Course Syllabus
BUS 614 Leadership in the International Environment
Fall 2018

Faculty: Dr. Yonghong (Tracy) Liu
Office: 363 Bryan Building
E-Mail: y_liu24@uncg.edu

When emailing me, please put “BUS 614”, your name (last name first), and the subject of your inquiry in the subject line (e.g., BUS 614 Liu, Tracy – syllabus) or the email will not be opened. If you do not receive a response to an email within 48 hours, you should assume that I did not receive it and you should resend it.

Course Format: Online
Course Web Site: https://canvas.uncg.edu/
Office Hours: Thursday 1:00 pm – 2:00 pm
Other days/times by appointment (please email to organize)

---

**Required Textbooks and Additional Course Materials**

1. Required textbooks

2. Cases

Cases can be purchased from Harvard Business Publishing through this unique link for discount: (Regular price: $8.95/case; Discounted price: $4.25/case)
https://hbsp.harvard.edu/import/151904

3. Course materials and Canvas access
   All students officially registered for the course can access the course Canvas website (http://canvas.uncg.edu/). Canvas is used to post course materials (course syllabus, class announcements, PowerPoint slides, supplemental readings, and other relevant course information) and grades. It is also used to administer two exams and allow you to submit individual and team assignments.

---

Catalog Description
This course focuses on understanding leadership and followership in an international context, providing both theoretical framework and practical advice for leading across cultural boundaries and addressing international challenges.

**Student Learning Outcomes (SLOs)**

Upon completing the course, the student should be able to:

1. Describe an informed definition of three terms: leadership, global leadership, and responsible global leadership
2. Evaluate leadership effectiveness using different models of leadership
3. Develop skills for managing group diversity effectively
4. Develop skills for leading global change effectively
5. Understand the ethics and sustainability challenges of global leadership

**Course Pedagogy**

- Course materials organized by the professor
- Student led discussions
- Team experiential learning
- Case studies
- Exams

**Important Course Policies**

- **Academic Integrity:** By the singular act of registering for this course, you are agreeing to abide by the UNCG Academic Integrity Policy. All work submitted must be original and produced by the student for this class only. If you are for any reason unfamiliar with the contents of the code, please review it on the school's website link: [https://osrr.uncg.edu/academic-integrity/](https://osrr.uncg.edu/academic-integrity/). Any detected violations of any aspect of the Policy will be fully pursued in accordance with the provisions therein.

- **Communicating:** For purposes of this course, I will request that you check your UNCG e-mail (E-Spartan) daily as well as Canvas for messages and/or assignments.

- **Students with Disabilities:** UNCG seeks to comply fully with The Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973. Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources & Services in 215 Elliott University center, 334-5440, [https://ods.uncg.edu/](https://ods.uncg.edu/).

**Evaluation Criteria**

The grades for this class will be determined based upon:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Project</td>
<td>100</td>
</tr>
<tr>
<td>In-depth Case Analysis and Discussion</td>
<td>100</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>450</strong></td>
</tr>
</tbody>
</table>

The grades will be finalized in letter grade form, per the chart below:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 76.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82.99%</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
</tr>
</tbody>
</table>

Description of Evaluation Criteria:

- **Exams**
  
  *Content and format*
  
  Exam 1 will cover Chapters 1, 2, 4, and 5. Exam 2 will cover Chapters 8, 9, 10, 11, and 12. The exams are *not cumulative* and will include short-answer and essay questions.

  *Testing procedure*
  
  Even though you are taking your exams online, they are still "real" tests. The following are the testing procedures I expect you to follow while taking the exam:
  
  • You will find the exams available in **Canvas** only during the assigned test times.
  
  • An exam is available for 48 hours as indicated in the course schedule on the syllabus. You can take each exam only ONE time.
  
  • You may use your book and notes; however, you are to take the test by yourself, with no group efforts or help from other people.
  
