung, K., Ames, D., Lickel, B. (1999). Views from inside and outside: Integrating emic and etic insights about culture and justice judgment. *Academy of Management Review, 24*(4), 781-796.
Dimensions of Culture

DUE 9/25   Journal #2 – *Emotionally Intelligent Leadership (EIL) Inventory Reflections* Shankman, Allen, & Miguel

10/2   Culture Scanning, Intercultural Interactions, Crossing Cultures

Leader–Member Exchange Theory   Northouse Ch. 7
Paternal Headship
Authentic Leadership   Northouse Ch. 9

WEEK OF 10/2 Meeting #1 with your mentee

10/9   THANKSGIVING   [No class]

10/16 Transformational Leadership   Northouse Ch. 8
Collins, J. (2001, January). Level 5 leadership: The triumph of humility and fierce resolve. *Harvard Business Review, 79*(1), 66-76.
Servant Leadership   Northouse Ch. 10
Spears, L. C. (2004, Fall). Practicing servant-leadership. *Leader to Leader*, 34, 7-11.
Retrieved from: https://apscomunicacioenpublic.files.wordpress.com/2012/12/larry-spears-practicing-servant-leadership.pdf
Spears, L. C. (2010). Character and servant-leadership: Ten characteristics of effective, caring leaders. *The Journal of Virtues & Leadership*, *1*(1), 25-30.
Retrieved from: https://www.regent.edu/wp-content/uploads/2020/12/Spears_Final.pdf

10/16   Leader Interview Insights Presentations (4)

WEEK OF 10/16 Meeting #2 with your mentee
DUE 10/16   Journal #3 – *Cultural Intelligence & Global Mindset Reflections*

10/23   No Class

WEEK OF 10/23 Meeting #3 with your mentee
DUE 10/23   Mentoring Journal #1

10/30 Gender and Leadership   Northhouse Ch. 14
         Team Leadership   Northhouse Ch. 16

10/30   Leader Interview Insights Presentations (4)

WEEK OF 10/30 Meeting #4 with your mentee
DUE 11/3 (Friday)   Leadership Development Plan PART 1 (Section II): Leadership and You

11/6   READING BREAK   **[No class]**

Cultures in Organizations

11/13 Organizational Structures & Cultures
         Leadership and Organizational Culture
                 [from Schein, E. H. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco: Jossey-Bass.]
                 Context Matters (Ch. 18, *Learning Leadership*, 181-189)
         Leadership Ethics   Northhouse Ch. 15
11/13   Leader Interview Insights Presentations (5)

DUE 11/13   Journal #4: Teambuilding Exercise Self-Reflections
DUE 11/13   Mentoring Journal #2

11/20 Followership   Northhouse Ch. 13
         Having Courage to use Your Voice
         Consciousness of Context

11/20   Leader Interview Insights Presentations (5)

WEEK OF 11/20 Meeting #5 with your mentee
DUE 11/20   Journal #5: *StrengthsFinder Assessment & Self-Reflection* Rath & Conchie

11/27 Strengths Based Leadership   Rath & Conchie, 1-95
         Emotionally Intelligent Leadership   Shankman, Allen, & Miguel
         Crucible Moments/Challenge Yourself/Get Curious

11/27   Leader Interview Insights Presentations (4)
WEEK OF 11/27 Meeting #6 with your mentee (last week)
DUE 11/27   Leadership Development Plan PART 2 (Section III): Strategic Environmental Analysis

Leadership & Change

12/4 *Flourishing Life Assessment (Complete it Prior to Class) & Debrief – Dr. Wayne Hammond*

Leadership, Change, and Culture
Adaptive Leadership   Northouse Ch. 11
   Corporate Change Approach:
   Kotter, J. P. (2007, January). Leading change: Why transformation efforts fail. *Harvard Business Review, 85*(1), 96-103.

