

Syllabus for “MANA 7375-01: Global Leadership”; 3 credit hours; SPRING 2024

COURSE DATES AND LOCATION

Course Begins:	Monday, January 16, 2024
Course Ends:	Monday, April 29, 2024
Location:	https://uh.edu/canvas (MANA7375 20238 - Global Leadership)

CONTACT INFORMATION:

Instructor:	Dr. Steve Sauerwald (LinkedIn)
E-Mail	ssauerwald@uh.edu
Availability:	I will answer emails sent between Mo 8 am – Fr 5 pm within 24 hours.

ENROLLMENT REQUIREMENTS

Prerequisite(s): Graduate standing

COURSE DESCRIPTION

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, 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.

COURSE LEARNING MATERIALS (REQUIRED)

1. **Caligiuri, P. 2021.** Build your cultural agility: The nine competencies of successful global professionals. London: Kogan Page. ISBN: 978-1789666595 (It is important that you purchase the 2021 edition. Can be purchased on [Amazon](#))
2. **Required Articles:** The articles are freely available (click [here](#) to access “Business Source Complete”, which provides access to the articles. You will need your CougarNet login credentials).
3. **Required Cases:** Cases can be purchased from the following link: Click [here](#)
4. **MyGiide:** Complete the assessments, action plan, and cultural tools at www.mygiide.com
5. **Canvas:** Additional readings may be available on Canvas

COURSE LEARNING ACTIVITY DESCRIPTIONS & GRADING

#	Activity	Points
1	Contribution to Discussion Boards	280 (14 weeks; 2 forums/week; 10 pts/forum)
2	Group Case Presentation	240
3	Individual Case Report	240
4	Individual Cultural Agility Paper	240
Total		1000

Grading breakdown: A: 1000 – 930 A-: 929 – 900 B+: 899 – 870 B: 869 – 830 B-: 829 – 800 C+: 799 – 770 C: 769 – 730 C-: 729 – 700 D: 699 – 600 F: 599 – 0

1 CONTRIBUTIONS TO DISCUSSION BOARDS

Contributions to the discussion forums is key to success in this class. Much of the knowledge and skill you develop here will arise from participating in discussion with your fellow classmates, which will enable you to challenge assumptions, broaden perspectives, and reveal insights into the course content thoughtfully and respectfully. Your class participation grade will be determined by the extent to which you engage in and support these online interactions. Most of these discussion forums require you to read the assigned book, an article, and/or a case – only post to the discussion forum after you read and studied the weekly material.

- **Number of discussion participations:** We will have 2 graded discussion forums per week. Please participate in each discussion forum. Please answer the question(s) or follow the instruction(s) in each discussion forum.
- **Number of posts:** You are expected to post **1 initial post** and **1 reply post** to one of your classmates' posts in each discussion forum. Of course, you can post more often if you want.
- **Deadlines:** By **Friday (or before)** submit your initial post. By **Sunday (or before)** submit your reply post to one of your classmates' posts. You will lose **10%** of the points for the discussion forum if you miss the deadline for the initial post. **No postings are accepted after Sunday.**
- **Posting on different days:** Post to each discussion forum on separate days. This encourages students to come back to the discussion board to have a more thoughtful discussion. You will lose **10%** of the discussion points for the discussion forum if all your posts are on the same day.
- **Content evaluation:** A grading rubric is linked to each graded discussion forum. But in general, do not use postings such as "I agree," "I don't know either," "Who cares," or "Ditto." They do not add to the discussion, they take up space, and they will not be counted for assignment credit. Explore disagreements and support assertions with data and evidence.

2 GROUP CASE PRESENTATION

Each group will analyze the case study "**Tariq Khan at Tek**" and submit a **PowerPoint presentation (12-24 slides)**. The expectation for the presentation is that you will put yourself in the position of the decision-maker (Tariq Khan) and decide what to do. It is also expected that you will use leadership theory and concepts (either covered in this course or other courses) to help you analyze the situation and make effective recommendations.