  • You have 180 minutes to complete the exam. A timer will appear. At 180 minutes, Canvas will force you to submit the test.
  
  • Canvas will force you to submit the test when the deadline indicated in the course syllabus is due, even if your test is not complete. Thus, if you want to have the full 180 minutes in the test, you should begin your exam attempt at least two hours prior to the end of the exam availability period.
  
  • The time is strictly limited in order to test your knowledge of the material; not your ability to search for information during the exam. Important: Extended time is only granted for students with documented disabilities.
  
  • If you lose your internet connection or Canvas goes down, get back to the exam when the connection resumes. Canvas will let you continue the exam from where you left off. If you experience any problems, contact me immediately and provide evidence of the problem (for instance, a screenshot). Unverifiable technical problems will not be considered.
  
  • An exam cannot be taken before or after the scheduled exam time. No make-up exams will be allowed, except in cases warranted by extraordinary circumstances (a serious illness) and supported with documented evidence. Students who do not provide documented evidence will receive zero points.

**IMPORTANT:** DO NOT LOG IN AND OUT OF THE EXAM AFTER YOU HAVE STARTED THE EXAM. IF YOU DO, THE TIMER WILL KEEP RUNNING AND THE TIME WILL BE COUNTED TOWARDS YOUR EXAM ATTEMPT, EVEN IF YOU WERE LOGGED OUT OF THE EXAM/OUT OF CANVAS. REMEMBER NOT TO CLICK THE BACK BUTTON IN YOUR BROWSER WINDOW.

AS A STUDENT TAKING AN ONLINE COURSE, IT IS YOUR RESPONSIBILITY TO BE AVAILABLE DURING THE EXAM TIMES REGARDLESS OF YOUR OTHER COMMITMENTS AND TO HAVE ACCESS TO A RELIABLE COMPUTER AND INTERNET CONNECTION DURING THE ENTIRE COURSE, INCLUDING THE EXAM TIMES. INABILITY TO ACCESS INTERNET DURING THE COURSE IS NOT AN ACCEPTABLE EXCUSE FOR MISSING AN EXAM OR ANY OTHER EVALUATION ITEM. THE UNCG COMPUTER LABS AND PUBLIC LIBRARIES PROVIDE COMPUTER AND INTERNET ACCESS FREE OF CHARGE.
ANY TECHNICAL PROBLEMS REPORTED AFTER THE EXPIRATION OF THE EXAM PERIOD WILL NOT BE CONSIDERED AND ARE NOT VALID EXCUSES FOR NOT COMPLETING THE EXAM.

These rules will be strictly enforced in order to be fair towards those students who do make the effort to take the tests at the assigned testing times regardless of their personal and professional circumstances and time constraints. It is important that all students have the same amount of time to prepare for the exams. There will be no exceptions for this rule. Any student seeking an exception will be referred to this policy in the syllabus.

Note: It is not unusual that students fail this online course because they, for instance, “forget” to take the exam, are “travelling without an internet connection”, or are otherwise “occupied” for a number of unverifiable personal and professional reasons. Make sure that you are not one of those students because missing one exam is likely to result in failing the course.

• In-depth case analysis

Each student must carry out an in-depth analysis of the “Unilever Philippines: Making the Philippines Great Again” case. Detailed instructions/questions will be provided two weeks prior to the due date. Much of the grade beyond a “passing score” depends on the student's ability to go beyond the “average” solution/answer, integrate the material from the course, and provide innovative perspectives, approaches, or solutions. Feel free to use all the tools and the frameworks discussed in this course (and other courses) to substantiate the analysis. Students should work on this written analysis on an individual basis (not in groups). Individuals should neither seek nor receive help from friends and family in completing this written analysis. The written analysis should be typed, and double-spaced on 8.5" by 11" paper. No minimum or maximum length is specified, although the written analysis (not counting the appendices) should not typically exceed 15 pages in length. Feel free to include diagrams, or other types of illustrations in your written analysis. In preparing the written analysis, write from an objective view, in third person. Do not use the words "I", "We", or "You". Use subheadings to correspond with specific issues posed for the individual case. It should be noted that appropriate credit will be given for those individuals who are in a position to integrate their analysis with readings presented outside the case.

