



## 1231-3941 – Global Leadership

Summer semester, 2021

### Course Section Details

Day	Hour	Classroom	Lecturer	Email	Telephone
Sunday-Thursday, July 19-22, 2021	15:45- 20:45	Via Zoom: Zoom ID: 831-266-4876 (no password needed)	Professor Gilad Chen	<a href="mailto:gchen3@umd.edu">gchen3@umd.edu</a>	+1-301-920-4521

Office Hours: By appointment

### Course Units

Course Units: 1 cu

4 ECTS (European Credit Transfer and Accumulation System) = 1 course unit

By making higher education comparable across Europe, ECTS makes teaching and learning in higher education more transparent and facilitates the recognition of all studies.

### Course Description & Objectives

The emphasis of this course is on developing the concepts, frameworks, and practical competencies that are important to be effective leader in today's global economy. Using assessment tools, exercises, films, guest speakers, role plays, and other assignments, students should gain a stronger understanding and skill set to excel in leadership positions today – especially in work assignments involving interactions with managers, employees, and firms from different parts around the globe. All of the topics selected for discussion are critical ones that every professional needs to know, regardless of functional area. These issues will be examined from both a strategic and a tactical level and should be relevant to all practicing managers and leaders.

This course is based on the assumption that as working professionals you already have experience with leadership issues. The course will build on that background – as well as on

prior courses students have taken in this program – to extend students’ theoretical knowledge and applied skills. The following are specific objectives for this course:

- Identify core leadership competencies needed for managers working in a global environment, such as cultural intelligence;
- Understand cultural differences, and how they impact leadership and talent management in global work environments;
- Apply global leadership competencies to leading culturally and nationally diverse employees and teams

## Assessment and Grade Distribution

Percentage	Assignment	Date	Comments
20%	Two individual article summaries	See below	See more details below
20%	Two team-based case analyses	See below	
60%	Team-based final paper		See more details below

## Course Assignments

### **1. Individual article summaries (20% of total course grade):**

Submit summaries of the two articles indicated below, by our second class session (July 19, 2021, 15:45). The article summaries should be handed in a single document. EACH article summary should be concise (no more than 250 word per article), and summarize (a) the main topics covered by the article, and (b) 1 or 2 key personal lessons you have taken away from reading the article.

1. Javidan, M., Dorfman, P. W., de Luque, M. S., & House, R. J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from project GLOBE. *Academy of Management Perspective*, 67-90.
2. Earley, P. C. P., & Mosakowski, E. (2004). Cultural intelligence. *Harvard Business Review*, October: 1-9.

**Criteria for evaluating the summaries** include (a) summary of both articles (10%); (b) demonstrating understanding of the content covered in each article (40%), and (c) indicating an insightful personal “lessons learned” from each article (50%).

## **2. Team-based case analyses (20% of total course grade):**

We will form teams of 5 or 6 members each, during the first lesson. In your team, you are asked to analyze the following two cases, by following the questions noted below. The teams will be given time during the respective class session to work on and complete your written summary. Each analysis should be no longer than one printed page, total (12 font, single-spaced, one inch margins).

### **1. Case Analysis #1: Texas Western Thailand (Due by the end of our second lesson, on Tuesday, July 20).**

Answer the following two questions regarding the Texas Western Thailand case:

- a. What are two key cultural challenges faced by Jason Roberts, during his assignment in Thailand?
- b. What are two reasons that may have contributed to Jason Roberts' challenges (e.g., aspects about Jason Roberts, his assignment to Thailand, and/or Texas Western as an organization)?

### **2. Case Analysis #2: Wolfgang Keller at Königsbräu-TAK (Due by the end of our third lesson, on Tuesday, July 21).**

Answer the following two questions regarding the Wolfgang Keller at Königsbräu-TAK case:

- a. What are two key reasons leading to the conflict in the case, between Wolfgang Keller and Dmitri Brodsky?
- b. If you were Wolfgang Keller, what are two concrete and specific steps you would take, to address your concerns regarding Dmitri Brodsky – and why would you suggest taking those steps?

**Criteria for evaluating the case summaries** include (a) complete answers of all questions (20%); (b) integration between some course concepts and the case analyses (40%), and (c) thoughtful (vs. superficial) and high quality analysis of questions (40%).

### **3. Team Paper (60% of final course grade)**

The main course assignment will entail conducting an in-class team exercise (i.e., The Global Wine Team) and writing a team analysis debriefing the exercise. The instructor will assign students into team of 5 to 6, during the class. This paper will seek to integrate and apply concepts and principles introduced in the course.

