CENTRAL MICHIGAN UNIVERSITY
COURSE SYLLABUS

I. IDENTIFYING INFORMATION
Course: MSA 510
Course Title: Global Leadership Perspectives
EPN: 22322568
Term: Fall II
Location: Online
Course Dates: 10/23, 12/15/2017
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: Robert Sopo
Primary Phone Number: 248-909-9440 (cell)
Secondary Phone Number: 248-446-1303
E-Mail Address: sopo1rw@cmich.edu
Availability: I do not have set office hours - I prefer to be available whenever necessary - e-mail is the fastest way

Academic Biography:
Dr. Robert W. Sopo has served Central Michigan University as a professor (adjunct) in the Business School graduate division for the last several years. His academic background includes a doctorate (PhD) in Industrial-Organizational Psychology. He has 25+ years of teaching experience, in addition to CMU, as a Professor (adjunct) in several other Business Schools.

Dr. Sopo also holds several certifications: as a Certified Human Resources Professional (CHRP), Cert5ified Human Resources Leader (CHRL), and as a Certified Management Consultant (CMC).

As an Industrial-Organizational Psychologist and Organizational Behavior Expert, Dr. Sopo, known as THE ORGANIZATION DOCTOR and BUSINESS PERFORMANCE COACH is founder and owner of a professional consulting practice, RWS Group, LLC that is active in advising and guiding public and private-sector organizations.

The firm specializes in matters that include: organizational dynamics and change management/facilitation, performance management, executive coaching, strategic management, human resource issues, leadership development, organization development/growth and revitalization, and corporate social responsibility & ethics in the 21st century.

This real-world experience gives Dr. Sopo the ability to bring the issues of the business world to the "classroom" as current examples for discussion, case study and practical learning.

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS
Order books from MBS at http://bookstore.mbsdirect.net/cmu.htm
Textbooks and Course Materials:
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:

Required Pre-Class Assignment (Week 0 is the week before class begins):

Go into the MSA 510 BB Shell and become acquainted with the materials.

Also, go to the Discussion Board section entitled "Getting to Know Each Other", and complete an Introduction for the class, ie Who you are. What do you do outside of academics - work. Any international travel? Where are you in achieving your Master's degree? Anything interesting about you that nobody knows?

*** This is a Discussion Board activity to be completed the week before classes begin.

Course Outline:

COURSE OUTLINE/ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Discussion Board Topic – What is your Cultural Leadership Strengths and Weaknesses.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I. Review Syllabus and Keys to Success</td>
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<tr>
<td></td>
<td>II. 21st century leadership</td>
</tr>
<tr>
<td></td>
<td>• Definition of globalization</td>
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<td></td>
<td>• Impact of globalization</td>
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<td>• Past, current, and future</td>
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<thead>
<tr>
<th>Week 2</th>
<th>Discussion Board Topic - How is culture shaped by ecology and history</th>
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<tbody>
<tr>
<td></td>
<td>Geo-leadership theories/models</td>
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<tr>
<td></td>
<td>I. GLC Model</td>
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<tr>
<td></td>
<td>II. Geo-leadership dimensions</td>
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<tr>
<td></td>
<td>• Change</td>
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<tr>
<td></td>
<td>• Capability</td>
</tr>
<tr>
<td></td>
<td>• Care</td>
</tr>
<tr>
<td></td>
<td>• Communication</td>
</tr>
<tr>
<td></td>
<td>• Consciousness</td>
</tr>
<tr>
<td></td>
<td>• Context</td>
</tr>
<tr>
<td></td>
<td>• Contrast</td>
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<tr>
<td></td>
<td>I. Self-Awareness, Self-Management, Self-Regulation, Social Awareness</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Discussion Board Topic</th>
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<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,</td>
</tr>
<tr>
<td></td>
<td>assertiveness, humane orientation, in-group collectivism, performance</td>
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<td></td>
<td>orientation, power concentration vs. decentralized, and uncertainty avoidance.</td>
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<td></td>
<td>• Provincial, Natural, Ambassador domains</td>
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<tr>
<th>Week 4</th>
<th>Discussion Board Topic</th>
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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>
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</tbody>
</table>
- What is your Cultural Quotient using the inventory
  - CQ Drive
  - CQ Knowledge
  - CQ Strategy
  - CQ Action

***DUE: MID-TERM EXAM – 200 points

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

***DUE: GROUP ANALYSIS REPORT – 200 points

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Discussion Board Topic</th>
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<tbody>
<tr>
<td></td>
<td>GLOBE empirical findings and case studies</td>
</tr>
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<td></td>
<td>• Comparison of high versus low performance-oriented societies</td>
</tr>
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<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>
</tbody>
</table>

