

**Syllabus – Fall 2020 – Tue-Thurs 2:00-3:50 PM**

**Professor: Quentin Fleming**  
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Lecture Class  
Tue./Thurs. 2:00 – 3:50 Pacific Time – Online via Zoom

Office Hours  
Thursdays 4:00 – 5:00 PM; **and** by appointment

Course Format

This class will be entirely online. Synchronous class sessions will be held via Zoom. The Zoom link is posted with your Blackboard course pages.

Students should ensure that they can access all of the online tools via Blackboard prior to the start of classes.

Zoom is the platform used for all online sessions and online office hours. A link and instructions to join the Zoom sessions will be posted in the Blackboard Course Pages. For more information about Zoom, go to: Zoom Support Tutorials at <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

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**Introduction and Course Objective:** MOR 470 focuses on major theories and practices of leading people in multi-national firms. The objective of this course is to introduce you to what is involved with leading in a global setting. You will have an opportunity to develop general leadership skills, gain an understanding of cross-cultural issues, and develop insights into the qualities of a truly global leader.

Upon successful completion of this course, you will be able to:

- describe what leadership is and the skills necessary to demonstrate leadership;
- demonstrate an increased awareness of oneself, your current strengths and weaknesses in leadership roles, and the ways in which others react and respond to you; and
- explain the influence of culture on human behavior in group and organization settings, especially in cross-cultural situations, using relevant course frameworks (e.g., Hofstede, Hall).

**Required Materials:** There are two required reading items for this course:

- A Course Reader containing the cases we will study as well as several important articles will be available via the USC bookstore.
- The book *“The Ugly American”* by Eugene Burdick and William Lederer. Paperback, published by W.W. Norton and Company. The easiest (and least expensive) source of the book is Amazon.com.

**Prerequisites:** While there is no “formal” prerequisite, students are strongly encouraged to have completed BUAD 304 (Leading Organizations).

**Course Notes:** Copies of lecture slides and other class information are available through Blackboard.

**Learning Goals:** In this class, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

Goal	Description	Course Emphasis
1	<b>Our graduates will have an understanding of the key business areas and their interplay</b> <i>to effectively manage different types of modern enterprise.</i>	Low
2	<b>Our graduates will have a global mindset</b> <i>demonstrating an understanding of the interplay of local, regional, and international markets, and economic, social and <u>cultural</u> issues.</i>	High
3	<b>Our graduates will demonstrate critical thinking skills, decision-making, and problem-solving abilities</b> <i>to strategically navigate complex demands of business environments.</i>	Moderate
4	<b>Our graduates will demonstrate leadership skills</b> <i>aspiring to be sensible, future-oriented leaders and innovators.</i>	High
5	<b>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities</b> <i>and aspire to add value to society.</i>	Moderate
6	<b>Our graduates will be effective communicators in speaking and writing</b> <i>to facilitate information flow in organizational, social, and <u>intercultural</u> contexts.</i>	High

### ASSIGNMENTS AND GRADING DETAIL

**Grading Summary.** There are several components that combine to determine your course grade. These are listed below with their relative weight.

Component	Weight	Due
Course Contribution	15%	Throughout
Company Group Presentation (team grade)	10%	9/17-22
Country Group Presentation (team grade)	10%	11/3-5
Written Assignments: Case (3 total)	30%	9/10, 9/29 & 10/20
Written Assignment: Country Leadership (1 total)	10%	11/10
Final Exam	25%	11/17

As a habit, I traditionally post “rough scores” several times throughout the semester (e.g., after classes 10, 16, etc., and going into the final exam) to keep you informed of your standing. This is done in a way that shows the performance of the entire class on all relevant components. Students are identified using part of their student ID numbers to ensure confidentiality.

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. The distribution of grades will closely follow the guidelines of the Marshall School of Business. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (ranging from 0 to 100).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

To achieve course objectives, we will devote the majority of our class time to either: a) the analysis and discussion of selected cases, or b) experientially-based activities. Occasional lectures will be given to elaborate on key theoretical models and frameworks or to reinforce crucial concepts. These lectures, however, will be subordinate to the case analysis and/or experiential activities. Cases provide a natural “test-bed” for theory and provide vivid examples that aid memory of concepts. Experiential activities are an indispensable proxy for the kind of knowledge that can often only be gained through years of experience (sometimes not good experiences on the job!). A mix of old and new cases has been selected on a range of companies from a variety of countries.

