I. IDENTIFYING INFORMATION

Course: MSA 510
Course Title: Global Leadership Perspectives
EPN: 22245830
Term: Fall I
Location: Online
Course Dates: 8/25, 10/17/2014
Course Days and Times: N/A

Prerequisites: Prerequisite: LDR 200 and 86 semester hours completed; or Graduate Standing

Blackboard:
Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter https://blackboard.cmich.edu/webapps/login/. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at https://blackboard.cmich.edu/webapps/login/.

Instructor: Ricardo Villarosa, Esq.
Primary Phone Number: 313-577-3951
Secondary Phone Number: N/A
E-Mail Address: villa1rm@cmich.edu
Availability: Available by e-mail 24/7, unless announced otherwise. Responses to e-mail typically within 24-48 hrs.

Academic Biography:
Ricardo Villarosa, Esq. is the Coordinator of Student Life: Student Organization Services for the Wayne State University Dean of Students Office (WSU); a licensed attorney; an adjunct faculty member of graduate and undergraduate programs for Central Michigan University’s College of Extended Learning (CMU/CEL); and an occasional chef. Prior to his current position (beginning in January 2014), he served as the Director of Student Life and Educational Outreach for the WSU Law School for the past 13 years. His commitment to developing and sustaining the diversity pipeline to higher education spans the spectrum from K-12 outreach, recruiting and admissions, academic support and career services, through bar exam counseling. Mr. Villarosa has been involved for more than a decade in a variety of multicultural community programs developed to advance educational diversity. As the Program Manager of CMU’s Youth entrepreneurship Institute (1997-1999), he developed after school and summer youth programs for Metro Detroit area high school students with an emphasis on entrepreneurship. He has also been involved with minority outreach efforts for CMU and WSU Law School since 1997.

More recently, his efforts have been targeted at reaching deeper into the educational pipeline to increase the potential pool for minority applicants to law school. Mr. Villarosa is a past president of the Michigan Asian Pacific American Bar Association and was the faculty advisor for WSU’s Asian Pacific American Law Student Association. From 2005 through 2009, he was a member of the Diversity Committee of the Law School Admission Council (LSAC). He has also been involved in collaborative efforts with American Bar Association’s Presidential Advisory Council on Diversity in the Profession and the Section on Legal Education’s Diversity Committee.
Mr. Villarosa serves on a number of nonprofit governing boards and advisory boards. In the spring of 2008, Mr. Villarosa was appointed as a Trustee of the Detroit Metropolitan Bar Foundation (DMBF) and served as a member of the DMBF’s Pipeline Committee until he retired from the Board in fall 2013. In 2009, he was elected to serve a three-year term on the LSAC Board of Trustees. He was invited to serve as a member of the Asian & Pacific Island American Vote-Michigan (APIA Vote) Advisory Board. In the fall of 2009, Mr. Villarosa was appointed to the Wayne State University AAUP-AFT Executive Board as the Grievance Coordinator for Academic Staff—and he continues that role while taking on his new responsibilities in the University Dean of Students Office.

In his current role, he is responsible for developing and implementing new webbased services and resources for the WSU’s approximately 400 recognized student organizations and their advisors. Mr. Villarosa received his B.S. in Corporate Finance, M.B.A. in Entrepreneurship, and his J.D. from Wayne State University. Prior to his current career portfolio, Mr. Villarosa spent more than a decade in the hospitality and retail industries.

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Order books from MBS at http://bookstore.mbsdirect.net/cmu.htm

Textbooks and Course Materials:

Title: Contemporary Leadership and Intercultural Competence
Author: Moodian
Edition: current
Publisher: Sage
Required: Yes

Title: Leading With Cultural Intelligence : New Secret to Success
Author: Livermore
Edition: current
Publisher: American Mgt Assoc
Required: Yes

Title: MSA 510 Course Reserves available through Blackboard
Author: CMU
Edition: N/A
ISBN: N/A
Publisher: CMU
Required: Yes

Course Reserves:
Your instructor has selected material on reserve, which will be available on the course Blackboard. To access Blackboard, open a web browser and go to http://blackboard.cmich.edu.