   Community Development Approach
   Castelloe, P., Watson, T., & White, C (2002). Participatory change: An innovative approach to community practice. *Journal of Community Practice, 10*(4), 7-32.
Group Leadership & Cultural Comparison Presentations (1)

12/4   Leader Interview Insights Presentations (4)

WEEK OF 12/4: Meetings with Dr. Wayne Hammond
DUE 12/4   Journal #6: Acting Redemptively Self-Reflections
DUE 12/4   *Flourishing Life Assessment (Complete the end of course FLQ Assessment Online Prior to Class)*
DUE 12/4   Group Leadership & Cultural Comparison Presentations (1)

12/11 Group Leadership & Cultural Comparison Presentations (3)

DUE 12/11   Mentoring Journal #3
DUE 12/11   Complete Leadership Development Plan (ALL Sections I - V)
DUE 12/11   Group Leadership & Cultural Comparison Presentations (3)

DUE TBD   Take-Home FINAL EXAM DUE (4:00pm)

Attendance:

Students are **expected to attend all classes**. Please **notify me <u>BEFORE</u> class (via e-mail is best) if you are going to be absent**. Legitimate reasons for absences include illness or a personal emergency. You should consider if a boss would let you miss an important work project/meeting for the reason you are reporting. You are responsible for making arrangements with your peers to get notes, handouts, and assignments. Excessive tardiness may lower your participation grade, as will use of a phone or laptop computer for non-course-related purposes during class. **Your final grade will be impacted negatively by 2 % per unexcused absence and for phone or laptop use for non-course related activities during a class.**

Course Requirements:

Course grading and evaluation will be conducted according to the following:

10 %	Participation/Contribution to Class
5 %	Leader Interview & Class Presentation (Scheduled Oct. 23, 30; Nov., 13, 20, 27; Dec. 4)
9 %	Mentor Reflection Journals (3) (Oct. 28; Nov. 13: Dec. 11)
18 %	Short Personal Reflection Journals (6) (Sept. 18, 25; Oct. 16; Nov. 13, 20; Dec. 4)
18 %	Personal Leadership Development Plan (incorporates 6 Short Reflection Journal content)

- Part I (or Section II) – Leadership and You (Due Nov. 3)
- Part II (or Section III) – Strategic Environmental Analysis (Due Nov. 27)
- Complete Document (Sections I - V, Submitted by December 11)

20 %	Group Leadership & Cultural Comparison PPT/Presentation (December 4)
<u>20</u> %	Take-home Final Exam (Short Answer plus Application Case Study) (Submit by 4:00pm, TBD)
100 %	TOTAL

<u>Note</u>: The Instructor reserves the right to make adjustments in course coverage, sequence and grading.

<u>NOTE</u>: *Up to 20% of the grade for a written assignment may be given for grammar, spelling, and formatting. Usage of APA style formatting is required for all assignments unless noted otherwise.*

NOTE: All course requirements must be completed and submitted in order to pass the course.

Submission of Assignments:
All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated in the Weekly Reading and Assignment schedule. All electronically submitted written assignments (i.e., reading responses and papers) must be **submitted in a WORD document (and NOT as PDF files)**. Note: this doesn't apply to video submissions, if required. **Late assignments may lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late.**

1. **Participation/Contribution to Class (10 %)**

   As with attendance, contributing to class discussions is expected. This includes preparation for class by reading the text and any other assignments, and *coming to class with carefully considered thoughts and perspectives on the class' readings and theme(s). You may be called upon to raise an issue or concern, or to pose a question regarding the topic for that particular class session.*

   Your active engagement and participation in the discussions will strengthen your learning experience, and is a great way to gain confidence and prepare yourself for the world of work. Grading participation will be based on the *quality*, not simply quantity, of your participation. Thus there is no need to dominate class discussions. Rather, I will be looking for comments from you that add to the understanding of the class, going beyond simple repetition of the facts to provide interesting analysis and conclusions. Silence in class may lead me to wonder if you are not prepared for class.

   Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. **The professor has the right to disallow the student to use laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy**. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins. **Your final grade will be impacted negatively by 2 % per for phone or laptop use for non-course related activities during a class.**

   In light of the course learning objectives and various instructional activities, computers are allowed to be used for course-related work, if not a distraction.

