

Global Leadership
MANA 7375, FALL 2013 (ONLINE Class)

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COURSE OBJECTIVES

The primary purpose of this course is to provide students with a multifaceted view of what it takes to become a global leader. We will discuss the roles of global leaders, the competencies they need to develop, and the challenges they face. Course topics include global leadership competences, cultural agility, a global mindset, the challenges and complexity of global leadership, global leadership development, and crisis management in a global context. The course also explores the difference between country-specific business leaders who may be particularly adept at working in one country and global leaders who are effective across a broad range of countries and cultures.

REQUIRED READINGS

- A Digital Casebook has been created at Harvard Business School Publishing and can be purchased at this **Coursepack link:** <https://cb.hbsp.harvard.edu/cbmp/access/20526661>
- Please purchase the “Leading across cultures at Michelin (A)” case at <http://www.ecch.com>
- Paula Caligiuri. 2012. *Cultural agility: Building a pipeline of successful global professionals*, Jossey-Bass.
- Morgan McCall and George Hollenbeck. 2002. *The lessons of international experience: Developing global executives*, Harvard Business School Publishing.
- Books are available at the UH bookstore, www.amazon.com and other e-bookstores.

BLACKBOARD LEARN

Blackboard is a password-protected online course management system. Starting on the first day of classes, students can use their PeopleSoft ID, to log on to Blackboard Learn courses by going to <http://www.uh.edu/webct> and clicking the “Blackboard Learn” button.

- Discussion Board: The discussion board tool will be used for weekly discussions on readings and group case presentations.
- E-Mail: Use the e-mail option to e-mail me or your classmates within Blackboard. For fast response, please use my UH account: dvera@uh.edu

- Term Paper Drop Box: Please pay close attention to instructions and due dates/times. Term papers must be submitted through this drop box. Late papers will not be accepted.
- Grades: Use this tool to access your grades for this class including group case presentations, class contribution, the term papers, and the final course grade.

COURSE EVALUATION

| <u>Assignment</u> | <u>Points</u> |
|---------------------------------|---------------|
| Contribution on Web Discussions | 35 |
| Group Case Presentation | 20 |
| Individual Term Papers: | |
| - Cultural Agility Assessment | 15 |
| - Global Leadership Interview | 30 |
| Total | 100 points |

Contribution to Web Discussions

All class members are expected to contribute **at least 2 quality postings for each WEEKLY TOPIC (not for each question that is part of a topic), for a minimum total of 24 quality posts in the semester.** Blackboard discussion contribution points will be based on the quality and quantity of each student's postings, as well as the quantity of postings each student has read. High quality postings will include examples and links to the class material or other material that supports the opinions offered. **To get full credit, students are expected to read at least 90% of the posts.**

The expectation is that students will login to Blackboard several times per week. As the conversation throughout the week progresses, the instructor will post updates about the cases (e.g., "what happened next in the case?") that will provide extra information to enrich the conversation.

Every time we move to a different topic, the previous discussion will be closed and no more postings will be allowed on old discussions. In addition, for each of the topics, a group (or groups) will take the lead in the discussion and will submit the instructor **four questions for the whole class to talk about. If your group is the leader of the discussion, please write two questions based on the book chapters assigned for the week and two questions based on the case study assigned for the week.** Groups will be formed in Blackboard. Points to think about when writing your questions:

- Book chapters: The goal is to share and discuss your observations, insights, and questions regarding the readings. What did you learn about being a global leader? What did you find interesting? What would you like to know more about? What would you like to ask your classmates about the book chapters?
- Case Study: What would you like to ask your classmates about the case study?

Group Case Presentations (GROUPS OF 5 MEMBERS)

All students are expected to read all the cases assigned in this class. Each group will analyze one case study and will prepare a PowerPoint presentation. The expectation of the presentation is that you will put yourself in the position of the decision-maker in the case and decide what to do. Questions associated with these cases are provided in **Appendix 1**. Many cases also include a decision to be made. Groups will prepare **12-15 page PowerPoint presentations**. A suggested structure for the presentation is: An agenda slide, brief background of the case, summary of main issues, answers to the questions assigned in Appendix 1 and any decision included at the end of the case, action plans, conclusions, and take-aways from the case for the class. For all questions addressed in your presentation, please justify your decision.