Required Materials:
N/A

Recommended Materials:
N/A

III. COURSE DESCRIPTION

An examination of established and emerging perspectives on global leadership. The student will focus on geo-leadership models which impact administration across borders and cultures. This course may be offered in an online or hybrid format.
IV. COURSE GOALS AND OBJECTIVES

After successful completion of this course, the student will be able to:

1. Apply the 21st century dimensions to intercultural and organizational effectiveness.
2. Develop intercultural insights into their personal leadership style.
3. Demonstrate and apply the impact of globalization to administration.
4. Summarize intercultural synergy and apply it to effectively leading multicultural teams.
5. Critique geo-leadership models and geo-leadership dimensions to current organization and administration practices.
6. Synthesize the impact of the geo-leadership dimensions and relate them to intercultural quotient.
7. Analyze and evaluate a leader’s cultural quotient to achieve personal, team and organizational goals.

V. METHODOLOGY

- Lecture
- Group discussions
- Evaluation of case studies
- Synthesis of interdisciplinary literature
- Self-assessment/review
- Examinations
- Evaluation Assessments

VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment:
Purchase required materials and enter Blackboard Bb shell for the course to complete Week 0 activities--Getting Started.

Course Outline:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Discussion Board Topic – Introduce yourself to the class and provide a definition of Globalization.</th>
</tr>
</thead>
</table>
|        | I. Review Syllabus and Keys to Success  
|        | II. 21st century leadership  
|        |   - Definition of globalization  
|        |   - Impact of globalization  
|        |   - Past, current, and future |

| Week 2 | Discussion Board Topic - TBA  
|--------|--------------------------------------------------------------------------------------------------|
|        | I. Geo-leadership theories/models  
|        | II. GLC Model  
|        | III. Geo-leadership dimensions  
|        |   - Change  
|        |   - Capability  
|        |   - Care  
|        |   - Communication  
|        |   - Consciousness  
|        |   - Context  
|        |   - Contrast  
<p>|        | I. Self-Awareness, Self-Management, Self-Regulation, Social Awareness |</p>
<table>
<thead>
<tr>
<th>Week 3</th>
<th>Discussion Board Topic- TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intercultural Leadership Dimensions with the GLOBE Study</td>
</tr>
<tr>
<td></td>
<td>• Nine major dimensions of cultures (Future orientations, gender egalitarianism, assertiveness, humane orientation, in-group collectivism, performance orientation, power concentration vs. decentralized, and uncertainty avoidance.</td>
</tr>
<tr>
<td></td>
<td>• Provincial, Natural, Ambassador domains</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 4</th>
<th>Discussion Board Topic- TBA</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Cultivating Cultural Intelligence in administration</td>
</tr>
<tr>
<td></td>
<td>• Political and Social factors Impacting culture</td>
</tr>
<tr>
<td></td>
<td>• What is your Cultural Quotient using the inventory</td>
</tr>
<tr>
<td></td>
<td>o CQ Drive</td>
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<tr>
<td></td>
<td>o CQ Knowledge</td>
</tr>
<tr>
<td></td>
<td>o CQ Strategy</td>
</tr>
<tr>
<td></td>
<td>o CQ Action</td>
</tr>
<tr>
<td></td>
<td><strong>DUE: MID-TERM EXAM – 200 points</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Discussion Board Topic- TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cultural Intelligence in global teams</td>
</tr>
<tr>
<td></td>
<td>• In Depth analysis of the GLOBE Study</td>
</tr>
<tr>
<td></td>
<td>• Theoretical impacts of culture and industry</td>
</tr>
<tr>
<td></td>
<td>• Relationship between GLOBE and cross-cultural information</td>
</tr>
<tr>
<td></td>
<td>• GLOBE Leadership Scales</td>
</tr>
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<td></td>
<td>• GLOBE Performance Indicators</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Discussion Board Topic- TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GLOBE empirical findings and case studies</td>
</tr>
<tr>
<td></td>
<td>• Comparison of high versus low performance-oriented societies</td>
</tr>
<tr>
<td></td>
<td>• Comparison of GLOBE findings with relevant literature</td>
</tr>
<tr>
<td></td>
<td>• The relationship between societal and organizational practices and societal and organizational values.</td>
</tr>
<tr>
<td></td>
<td><strong>DUE: GROUP ANALYSIS REPORT – 200 points</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Discussion Board Topic- TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GLOBE empirical findings and case studies</td>
</tr>
<tr>
<td></td>
<td>• Societal demographics and leadership performance orientation</td>
</tr>
<tr>
<td></td>
<td>• Performance orientation as a dimension of organizational culture</td>
</tr>
<tr>
<td></td>
<td>• Cross-cultural differences in gender egalitarianism.</td>
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<tr>
<td></td>
<td><strong>DUE: CQ LEADERSHIP RESEARCH PAPER – 300 points</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Discussion Board Topic- TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Future orientations with GLOBE Study</td>
</tr>
</tbody>
</table>
Assignment Due Dates:

All discussion Board postings and Assignments are due no later than Sunday at 11:59pm of the assigned week--except for the Final Exam (see below).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term Exam</td>
<td>Week 4 –</td>
</tr>
<tr>
<td>Group Analysis Report</td>
<td>Week 6 –</td>
</tr>
<tr>
<td>CQ Leadership Research Paper</td>
<td>Week 7 –</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Week 8 – (Friday Last day of term)</td>
</tr>
</tbody>
</table>

Post-Class Assignment:

None

Student Involvement Hours:

Students can expect to spend about 10-15 hours per week (depending on the student level) on reading, discussion, and assignment preparation.

VII. CRITERIA FOR EVALUATION

Evaluation Criteria:

Type of Performance:

Final grades will be based on performance on the two exams totaling (400 points); Group Analysis Report (200 points); and a CQ Leadership Research Paper (300 points). Class participation is assessed through classroom postings on the discussion board (100 points or 12.5 points per class). Grades listed on Blackboard will be scored in terms of course points. Feedback on assignments will also be presented in Blackboard. There is a total of 1000 course points possible.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom participation</td>
<td>100</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>200</td>
</tr>
<tr>
<td>Group Analysis Report</td>
<td>200</td>
</tr>
<tr>
<td>CQ Leadership Research Paper</td>
<td>300</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>
Evaluation Criteria:

**Mid-Term and Final Exams**: Two exams are given during the course. Each exam may consist of multiple-choice, true/false, short answer, fill in the blank, matching, case studies analysis, and/or essay questions. Exam responses will be evaluated based on accuracy, precision, and clarity. The final exam may be cumulative.

**Papers and Exams and other documents**:  
(All papers are to follow APA format and the student must keep a copy for their records)

**Group Analysis**: The students will be assigned to a selected group with a country provided by the instructor. The list of questions must be research and evaluated for each country. The students are expected to access the CMU Library for authentic research to one of the following: Argentina, Brazil, Canada, China, France, Germany, India, Mexico, New Zealand, Russia, South Africa, South Korea, or Spain. It is expected you will topics from class, which include one multicultural theory, into your paper.

The instructor will have groups selected by the 2nd week of class. It is important for the groups to manage their time effectively. More information is embedded in the BB shell. A minimum of 10 pages is required for undergraduate students and 13 pages for graduate students. A grade will be provided for the overall paper for the entire group. Individual grades may be lowered after a peer evaluation is complete by the other group members and returned to the instructor.

