

MANA 7375 - Global Leadership (Online Class)
Summer Session 2, 2017

***** This is a 100% asynchronous class *****

Dusya Vera, Ph.D.
310E Melcher Hall
Phone: 713-743-4677
Fax: 713-743-4652
dvera@uh.edu

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 competencies, cultural agility, a global mindset, the challenges and complexity of global leadership, and global leadership development 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 is available at Harvard Business School Publishing and can be purchased at this **Coursepack link**: <http://cb.hbsp.harvard.edu/cbmp/access/64407279>
- Paula Caligiuri. 2012. *Cultural agility: Building a pipeline of successful global professionals*, Jossey-Bass.
- Additional readings are available on Blackboard.

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.
- 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

Assignment	Points
Contribution on Web Discussions	30
Group Case Presentation	25
Individual Term Papers:	
- Cultural Agility Assessment	15
- Global leader interview	30
Total	100 points

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

Contribution to Web Discussions

- How will your contribution to the web discussions be assessed? Keep three things in mind: (1) quantity of postings you contribute, (2) quality of postings you contribute, and (3) quantity of postings contributed by others that you read. Here are more details:
 - All class members are expected to contribute at least 2 postings each week, for a minimum total of 10 posts in the semester. A posting can be the start of a thread, or the reply to any thread already started by others. Both count the same. Every week, there will be about 6 questions open on the discussion board for the class to discuss. You don't need to contribute to all the questions. Your minimum number of postings per week remains 2 even if there are more than 2 questions open for discussion. Of course, once you have fulfilled the minimum of 2 postings per week, feel free to contribute as much as you would like.
 - What is a "quality" posting? The key is to engage others in a conversation and to build on examples, class material, other classes you have taken, or your personal and professional experience in order to support your opinions. *The contribution grade is calculated at the end of the semester because what matters is a pattern of engaged contributions throughout the semester.*
 - Students are expected to read at least 70% of the postings contributed by others. *The count of postings read is taken at the end of the semester to give students the chance to catch up on their reading.*
- Students are expected to login to Blackboard several times per week. As the online conversation develops throughout the week, I will post updates about the cases (e.g., "what happened next in the case?") and will suggest videos that will provide extra information to enrich the conversation. Some cases also have B parts that will be "unhidden" in your Digital Casebook

when the B part is incorporated into the conversation. I will email you when that happens.

- Every week we will move to a new topic and the previous week's discussion will be closed and no more postings will be allowed on old discussions (reading old postings is always possible, only the writing of postings will be closed).
- On Weeks 2, 3, and 4 the groups specified on the Course Schedule will be in charge of submitting 4 questions for class discussion (two questions based on the chapters/articles and two questions based on the case the group has assigned). Groups will be formed on Blackboard. Each group will have 5 members. The instructor will post a subset of the questions submitted by the groups for everybody's discussion. Points to think about when writing your questions:
 - Book chapters or Articles: 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: Given your analysis and recommendations for the case actors, what would you like to ask your classmates about the case study?

Group Case Presentations

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. It is also expected that you will research articles that help you to answer the questions in the case (please include references to these external sources). Questions associated with these cases are provided in **Appendix 1**. Many cases also include a decision to be made. Groups will prepare PowerPoint presentations with about 15-20 slides. 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 decisions.

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).

Term Papers

Paper 1: Cultural Agility Assessment (page limit: 3 pages, double space, 1-inch margins)

- Take the *Cultural Agility Self-Assessment (CASA)* at www.culturalagility.com/user/register
Enter registration code: UHBauer. Preferably, do not use a Hotmail account to register to CASA – they seem to be problematic. You will be sent an email with a unique password.

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*. The tool will generate a report with results and recommendations for you.

- 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? Are you interested in a global career? If so, how are you making it happen?

Paper 2: Global leadership interview (page limit: 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, 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 (1) a summary of the manager answers to the questions using a question-answer format, and (2) a final section with the lessons on global leadership learned by performing this interview. Please attach an appendix with a one-paragraph bio of the manager you interviewed (not included as part of the page limit). If the manager asks for confidentiality, use a fictitious name in the bio.

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; and (5) be free of spelling, grammar, and punctuation errors.

DEADLINES AND LENGTH LIMITS

Over time, I have come to appreciate the degree to which students want to be treated fairly and equitably when dealing with deadlines and length limits on assignments. I am well aware of the significant frustration associated with scrambling to meet a deadline, or working at crafting a succinct and coherent response to an assignment, only to find that a colleague has received greater latitude in their submission. Since there is ample lead time on the assignments, I have instituted very significant penalties. Given your busy schedules I expect that you will complete the assignment with sufficient lead time to ensure there are no last minute constraints. The penalties are as follows:

Minor delay (<1 week)	1 letter grade (e.g., from A to a B)
Major delay (1 week or more)	2 letter grades

Assignments that are not received prior to the graded assignment being returned to the class will receive a grade of zero. Note that failing to submit an assignment will result in a grade of Incomplete for the course and will prevent advancement or completion of the program.

A similar policy is in place for projects that exceed length limits. Minor excesses (10% or less) will normally result in a partial downgrade (e.g., B+ to a B), and significant excesses (more than 10%) in a penalty of one letter grade. I expect that the document will be readable and tightly edited. Small font sizes and verbose analysis are not viewed favorably.