Sample Outline:

1. Agenda slide
2. Brief background of the case
3. **Issue Statement:** If you were Khan, would you take the job? Why or why not? State your decision clearly to set the tone for your presentation.
4. **Analysis:** What are the roots of the problems in this global team? What role did diversity and national differences play?
5. **Recommendations/Action Plan:**
 - 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? (If you decide *not* to take the job, phrase your response as advice for another manager)

3 INDIVIDUAL CASE REPORT

Each student will write an individual case report on the Harvard Business School Case "**Language and Globalization: Englishnization at Rakuten (A)**".



Situation: You will assume the role of a consultant to Hiroshi Mikitani, CEO, Rakuten Group. Rakuten is aggressively expanding into global markets with the goal of becoming the No. 1 Internet service company. Fifteen months earlier, Mr. Mikitani announced "Englishnization"—a highly publicized aggressive two-year English proficiency mandate for all of Rakuten's Japanese employees. Yet, only an estimated 10% of the Japanese staff could function in English. The stakes

are high: those who do not reach their target score by the deadline risk being. The actions over the coming weeks/month will determine the future of Englishnization, Rakuten, and Japanese society.

Paper Guidelines: Please carefully read the case and focus on three key areas in your paper: (1) describe the global leadership issue, (2) conduct an analysis of the situation as laid out in the case, and (3) create recommendations for actions to be pursued next. As you prepare the paper, here are some guidelines for the three key areas of the paper:

1. **Issue Statement:** Using only information from the case, specify the strategic issue(s) the leader and the company is facing. Issues represent problems or emerging problems faced by a leader in the organization. Keep in mind there are many issues in any given case, but not all of them are equally important. Limit the strategic issues to a manageable set.
2. **Strategic Analysis:** Examine the issues in detail to diagnose the underlying causes of the issues. What causes produce the situation/issues described in the case? Use relevant information from the case (including figures or exhibits) and suitable management concepts, theories, or research.
3. **Recommendations/Action Plan:** What course of action do you recommend? Recommendations should respond to leadership issues effectively, efficiently, and feasibly. You can divide your recommendations into short-term “quick wins” and long-term actions. How would you implement your suggested actions? How would you ensure implementation? You want to be as concrete and realistic as possible.

Format:

- Maximum 1,500 words (about 4-5 pages double spaced) (excl. title page, appendix, and references)
- Make sure to deliver a document in essay format with professional and quality writing.

4 INDIVIDUAL CULTURAL AGILITY PAPER

This assignment is intended to reflect on your “cultural agility” competencies, and how they improved over the course of the semester. You completed the assessment on www.mygiide.com at the beginning of the semester (Week 1). Complete the assessment again and see how your cultural agility skills have improved.

In your paper, please reflect on your reading of the “Cultural Agility” book as well the results from mygiide.com. This reflection should focus on how you will use what you have learned in your future careers as a global leader. Some areas that you may comment on are listed below:

1. Were there any surprises in the assessment results?
2. What was the most valuable piece of information from the results, and why?
3. What specific cultural agility competence are you interested in further developing? Why this one?
4. What specific action steps will you put in place to further develop this cultural agility competence?
5. What resources or opportunities at work could help you in this development?

Format:

- Maximum 1,500 words (about 4-5 pages double spaced).
- Quality is more important than quantity.
- Make sure to deliver a document in essay format with professional and quality writing.

