

Professor: Quentin Fleming

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Lecture Class

Mon./Wed. 2:00 – 3:50 Room: JFF 241

Office Hours

Thursdays 4:00 – 5:00 PM; **and** by appointment (I try to be flexible!)

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, Meyer, etc.).

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 in the USC bookstore. **Please note that I strongly urge you to purchase a “physical” version of the Course Reader** (i.e., not the digital version) because we do not use computers in the class and only those students with the old-fashioned paper version will be able to access it during class time.
- The book “*The Ugly American*” by Eugene Burdick and William Lederer. Paperback, published by W.W. Norton and Company. While possibly available in the USC Bookstore, 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	Our graduates will have an understanding of the key business areas and their interplay to effectively manage different types of modern enterprise.	Low
2	Our graduates will have a global mindset demonstrating an understanding of the interplay of local, regional, and international markets, and economic, social and <u>cultural</u> issues.	High
3	Our graduates will demonstrate critical thinking skills, decision-making, and problem-solving abilities to strategically navigate complex demands of business environments.	Moderate
4	Our graduates will demonstrate <u>leadership skills</u> aspiring to be sensible, future-oriented leaders and innovators.	High
5	Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.	Moderate
6	Our graduates will be effective communicators in speaking and writing to facilitate information flow in organizational, social, and <u>intercultural</u> contexts.	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%	9/21-26
Country Group Presentation (team grade)	10%	11/9-16
Written Assignments: Case (3 total)	30%	9/19, 10/3 & 11/2
Written Assignment: Country Leadership (1 total)	10%	11/28
Final Exam	25%	12/7

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.

This is a residential class and in-person attendance is expected. Unless students provide an accommodation letter from USC OSAS requiring remote attendance, there is no option to attend class via Zoom.

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.

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.

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one’s beliefs. This is an important part of the training business students must receive to address and solve major issues that confront businesses in a critical and thoughtful manner. These values are reflected in the USC Marshall statement on open communication, presented below.

Marshall Learning Environment: Open Expression and Respect for All

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one’s beliefs. In this course we will support the values articulated in the USC Marshall “Open Expression Statement” (<https://www.marshall.usc.edu/open-expression-statement>).

The USC Marshall School of Business shares the University’s Unifying Values:

- *We act with integrity in the pursuit of excellence.*
- *We embrace diversity, equity and inclusion to promote well-being.*
- *We engage in open communication and are accountable for living our values.*

We value each person's humanity and voice and strive to ensure that every member of our community feels that they belong and are respected.

We support the USC Statement protecting free speech and the academic freedom of faculty and students. Certain limited categories of speech are not protected by the law, such as expression that is defamatory, incites violence, constitutes a true threat or unlawful harassment, or violates privacy, confidentiality, or intellectual property rights. But other than the limited categories of legally unprotected speech, we are committed to fostering a learning environment where free inquiry and expression are encouraged and celebrated and for which all members of the Marshall community share responsibility. We recognize that speech that is deeply offensive may nevertheless be legally protected and seek to restrain ourselves from responding with censorship or reprisal.

The classroom is an environment in which students and faculty should not feel they will be punished, ostracized, or humiliated for speaking up with ideas, questions, or concerns, or for making mistakes. As part of the educational process, students and faculty will discuss topics that may make some people uncomfortable, unhappy, distressed, or even offended. Sometimes there will be strong disagreements about these topics, and the care with which they are discussed is paramount. It is the shared responsibility of members of our community: to treat each other with courtesy, dignity and respect; to appreciate the spectrum of viewpoints on an issue; and, to be actively involved in working through contentious issues together.

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: Early in the semester, 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: We will form new teams (or you can stick with your same “Country Project” team) 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 question(s) 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 paper 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. Maximum paper length is two pages.

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.

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 Student Accessibility Services (www.osas.usc.edu). OSAS 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 the Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me as early in the semester as possible. OSAS 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 OSAS is (213) 740-0776. Email:OSASFrontDesk@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 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.

Emergency Preparedness/Course Continuity. 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.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

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.

ACADEMIC INTEGRITY

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university’s mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity’s website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

ADACEMIC CONDUCT:

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” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on Research and Scholarship Misconduct.

STUDENTS AND DISABILITY ACCOMODATIONS:

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

SUPPORT SYSTEMS:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call studenthealth.usc.edu/counseling. Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
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
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

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

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) 442-1200 – 24/7 on call
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

CLASS SCHEDULE

Intended schedule of activities. Changes might occur.