2. **Leader Interview & Class Presentation (5%) (Written Summary DUE by midnight the day before you present; Presentations Scheduled approximately 4-5 per class session between Oct. 16 – Dec. 4**

   Each student is to interview a current leader and report their key findings and insights to the class later in the semester (maximum 5 minutes). A list of suggested questions is provided below. You likely will not have time to ask all of these questions. You may also add your own questions. This is an opportunity for you to learn from someone who has become a leader, how they achieved such a role, and what advice they might pass on to you. **A written summary of the key learnings from the interview is to be submitted to the instructor via a Moodle dropbox. APA formatting IS NOT REQUIRED for this assignment.**

   Sample Leader Interview Questions:

   ➢ Tell me about how you became a leader.
   ➢ Were there any significant influences that inspired you or guided you in your journey to your current leadership role? Please explain.
   ➢ Describe for me what you think it means to be a leader.
   ➢ What do you think are the characteristics of an ideal leader?

- ➢ What are the current or future issues you face as a leader in your organizational context?
- ➢ What factors do you consider when making a decision as a leader?
- ➢ How do values influence such decisions, if at all?
- ➢ What insights have you learned about leadership from your experiences leading?
- ➢ What advice would you offer to someone aspiring to a leadership role?

Some Possible Additional Questions:

- ➢ Since we live in a multi-cultural environment (or you work across cultures), how does that influence your approach to leading?
- ➢ Are there different leadership perspectives in different cultures? Explain.
- ➢ How has your understanding of culture and leadership changed over the years?
- ➢ How has your faith influenced your development as a leader?
- ➢ How has your faith impacted your decisions?

3. Mentor Reflection Journals (3) (9%) (DUE: Oct. 28; Nov. 13: Dec. 11)

Mentor Reflection Journal #1 (DUE: Oct. 23)
Students are to reflect on the prior mentoring meetings considering:
1. How has the relationship moved forward?
2. Have you experienced growth?
   - Discovered your strengths?
   - Discovered areas for growth?
   - What are some of your next challenges?

Mentor Reflection Journal #2 (DUE: Nov. 13)
Students are to reflect on the prior mentoring meetings considering:
1. How has the relationship moved forward?
2. Have you experienced growth?
   - Discovered your strengths?
   - Discovered areas for growth?
   - What are some of your next challenges?

Mentor Reflection Journal #3 (with additional component) (DUE: December 11)
Students are to reflect on the prior mentoring meetings considering:
1. How has the relationship moved forward?
2. Have you experienced growth?
   - Discovered your strengths?
   - Discovered areas for growth?
   - What are some of your next challenges?
3. **What are some of the key learnings from this mentoring experience?**

4. **Short Personal Reflection Journals (6) (18%) (DUE: Sept. 18, 25; Oct. 16; Nov. 13, 20; Dec. 4)**

As part of the Flourishing Life work and to develop your Personal Leadership Development plan, you will be required to submit six 1.5 - 2 page (double-spaced) reflection papers per the prompts provided below. These are not research papers, but rather require you to engage in self-assessments and analysis, followed by your own personal self-reflections. These journals are to be uploaded to Moodle as a WORD document (not as a .PDF).

Journal #1: Kolb Learning Style Inventory (LSI) Assessment & Self-Reflections Journal (DUE: Sept. 18)

Students are to complete the self-scoring Kolb Learning Style Inventory Assessment (found on Moodle) and submit your personal interpretation of the results, and include implications for your learning efforts in your Ambrose studies and in your leadership role(s). **You are to scan and paste your "kite" diagram scan into an additional page in a single WORD document. Failure to include this image will result in a grade of 0 for this assignment.**

Some possible questions to consider in your reflections:
-Do your learning profile scores seem valid to you?
-How do you characterize the way you learn?
-What do you think your greatest strength is as a learner?
-What do you think your greatest weakness is as a learner?