**The final paper will be due no later than Sunday, August 8, 2021.** The team paper needs to be sent to me as a Word file via email (to [gchen3@umd.edu](mailto:gchen3@umd.edu)). Team papers should include a cover page with names and contact information for all team members. It should conform to professional writing standards (i.e., full sentences, no grammatical or spelling errors) and is limited to 6 pages in length (single-spaced, 12 font, with one-inch margins on each page; not including cover page and references). Please note that ALL members' perspectives must be represented and explained in the paper. The paper should discuss the following three areas in depth:

- a. Introduction and diagnosis: Provide a brief overview of the situation and explain what factors discussed in class were creating problems for this team. Specifically, what were the main issue faced by the team, and what factors (individual, interpersonal, or otherwise) contributed to the difficulties faced by the team? (~ 1.5 pages)
- b. Summary of what happened: Briefly summarize what happened in your team's simulation. Specifically, address the following areas (~3 pages):
  - What did Chris Jones say or do to try to get the team back on track? What was the reasoning that Chris Jones used when deciding to take this approach? Did Chris attempt a different approach after consultation with the coach (and, if so, what was that different approach)?
  - How did the other members respond to Chris's approach[es] and why? (Make sure that each member explains their perspective or reaction.)
  - What resolutions, if any, were reached by the team? Why do you think the team reached this outcome?
- c. Recommendations: If the team were real and had to meet again to address these problems, what would you suggest that Chris Jones do differently to improve the team's outcomes, and why do you recommend this? What would you suggest that the other members do differently and why? Be sure to explain why you think your suggested changes would be more effective and how they fit with concepts discussed in class (~1.5 pages).
- d. Any references, appendices, or additional supporting materials (these do not count against the 6-page limit).

Criteria for evaluating this paper include:

- (1) organization & clarity (i.e., adherence to professional writing standards, professional and coherent presentation of material; 20%);
- (2) thoroughness (i.e., inclusion of required components, explanation and support provided for arguments, etc.; 40%), and,
- (3) quality of learning (i.e., integration of course concepts, logic & quality of critical thinking; 40%).

## **Grading Policy**

As of the 2008/9 academic year the Faculty has implemented a grading policy for all graduate level courses. This policy applies to all graduate courses in the Faculty, and will be reflected in the final course grade. Accordingly, the final average of the class for this course (which is a core course) will fall between 82-87%. Additional information regarding this policy can be found on the Faculty website.

## **Evaluation of the Course by Student**

Following completion of the course students will participate in a teaching survey in order to evaluate the instructor and the course for the benefit of the students and the university.

## **Course Site (Moodle)**

The course site will be the primary tool used to communicate messages and material to students. It is, therefore recommended to periodically check the course site in general, periodically, before each lesson, at end of the course as well. (For example: exam details and updates regarding assignments)

Course slides will be available on the course site.

Please note that topics which are not covered in the slides, but are discussed in class are considered an integral part of the course material and may be tested in examinations.

## Course Outline & Assigned Readings

### Lesson 1: Monday, July 19, 2021

**Core Topic:** Cultural differences and leadership

**Assigned Readings:**

- Javidan, M., Dorfman, P. W., de Luque, M. S., & House, R. J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from project GLOBE. *Academy of Management Perspective*, 67-90.

**Activities:**

- Leadership competencies: Self-assessments
- Case: Fukushima power plant
- Mini-Case: Diamob Israel

### Lesson 2: Tuesday, July 20, 2021

**Core Topic:** Expatriate effectiveness

**Assigned Readings:**

- Earley, P. C. P., & Mosakowski, E. (2004). Cultural intelligence. *Harvard Business Review*, October: 1-9.

**Activities:**

- Case: The case of the floundering expatriate
- Case: Texas Western Thailand
- **Individual article summaries (#1 and #2) due**
- **Team case analysis#1 due**

### Lesson 3: Wednesday, July 21, 2021

**Core Topic:** Empowering employees across cultures

**Assigned Readings:**

- Kirkman, B. L., Chen, G., & Mathieu, J. E. (2020). Improving employee performance by developing empowering leaders and companies. *Behavioral Science & Policy*, 6, 23-36.
- Carlisle, A. E. (1995). MacGregor. *Organizational Dynamics* v. 24 (Autumn), 68-79.

**Activities:**

- Case: Wolfgang Keller at Königsbräu-TAK
- **Team case analysis#2 due**

**Lesson 4: Thursday, July 22, 2021**

**Core Topic:** Leading global teams

**Assigned Readings:**

- Global Wine Team background information

**Activities:**

- The Global Wine Team Exercise