

**Fall 2009 COMM 561**

**Leading and Communicating Change in Global Organizations**

Susan Resnick West, Ph.D.

ASC 121E

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Office Hours: 1:30-3:30 Wed and by appt.

This course introduces graduate students to the changes taking place in organizations due to the process of globalization and the requirements for leaderships. The focus is on many types of organizations including corporations, NGO's and IGO's. Of critical concern are the changes in organizational design and communication that must be implemented in multicultural contexts. Particular attention will be paid to the role of the leader. The thrust of this course is developing an understanding of the changing global environment, how those changes influence operational and strategic issues within global organizations and how **you** as a global leader can develop the appropriate communication leadership skills to help organizations meet these new challenges.

The course is divided into 4 modules:

- The Changing Global Business Environment
- The Requirements for Global Leadership
- Global Organizational Issues and the Role of Communication
  - Supply Chain Management
  - The role of Museums in Leading and Communicating Change: The Museum of Tolerance Case
  - Corporate Approaches to Developing Global Executives
  - Doing business in Developing Countries: The Case of Invisible Children and Organic Cotton in Uganda
- You as a Global Leader

The unifying framework for this course will be your investigation of a potential global career or business opportunity. You will form teams, interview global executives, gather other relevant business data and apply what you learn about doing "business" in a global environment to the career/business opportunity you choose. This project will give you an opportunity to see how practitioners are dealing with the new communication challenges presented to leaders operating in global organizations. The course will be customized to students' interests.

Assignments/Course Grades	Percentage of Grade
<p><b>Individual Class Assignments:</b> Class reading assignments, case preparation and individual mini cases describing what you would do in a specific situation. These are short assignments to help you prepare for class discussions. They will be graded on a pass/fail basis.</p> <p><b>All assignments are due before class and should be sent to <a href="mailto:usc.comm561@gmail.com">usc.comm561@gmail.com</a>. Full credit will only be given for assignments turned in prior to class.</b></p>	25
<p><b>Team Midterm Assignment:</b> In this interview-based assignment, teams identify global career/business opportunities, interview relevant global leaders, collect relevant business information, identify critical success factors for global leadership, share their findings with the class, develop a taxonomy of leadership and make recommendations for communication leadership.</p> <p><b>Presentation Due:</b> Nov 5 or Nov 12 <b>Paper Due:</b> Nov 16</p>	30
<p><b>Final Paper:</b> Personal Development Plan for You as a Global Leader. Throughout the course you will be assessing your own strengths and weaknesses as a leader. In the context of your own aspirations, this paper challenges you to put what you've learned in the course about the demands of leadership in a global environment together with what you've learned about your own strengths and weaknesses to identify a significant developmental goal for yourself and an action plan for achieving that goal. (Instructions will be handed out in class.)</p> <p><b>Paper Due:</b> Dec 10</p>	25
<p><b>Participation:</b> Due to the nature of this course, attendance and participation are crucial for an effective learning environment.</p> <ul style="list-style-type: none"> <li>• Attendance will be taken in each class.</li> <li>• Any absences will be noted and reflected as deductions in the final grade.</li> </ul> <p>For those who constructively participate in class, and contribute to the class's learning the effort will be reflected favorably in your grade. Ask good questions! Help the class learn!</p>	10
<p><b>Feedback:</b> Because two-way communication is critical, after each class session, ½ of you will provide written feedback. A feedback schedule will be distributed in class. The feedback should address what's going well and what might be improved and should be emailed to <a href="mailto:usc.comm561@gmail.com">usc.comm561@gmail.com</a>. The feedback will be compiled and</p>	10

shared at the next session. All shared feedback will be anonymous. <b>Since timely feedback will improve our class experience, feedback is due within 24 hours (i.e. by 5 pm on Friday).</b>  <b>Full credit will only be given for feedback received within 24 hours</b>	
<b>Speakers Committee:</b> Throughout the semester we will have high profile guest speakers. A speakers committee will help coordinate the speakers. Members of this committee will be responsible for introducing the speakers; keeping the speakers abreast of current class activities and helping the speakers link the content of their presentations to the course content. Members of the committee will also have dinner with the speakers. You may volunteer to serve on this committee. Extra credit will be given to those who volunteer and do a good job.	<b>TBD</b>

### Academic Integrity Policy

The Annenberg School for Communication is committed to upholding the University's Academic Integrity code as detailed in the SCampus Guide. It is the policy of the School of Communication to report all violations of the code. Any serious violation or pattern of violations of the Academic Integrity Code will result in the student's expulsion from the Communication major or minor.

It is particularly important that you are aware of and avoid plagiarism, cheating on exams, fabricating data for a project, submitting a paper to more than one professor, or submitting a paper authored by anyone other than yourself. If you have doubts about any of these practices, confer with a faculty member.

### Disability Policy

Students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to me (or to the TA) as early in the semester as possible. DSP is open Monday-Friday, 8:30-5:00. The office is in Student Union 301 and their phone number is (213) 740-0776.

### Required Texts:

Bennis and Thomas (2006) Leading for a Lifetime

Kelly, Eamonn. (2006) Powerful Times: Rising to the Challenge of Our Uncertain World. Wharton School Publishing. ISBN: 0-13-185520-4

Reflected Best Self' Exercise available: <http://www.bus.umich.edu/Positive/POS-Teaching-and-Learning/POS-Tools.htm> (Activity is to be completed for the final class paper)

Harvard On-line Reader – To access, see instructions below.

Optional:

Goldsmith, Marshall, Greenberg, C.; Robertson, Alastair, Hu-Chan, Maya. (2003) Global Leadership, The Next Generation. ISBN: 0-13-140243-9

Lane, H.; Mazneyski, M.I., Mendenhall, M. & McNett, J. (EDS) 2004. The Blackwell Handbook of Global Management: A Guide to Managing Complexity. Blackwell. ISBN: 0-7425-3976-8

McCall, Morgan W. and George P. Hollenbeck. (2002). Developing Global Executives. Harvard Business School Publishing ISBN: 1-57851-336-7

Oldfield. The map of your life (posted on blackboard)

**\* Additional Readings will be provided**

### **Instructions for Harvard Reader**

Hello,

My class list shows that you have registered for Leading & Comm Change in Global Organizations (Comm561).

I have created a set of course materials at the Harvard Business Education web site. This email will provide you with information about the two steps you will now take to access your course material.

To access the Harvard Business Education site, follow this link:  
<http://cb.hbsp.harvard.edu/cb/access/4434863>

If you have not registered with the Harvard Business Education site, it will be necessary to do so now. Once you have completed the brief registration process, you will be able to log in. Once logged in you will be able to access the material I have assigned for the course. For your reference, the course materials you need are also listed at the end of this email.

Note that the format of classroom materials may differ. Most will be available in PDF and can be viewed with Adobe Acrobat Reader. Simulations and Online Courses require you to access them online. A few materials may require that a hard copy be shipped to you. All PDFs and eLearning content are available to you through your Harvard Business

Education library for 6 months from the date of purchase.

For subsequent access, you will need to login at [www.hbsp.harvard.edu](http://www.hbsp.harvard.edu) and go to My Library->Courses

I hope you find this a convenient way to access your course materials. If you have any questions about the materials, please contact me at [sresnick@usc.edu](mailto:sresnick@usc.edu).

For technical assistance, please contact Harvard Business Publishing Customer Service at 1-800-810-8858 or 617-783-7700 from 8am-8pm EST. Customer Service can also be reached at [techhelp@hbsp.harvard.edu](mailto:techhelp@hbsp.harvard.edu).

Thank you.

## COURSE DETAILS

Professor Information:  
Susan Resnick West

## Schedule:

### Introduction

#### August 27:

**Topic:** Course Introduction and rationale: Powerful Times and Global Executives

**Introduction of “Reflected Best Self” Exercise** (Activity is to be completed for the final class paper)

<http://www.bus.umich.edu/Positive/POS-Teaching-and-Learning/POS-Tools.htm>

### Module 1: Changing Global Business Environment

#### Sept 3:

**Topic:** Understanding Global Trends

#### Reading:

- Kelly, Chapter 1-8; additional information available [www.gbn.com](http://www.gbn.com)

#### Assignment 1:

Prepare executive summary of a global trend (see attached Powerful Times assignment). Due in class email before 2pm

#### Sept 10:

**Topic:** Understanding Global Trends, and Strategic Decisions

**Reading:**

- Kelly, Chapter 9-12
- Lane, Chapter 1 *blackboard*

**Havard Reader:**

- Four Seasons Goes to Paris: “53 Properties, 24 Countries, 1 Philosophy”  
Harvard Business School prod. 803069.

**Class Activities:**

Case Discussion and Finalize Teams and Topics

**Assignment 2:** Reading Questions due in Class email before 2pm

**Module 2: Global Leadership**

**Sept 17:**

**Topic:** Jennifer Heckman will be in class to help you form groups for your midterm project. Please be prepared to submit your groups by Friday Sept 18 and schedule time for your group to meet with Dr. West the weeks of Sept 21 or Sept 28

**Assignment 3:** Ideas for group project due in class email

**Sept 24:**

**Topic:** What is leadership? What is Global Leadership?

**Reading:**

- Bennis and Thomas Leading for a Lifetime. (entire book)
- **Harvard Reader:**  
*Moments of Truth – Global Executives Talk about the Challenges that Shaped Them as Leaders*
- **Blackboard:**
  - Kouzes, James and Posner, Barry. The Five Practices of Exemplary Leadership.
  - McCall – Developing Global Executives/Global Fatalities
  - Goldsmith et al- Introduction and Chapter 1
  - Goldsmith – Appendix A-B
  - Goldsmith – Appendix C – Complete the Inventory
  - McCall - Appendix A
  - Bennis - Appendix B

**Class Activities:**

Develop Interview Protocols for team project

**Assignment 4: due in class email by 2pm**

### Module 3: Global Organizational Issues

#### Oct 1:

**Topic:** What is leadership? What is Global Leadership? (Cont'd)

**Case:** From Regional Star to Global Leader

**Instrument:** Bolman and Deals Leadership Orientation

**Reading:**

**Blackboard:**

- Kellerman Followership: Introductions, Chapter 1 and 2 (moved to Oct 15)
- Heifetz and Laurie Leadership on the Line Introduction, Chapter 1 and 2 (moved to Oct 15)
- Bolman and Deal *Reframing Leadership*
- Gallos *Making Sense of Organizations*

**Harvard Reader:**

- Heifetz and Laurie “*The work of Leadership*”
- Goleman “*Primal Leadership*”
- Goleman “*What Makes a Leader*”

**Assignment 4: due in class email by 2pm**

#### Oct 8:

**Topic:** The Role of Museums in Leading and Communicating Change: The Museum of Tolerance Case

**Reading:**

- Lane chapter 6: Creating and Building Trust
- Review the Museum of Tolerance web site: [www.museumoftolerance.com](http://www.museumoftolerance.com)

**Special guest:** Liebe Geft, Executive Director, Museum of Tolerance

### CLASS MEETS AT THE MUSEUM OF TOLERANCE

#### Oct 15:

**Topic:** The Role of Values in Global Leadership: Giving Voice to Values

**Cases:** (available on blackboard)

- Naivete or Boldness
- The Indent for Machines
- The Whole System Seems Wrong

**Activity:** Skill Building Session

**Reading:**

**Blackboard:**

- Kellerman Followership: Introductions, Chapter 1 and 2
- Heifetz and Laurie Leadership on the Line Introduction, Chapter 1 and 2
- Giving Voice to Values: Ways of Thinking About Our Values in the Workplace
- Giving Voice to Values: Starting Assumptions
- Giving Voice to Values: Exercise A Tale of Two Stories
- Script and Skills

**Assignment 6** due in class email by 2pm

**Oct 22:**

**Topic :** Executing Strategic Initiatives: Global Supply Chain Management:

**Case:** Mattel and the Toy Recall

**Reading:**

**Harvard Reader:**

Mattel and Toy Recalls (A) and (B)

**Assignment 5** due in class email by 2pm

**Oct 29:**

**Topic:** Developing Managers for Cross Cultural Work

**Reading:**

- TBD

**Special Guests:**

Ken Goldstein, Director of Executive Development, Mattel Corp.

Ann Johnson, Director of Organization Development, Mattel Corp.