**CQ Leadership Research Paper**: The first portion of your paper requires the student to research synthesize and report their current skill set of Strengths, Weaknesses, Opportunities and Threats (SWOT) within the cultural intelligence area. When this SWOT is complete, the student will take this information and evaluate four to five (4-5) CQ practices which an organization can implement and foster a results-oriented environment yet encourages multicultural understanding from employee groups. More information is available in the BB Shell. Minimum of 12 pages for undergraduate students and 15 pages required for graduate students.

Guide to grading responses

<table>
<thead>
<tr>
<th>Approximate Guide for GPA Percents</th>
<th>Papers and Writing Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 to 100% (4.0 to 3.7)</td>
<td>The response to the assignment reflects a high degree of accuracy, it is written clearly, and represents thoughtful consideration of the material.</td>
</tr>
<tr>
<td>80 to 89% (3.69 to 2.7)</td>
<td>The response to the assignment is mostly accurate, written in an acceptable fashion, and/or represents a generally thoughtful consideration of the material.</td>
</tr>
<tr>
<td>70 to 79% (2.69-1.7)</td>
<td>The response to the assignment is inaccurate in some important ways, has a number of grammatical errors, and/or demonstrates a limited amount of thoughtful consideration of the material.</td>
</tr>
<tr>
<td>1 to 69% (1.7 to .1)</td>
<td>The response is mostly inaccurate, written in a way that is very unclear, and/or demonstrates a very limited amount of thoughtful consideration of the material.</td>
</tr>
<tr>
<td>0</td>
<td>Assignment not turned in</td>
</tr>
</tbody>
</table>

**Grading Scale**:

A = 940-1000 Course points (94 – 100%)  
C = 730 -769 Course points (73 -76%)
A- = 900 – 939 Course points (90 – 93%)
B+ = 870–899 Course points (87 – 89%)
B = 840 – 869 Course points (84 – 86%)
B- = 800 – 839 Course points (80 – 83%)
C+ = 770 – 799 Course points (77 – 79%)
C = 700 – 729 Course points (70 – 72%)
D+ = 670 – 699 Course points (67 – 69%)
D = 630–669 Course points (63 – 66%)
D- = 600–629 Course points (60 – 62%)
E = Below 600 Course points (<60%)

***Note to Graduate Students:*** There is no grade of D in the graduate marking system. When a D grade is assigned to a graduate student, the Registrar’s Office will convert the grade to an E before recording it on the student's permanent record. Courses in which the student earns or has earned a grade below C do not count toward meeting any graduate degree requirement, nor are they accepted, following the completion of the baccalaureate degree, for the removal of deficiencies. Particular programs may have more stringent grade requirements. See the CMU Graduate Bulletin for details.

**Late Assignments:**
Late assignments will not be accepted unless pre-approved by the faculty member. If pre-approved, (i.e. papers, exams) will be penalized 10% of the assignment grade for each day the assignment is late. Late assignments may be submitted to the instructor via email attachment. However, receipt of a late assignment via email is subject to verification of the attachment’s functioning.

**Make-ups and Rewrites:**
Make-ups for exams and papers require official documentation from a doctor or other authoritative source. Assuring appropriate conditions for the make-up exam are the responsibility of the student.

**VIII. EXPECTATIONS**

**Attendance and Participation:**
Discussion Board (DB) participation will be evaluated with responses to the questions posted weekly in the Blackboard Shell. During each chapter/week, there will opportunities to read and synthesize case studies, cultural reflections and other group reactions to the class. The following rubric will be used to grading DB participation each week:

<table>
<thead>
<tr>
<th>Points</th>
<th>Weekly Classroom Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.5 to 8.5</td>
<td>Comments are rich in content/insight/analysis. Clear connections to course material and real life.</td>
</tr>
<tr>
<td>8.4 to 6.1</td>
<td>Contents contain substantial information. Connection to course material and real life are made but they are not clear.</td>
</tr>
<tr>
<td>6 to 3.1</td>
<td>Generally competent commentary. Limited and vague connections to course material or real life.</td>
</tr>
<tr>
<td>3.0 to 1</td>
<td>Superficial content. No connections to course material or real life.</td>
</tr>
<tr>
<td>0</td>
<td>No Activity or absent. Attendance is mandatory.</td>
</tr>
</tbody>
</table>

**Academic Integrity:**
Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (https://bulletins.cmich.edu/).
**Student Rights and Responsibilities:**

Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at [https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx](https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx).