Here is the outline for the Learning Style Inventory Self-Reflection:
1. Introduction paragraph
2. Describe your results on the 4 axis
3. Explain which quadrant you are and what that means (triangle with the largest area)
4. What do the results mean for you? How will you use this new self-insight in your future learning?
5. Concluding paragraph
6. Appendix: Kolb LSI "kite" diagram (scan and paste in the image from YOUR assessment results)

Journal #2: Emotionally Intelligent Leadership Assessment and Self-Reflections Journal (DUE: Sept. 25)

Students are to complete the self-scoring Emotionally Intelligent Leadership for Students Inventory by Shankman *et al*. (available in the Bookstore) and submit your personal interpretation of the results, and include implications for your development as a leader. **You are to scan and paste your assessment answers (pages 4-6 of the Inventory document) into a single WORD document. Failure to include an image of this work will result in a grade of 0 for this assignment.**

Journal #3: Cultural Intelligence & Global Mindset Reflection Journal (DUE: Oct. 16)

Students are to take the short Cultural Intelligence instrument in Earley & Mosakowski (2004), p. 143 and offer your analysis and reflections on the results, along with your self-assessment of your areas of strength in Mansour Javidan's Global Mindset model (inserted below and in the course PPT file on Moodle).

This learning exercise it intended to have you look at YOURSELF and your PERSONAL EXPERIENCE. It is not a research paper, in that you will NOT get other information from any other source and you do not need to explain the theory or concept in your paper, or use or quote another source. It will be entirely YOUR thoughts and words. You are to talk about YOU. (You still may choose to go to the internet or other resource to get more understanding about "cultural intelligence" or "global mindset").

So, the only resources you will need are the brief Cultural Intelligences assessment (in the article) and my PPT slides. I am simply asking you to take the brief Cultural Intelligence assessment in Earley and Mosakowski's (2004) Harvard Business Review article "Cultural Intelligence". Please review your personal result to see what is says about your level of cultural intelligence. It may show you are strong in some areas and not as strong in others. Admittedly, this is a very simple test. But, it can get you thinking:

Diagnosing Your Cultural Intelligence

These statements reflect different facets of cultural intelligence. For each set, add up your scores and divide by four to produce an average. Our work with large groups of managers shows that for purposes of your own development, it is most useful to think about your three scores in comparison to one another. Generally, an average of less than 3 would indicate an area calling for improvement, while an average of greater than 4.5 reflects a true CQ strength.

Rate the extent to which you agree with each statement, using the scale:
1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

_____ Before I interact with people from a new culture, I ask myself what I hope to achieve.

_____ If I encounter something unexpected while working in a new culture, I use this experience to figure out new ways to approach other cultures in the future.

_____ I plan how I'm going to relate to people from a different culture before I meet them.

+ _____ When I come into a new cultural situation, I can immediately sense whether something is going well or something is wrong.

Total _____ ÷ 4 = [ ] **Cognitive CQ**

_____ It's easy for me to change my body language (for example, eye contact or posture) to suit people from a different culture.

_____ I can alter my expression when a cultural encounter requires it.

_____ I modify my speech style (for example, accent or tone) to suit people from a different culture.

+ _____ I easily change the way I act when a cross-cultural encounter seems to require it.

Total _____ ÷ 4 = [ ] **Physical CQ**

_____ I have confidence that I can deal well with people from a different culture.

_____ I am certain that I can befriend people whose cultural backgrounds are different from mine.

_____ I can adapt to the lifestyle of a different culture with relative ease.

+ _____ I am confident that I can deal with a cultural situation that's unfamiliar.

Total _____ ÷ 4 = [ ] **Emotional/ motivational CQ**

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nical abilities as well as his interpersonal skills. Soon he was asked to lead a team at Saturn, an autonomous division of GM. He was not able to adjust to Saturn's highly participative approach to teamwork – he mistakenly assumed it would be as orderly and deferential as Chevy's. Eventually, he was sent back to Chevy's truck division.

The *analyst* methodically deciphers a foreign culture's rules and expectations by resorting to a variety of elaborate learning strategies. The most common form of analyst realizes pretty quickly he is in alien territory but then ascertains, usually in stages, the nature of the patterns at work and how he should interact with them. Deirdre, for example, works as a broadcast director for a London-based company. Her principal responsibility is negotiating contracts with broadcast media owners. In June 2002, her company decided that all units should adopt a single negotiating strategy, and it was Deirdre's job to make sure this happened. Instead of forcing a showdown with the managers who resisted, she held one-on-one meetings in which she probed their reasons for resisting, got them together to share ideas, and revised the negotiating strategy to incorporate approaches they had found successful. The revised strategy was more culturally flexible than the original proposal – and the managers chose to cooperate.