In preparing group presentations, it is not necessary for students to call the company described in the case, go on the internet, or otherwise attempt to find out ‘what happened’ in the case situation. Naturally, there are multiple reasonable courses of action for a company; the key aspect of the case analysis is the internal consistency of the decision and the action plan. Due dates are indicated in the schedule at the end of the syllabus. An excellent presentation will: 1) follow the above requirements, 2) respond to all questions about the case, 3) clearly describe the reasons behind the decision; 4) provide an action plan; 5) provide consistent argumentation across slides, 6) be free of typos, grammar, and punctuation errors, 7) be well-referenced (sources of the material should be specified in the presentation), and 8) be well-organized (with agenda and summary slides).

Individual Term Papers

The term paper consists of two parts:

Part 1: Cultural Agility Assessment (3 pages, double space, 1-inch margins)

Please take the online *Cultural Agility Self-Assessment (CASA)*. Instructions for accessing CASA are on page 205 of the Cultural Agility book. CASA is a private and confidential tool designed to individuals gain insight into their cross-cultural competencies and offer guidance on how to develop those competencies. CASA assesses all 12 dimensions in the *Cultural Agility Competency Framework*. After taking CASA, write a thought piece reflecting on the cultural agility competences that you already have and those you still need to develop. Where there any surprises in the assessment results? What short-term and long-term steps do you plan to implement to further develop your global leadership and cultural agility competences? Reports will be uploaded in Blackboard through Turnitin.

Part 2: Global leadership interview (10 pages, double space, 1-inch margins):

Contact and interview an executive or manager with international experience. This person could be your boss at work, the boss of your boss, a person who holds a job you would love to have, a co-worker, a family member, a friend, a professor, etc. The key issue is that this person has had international experience either by working in other countries, or by residing in the US but dealing with international customers, suppliers, or projects. An interview protocol is included in **Appendix**

2. The term paper needs to include the manager answers to the questions and a final section with the lessons on global leadership learned by the student by performing this interview. Please attach an appendix with a short bio of the manager you interviewed and contact information (not included as part of the page limit).

The term papers should be an original piece of work, written by the student for this class. Students are to work individually on the term paper. An excellent paper will: 1) meet the stated requirements; 2) be relevant to the class content; 3) be well written; 4) be well organized; 5) be free of spelling, grammar, and punctuation errors; 6) be well referenced when applicable, and 7) will satisfactorily cover the topic. Reports will be uploaded in Blackboard through Turnitin.

GRADE DISTRIBUTION

Grades for this class will be determined by the total number of points that you earn during the semester based on the following scale:

| | | | |
|----|--------|----|-------|
| A | 100-93 | C+ | 79-77 |
| A- | 92-90 | C | 76-73 |
| B+ | 89-87 | C- | 72-70 |
| B | 86-83 | D | 69-60 |
| B- | 82-80 | F | 59- 0 |

ACADEMIC HONESTY

The University of Houston Academic Honesty Policy is strictly enforced by the C.T. Bauer College of Business. No violations of this policy will be tolerated in this course. A discussion of the policy is included in the University of Houston Student Handbook which can be found at <http://www.uh.edu/dos/hdbk/acad/achonpol.html>. Students are expected to be familiar with this policy.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The C.T. Bauer College Business would like to help students who have disabilities achieve their highest potential. To this end, in order to receive academic accommodations, students must register with the Center for Students with Disabilities (CSD) (telephone 713-743-5400), and present approved accommodation documentation to their instructors in a timely manner.

INSTRUCTOR EVALUATIONS

The Bauer College of Business has a policy that requires all of its instructors to be evaluated by their students. The results of these evaluations are important to provide feedback to instructors on how their performance can be improved. In addition, these evaluations are carefully considered in promotion, salary adjustment, and other important decisions. We openly encourage students to provide feedback to the instructors and to the Bauer College of Business through the evaluation process.