COURSE CALENDAR

WEEKS: TOPICS	CONTENT
Week 1: 01/15 – 01/21 Leadership & Cultural Differences in Leadership Styles	Readings: <ul style="list-style-type: none"> – Chapter 1 in "Build your cultural agility" book (Introduction and Cultural Values) – Kotter, J. P. 2001. What leaders really do. Harvard Business Review, 79(11): 85–97. – Zenger, J. H., Folkman, J. R., & Edinger, S. K. 2011. Making yourself indispensable. Harvard Business Review, 89(10): 84–92 Deliverables and Due Dates: <ul style="list-style-type: none"> – Engage in Weekly Discussion Forums – Sign Up for Groups – Purchase/Download Course Materials
Week 2: 01/22 – 01/28 Leadership through Ambiguity and Uncertainty	Readings: <ul style="list-style-type: none"> – Chapter 2 in "Build your cultural agility" book (Ambiguity and Uncertainty) – Furr, N., & Furr, S. H. 2022. How to overcome your fear of the unknown. Harvard Business Review, 100(4): 135–139. – Gulati, R. 2023. Investing in growth through uncertainty. Harvard Business Review, 101(4): 36–42. Deliverables and Due Dates: <ul style="list-style-type: none"> – Engage in Weekly Discussion Forums
Week 3: 01/29 – 02/04 Curiosity and Creativity in Leadership	Readings: <ul style="list-style-type: none"> – Chapter 3 in "Build your cultural agility" book (Curiosity) – Harrell, E. 2023. Unexpected interruptions can boost creativity. Harvard Business Review, 101(6): 34–35. – Fayard, A.-L., Weeks, J., & Khan, M. 2021. Designing the hybrid office. Harvard Business Review, 99(2): 114–123. Case: Michelin A (Discussed in discussion forum) Deliverables and Due Dates: <ul style="list-style-type: none"> – Engage in Weekly Discussion Forums
Week 4: 02/05 – 02/11 Resilience in Leadership	Readings: <ul style="list-style-type: none"> – Chapter 4 in "Build your cultural agility" book (Resilience) – King, D. D., & McSpedon, M. R. 2022. What leaders get wrong about resilience. Harvard Business Review Digital Articles, 1–9. – Nawaz, S. 2019. How to take criticism well. Harvard Business Review Digital Articles, 2–4. Case: Michelin B (Discussed in discussion forum) Deliverables and Due Dates: <ul style="list-style-type: none"> – Engage in Weekly Discussion Forums
Week 5: 02/12 – 02/18 Humility in Leadership	Readings: <ul style="list-style-type: none"> – Chapter 5 in "Build your cultural agility" book (Humility) – Grant, A. 2013. In the company of givers and takers. Harvard Business Review, 91(4): 90–97.

	<p>– Grant, A. 2018, March 14. Tapping into the power of humble narcissism. TED ideas (Can be access here: https://ideas.ted.com/tapping-into-the-power-of-humble-narcissism/)</p> <p>Deliverables and Due Dates:</p> <p>– Engage in Weekly Discussion Forums</p>
Week 6: 02/19 – 02/25 Relationships and Leading Global Teams	<p>Readings:</p> <p>– Chapter 6 in "Build your cultural agility" book (Relationship-building)</p> <p>– Neeley, T. 2015. Global teams that work. Harvard Business Review, 93(10): 74–81.</p> <p>– Ibarra, H., & Hunter, M. 2007. How leaders create and use networks. Harvard Business Review, 85(1): 40–47.</p> <p>Deliverables and Due Dates:</p> <p>– Engage in Weekly Discussion Forums</p>
Week 7: 02/26 – 03/03 Perspective Taking, Persuasion, and Leading Change	<p>Readings:</p> <p>– Chapter 7 in "Build your cultural agility" book (Perspective taking)</p> <p>– Kotter, J. P. 1995. Leading change: Why transformation efforts fail. Harvard Business Review, 73(2): 59–67.</p> <p>– Beer, M., & Nohria, N. 2000. Cracking the code of change. Harvard Business Review, 78(3): 133–141.</p> <p>Case: Carlos Ghosn at Nissan (Discussed in discussion forum)</p> <p>Deliverables and Due Dates:</p> <p>– Engage in Weekly Discussion Forums</p>
Week 8: 03/04 – 03/10 Cultural adaptation and Ethical Global Leadership	<p>Readings:</p> <p>– Chapter 8 in "Build your cultural agility" book (Cultural adaptation)</p> <p>– Donaldson, T. 1996. Values in tension: Ethics away from home. Harvard Business Review, 74(5): 48–62.</p> <p>– Smith, I. H., Kouchaki, M., & Cowan, J. 2021. Building an ethical company. Harvard Business Review, 99(6): 132–139.</p> <p>Case: Tariq Khan at Tek (Group Case Presentation)</p> <p>Deliverables and Due Dates:</p> <p>– Engage in Weekly Discussion Forums</p> <p>– Turn in Group Case Presentation on Khan Case</p>
Week 9: 03/11 – 03/17	Spring Break (no class)
Week 10: 03/18 – 03/24 Cultural Minimization and gaining Trust and Motivating Across Cultures	<p>Readings:</p> <p>– Chapter 9 in "Build your cultural agility" book (Cultural minimization)</p> <p>– Frei, F., & Morriss, A. 2020. Begin with trust. Harvard Business Review, 98(3): 112–121.</p> <p>– Zenger, J., & Folkman, J. 2019. The 3 elements of trust. Harvard Business Review Digital Articles, 2–6.</p> <p>Deliverables and Due Dates:</p> <p>– Engage in Weekly Discussion Forums</p>