The *natural* relies entirely on his intuition rather than on a systematic learning style. He is rarely steered wrong by first impressions. Donald, a brand manager for Unilever, commented, "As part of my job, I need to judge people from a wide variety of cultural backgrounds and understand their needs quickly. When I come into a new situation, I watch everyone for a few minutes and then I get a general sense of what is going on and how I need to act. I'm not really sure how I do it, but it seems to work." When facing ambiguous multicultural situations that he must take control of, the natural may falter because he has never had to improvise learning strategies or cope with feelings of disorientation.

Then, review my PPT slides on Global Mindset. There are 3 types of capital: Intellectual, Psychological, and Social. There are 3 sub-headings under these 3 types of capital. Then, they add 3-4 characteristics under these 3 sub-headings for a total of 27 characteristics (I attach a clearer version here):

GLOBAL MINDSET

Global INTELLECTUAL CAPITAL

Global Business Savvy
- Knowledge of global industry
- Knowledge of global competitive business and marketing strategies
- Knowledge of how to transact business and assess risks of doing business internationally
- Knowledge of supplier options in other parts of the world

Cosmopolitan Outlook
- Knowledge of cultures in different parts of the world
- Knowledge of geography, history, and important persons of several countries
- Knowledge of economic & political issues, concerns, & hot topics of major regions of the world
- Up-to-date knowledge of important world events

Cognitive Complexity
- Ability to grasp complex topics quickly
- Strong analytical and problem solving skills
- Ability to understand abstract ideas
- Ability to take complex issues and explain the main points simply and understandably

Global PSYCHOLOGICAL CAPITAL

Passion for Diversity
- Enjoy exploring other parts of the world
- Enjoy getting to know people from other parts of the world
- Enjoy living in another country
- Enjoy traveling

Quest for Adventure
- Interest in dealing with challenging situations
- Willingness to take risk
- Willingness to test one's abilities
- Enjoy dealing with unpredictable situations

Self-Assurance
- Energetic
- Self-confident
- Comfortable in uncomfortable situations
- Witty in tough situations

Global SOCIAL CAPITAL

Intercultural Empathy
- Ability to work well with people from other parts of the world
- Ability to understand nonverbal expressions of people from other cultures
- Ability to emotionally connect to people from other cultures
- Ability to engage people from other parts of the world to work together

Interpersonal Impact
- Experience in negotiating contracts/agreements in other cultures
- Strong networks with people from other cultures and with influential people
- Reputation as a leader

Diplomacy
- Ease of starting a conversation with a stranger
- Ability to integrate diverse perspectives
- Ability to listen to what others have to say
- Willingness to collaborate

So, I can see you considering all 27 of the characteristics to consider which of the 27 characteristics you have under the 3 types of capital: Intellectual, Psychological, and Social. This will help you understand which of the 9 sub-headings you are more skilled at or comfortable with (See image below). So, in your short reflection section, I think it would sufficient to talk at a higher level and just talk about which of the 9 sub-headings you believe you have or are comfortable with, within the 3 larger types of "capital". You need only select one strong and one weak characteristic from each of the 3 "Capitals". So, you will briefly identify 3 areas of strength and 3 areas for growth. You will need to then add a few comments on how you plan to increase your global mindedness. This is where this self-awareness can help you grow further.
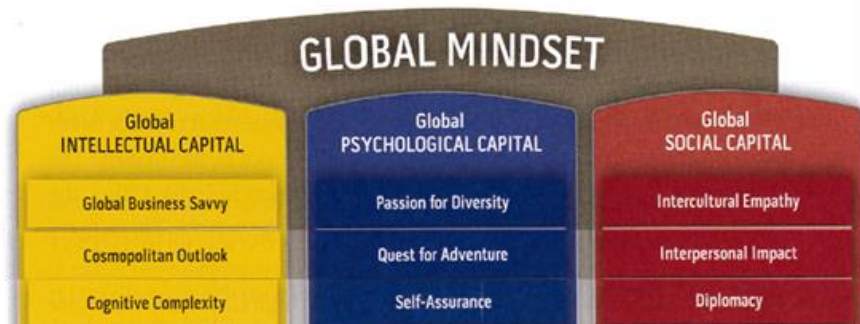
So here is a good outline for the short reflection:

1. Introduction
2. Briefly explain a summary of your results from the Cultural Intelligence assessment found on page 143 in Earley & Mosakowski's (2004) HBR article, *Cultural Intelligence*,
3. Briefly identify 3 areas of strength and 3 areas for growth of your Global Mindset.
4. **In your conclusion section, you will expand on how you will work on the 3 selected areas where you can grow (as informed by the 2 steps above). Please include some specific ideas/plans you have for yourself to increase your ability to navigate cross-cultural experiences. There is no right or wrong answers. However, a general comment that "I will work harder" is not acceptable. You need to think through specific actionable steps to push yourself to grow.**

Journal #4: Teambuilding Exercise Reflections (DUE: Nov. 13)

Briefly discuss how your team worked, or didn't work, together during the teambuilding exercise. Then, reflect more specifically on your personal experience: How did you participate? Did you exercise leadership? Did you use your "voice" to speak into the project and processes? Finally, what are the key learnings for you from this teambuilding activity?

Journal #5: StrengthsFinder Assessment and Self-Reflections (DUE: Nov. 20)

Students are to complete the StrengthsFinder 2.0 Assessment (accessed by the unique code provided in a NEW copy of Rath & Conchie's (2008) *Strengths Based Leadership* (2nd ed.) 2008) book and submit the insights you gleaned from this assessment, including implications for your development as a leader. **You are to insert a screenshot of your assessment results into this reflection which will be submitted in a single WORD document. Failure to include an image of the assessment results will result in a grade of 0 for this assignment.**

Journal #6: Acting Redemptively Self-Reflections (DUE: Dec. 4)

This learning exercise it intended to have you look at YOURSELF and your PERSONAL PERSPECTIVES on your role in the marketplace and the broader society. Students will reflect on class lectures and discussions about ethics, transformational, servant, and authentic leadership, as well as one's crucible or defining moments.

The Flourishing Life process in BUS 342 has provided you an opportunity to engage in independent and holistic reflection on your development. Through the various assigned self-reflection journals, class discussions, and the Flourishing survey you have begun to gain a greater appreciation of your strengths and your areas for growth. Given this body of knowledge, answer the following questions in the assigned personal reflection paper:

1. What does it mean to be a "good" leader and how am I uniquely gifted to engage in leadership? To answer this question please reflect on how you have come to understand and use your core strengths as well as which strengths you would like to continue to develop and why.
2. How did your learning impact your faith journey?
3. How do you plan to employ your strengths in a redemptive or positive fashion in your future career, so that you impact the world around you in a helpful and growth-oriented manner?

5. Personal Leadership Development plan (18%)

Part 1 (or Section II) – Leadership and You (Due Nov. 3)
Part 2 (or Section III) – Strategic Environmental Analysis (Due Nov. 27)
Complete Document (Sections I - V, Submitted by Dec. 11)

***You must identify your sources (e.g., author) if using course materials. Any additional sources must be cited and referenced correctly using* APA formatting for this assignment.**

This course provides an opportunity for you to engage in holistic reflection of yourself and your ongoing life journey. You will be required to systematically examine your experience in the course by reflecting on significant things you have learned through texts and articles you have read, papers you have written, projects/testing you have participated in, and relationships you have made.

Use the following guidelines to complete a personalized plan for growing into an effective organizational leader (or enhancing your existing skills and effectiveness). The aim of this project is to assist you in assessing your leadership style/approach, your leadership potential, as well as provide an opportunity for you to identify important growth goals—personal, spiritual, and professional—towards which you can take action beginning now.

You will be assessed on the level of authentic engagement with the course content and the assignment. As well, there needs to be a realistic, logical link between your current situation and your 5-year goal(s).