***DUE: GROUP ANALYSIS REPORT – 200 points

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Discussion Board Topic</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>
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<tr>
<td></td>
<td>• Cross-cultural differences in gender egalitarianism.</td>
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<table>
<thead>
<tr>
<th>Week 8</th>
<th>Discussion Board Topic</th>
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<tbody>
<tr>
<td></td>
<td>Future orientations with GLOBE Study</td>
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</table>

***DUE: Week 8: CQ LEADERSHIP RESEARCH PAPER - 300 points

***DUE: FINAL EXAM (Week 8) – 200 points

Assignment Due Dates:

1) All discussion Board postings and Assignments are due no later than Sunday at 11:59 pm of the end of the week

2)
Post-Class Assignment:
None

Student Involvement Hours:
6-8 hours per week

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 including your personal intro (100 points). Grades listed on Blackboard will be scored in terms of course points. Any meaningful 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>
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<tbody>
<tr>
<td>Classroom participation (TD + Intro)</td>
<td>100 (12.5 x 8)</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>200</td>
</tr>
<tr>
<td>Group Analysis Report</td>
<td>200 (150 + 50)</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>

***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:***

(All papers are to follow APA format and the student must keep a copy for their records)

1) **GROUP ANALYSIS:** The students will be assigned to a selected group with a country provided by the instructor. The list of questions must be researched and evaluated for each country. The students are expected to access the CMU Library for authentic research on the country assigned to the group. It is expected you will consider topics discussed in class, and include one multicultural theory, into your paper.

The instructor will have groups selected by the 2\textsuperscript{nd} 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 15 pages** (not including cover page, index or references pages) is required 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.

2) **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 which encourages multicultural understanding from employee groups. **Minimum of 12 pages** (not including cover page, index or reference pages) required for graduate students.

Guide to grading papers:

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

***Note to Graduate Students: There is no grade of C- to D- in the graduate marking system. When a C- to a D- grade (600 - 729) is earned by 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. See the CMU Graduate Bulletin for details.

Incomplete: The (I) Incomplete is a temporary grade used in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. This must be requested by the student in advance of Week 8.

An (I) Incomplete is assigned in cases in which the student has completed satisfactorily the major portion (50%) of the course requirements and has the ability to complete the remaining work without re-registering for the course. Further information on (I) Incomplete can be found in the Graduate Bulletin.

Copies of Assignments: Attention CMU students: It is your responsibility to retain a copy of any materials that you mail or hand in to a center or to your instructor. This includes, but is not limited to assignments, cases, or reports.

Late Assignments:

Late assignments, papers, and/or Discussion Board activity, need to be pre-approved by the faculty member. If pre-approved, (i.e. papers, exams) the paper will not be penalized. If not pre-approved before the due date for the paper, assignment, etc, a 20% deduction of the assignment grade will apply. Late assignments, like all other work in this class, must be submitted through Blackboard.

Instructor Responses to Email: The instructor will strive to respond to a student’s email and phone communication within 12 hours. If the instructor has not responded within 24 hours, please send your email again and/or contact the instructor by phone.

Timing of Grading of Assignments: The instructor will strive to grade assignments within 5-6 days after their due date.

Make-ups and Rewrites:

Make-ups for exams and papers require official documentation from a doctor or other authoritative source.

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.

*** Quantity and Quality matter.

I am looking for:
(1) a substantive answer to the weekly Discussion Board question **MUST be submitted by Friday evening** (there will be a grade penalty for being late); and

(2) **at least two (2) meaningful and insightful responses to other submissions** but not on the same day as the substantive answer (see #1 above)....along with dialogue and discussion as appropriate.

Active participation will enhance your understanding and learning of the course material.

The following rubric will be used to grading DB participation each week:

<table>
<thead>
<tr>
<th>Points</th>
<th>Weekly Classroom Participation (Discussion Board)</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.

**IX. SUPPORT SERVICES AND OTHER REQUIREMENTS**

**Library Research and Instruction Services**

As a CMU student you have full access to the services and resources of the CMU Library. Reference librarians will help you find information on your research topic and answer other questions related to the library. The library's Documents on Demand office will obtain copies of the books and journal articles for you. Check out the library's website at https://library.cmich.edu for more information.

**Reference librarian contact information:**
1. By email: libref@cmich.edu
2. By online form: http://libguides.cmich.edu/askalibrarianform
3. By phone: (989) 774-3470.

Documents on Demand office contact information:
1. By email: docreq@cmich.edu
2. By online form: https://illiad.cmich.edu/
3. By phone: (989) 774-3022.

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 https://www.cmich.edu/global/writingcenter/Pages/default.aspx

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.

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 Student Disability Services at (800) 950-1144, extension 3018 or email 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

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


Box, K. (2011). Woven leadership: The power of diversity to transform your organization for success. Authority Publishing:

Gold River, CA.


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/