The written analysis is to be submitted through Canvas, and is due at 11:59 pm on November 11, 2018.

During the week of November 12-18, the instructor will facilitate the discussion for the case. There will not be any formal presentations of the case.

• Participation in student led discussions

To receive the 50 points allocated to this category, students will need to be active in initiating and participating in student led discussions. Students are expected to post questions, thoughts, and reflections using canvas’s discussion board on a weekly basis. Note that participation points are allocated SOLELY at the discretion of the instructor, and are NOT NEGOTIABLE.

• Team project

The next section describes the team project students will be responsible for completing by October 14. Students are assigned to teams of between 2-3 individuals, and then choose a global organizational leader to analyze. Each team is expected to submit 3 periodic reports on Canvas's group page following the guideline. A 20-minute presentation (through recorded video) will be required to present an overview of the findings – both presentation video and written paper will be turned in. Each team member will be required to evaluate other team members on their level of participation and overall contribution to the team’s success on this project (peer evaluation). Note that if any member fails to actively contribute to this assignment, their individual grade will be lowered at the discretion of the instructor.

On August 20, you will find the names and contacts of your team members on Canvas. It is your responsibility to coordinate and collaborate with your team members to complete this project. I strongly encourage that you start to work on your team project immediately after the teams are formed and communicate with your team members at least once a week.
Team Project Guidelines

- **Overview**: Think of your team as organizational consultants. Your goal is to improve organizational performance through dealing with the leadership issues in the international environment. Students will examine an actual organizational leader of their choice, diagnose the problem(s), and recommend a solution(s).

The main objective of the project is to provide students with an opportunity to:

1. Develop an in-depth understanding of an organizational leader through case research.
2. Develop consultancy skills in data gathering, analysis, and communication.

- **Sources**: The boundaries are those of imagination. The possibilities include personal work experience, interviews with leaders and members of an organization, questionnaires, observations of workplace behavior, analysis of organizational documents, trade journals, academic journals, local newspapers, and the business press (e.g., *Business Week*, *Forbes*, *Fortune*, *Wall Street Journal*). Do not, however, use a “pre-packaged” case (e.g., from a textbook or casebook). If there is a concern about the confidentiality of the selected company, it is okay to use a fictitious name. Also, sources must be cited carefully, since plagiarism could result in a failing grade for the course (for all team members), in addition to possible disciplinary action by the School/University.

- **Paper structure**: The paper should not exceed **15 double-spaced pages** (although appendices and references may be added), and should consist of the following sections presented under sub-headings:

1. **Introduction** (10%)
   - Briefly describe the leader.
   - Why was this particular leader selected?
   - What was the goal in doing so?
   - What were the anticipated findings in relation to the global leadership issue?

2. **Methodology** (20%)
   - How did you obtain the information necessary for this project?
   - Why was this method chosen?
   - Did you use interviews (with whom)? Surveys (with whom)?
   - Where did you get the survey or interview questions from (a scholarly journal article maybe)?
   - Attach interview/surveys as appendix if used.
   - If you made observations, what did you look for? What days/times?
   - Ethical considerations? (e.g. Voluntary participation? Confidentiality? Anonymity?)
   - Note: there should be NO findings or results presented here in this section!

3. **Analysis of Global Leadership Issues and Recommendations** (60%)
   - This is where you present the findings/results, analyze them, and give recommendations.
   - Use course material – apply at least two models/theories/frameworks/approaches - to describe any global leadership issues/problems identified.
   - Alternative action steps that relate specifically to the problems/issues identified in the project should be discussed and weighted.
   - Relative advantages / disadvantages for each course of action should also be discussed.
   - Finally, specific recommendations and/or implementation plan(s) must be described (use course concepts and theories to justify choices).