TENTATIVE SCHEDULE

| Date | WEEKLY TOPIC | Required readings |
|-----------------------------|---|--|
| Aug. 26 | Introduction to the course <i>**Non-mandatory Orientation to be scheduled for this week: TBA</i> | Please read the syllabus in detail and let me know of any questions. Also, please join a group and familiarize yourself with all the components of Blackboard Learn. |
| Sept. 1st | Labor Day holiday – NO CLASS | |
| Sept. 9 | What is a global executive? What is cultural agility? | Mini-cases: <ul style="list-style-type: none"> • Riding the Celtic tiger • From regional star to global leader Caligiuri, Chapter 1 McCall, Chapter 1 McCall, Chapter 2 No discussion leaders: Questions posted by Instructor |
| Sept. 16 | Cross-cultural competences for cultural agility and success | Case: The global leadership of Carlos Ghosn at Nissan Article: Saving the business without losing the company ** Blackboard link to UH library Caligiuri, Chapter 2 Caligiuri, Chapter 3 Discussion Leader: Group 1 (Case presentation and four discussion questions to be submitted to instructor by 6pm of the previous day) |
| Sept. 23 | Global journeys The lessons of international experience | Case: Silvio Napoli at Schindler India (A) McCall, Chapter 3 McCall, Chapter 4 Discussion Leader: Group 2 (Case presentation and four discussion questions to be submitted to instructor by 6pm of the previous day) |
| Sept. 30 | Experiences that teach global executives | Case: Leading across cultures at Michelin (A) *** This is the only case that is not included in the case package. Please purchase it at: http://www.ecch.com Caligiuri, Chapter 4 McCall, Chapter 5 Discussion Leader: Group 3 (Case presentation and four discussion questions to be submitted to instructor by 6pm of the previous day) |
| Oct 7 | Managing talent for cultural agility Developing global executives: The organization's role | Case: Taran Swan at Nickelodeon Latin America (A) Caligiuri, Chapter 5 McCall, Chapter 8 Discussion Leader: Group 4 (Case presentation and four discussion questions to be submitted to instructor by 6pm of the previous day) |

TENTATIVE SCHEDULE (CONTINUED)

| Date | Topic | Required readings |
|--------|---|--|
| Oct 14 | Developing cultural agility through training, experiences, and international assignments | Case: Managing a global team: Greg James at Sun Microsystems (A) Caligiuri, Chapter 6 Caligiuri, Chapter 7 Discussion Leader: Group 5 (Case presentation and four discussion questions to be submitted to instructor by 6pm of the previous day) |
| Oct 21 | Making sense of culture | Case: Ellen Moore in Korea Caligiuri, Chapter 8 McCall, Chapter 6 Discussion Leader: Group 6 (Case presentation and four discussion questions to be submitted to instructor by 6pm of the previous day) |
| Oct 28 | When things go wrong | Case: Larson in Nigeria McCall, Chapter 7 McCall, Chapter 9 Discussion Leader: Group 7 (Case presentation and four discussion questions to be submitted to instructor by 6pm of the previous day) |
| Nov 4 | Developing global executives: The individual's part | Case: Frans Ryckebosch: An international Manager (A) Mini-case: The Expat dilemma Caligiuri, Chapter 9 McCall, Chapter 10 Discussion Leader: Group 8 (Case presentation and four discussion questions to be submitted to instructor by 6pm of the previous day) |
| Nov 11 | Leadership Character | Mini-case: Culture clash in the boardroom Articles: Developing leadership character Developing leadership character in business programs ** Blackboard link to UH library No discussion leaders: Questions posted by Instructor |
| Nov 18 | <i>Global Leadership Interview term paper due (Please upload it to Blackboard by 5:30pm)</i> | Discussion on Lessons from Interviews |
| Nov 25 | Thanksgiving – NO CLASS | |
| Dec 2 | <i>Cultural Agility term paper Due (Please upload it to Blackboard by 5:30pm)</i> | Discussion on Lessons from Self-Assessments |
| Dec 7 | Last day of web discussions (discussion board closes at midnight) | |

APPENDIX 1

STUDY AND PRESENTATION QUESTIONS

Mini-cases:

- **Riding the Celtic tiger**
Should John choose country or company?
- **From regional star to global leader**
Can Jianguo make the transition?

The global leadership of Carlos Ghosn at Nissan

1. How would you describe the personal leadership style of Carlos Ghosn?
2. Ghosn is a French citizen, born in Brazil to French Lebanese and Brazilian Lebanese parents. He was educated in both Brazil and France and worked extensively in the United States. How have these different influences shaped his leadership style?
3. What were the key success factors of Ghosn's change management process?
4. Why was Ghosn successful while others before him had not been successful?

Silvio Napoli at Schindler India (A)

1. Was Silvio the right choice for general manager of Schindler's India operations?
2. As Luc Bonnard how would you evaluate Silvio's first seven months as general manager of the Indian company? What advice would you offer?
3. What advice would you give to Silvio regarding his decision on nonstandard glass wall elevator that has been ordered?
4. How should he deal with the challenges he is facing over transfer prices and limited technical cooperation from the European plants?