To guide you in your personal reflection and development of some anticipated action steps, I have included the section headings and questions that you need to respond to. **You MUST address EVERY point.** You may also find inspiration from any of the course materials.

I.   Introduction

II.   Part 1 Leadership and You (Awareness of Self as Leader) (DUE Nov. 3)

➢ How do you see yourself as a leader? **Is there a particular leadership trait(s) or leadership style/approach discussed in class and/or in the Northouse *Leadership* text which you use most effectively? Which would you like to develop further? Explain why.** You might also consider Daniel Goleman's work on emotional intelligence and his article from 2000, "Leadership That Gets Results" article).
➢ Include insights from your self-reflections on your **Kolb Learning Style Inventory (#1)** results.
➢ Discuss your results from the **Emotionally Intelligent Leadership Inventory (#2)** and the insights you take away from this about yourself.

- ➢ Include insights from your **Teambuilding Exercise Self-Reflections (#4).**
- ➢ Include insights from the **Cultural Intelligence & Global Mindset reflection (#3)**.
- ➢ List your 5 - 6 personal core values and develop a **2-sentence** *personal mission statement* using the exercises provided on Moodle.
- ➢ What is your career goal?

III. Part 2 – Strategic Environmental Analysis (DUE Nov. 27)

- ➢ Environmental Scan – list and describe the economic, legal/political, technological, global, and cultural aspects of the general environment and how those factors relate to you and your career for the next 5 – 10 years.
- ➢ Stakeholders – identify your 4 - 6 key stakeholders or individuals who "have a stake" in you, and explain how each has invested in your life and future. List 4 – 6 life lessons you have learned from these stakeholders and describe why each is important to you now and into the future.
- ➢ Include insights from your **StrengthsFinder Assessment (#5)**.
- ➢ Personal SWOT – conduct a SWOT analysis on yourself, identifying your:
  - – Internal to you: strengths, weaknesses
  - – External to you: opportunities, threats

IV. Part 3 – Personal Reflection and Action Plan (DUE Dec. 11, include with ALL Sections I – V)

- ➢ The Flourishing Life process in BUS 342 has provided you an opportunity to engage in independent and holistic reflection on your development. Through assigned journal prompts, class discussions, and the Flourishing survey you have begun to gain a greater appreciation of your strengths and your areas for growth. Given this body of knowledge, answer the following questions in the assigned personal reflection section:
  1. Incorporate insights gleaned from your Flourishing Life Mentor debrief meeting completed at the end of the term.
  2. What does it mean to be a "good" leader and how am I uniquely gifted to engage in leadership? To answer this question please reflect on how you have come to understand and use your core strengths as well as which strengths you would like to continue to develop and why.
  3. How did your learning impact your faith journey?
  4. How do you plan to employ your strengths in a redemptive or positive fashion in your future career, so that you impact the world around you in a helpful and growth oriented manner? (see your **Acting Redemptively Self-Reflections (#6)**
- ➢ Based on the above self-assessment and reflections of your current situation, where do you go from here? Include an indication of where you would like to be in your personal leadership development in five years. **Projecting 5 years, you are to identify 5 – 7 goals for your personal and professional life (Note: "personal" goals should still be related to your growth and development as a leader, and not your vacation plans, for example. Yet, something like I want to improve my physical health does fit into this idea of a healthy leader.). Be sure to articulate specific details/steps designed to help you achieve them.**

V. Conclusion

6. **Group Leadership and Cultural Comparison presentation (20%) (PPT DUE 9:00am, Dec. 4 or 11)**

The purpose of this assignment is to give students practice researching another cultural context and to enhance their knowledge of other cultures. Project teams of 6 – 7 students will be formed by September 25. Each team of students will research in-depth TWO cultural groups/contexts through the lens of leadership, management, and organizational behavior (one country from each cultural cluster). This will include analysis of all pertinent cultural information of one country in each culture cluster as it relates to how leadership and organizational behaviour occur in that context. You will report on the broad cultural characteristics of each country cluster, but can speak about a specific country as an example in your explanations.