There are other reasons for employing the case discussion and experiential method of instruction. First, cases force you to sift through a mass of information, some of it irrelevant or contradictory, in order to identify the important issues. Second, both cases and experiential activities give you a chance to deal with ambiguity. Most cases/exercises do not have obvious “right” answers. Leaders must be able to function in situations where the right answer is not known.

The quality of your learning experience will be directly determined by: (1) your degree of preparation, active listening, and participation, and (2) your classmates’ preparation, listening, and participation. Some will not agree with you, and you may be asked to defend your position or change your mind. So long as criticism is directed at arguments and not at individuals, is relevant to the issues at hand and coherently articulated, it is very much welcomed.

**Course Contribution.** Course Contribution is manifested by the quality of your Day-to-Day Participation in class, which is usually the result of your pre-class preparation, and by your attendance.

**Day-to-Day Participation:** Your daily active *verbal* participation in case discussions and experiential activities will be closely monitored. In grading class participation, I will look at both the quantity and quality of your class contributions (*with quality being much, much more important*). A classroom is a cost-free environment for experimenting and learning. Make use of it. Shyness is no excuse.

With regard to quality, the dimensions looked for include:

- You’ve read – and thought about – the case. Use data from the case rather than general knowledge to support your idea.
- You’re paying attention to what’s going on in the discussion or activity.
- Your input and/or conduct is relevant. Comments that do not link up with what the discussion is focusing on or behavior not related to the exercise being conducted can actually detract from the learning experience.
- You’re able to take it to the next level. Case comments that push the implications of a fact or idea as far as possible are clearly superior.

Each student will receive a score for contribution at the end of each session. (Yep, I grade each session!) For case discussions, the simple recitation of facts from the case will receive some credit toward the student’s class contribution score. Comments that do more than simply recite case facts, however, will receive substantially more credit. Comments that contain factual misstatements, demonstrate lack of adequate preparation, or are distracting will not be helpful. For experiential activities, being a “quiet wallflower” will get you some credit, being active/engaging will get you more. “Tuning out,” discussing relationship issues or the football game will not be helpful!

I will elaborate on the scoring criteria during our first class session.

Finally, because of the importance of class participation, you are encouraged to turn in a “Participation Card” at the end of each case discussion or experiential activity. These “cards” are entirely optional, but serve as a valuable “reminder” and will be used in combination with the instructor’s own daily evaluations to determine your contribution score for the day. Since we’re online, just got down a few short notes in an e-mail.

**Attendance Policy:** Woody Allen once said: “80% of success is just showing up.” Woody was right – class attendance is absolutely essential. All missed classes will be noted. The policy on missed classes is to allow each student **three** (3) absences, no questions asked, no penalty. All further absences over the limit will reduce the student’s contribution grade, no questions asked, no excuses of any kind accepted. Students with an excessive number of absences are at risk to fail the course. Job interviews, etc., are not excused, so choose your absences carefully. Habitual lateness (and leaving class early) for whatever reason will be noted as evidence of low course commitment and penalized.

For students missing more than three classes who wish to make up these absences, I have a “summary paper” policy. Please see me about this should the situation apply to you.

**Group Projects and Presentations: Company and Country Leadership.** In order to strengthen your teamwork skills, you will work simultaneously as a team member on two different project assignments throughout the semester: one assignment to study a global company and the other to study a country. These two team projects will emphasize two key skills – those skills related to conducting research (gathering and analyzing information) and those interpersonal skills that evolve around working with a variety of people in groups. I will discuss these two assignments in more depth early in the semester.

**Company Project:** At the beginning of the semester, twelve teams will be formed for the purpose of examining one global corporation. Each team will consist of approximately 5 members and will choose a company that has a global presence. The team will research the company and its leadership and attempt to learn enough about the company that each team member could speak about it as though he or she worked for that company.