Leading across cultures at Michelin (A)

1. What mistakes did Chalon make as he took over this large North American division?
2. What differences in American value systems and French value systems might be at the root of the difficulties Chalon is facing as he implements a new strategy?
3. What are the options for Chalon at this point?
4. If you were Chalon, what would be your action plan to turn the situation around? Why?

Taran Swan at Nickelodeon Latin America (A)

1. Describe the culture at Nickelodeon Latin America.
2. How did Swan go about building that culture? (Consider the interrelationships among Nickelodeon Latin American's context, design factors, culture and outcomes.)
3. Describe Swan's leadership style. What impact has it had on the culture?
4. What are the challenges that Swan faces at the end of the case? What actions should she take? Should she assign an interim director?

Managing a global team: Greg James at Sun Microsystems (A)

1. How well has James managed his global team? Who is responsible for the HS Holding crisis?

2. What role did the “Open Work” environment play in the case? What role did diversity play on this team?
3. If you were James, what would you do in the short and long-term? Please develop an action plan.
4. What changes would you recommend making for future projects?

Ellen Moore in Korea (A)

1. What are the problems and why do they exist?
2. What alternatives exist at this point?
3. In Andrew’s position, what would you do? Why?
4. What changes would you recommend making for future projects?

Larson in Nigeria

1. Should the company stay in Nigeria? Why or why not?
2. Assuming the company stays in Nigeria, what would you do with Ridley?
3. If you were David Larson, what are the three major issues you are facing in Nigeria?
4. What would you do to handle these issues? Why?

Frans Ryckebosch: An international manager (A)

1. What were the major challenges for Mr. Ryckebosch in the development of his international management career?
2. How did Mr. Ryckebosch develop himself to be a professional international manager and manage his career?
3. Should he move to Hong Kong? Why or why not?
4. How did Xerox do managing its international growth/international human resources? What would you like to do differently?

Mini-cases:

The expat dilemma

1. Can Antonio keep Anna happy in her international assignment?
2. What would you do if you were Anton? If you were Anna? If you were Oswald?

Culture class in the boardroom

1. What should Liu Peijin do?

APPENDIX 2

INTERVIEW PROTOCOL¹

Primary Questions

(Please think carefully about these prior to the interview)

1. When you think about your career as a manager, certain events or episodes stand out in your mind--things that changed you in some way and have ultimately shaped you as an executive. Please choose three of these experiences that have had a lasting impact on you as a manager or executive in international work. When I meet with you, I will ask you about each of these "key events" in your career: What happened? What did you learn from it (for better or worse)?
2. Now think about someone else--someone whose career you have seen rise and fall. This should be a person who initially was very successful as a manager or executive in international work and who was expected to continue to be successful--but who failed to live up to those expectations. This previously successful person may have reached a plateau, been passed over or demoted, or even fired. Without revealing the identity of the person, please be prepared to discuss with us your views of: (a) why this individual been so successful prior to the derailment; (b) the flaws eventually were his or her undoing; and (c) the circumstances that led to the derailment.

Additional Questions

(Please look over these questions)

3. If it wasn't one of the three events you described in the first question, tell me about your first international assignment. Why did you take the job? What were the biggest surprises? What we biggest challenges? Did you make any mistakes? Did you get any help?
4. Are there any other experiences that you think helped prepare you for international management?
5. Who was the person from whom you learned the most about managing in an international setting? What did you learn from him/her?
6. What are the special challenges of having a boss who is from a different culture than yours? What about having subordinates from different cultures?
7. What are the most important differences between managing in international work and in domestic assignments? What special qualities would you look for in choosing a person for an international assignment? What traps would you avoid?

¹ Adapted from "Developing global executives: The lessons of international experience", By M. W. McCall & G. P. Hollenbeck. Harvard Business School Press (2002).

8. What kinds of preparation or support did you get from your company or from some other source that helped you succeed as an international manager? In retrospect, what could your company have done that would have been helpful? What do you recommend that they do in the future to help talented younger managers who want an international career?
9. Was there anything special in the way you grew up or in your early life that caused you to seek out or to be especially effective in an international context? Something special about you (for example, special interests or special abilities such as speaking several languages)?
10. In what ways have you changed over the course of your career? If you ran into someone who hadn't seen you in many years, how would they say you are different?
11. Looking back on your experiences, is there anything you have learned that you would want to pass on to a talented younger manager who desires a career in international business?