Week 11: 03/25 – 03/31 Cultural integration and Leading by Taking a Broader Stakeholder Perspective	Readings: <ul style="list-style-type: none"> – Chapter 10 in "Build your cultural agility" book (Cultural integration) – Porter, M. E., & Kramer, M. R. 2011. Creating shared value. Harvard Business Review, 89(1/2): 62–77. – Lubin, D. A., & Esty, D. C. 2010. The sustainability imperative. Harvard Business Review, 88(5): 42–50. Deliverables and Due Dates: <ul style="list-style-type: none"> – Engage in Weekly Discussion Forums
Week 12: 04/01 – 04/07 Leading and Empowering	Readings: <ul style="list-style-type: none"> – Finkelstein, S. 2018. The best leaders are great teachers. Harvard Business Review, 96(1): 142–145. – Gulati, R. 2018. Structure that's not stifling. Harvard Business Review, 96(3): 68–79. – Finkelstein, S. 2016. Secrets of the superbosses. Harvard Business Review, 94(1): 104–107. Case: Rakuten (Individual Case Report) Deliverables and Due Dates: <ul style="list-style-type: none"> – Engage in Weekly Discussion Forums – Turn in Individual Case Report
Week 13: 04/08 – 04/14 Leading using Power and Politics	Readings: <ul style="list-style-type: none"> – McClelland, D. C., & Burnham, D. H. 2003. Power is the great motivator. Harvard Business Review, 81(1): 117–126. – Pfeffer, J. 2010. Power play. Harvard Business Review, 88(7/8): 84–92. – Ciampa, D. 2005. Almost ready: How leaders move up. Harvard Business Review, 83(1): 46–53. Deliverables and Due Dates: <ul style="list-style-type: none"> – Engage in Weekly Discussion Forums
Week 14: 04/15 – 04/21 Your Global Career	Readings: <ul style="list-style-type: none"> – Chapter 11 in "Build your cultural agility" book (Your Global Career) – Setiya, K. 2019. Facing your mid-career crisis. Harvard Business Review, 97(2): 135–139. – Christensen, C. M. 2010. How will you measure your life? Harvard Business Review, 88(7/8): 46–51. Case: Sophia Tannis (Discussed in discussion forum) Deliverables and Due Dates: <ul style="list-style-type: none"> – Engage in Weekly Discussion Forums
Week 15: 04/22 – 04/28 Course Conclusion	Deliverables and Due Dates: <ul style="list-style-type: none"> – Engage in Weekly Discussion Forums – Turn in Cultural Agility Paper (no late submissions for this paper please)

Notes: 1) Weeks start on Monday and end on Sunday; 2) All times are "Central Time" unless otherwise noted; 3) This schedule may change at the discretion of the instructor: changes will be communicated via Canvas and/or Emails