See Appendix A for detailed instructions about this presentation.

**Country Leadership Project:** The same teams – as described in “Company Project” above – will be assigned to study a country and that country’s notion of leadership. No individual may participate in a team that represents a country where he or she has ever lived. This presentation will inform us about what leadership looks like within that country. Presentations may include dress of that country, food, religious rituals, collages, summary points on posters, articles about leaders from that country, etc. Each country chosen by a team will need to be approved to avoid more than one team choosing a country.

See Appendix B for detailed instructions about this presentation.

**Written Assignments: Case (3 total).**

You will learn to conduct analyses – related to leadership and culture – and prepare written papers for three of the cases found in the course reader. These papers should be typed/printed and will be collected at the beginning of each class in which we discuss the case. Three papers are required.

Written Assignments require you to answer the study questions that I’ve provided for you regarding each case (presented in the *Day-to-Day Activities and Case Discussion Outline* document). Please note that the best papers are written in ‘depth and breadth’ (with references).

Citations from the course (e.g., Course Reader and other appropriate readings, lectures, PPT presentations) are very helpful. Format should be single-spacing; maximum page length is one page.

**Written Assignments: Country Leadership (1 total).**

Through the semester, we will discuss cases that are set in “foreign” (i.e., non-USA) countries. For this paper, you will prepare a summary of what leadership might involve in that country – a detailed statement (1-2 pages). Unlike the case-specific written assignments, for this paper ignore the case and the case facts.

In your summary, you should describe what you think leadership probably involves in the country identified. Put another way: Ask yourself “What do I need to know to be an effective leader in this country?” You should use information provided in the readings as well as from other sources. Make sure that you provide some logic for your assertions. ***In addition to the detailed statement, I ask that you develop at least 3 key questions about leadership in that country*** (attached as an appendix). One paper is required.

**One final note about Written Assignments.** These papers are due at the beginning of class on the dates listed in the Syllabus. For late papers, I use the “no problem” policy. I have no problem accepting late papers as long as you have no problem with the fact that I’ll be required to deduct 25 points from the score.

**Final Exam.** A final exam is scheduled for this course. It will be given during the exam time specified by the University. The exam will most likely consist of several short essay questions, focusing on a case that will be handed out one or two weeks before the exam.

**GENERAL CLASSROOM POLICIES**

Class attendance and participation is important in developing a coherent view of the materials covered in the course. Unless accommodated as described in (b) below, attendance and active participation is expected at the synchronous Zoom class sessions.

- a. Students are expected to have cameras on during the synchronous Zoom sessions, and preferably use headsets or earphones to ensure the best audio quality. Please advise me if you have circumstances under which you will not be able to meet these expectations.
- b. For students who are located in a time zone where the synchronous class sessions or exams fall outside the window of 8 a.m. to 10 p.m. in your local time zone, please contact me. You will not be penalized for not attending the live Zoom class sessions. The Zoom sessions will be recorded and posted on Blackboard, and you will be responsible for watching the recorded sessions. Exams and other synchronous assessments will be scheduled for students to be able to complete the assessment between 8 a.m. and 10 p.m. in your local time zone.

During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.

Please do:

- Log into class early or promptly
- Arrange to attend class where there is a reliable internet connection and without distractions
- Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
- If you use a virtual background, please keep it respectfully professional.
- Display both your first and last name during video conferencing and synchronous class meetings.

- Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
- Engage in appropriate tone and language with instructors and classmates.

Please do not:

- Engage in a simultaneous activity not related to the class.
- Interact with persons who are not part of the class during the class session.
- Leave frequently or not be on camera for extended periods of time.
- Have other persons or pets in view of the camera.

All Zoom sessions will be recorded and posted in the Blackboard Course pages.