**IX. SUPPORT SERVICES AND OTHER REQUIREMENTS**

**Global Campus Library Services (GCLS)**

CMU offers you a full suite of library services through its Global Campus Library Services (GCLS) department. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the GCLS website at [http://gcls.cmich.edu](http://gcls.cmich.edu) for more information.

**Reference librarian contact information:**
1. By phone: (800) 544-1452.
2. By email: oclsref@cmich.edu
3. By online form: [http://www.cmich.edu/library/gcls/Pages/Ask-a-Librarian-Request-Form.aspx](http://www.cmich.edu/library/gcls/Pages/Ask-a-Librarian-Request-Form.aspx)

**Documents on Demand office contact information:**
1. By phone: (800) 274-3838
2. By email: docreq@cmich.edu
3. By fax: (877) 329-6257
4. By online form: [http://www.cmich.edu/library/gcls/Pages/Documents-on-Demand.aspx](http://www.cmich.edu/library/gcls/Pages/Documents-on-Demand.aspx)

**Writing Center**

The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit [http://webs.cmich.edu/writingcenter/](http://webs.cmich.edu/writingcenter/)

**Mathematics Assistance Center**

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit [http://global.cmich.edu/mathcenter/tutoring-request.aspx](http://global.cmich.edu/mathcenter/tutoring-request.aspx).

**ADA**

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Susie Rood, Director of Student Disability Services at (800) 950-1144, extension 3018 or email her at sds@cmich.edu, at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at [https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx](https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx)

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

**X. BIBLIOGRAPHY**


Leadership Quarterly, 16, 315-338.


Center Information

Student & Enrollment Services for CMU Online Courses
(800) 688-4268 or (989) 774-1129 or cmuonline@cmich.edu

Drop & Withdrawal Policy for Online Courses
http://global.cmich.edu/courses/drop-withdraw.aspx

Academic Calendar and
Credit/No Credit Deadlines for Online Courses
https://www.cmich.edu/global/calendar/Pages/default.aspx

Office of Information Technology Help Desk
https://www.cmich.edu/office_provost/OIT/help/help_desk/Pages/default.aspx

Pre-Class Checklist for Online Courses
http://www.global.cmich.edu/cmuonline/checklist.aspx

Online Learning Resource Center
http://www.global.cmich.edu/cmuonline/about/

Certified Testing Center & Proctoring Information
https://www.cmich.edu/global/cmuonline/proctoring/Pages/default.aspx

Harassment and discrimination: You have a right to feel safe and supported while pursuing your degree at CMU. If any professor, student, or staff member makes you feel that you have been discriminated against, disrespected or stuck in a hostile environment, the Office of Civil Rights and Institutional Equity (OCRIE) is here to help: Bovee UC 306, (989) 774-3253. For resources and more information, please see https://www.cmich.edu/office_president/OCRIE/

Sexual misconduct policy: With the exception of the confidential resources named explicitly within the Sexual Misconduct Policy, all CMU staff and faculty are responsible employees and are required to report any information they know about possible sexual misconduct to the Title IX Coordinator in OCRIE at (989) 774-3253. This means that any information you may divulge about such an incident in the classroom or with a faculty member cannot be confidential. Reports to OCRIE are intended to provide options and resources to survivors. Please keep these reporting obligations in mind as you seek support from staff and faculty you trust, and know that there are also support centers on campus that will maintain confidentiality, which include Sexual Aggression Peer Advocates (989-774-2255) and the CMU Counseling Center (989-774-3381). For resources and more information, please see https://www.cmich.edu/office_president/OCRIE/