ACADEMIC HONESTY

The UH 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 UH 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 COURSE SCHEDULE

	READINGS FOR THE WEEK
Topic 1: Monday, June 5th	<ul style="list-style-type: none"> • Caligiuri, Chapter 1, Chapter 2, Chapter 3 • Article: “Saving the business without losing the company” (link to UH library on Blackboard) • “The global leadership of Carlos Ghosn at Nissan” • Please watch this interview of Carlos Ghosn at Stanford: https://www.youtube.com/watch?v=r2gZ_23z92o <p><i>Questions posted by Instructor.</i></p>
Topic 2: Monday, June 12th	<ul style="list-style-type: none"> • Caligiuri, Chapter 4, Chapter 5 • Article: “National Culture and Management” (in Digital Casebook) • Please explore this website: http://geert-hofstede.com/ • Group 1: “Leading across cultures at Michelin (A)” • Group 2: “Bonazzi Indo Joint Venture: Culture clash or pure economics?” <p>Discussion Leaders: Groups 1 and 2 (Case presentation and 4 discussion questions addressing the chapters and the group case to be emailed to instructor by 10am on June 12th).</p>
Topic 3: Monday, June 19th	<p><i>Term Paper 1 (CASA) due by 10am on June 19th</i> (please upload papers to BB).</p> <ul style="list-style-type: none"> • Caligiuri, Chapter 6, Chapter 7 • Article: “Leader Effectiveness and Culture: The GLOBE Study” (on Blackboard) • Group 3: “Ellen Moore (A): Living and working in Korea” • Group 4 and Group 5: “Sophia Tannis: The European transfer” <p>Discussion Leaders: Groups 3, 4, and 5 (Case presentation and 4 discussion questions addressing the chapters and the group case to be emailed to instructor by 10am on June 19th).</p>
Topic 4: Monday, June 26th (*** this discussion will last 4 days)	<ul style="list-style-type: none"> • Caligiuri, Chapter 8, Chapter 9 • Articles: “Global teams that work” and “4 Ways to Decrease Conflict Within Global Teams” (links to UH library on Blackboard) • Group 6: “Larson in Nigeria” • Group 7 and Group 8: “(Re)building a Global Team: Tariq Khan at Ken” <p>Discussion Leaders: Groups 6, 7, and 8 (Case presentation and 4 discussion questions addressing the chapters and the group case to be emailed to instructor by 10am on June 26th).</p>
Topic 5: Friday, June 30th (*** this discussion will last 4 days)	<p><i>Term Paper 2 (Interview) due by 10am on July 1st</i> (please upload papers to BB).</p> <ul style="list-style-type: none"> • Case: “Frans Ryckebosch: An international manager (A)” • Mini-Case: “Expatriate Dilemma” <p>This week we will discuss these 2 cases and the term papers. <i>Questions posted by Instructor.</i></p>
Monday, July 3rd	<i>Last Day of on-line Discussions. Discussion board closes at midnight.</i>
Thursday, July 6th	<i>Official Closing of Session 2</i>

APPENDIX I

CASE QUESTIONS FOR GROUP PRESENTATIONS

GROUP 1: 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. If you were Chalon, what would you do to repair work relationships?
4. If you were Chalon, what would you do to achieve your business objectives?

GROUP 2: Bonazzi Indo Joint Venture: Culture clash or pure economics?

1. Why did Bonazzi and Indo enter into a joint venture? Was there strategic logic in the decision?
2. Why did two partners who had known each other for many years prior to the joint venture have such a difficulty relationships after signing the joint venture agreement? Why was Mehta on the “horns of a dilemma”? Why were the two sides fighting? What role did diversity and national differences play?
3. Was the process used to appoint Mehta as CEO correct? Was a better process possible?
4. What could have been done differently in this joint venture? What would you do next?

GROUP 3: Ellen Moore in Korea (A)

1. What are the problems and why do they exist?
2. What alternatives exist for Ellen at this point? Should Ellen stay in Korea or go back to the US?
3. In Andrew’s position, what is your action plan to deal with the issues at hand?
4. What changes would you recommend making for future projects?

GROUP 4: Sophia Tannis: The European transfer

1. What are the challenges Tannis faces in this transition?
2. What was the motivation behind the questions Tannis’ new staff had for her?
3. How did Tannis prepare for the transition? What else could she have done?
4. If you were Tannis, how would you proceed in terms of implementing your mandate?

GROUP 5: Larson in Nigeria

1. Should Larson Inc. stay in Nigeria? Why or why not?
2. As David Larson, how do you handle Ridley? Should Ridley stay in Nigeria?
3. What is your action plan for David Larson to deal with the issues at hand?
4. What would you do differently in your Nigerian operations in the future?

GROUP 6: (Re)building a Global Team: Tariq Khan at Ken

1. Is Khan a good fit for the job? If you were Khan, would you take the job? Why or why not?
2. What are the roots of the problems in this global team? What role did diversity and national differences play?
3. Assuming you take the job, what would you do next in the short and long-term? What is your action plan and how do you implement it? How would you handle Lars?
4. If you don’t take the job, what would be your next steps in managing your career?

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?