## TECHNOLOGY REQUIREMENTS

The following equipment and system requirements are recommended to successfully participate in this online course:

- Computer with webcam
- Earphones or headset
- Reliable (preferably high speed) Internet connection
- Current operating system for Windows or Mac
- Current browser (e.g., Google Chrome, Firefox or Safari. Internet Explorer is not recommended)

For technical support please see:

- USC Systems (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)  
For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email [Consult@usc.edu](mailto:Consult@usc.edu). They are open Mon – Fri 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).
- Zoom Video Web Conferencing System (MarshallTALK)  
For assistance using Zoom, go to Zoom Support Page at <https://support.zoom.us/hc/en-us>. You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.
- Marshall Systems (MyMarshall, Marshall Outlook email)  
For assistance with Marshall systems you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email [HelpDesk@marshall.usc.edu](mailto:HelpDesk@marshall.usc.edu), or use our self-help service portal as shown below. The portal allows you to get immediate assistance by searching for the information you need. You can also use it to chat with a technician or input a request. To access the service portal, follow these steps:
  1. On a computer or mobile device, go to MyMarshall Home Page and click the “Help” link on the upper right.
  2. Log in using your Marshall username and password. (If you don’t know your Marshall login please follow the onscreen instructions pertaining to login issues)

Note: If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

## MARSHALL GUIDELINES

**Add/Drop Process.** In compliance with USC and Marshall's policies classes are open enrollment. I can drop you from my class if you don't attend the first two sessions. Please note: If you decide to drop, or if you choose not to attend the first two sessions and are dropped, you risk being not being able to add to another course this semester, since they might reach capacity.

**Technology Policy.** Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted, due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded material is reserved exclusively for USC Marshall students. Students violating this policy will receive a "zero" for the day and may be asked to leave that day's class.

**Statement for Students with Disabilities.** USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. 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 as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: [ability@usc.edu](mailto:ability@usc.edu).

**Academic Integrity and Conduct.** 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](http://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.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

**Evaluation of Your Work.** You may regard each of your submissions as an "exam" in which you apply what you've learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If, however, you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo, and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

## **USC STATEMENT ON ACADEMIC CONDUCT**

Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the Student Conduct Code. Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

## **ADDITIONAL UNIVERSITY INFORMATION**

### **Support Systems**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

<https://studenthealth.usc.edu/counseling/>

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call*

<https://studenthealth.usc.edu/sexual-assault/>

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[https://usc-advocate.symlicity.com/care\\_report/](https://usc-advocate.symlicity.com/care_report/)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)). DSP provides certification

for students with disabilities and helps arrange the relevant accommodations. 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 your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: [ability@usc.edu](mailto:ability@usc.edu).

*USC Campus Support and Intervention - (213) 821-4710*

<https://uscsa.usc.edu/>

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

# CLASS SCHEDULE

*Intended schedule of activities. Changes might occur.*

Class	Date	Topic/Assignment Due
1	Tu 8/18	Topic: Course Introduction, Overview, Objectives
2	Th 8/20	<b>*Meet in the JFF ELC*</b> – (Confidential Information)
<b>PART I: LEADERSHIP – LOCAL BEFORE GLOBAL</b>		
3	Tu 8/25	Topic: <i>A Framework for Learning About Leadership</i> <b>Course Reader:</b> Lawler, “From the Ground Up,” Chapters 1 & 2
4	Th 8/27	Topic: <i>Leading Americans is Pretty Straightforward (isn’t it?)</i> <b>Course Reader:</b> “Leadership Lessons from The Chilean Mine Rescue”
5	Tu 9/1	Topic: <i>Know Thyself – Know Others. Part I</i> <b>The Ugly American:</b> Chapters 1-2, “Lucky, Lucky Lou #1” and “Lucky, Lucky Lou #2.”
6	Th 9/3	Topic: <i>Leaders Are Only Half the Picture – Part I</i> <b>*Meet in the JFF ELC*</b> – (World Climate)
7	Tu 9/8	Topic: <i>Know Thyself – Know Others. Part II</i> <b>The Ugly American;</b> Chapters 3-4, “Nine Friends” and “Everybody Loves Joe Bing.”
8	Th 9/10	Topic: <i>Leadership – What is “Effective” and What is Not?</i> <b>Cases:</b> Coach K—A Matter of the Heart; and Coach Knight—The Will to Win <span style="float: right;"><b>(Case Written Assignment)</b></span>
9	Tu 9/15	Topic: <i>Leaders Are Only Half the Picture – Part II</i> <b>*Meet in the JFF ELC*</b> – (Leaders and Followers exercise)
10	Th 9/17	Company Report Presentations
11	Tu 9/22	Company Report Presentations

Class	Date	Topic/Assignment Due
<b>PART II: CROSS CULTURAL ISSUES</b>		
12	Th 9/24	<p>Topic: <i>"Toto, I've a feeling we're not in Kansas anymore."</i>  <b>The Ugly American</b>; Chapters 5-7, "Confidential and Personal," "Employment Opportunities Abroad" and "The Girl Who Got Recruited."</p> <p><b>Read 3 items (2 in Course Reader):</b></p> <p>(a). Huntington, "The Clash of Civilizations?"            (Note: this article can be found online at "EBESCO Business Source Complete" via Crocker Library at MyMarshall website.)</p> <p>(b). Javidan, Teagarden and Bowen, "Making it Overseas;" and</p> <p>(c). Trompenaars and Woolliams "Lost in Translation."</p>
13	Tu 9/29	<p>Topic: <i>Who Says "You Can't Go Home Again?"</i>  <b>Case:</b> Intel in China  <b>The Ugly American</b>; Chapters 8-10, "The Ambassador and the Working Press," "Everyone Has Ears" and "The Ragtime Kid."  <b>Course Reader:</b> Rosenzweig, "National Culture and Management"  <span style="color: red;">(Case Written Assignment)</span></p>
14	Th 10/1	<p>Topic: <i>Cultural Intelligence (CQ)</i>  <b>The Ugly American</b>; Chapters 11-12, "The Iron of War" and "The Lessons of War."  <b>Course Reader:</b> Earley and Mosakowski, "Cultural Intelligence"</p>
15	Tu 10/6	<p>Topic: <i>Improved Performance and Leader Behavior</i>  <span style="color: blue;">*Meet in the JFF ELC*</span> – (Madagascar Energy)</p>
16	Th 10/8	<p>Topic: <i>Gender, Leadership and Global Careers</i>  <b>Case:</b> Sumiko Ito  <b>The Ugly American</b>; Chapters 13-14, "What Would You Do If You Were President?" and "How to Buy an American Junior Grade."  <b>Course Reader:</b> Ghemawat: "Distance Still Matters: The Hard Reality of Global Expansion."</p>
<b>PART III: LEADING IN A GLOBAL CONTEXT</b>		
17	Tu 10/13	<p>Topic: <i>How You Enter Sets The Stage (for success or failure)</i>  <b>Case:</b> Sophia Tannis: The European Transfer  <b>The Ugly American</b>; 15-16, "The Six-Foot Swami From Savannah" and "Captain Boning, USN"</p>

<b>Class</b>	<b>Date</b>	<b>Topic/Assignment Due</b>
18	Th 10/15	Topic: <i>Who Conforms to Whom? How Much? Why?</i> <b>Case:</b> Dylan Pierce at Peninsula Industries <b>The Ugly American;</b> Chapters 17-19, "The Ugly American," "The Ugly American and the Ugly Sarkhanese" and "The Bent Backs of Chang 'Dong."
19	Tu 10/20	Topic: <i>Does Technology Help or Hinder?</i> <b>Course Reader:</b> Leading Global Teams: Using SPLIT to Bridge Social Distance <b>Case:</b> Managing a Global Team: Greg James at Sun Microsystems <b>The Ugly American;</b> Chapter 20, "Senator, Sir. . ." <b>(Case Written Assignment)</b>
20	Th 10/22	Topic: <i>"When Does a Team Become Unmanageable?"</i> <b>Case:</b> (Re)Building a Global Team: Tariq Khan at Tek <b>The Ugly American;</b> Chapter 21, "The Sum of Tiny Things."
21	Tu 10/27	Topic: <i>Countries Aren't The Only Thing With Boundaries</i> <b>Case:</b> The Road to Hell
22	Th 10/29	Topic: <i>Group Dynamics</i> <b>*Meet in the JFF ELC*</b> – (Disarmament)
23	Tu 11/3	Country Report Presentations
24	Th 11/5	Country Report Presentations
25	Tu 11/10	Topic: <i>Leadership, Transitions and Relocation</i> <b>Case:</b> Catskill Roads <b>(Country Leadership Written Assignment)</b>
26	Th 11/12	Course Review
	Tu 11/17	Final Exam: 2:00-4:00 PM

# Appendix A

## Guidelines for “Company” Leadership Presentations

### THE TASK

Each team will use the materials we’ve covered in class to evaluate critically the leadership of a company and present their findings in a presentation to the class.