Class	Date	Topic/Assignment Due
1	Tu 8/22	Topic: Course Introduction, Overview, Objectives
2	Th 8/24	*Meet in the JFF ELC* – (Confidential Information)
PART I: LEADERSHIP – LOCAL BEFORE GLOBAL		
3	Tu 8/29	Topic: <i>Frameworks for Learning About Leadership</i> Course Reader: Lawler, “From the Ground Up,” Chapter 1; and Goleman, “What Makes a Leader?”
4	Th 8/31	Topic: <i>Leading Americans is Pretty Straightforward (isn’t it?)</i> Course Reader: “Leadership Lessons from The Chilean Mine Rescue”
	M 9/4	Labor Day Holiday
5	Tu 9/5	Topic: <i>Know Thyself – Know Others. Part I</i> Article: “Leadership as the Legitimation of Doubt” The Ugly American: Chapters 1-2, “Lucky, Lucky Lou #1” and “Lucky, Lucky Lou #2.”
6	Th 9/7	Topic: <i>Leaders Are Only Half the Picture – Part I</i> *Meet in the JKP ELC* – (PA exercise)
7	Tu 9/12	Topic: <i>Know Thyself – Know Others. Part II</i> Course Reader: Anacona, et al., “In Praise of the Incomplete Leader” The Ugly American: Chapters 3-4, “Nine Friends” and “Everybody Loves Joe Bing.”
8	Th 9/14	Topic: <i>Leaders Are Only Half the Picture – Part II</i> *Meet in the JKP ELC* – (Leaders and Followers exercise)
9	Tu 9/19	Topic: <i>Leadership – What is “Effective” and What is Not?</i> Cases: Coach K—A Matter of the Heart; and Coach Knight—The Will to Win (Case Written Assignment)
10	Th 9/21	Company Report Presentations
11	Tu 9/26	Company Report Presentations

Class	Date	Topic/Assignment Due
PART II: CROSS CULTURAL ISSUES		
12	Th 9/28	<p>Topic: <i>"Toto, I've a feeling we're not in Kansas anymore."</i> The Ugly American; Chapters 5-7, "Confidential and Personal," "Employment Opportunities Abroad" and "The Girl Who Got Recruited."</p> <p>Read 3 items (2 in Course Reader):</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 10/3	<p>Topic: <i>Who Says "You Can't Go Home Again?"</i> Case: Intel in China The Ugly American; Chapters 8-10, "The Ambassador and the Working Press," "Everyone Has Ears" and "The Ragtime Kid." Course Reader: Rosenzweig, "National Culture and Management" (Case Written Assignment)</p>
14	Th 10/5	<p>Topic: <i>Cultural Intelligence (CQ)</i> The Ugly American; Chapters 11-12, "The Iron of War" and "The Lessons of War." Course Reader: Earley and Mosakowski, "Cultural Intelligence"; and Meyer, "Navigating the Cultural Minefield"</p>
15	Tu 10/10	<p>Topic: <i>Can You See The Big Picture?</i> *Meet in the JKP ELC* – (Madagascar Energy)</p>
	Th 10/12	Fall Recess – No Class
16	Tu 10/17	<p>Topic: <i>Gender, Leadership and Global Careers</i> Case: Sumiko Ito The Ugly American; Chapters 13-14, "What Would You Do If You Were President?" and "How to Buy an American Junior Grade."</p>
PART III: LEADING IN A GLOBAL CONTEXT		
17	Th 10/19	<p>Topic: <i>How You Enter Sets The Stage (for success or failure)</i> Case: Sophia Tannis: The European Transfer The Ugly American; 15-16, "The Six-Foot Swami From Savannah" and "Captain Boning, USN"</p>

Class	Date	Topic/Assignment Due
18	Tu 10/24	Topic: <i>Who Conforms to Whom? How Much? Why?</i> Case: Dylan Pierce at Peninsula Industries The Ugly American; Chapters 17-19, "The Ugly American," "The Ugly American and the Ugly Sarkhanese" and "The Bent Backs of Chang 'Dong."
19	Th 10/26	Topic: <i>Does Technology Help or Hinder?</i> Course Reader: Leading Global Teams: Using SPLIT to Bridge Social Distance Case: Managing a Global Team: Greg James at Sun Microsystems The Ugly American; Chapter 20, "Senator, Sir. . ."
20	Tu 10/31	Topic: <i>Improved Performance and Leader Behavior</i> *Meet in the JKP ELC* – (Windows on the World)
21	Th 11/2	Topic: <i>"When Does a Team Become Unmanageable?"</i> Case: (Re)Building a Global Team: Tariq Khan at Tek The Ugly American; Chapter 21, "The Sum of Tiny Things." (Case Written Assignment)
22	Tu 11/7	Topic: <i>Countries Aren't The Only Thing With Boundaries</i> Case: The Road to Hell
23	Th 11/9	Country Report Presentations
24	Tu 11/14	Country Report Presentations
25	Th 11/16	Country Report Presentations
26	Tu 11/21	Topic: <i>A Case Study of a Controversial Leader</i> In-class activity: "The Fog of War"
	Th 11/23	Thanksgiving Holiday -- No Class
27	Tu 11/28	Topic: <i>Leadership, Transitions and Relocation</i> Case: Catskill Roads (Country Leadership Written Assignment)
28	Th 11/30	Course Review
	Th 12/7	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 each of 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 20 minutes – approximately 12-15 minutes for presentation and 5 minutes for 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 **6:00 PM, Wednesday, September 20** (i.e., to give me time to print them out, etc.).
- 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., tools/frameworks, concepts, 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%

Please prepare your presentation in PowerPoint.

No need to bring a hard copy of your overheads to class to give to me.

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

You can form new teams and/or 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 Argentina, Mexico, or a country that someone from the team has lived in.

We will suffer through 4-5 presentations per day:

- Presentations will be approximately 15 minutes – with a couple of minutes for Q&A.
- There is no written report needed.
- Every team must submit their PowerPoint slides to me by **6:00 PM, Monday, Nov. 13.**
- 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.) – 25%
- 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%
- Flow of material through presentation – keeping ‘on point’ with little extraneous material – 10%

Please prepare your presentation in PowerPoint.

No need to bring a hard copy of your overheads to class to give to me.