

Leadership in a Global Society

LDRS 5464, Spring 2021

Course Description¹

Identification and development of the personal and professional competencies required for effective leadership in an increasingly global, diverse and, multicultural society.

Course Instructor

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Course Materials

Required Textbooks:

- Hannum, K. McFeeters, B. B., & Booyesen, L. (Eds.) (2010). *Leading across differences: Casebook*. San Francisco, CA: Pfeiffer.
- Hickman, G. R. (Ed.) (2010). *Leading organizations: Perspectives for a new era* (2nd ed.). Thousand Oaks, CA: Sage. NOTE: Based on availability you may have to purchase the 3rd ed. If so please let the instructor know as your reading chapters will be different than shown here.
- Novogratz, J. (2020), *Manifesto for Moral Revolution*. New York, NY: Henry Holt and Company.

Suggested Supplemental Textbook:

- Northouse, P. G. (2010). *Leadership: Theory and practice* (5th ed.). Thousand Oaks, CA: Sage.

Other Materials/Resources:

- Select readings to be shared via the course *Canvas* website.

Student Learning Outcomes

- Describe the elements of culture and how they influence leadership style.
- Deconstruct subtle differences between diversity and multiculturalism.
- Adapt leadership and communication style to different cultural contexts.
- Deconstruct the cultural influences of one's personal philosophy and approach to leadership.
- