**USC**Annenberg

# COMM 561: Leading and Communicating Change in Global Organizations

**Number of Units:** 4
**Fall 2015**—Thursday—2:00 – 4:50
**Section:** 20839
**Location:** ANN 210

**Instructor:** Susan Resnick West
**Office:** ASCJ 121e
**Office Hours:** Tuesday 4:00-5:00 pm ; Thursday 5:00-6:00 pm and by appointment.  Please send me an email if you would like to see me during office hours so I can make sure I am in my office.
**Contact Info:** sresnnick@usc.edu   Please do not leave a phone message in my office.  I never pick them up.

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, NGOs and IGOs.  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
- 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 and Assessment

| Assignments/Course Grades | Percentage of Grade |
|---|---|
| **Individual Class Assignments**: 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.<br>**All assignments are due before class and should be uploaded to Blackboard by the time indicated.  Full credit will only be given for assignments turned in before deadline.** | 30 |
| **Team Midterm Assignment**:  In this interview-based assignment, teams identify global | 30 |

| | |
|---|---|
| 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.<br>**Presentation Due**: Nov 18<br>**Paper Due:** Nov 18 | |
| **Final Paper:** Write a 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.)<br><br>**Paper Due:** December 9 | 30 |
| **Participation:** Due to the nature of this course, attendance and participation are crucial for an effective learning environment.<br>• Attendance will be taken in each class.<br>• Any absences will be noted and reflected as deductions in the final grade.<br>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! | 5 |
| **Feedback:** Because two-way communication is critical, after each class session, half 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 **usc.comm561@gmail.com**. The feedback will be compiled and shared at the next session. All shared feedback will be anonymous. **Timely feedback will improve our class experience; therefore, feedback is due within 24 hours. Full credit will only be given for feedback received within 24 hours.** | 5 |
| **Speakers Committee:** Throughout the semester we will have high profile guest speakers. A speaker 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. | **TBD** |

Grade Computation:
92-100 = A;
90-91 = A-
88-89 = B+
82-87=B
80-81=B-
78-79= C+
72-77=C
70-71=C-


## Assignment Submission Policy

A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F.

B.   Assignments must be submitted via Blackboard. To turn in assignments, go to the Assignments link on the left-hand side of the Blackboard course site. Click on the appropriate folder (e.g., Week 2 Assignment) and submit the assignment(s).

## Required Readings and Supplementary Materials

Bennis and Thomas (2006). *Leading for a Lifetime.*
Reflected Best Self Exercise.  Available [here](#) (activity is to be completed for the final class paper)
Global Mindset Inventory (A diagnostic instrument).  Instructions will be given in class.  Cost is $50.
Harvard Online Reader – To purchase, see instructions below ("Instructions for Harvard Reader").
Other required texts will be posted on Blackboard.

## Optional
Pfeffer, J. (2010). Power: Why some people have it and others don't. New York, NY: HarperCollins Publishers.

## Instructions for Harvard Reader

Hello,

You have registered for F16 Comm 561 Global Leadership-1.
This message explains how to get the course materials you need for class on the Harvard Business Publishing for Educators web site

Course link:
https://cb.hbsp.harvard.edu/cbmp/import/ptos/51924227

You need to register on the site to create a user name if you do not already have one.

Some course materials are PDF documents and you can open them with Adobe Reader. eLearning materials include a link you can use to gain access to them. Some course materials may not be available in digital format and these will be shipped to you.

You will have access to the course materials for 6 months.

After you register, you can get to the coursepack at any time by doing the following:
1. Visit hbsp.harvard.edu and log in.
2. Click My Coursepacks, and then click F16 Comm 561 Global Leadership-1

I hope you find this a convenient way to get your required course materials. If you have any questions, please contact me at sresnick@usc.edu

Thank you.

COURSE DETAILS:

Professor: susan Resnick West
Coursepack Name: F16 Comm 561 Global Leadership-1
Course Number: 20839
Course Start Date: Aug 21, 2016
Course End Date: Feb 17, 2017
Reference Code: 51924227

For technical assistance, please contact the Harvard Business Publishing Tech Help line at (800) 810-8858 (outside the U.S. and Canada, call 617-783-7700); or email techhelp@hbsp.harvard.edu. Our business hours are 8 am - 8 pm ET, Monday-Thursday, and 8 am - 7 pm ET on Friday.

**Laptop Policy**

Effective fall 2014, all undergraduate and graduate Annenberg majors and minors will be required to have a PC or Apple laptop that can be used in Annenberg classes.  Please refer to the Annenberg Virtual Commons for more information.  To connect to USC's Secure Wireless network, please visit USC's Information Technology Services website.

## Course Schedule: A Weekly Breakdown

*Important note to students: Be advised that this syllabus is subject to change – and probably will change – based on the progress of the class, news events, and/or guest speaker availability.  An up to date "virtual syllabus containing assignments and readings is on blackboard.  Please refer to that for all assignments and due dates.*

### Introduction

**August 25**
Topic:  Course Introduction and rationale
Introduction of "Reflected Best Self" Exercise (activity is to be completed for the final class paper)

### Module 1:  Changing Global Business Environment

**September 1**
Topic: What will the future hold – Four Global Forces Breaking All the Trends
Reading:

- No Ordinary Disruption- Introduction and Part 1

Assignment:

- Prepare a summary of a global trend (see assignment on blackboard).  Be prepared to share with class. Due on Blackboard before 2pm Sept 1.

**Sept 8**
Topic:  Understanding Global Trends and Strategic Decisions
Reading:

- Lane, Chapter 1  (Blackboard)
- Euro Disney – The First 100 Days (Blackboard)
- Four Seasons Goes to Paris: "53 Properties, 24 Countries, 1 Philosophy" Harvard Business School prod. 803069 (Harvard Reader)

Class Activities:

- Case Discussion and Discuss Teams and Topics

Assignment:

- Reading Questions on Blackboard. Due on Blackboard before 2pm
- Ideas for group project due on Blackboard Discussion Board by midnight Wednesday

### Module 2:  Requirements of Global Leadership

**Sept 15**
Topic: Leadership in the Context of the Organization
Watch:  Clint Eastwood's Invictus
Case:  From Regional Star to Global Leader (Blackboard)
Class Activity:  Class discussion and Skill Building Session
Instrument:  Bolman and Deal's Leadership Orientation (Blackboard)
Reading:

- Bolman and Deal,  *Reframing Leadership (Blackboard)*
- Kellerman,  *Followership: Chapter 1 (Blackboard)*
- Heifitz and Laurie, *The Work of Leadership (USC Library/Blackboard has link)*

Assignment:
- Complete Bolman and Deal Assessment (Blackboard)
- Reading questions due on Blackboard

**Sept 22**
Topic: What is leadership? What is global leadership? The Leader as Individual
Case: Sony Hack
Reading:
- Bennis and Thomas, *Leading for a Lifetime.* (entire book)
- *Moments of Truth – Global Executives Talk about the Challenges that Shaped Them as Leaders (USC Library/Blackboard has link)*
- *Sony Case on Blackboard*
- Kouzes, James and Posner, Barry. *The Five Practices of Exemplary Leadership.*

Class Activity:
- Share Most admired Leader (see instructions on blackboard), Discuss Reading

Assignment:
- Most Admired Leader and Reading Questions due on Blackboard by 2pm

**Sept 29**
Landing a Global Job
Guest: Anjelica Wright Garcia, Director Global Talent Management, Sony Pictures Entertainment
Reading: TBD

## Module 3: Global Organizational Issues
**Oct 6**
Topic: Developing Managers for Cross Cultural Work
Guests: Ken Goldstein, Director of Executive Development, Mattel
                    Ann Johnson, Director of Organization Development, Mattel
Reading: Cultural Navigator (Blackboard)

**Oct 13**
Topic: Executing Strategic Initiatives: Global Supply Chain Management:
Case: Mattel and the Toy Recall
Reading:
- Mattel and Toy Recalls (A) and (B) (Harvard Reader)*Do not read the B case until you answer all of the questions on blackboard*

Assignment: Prepare for Stakeholder debate, Reading Questions due on Blackboard

**Oct 20**
Topic: Global Mindset Inventory
Guest: Dr. Cynthia Martinez, Director Student Services, Annenberg
Reading:
- *Making It Overseas (USC Library/Blackboard has link)*

**October 27**
Topic: Preparation for Team Projects
Class Activity: Team Meeting

## Module 4: You as a Global Leader
**Nov 3**
Topic:    Power and Giving Voice to Values
Reading:   Pfeffer, J. (2010). Power: Why some people have it and others don't. New York, NY: HarperCollins
            Publishers. (pp 1-57) (Blackboard)

Cases:      Naiveté or Boldness (Blackboard), Not an Option Even to Consider A (Blackboard)
Assignment:  See Blackboard for instructions for individual power assessment and case questions

**Nov 10:**
Topic:   Giving Voice to Values (cont'd)
          Pecha Kucha and Hero's Journey
 Activity:
- Explanation of Pecha Kucha
- Explanation and video examples of hero's journey
- Instructions for Hero's Journey Map

Reading:   Hero's Journey (Blackboard):
Review:     Pecha Kucha  http://www.youtube.com/watch?v=wGaCLWaZLl4
Assignment:  Find at least one other explanation of a pecha kucha, GVV assignment on Blackboard

**Nov 17**
**Topic:** Team Presentations:
          Teams present findings using a modified pecha kucha style
- 2 person teams have 12 minutes
- 3 person teams have 15 minutes
- 4 person teams have 20 minutes

**Nov 24  Thanksgiving - No Class**

**Dec 1**
Topic: Reflective Self Activity and Individual Hero Map
Readings:
- Composing the Reflected Best Self Portrait (Blackboard)
- Buckingham, 1-116 (Blackboard)
- *Dan & Chip Heath.  Switch:  Don't Solve Problems - Copy Success.* Fast Company (Blackboard)

Assignment:
Complete Strength finder, Draft Best Self Portrait, Complete Hero Map and the DES Feedack form for each member of your team (the sheet contains 3 forms).  Bring the completed forms to class.  Do not share with your teammates before class. We will be learning about feedback and you might want to change the form during class.  You do not need to turn anything in to Blackboard.
Class Activity:
Team Feedback, Individual Presentations of Hero's Maps and Share Strength Finder and Reflective Best Self

## Policies and Procedures
## A. Plagiarism
**Statement on Academic Integrity**
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles.  Please see the *SCampus* (http://scampus.usc.edu/1300-academic-integrity-review/) for the university's Student Conduct Code.

**USC School of Communication Policy on Academic Integrity**
The following is the USC Annenberg School of Communication's policy on academic integrity and repeated in the syllabus for every course in the school:

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be

submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as Communication school administrators.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

## B. Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

## C. Stress Management

Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

## D.  Sexual Assault Resource Center

The Center for Women & Men and the Sexual Assault Resource Center are one and the same. Student Counseling Services is a separate place that also offers confidential counseling and support groups on a variety of other topics. To schedule an appointment with Student Counseling Services, call (213) 740-7711 between 8:30 a.m. and 5 p.m. weekdays or visit the Engemann Student Health Center on the University Park Campus.

## E. Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

## Susan Resnick West, Ph.D.

**Susan Resnick West** is a 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 and Principal in her own consulting firm,  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.