CASES

#	Case	Reference
1	Michelin A	"Leading across cultures at Michelin (A)" by Erin Meyer, Sapna Gupta. INSEAD. Publishing Date: Jan 2009
2	Michelin B	"Leading across cultures at Michelin (A)" by Erin Meyer, Sapna Gupta. INSEAD. Publishing Date: Jan 2009
3	Carlos Ghosn at Nissan	"The Global Leadership of Carlos Ghosn at Nissan" by John P. Millikin, Dean Fu. Thunderbird. Publishing Date: Jul 25 2003
4	Tariq Khan at Tek	"(Re)Building a Global Team: Tariq Khan at Tek" by Tsedal Neeley. Harvard Business School Publishing. Publishing Date: Dec 2013 (Revised November 09, 2015)
5	Rakuten	"Language and Globalization: "Englishnization" at Rakuten (A)" by Tsedal Neeley. Harvard Business School Publishing. Publishing Date: Aug 2011 (Revised April 02, 2013)
6	Sophia Tannis	"Sophia Tannis: Life Choices (A)" by Alison Konrad, Kanina Blanchard. Ivey Publishing. Publishing Date: Oct 16, 2015

COURSE POLICIES AND ADDITIONAL INFORMATION

LATE WORK

Accepting late work is at the discretion of the instructor. If accepted, late work will be deducted at a minimum of 5% per 24-hour period that elapses after the due date. **Important:** If foreseen or unforeseen circumstances prevent you from completing an assignment on time, you may request an occasional extension. Extensions must be requested **in advance of the due date**. If the situation warrants an extension, we will determine a new due date based on your individual circumstances.

REVISIONS TO THE COURSE

This course syllabus provides an outline for the course; however, changes may be necessary. It is your responsibility to stay informed about updates. Any changes will be communicated to you in advance via Blackboard.

MENTAL HEALTH AND WELLNESS RESOURCES

The University of Houston has a number of resources to support students' mental health and overall wellness, including [CoogsCARE](#) and the [UH Go App](#). UH [Counseling and Psychological Services \(CAPS\)](#) offers 24/7 mental health support for all students, addressing various concerns like stress, college adjustment and sadness. CAPS provides individual and couples counseling, group therapy, workshops and connections to other support services on and off-campus. For assistance visit [uh.edu/caps](#), call 713-743-5454, or visit a [Let's Talk](#) location in-person or virtually. [Let's Talk](#) are daily, informal confidential consultations with CAPS therapists where no appointment or paperwork is needed. The [Student Health Center](#) offers a Psychiatry Clinic for enrolled UH students. Call 713-743-5149 during clinic hours, Monday through Friday 8 a.m. - 4:30 p.m. to schedule an appointment. The [A.D. Bruce Religion Center](#) offers spiritual support and a variety of programs centered on well-being. **Need Support Now? If you or someone you know is struggling or in crisis, help is available. Call CAPS crisis support 24/7 at 713-743-5454, or the National Suicide and Crisis Lifeline: call or text [988](#), or chat [988lifeline.org](#).**

ACADEMIC HONESTY POLICY

High ethical standards are critical to the integrity of any institution, and bear directly on the ultimate value of conferred degrees. All UH community members are expected to contribute to an atmosphere of the highest possible ethical standards. Maintaining such an atmosphere requires that any instances of academic dishonesty be recognized and addressed. The [UH Academic Honesty Policy](#) is designed to handle those instances with fairness to all parties involved: the students, the instructors, and the University itself. All students and faculty of the University of Houston are responsible for being familiar with this policy.

TITLE IX/SEXUAL MISCONDUCT

Per the UHS Sexual Misconduct Policy, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

REASONABLE ACADEMIC ADJUSTMENTS/AUXILIARY AIDS

The University of Houston is committed to providing an academic environment and educational programs that are accessible for its students. Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the Justin Dart, Jr. Student Accessibility Center (Dart Center) to learn more about academic accommodations and support that may be available to them. Students seeking academic accommodations will need to register with the

Dart Center as soon as possible to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/> calling (713) 743-5400, or emailing jdcenter@central.uh.edu.

EXCUSED ABSENCE POLICY

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston [Undergraduate Excused Absence Policy](#) and [Graduate Excused Absence Policy](#) for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional policies address absences related to [military service](#), [religious holy days](#), [pregnancy and related conditions](#), and [disability](#).

RECORDING OF CLASS

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart, Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

COURSE 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.