For the company project, I’d like each of you to assume that everyone else in the class does not know about the company that you’re researching. In summary, I’d like you to describe the company, what it does, how it competes in the world marketplace, key challenges, and your assessment of the company (as compared to its competition). I would like you to choose at least one seminal leader for the company and describe her/him, what s/he contributed to leading the company and what the ‘leadership culture’ is.

### INSTRUCTIONS

We will suffer through 4-5 presentations per day:

- Each group gets about 15 minutes – 10 minutes for presentation and 5 minutes for possible Q&A.
  - Note: Remember, this is a short presentation – so get to the point (i.e., cut out the waste). This is an important leadership skill, but not as easy as you might think!
- There is no written report needing to be submitted.
- PowerPoint slides are expected! **Every team must submit their slides to me by Noon, Thursday, September 17** (i.e., when the 1st team presents – to keep it fair). Please submit them in PowerPoint format.
- No need to dress up in formal attire, the focus is on the substance behind what you’re saying.
- Not every team member needs to speak (for this presentation). You can have one or two speakers deliver most of the presentation. If a few people deliver most of the presentation, please keep in mind my expectation that every person in the group will do their fair share of work.

Criteria for grading presentations will be as follows:

- Sufficient and appropriate background review of your company (so we understand the company’s leadership vis-à-vis the challenges/situation) – 25%
- Significance of the use of readings and course materials (e.g., STAR model, text, etc.) to develop analysis of company and ‘fit/need’ for leadership – 35%
- In-depth identification and assessment of a few significant leaders – 30%
- Flow of material through presentation – keeping ‘on point’ with little extraneous material – 10%

Teams not presenting on the first day need to e-mail me their overheads by Noon on Thursday, September 17 – and no changes when you present!

## Appendix B

### Guidelines for “Country” Leadership Presentations

#### THE TASK

Each team will use a combination of independent research plus the materials we’ve covered in class to evaluate and answer the question: “*What does leadership look like in country \_\_\_\_\_?*” Teams will present their findings in a presentation to the class.

Assume that no one in the class knows about the country you’re presenting (or if they do know something, assume it’s a misperception). Elements to consider could include: assumptions leaders could/would make about their ‘followership,’ leader behavior, values of leaders and followers, important historical events that “resonate” within that society, cultural nuances, the role of religion, language, communication styles, etc. **In other words: *If you were transported to that country, what would you need to know and/or do to help you be a successful leader?***

#### INSTRUCTIONS

We will keep the same teams as we used for the company leadership presentations.

Countries to report on will be selected on a first come, first served basis.

Teams cannot report on a country that someone from that team has lived in.

We will suffer through 4-5 presentations per day:

- Presentations will be approximately 10 minutes – with a couple of minutes for potential Q&A.
- There is no written report needed.
- Every team must submit their PowerPoint slides to me by Noon, Tuesday, November 3 (i.e., when the 1st team presents – to keep it fair).
- Unlike the first presentation, everyone must now present. One or two speakers can deliver most of the presentation, but because this is a class about leadership, everyone in your group must speak briefly (i.e., 1-2 minutes). If a few people deliver most of the presentation, please keep in mind my expectation that every person in the group will do their fair share of work.

**Criteria for grading presentations** will be as follows:

- Sufficient and appropriate background review of your country (so we understand the country, its people, etc.) – 35%
- Use of readings/course materials and the team’s independent research to develop analysis of “leadership” within that country – 40%
- Identification and assessment of a few significant leaders within that country – 25%

Teams not presenting on the first day need to e-mail me their overheads by Noon on Tuesday, November 3 – and no changes when you present!