4. **Conclusion** (5%)
   - Students should summarize what they learned about global leadership issues from the project (insights), and draw relevant conclusions. Also, did you learn anything about working together in a team for this project?

5. **Cite Sources** (including the text book, plus journal articles, etc) (5%)
   - Please use APA style. Refer to: https://owl.english.purdue.edu/owl/resource/560/01/

   Examples of APA Style:

   In the text of the written project:
According to Jones (1998), APA style is a difficult citation format for first-time learners.

In the reference list at the end of the written project:


Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

6 Appendix
Please include copies of surveys, interview questions, interview transcripts, tables of survey results (e.g. mean scores), etc…
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>Assigned Readings/Assignment</th>
</tr>
</thead>
</table>
| 1 Aug 14-19 | Introduction & Syllabus | • Chapter 1  
| 2 Aug 20-26 | Leadership Theories and Frameworks (1) | • Chapter 1  
| 3 Aug 27-Sep 2 | Leadership Theories and Frameworks (2) | • Chapter 1  
**Team Project : Roles and Responsibilities Due at 11:59 pm EST, Sunday** |
| 4 Sep 3-9 | The Multidisciplinary Roots of Global Leadership | • Chapter 2 |
| 5 Sep 10-16 | Global Leadership Competencies – Content Domain | • Chapter 4  
**Team Project : Introduction & Methodology Due at 11:59 pm EST, Sunday** |
<p>| 6 Sep 17-23 | Global Leadership Competencies – Assessment | • Chapter 5 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Sep 24-30</td>
<td>• Case Study</td>
<td>• Ricardo Semler: A Revolutionary Model of Leadership</td>
</tr>
<tr>
<td>8 Oct 8-14</td>
<td><strong>Exam 1</strong></td>
<td><strong>Team Project: Analysis &amp; Recommendations</strong></td>
</tr>
<tr>
<td></td>
<td><em>Note: If you do not take the exam during the assigned time period, your score will be 0.</em></td>
<td>Outline Due at 11:59 pm EST, Sunday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapters 1, 2, 4, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam will be available online</td>
</tr>
<tr>
<td></td>
<td></td>
<td>From Oct 1 10:00 am EST</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To Oct 3 10:00 am EST</td>
</tr>
<tr>
<td>9 Oct 15-21</td>
<td>• Global Leadership Development</td>
<td><strong>Presentation Video, Written Paper, and Peer Evaluation Due at 11:59 pm EST, Sunday</strong></td>
</tr>
<tr>
<td>10 Oct 22-28</td>
<td>• Leading Global Teams</td>
<td>• Chapter 8</td>
</tr>
<tr>
<td>11 Oct 29-Nov 4</td>
<td>• Global Leadership Knowledge Creation and Transfer</td>
<td>• Chapter 9</td>
</tr>
<tr>
<td>13 Nov 12-18</td>
<td>• Case Study</td>
<td>• Chapter 11</td>
</tr>
<tr>
<td>14 Nov 19-28</td>
<td>Combined long week due to Thanksgiving Holiday</td>
<td>• Unilever Philippines: Making the Philippines Great Again</td>
</tr>
<tr>
<td>15 Nov 19-28</td>
<td>• Responsible Global Leadership</td>
<td>• Chapter 12</td>
</tr>
<tr>
<td><strong>Exam 2</strong></td>
<td><strong>Note: If you do not take the exam during the assigned time period, your score will be 0.</strong></td>
<td>Chapters 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam will be available online</td>
</tr>
<tr>
<td></td>
<td></td>
<td>From Nov 30 10:00 am EST</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To Dec 2 10:00 am EST</td>
</tr>
</tbody>
</table>

**Note:** THE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS DOCUMENT AS NEEDED. ALL CHANGES WILL BE ANNOUNCED IN CLASS OR ON CANVAS.