It is as if the CEO of one company (in their cultural cluster) has asked their team to do research to understand what the company needs to know and how to prepare to work with a company in the other country (in a different cultural cluster). The group will also need to consider what the CEO of the company in the other country also needs to know for his/her company to successfully conduct business in the first country.

You will examine the real/potential challenges of two cultural groups working together in the marketplace assisted by using Hofstede's cultural dimensions. Where the two countries' cultural dimension scores are similar, they will likely work better together. However, any large variation in a cultural dimension could lead to misunderstandings and difficulties. Using this data, your analysis should lead you to insight into how each group should best proceed in a business transaction with companies from the other culture.

The data gathered will typically be presented from the etic perspective, but you are encouraged to seek out data presented from an emic perspective. Groups will reference the findings of existing studies—and possibly interview a member from this cultural group—as they prepare and present a 50-minute class presentation of their discoveries followed by a short question and answer period. The first ~30-35 minutes will cover the cultural, leadership and organizational behavior characteristics of both cultural clusters (see outline below). The remaining 15-20 minutes will include a discussion of how these two cultural clusters can work together and where there may be challenges/difficulties doing so; plus the key points to be addressed when training expatriate managers in each cultural cluster as they prepare for an international assignment in the other region or country. Your total time cannot be longer than 50 minutes (20% of the grade will be deducted if you extend beyond 50 minutes).

<mark>You must include a reference list of sources at the end of the PPT</mark>! APA formatting is not required for this assignment apart from when formatting the reference list. Further details will be discussed in class.

You will need to use the several GLOBE Research project resources and a few others provided (see Moodle).

Within the group, you will all need to decide how to divide up the workload. Some will likely work on research for one of the countries, and others will research the other country, before working together to analyze areas of harmony and discord. It is a good idea to have a "supra editor" to review the entire PPT file so that the backgrounds, format, font, writing style, etc., are consistent.

PowerPoint File Format and Content:

I. Description of the Country Cluster Cultures: (See https://www.cia.gov/the-world-factbook/)

   Presenting one section for each cluster, include the following:

   – History
   – Geographical Setting (e.g., location, climate, topography)

- Political & Legal System
- Economic Situation: GDP, economic sectors, etc.
- Demographic information
- Religion and Other Belief Systems
- Aesthetics (e.g., visual arts, performing arts, folklore and relevant symbols)
- Living Conditions (e.g., diet & nutrition, housing, clothing (especially in business/professional/NGO settings), recreation/sports/other leisure activities)
- Language (e.g., official, spoken vs. written, dialects)

II. **Cultural Dimensions:**

Prepare a chart comparing Hofstede's cultural dimensions for each country cluster (see https://www.hofstede-insights.com/country-comparison/):

- Power distance
- Uncertainty avoidance
- Individualism and collectivism
- Masculinity and femininity
- Long- versus short-term orientation
- Indulgence versus Restraint

IV. **Implications for Leading and Managing in the Country Clusters (these can be combined into a table):**

- What approach(es) or style(s) of leadership are most commonly used, and which are most/least effective?
- How are leaders developed in this context?
- Provide any other leadership insights about leading in this country cluster

V. **Recommended Approach for Conducting Business with the Other Cultural Context:**

Student groups are to strategize and present an appropriate strategy with sufficient detail to explain how each country cluster should approach the other country cluster to conduct business. Identity key issues that need to be considered, for example, potential areas for disagreement or conflict. How might the two groups work together to best achieve success in cross-national business?

VI. **References [APA formatting is required]**

You **must** include a reference list of sources at the end of the PPT!

Grade Summary:

The available letters for course grades are as follows:

Percentage	Grade	Interpretation	Grade Points
95-100	A+	Excellent	4.00
90-94	A		4.00
85-89	A-		3.70
80-84	B+	Good	3.30
75-80	B		3.00
70-74	B-		2.70
65-69	C+	Satisfactory	2.30
60-64	C		2.00
57-59	C-		1.70
54-56	D+	Poor	1.30
50-53	D	Minimal Pass	1.0
<50	F	Failure	0.00

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Academic Policies:

Communication
All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration
During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline;** please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling
Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette
Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devises in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies
It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions
Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade
An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of $50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity
We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:
- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:
- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.