**Team Paper Due**

**Nov 5:**

**Topic: Team Presentations  
Strength Finder**

**Reading:**

- Buckingham 1-116
- Complete Cultural Navigator Assessment



**Activity:** Share strength finder

**Nov 12: Topic: Team Presentations  
Heroes Journey;**

**Readings (On Blackboard):**

- Hero's Journey Reading

**Activity:** Begin Heroes Map

**Nov 19:**

**Topic:** Doing Business in Underdeveloped Countries: The Case of Invisible Children and Organic Cotton in Uganda

**Reading:**

- Lane Part V- Special Issues in Developing and Transitioning Economies Chapter 20 – 23
- View the following TedTalks (they can be found on youtube.com)
  - TEDTalks: Hans Rosling (2007) video
  - TEDTalks: Let's take a new look at African aid - Andrew Mwenda (2007)
  - TEDTalks: Africa as an investment - Euvvin Naidoo (2007)

**Assignment 8** Due in class e-mail

**Special Guest:**

Ben Thomson, Vice President of International Development, Invisible Children

**Nov 26: Thanksgiving- No Class**

**Module 4: You as a Global Leader**

**Dec 3:**

**Topic:** Reflective Self Activity and Individual Hero Map  
Team Assessments

**Readings:**

- Composing the Reflected Best Self Portrait

**Class Activity:** Individual Presentations



**Susan Resnick West Ph.D.**

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**Susan Resnick West** is an Associate Clinical Professor in the Annenberg School of Communication at the University of Southern California. Formerly the Director of Education at the Center for Effective Organizations, Susan received her B.A. and her Ph.D. from UCLA.

Dr. West focuses on leadership development and evaluation to enable strategic change. She has been actively involved as a researcher and/or consultant to a wide variety of organizations implementing strategic change including Alliance for Redesigning Government, ARCO, Asian Development Bank, Association for Quality and Participation, Barclays Global Investors, Canadian Forrest Products, Casa Dorinda, Cedars-Sinai, Chevron, Country Villa, County of Orange, DreamWorks, General Electric, Goal QPC, Harbor General Hospital, Hospital Council of Southern California, Hitachi Data Systems, Pioneer, Home Savings, Hughes Corporation, Kaiser Permanente, Norris Cancer Center, Northrop Grumman, Price Waterhouse and Coopers, San Diego Union-Tribune, Solutia Inc, Southern California Cable Association, U.S. Navy, Union Bank, University of Iowa, Westin Hotels and Xerox Corporation.

Susan is co-author of *Designing Performance Appraisal Systems* and several articles on performance appraisal, the management of professional employees and the evaluation of strategic change efforts. She has developed numerous programs to enable employees to participate in strategic change including: The Changing Role of the Manager, Managing Change, Ooops What Do We Do Now, You and the Balanced Score Card, Identifying and Using Job Competencies, Facilitation Skills, Strategic Self Design and Performance and Career Development. She has held management positions in the public and private sector and received grants from Goal QPC and the Association for Quality and Participation. She teaches graduate level courses in leadership and organizational change at the Annenberg School for Communication.

## Assignment 1: Powerful Times

We are a “venture capital” firm looking to invest in new “global businesses”. We are aware that there are critical uncertainties that are shaping our present and driving our future. Before we make any decisions, we would like to understand some of the multiple, confusing and contradictory forces at work in the world today. We believe planning with knowledge of this context will lead to strategically sound investment decisions.

Each of you will be responsible for educating the group on one of the seven dynamic tensions identified by Kelley. Please review chapters 1-8 and develop an executive briefing on one chapter. (You will need to carefully review chapter 1 to understand the context of the assignment.) The chapters will be assigned in class. The summary should be no more than 2 pages and should be written as an executive briefing. You will be called on to present your results so, you may prepare up to 5 PowerPoint slides. Please describe:

- Forces identified by Kelley, be concrete, give examples
- What you have seen in your life and work that illustrates either or both sides of this dynamic tension?
- At least two examples of these “tensions” in the news paper.
- What might this mean for us, what type of business opportunities might it create?
- What key risks might this pose?
- What types of investments would we not want to make?
- How might these trends impact existing businesses?
- Do you believe that Kelley’s analysis is accurate, why or why not?
- What are the implications for leadership?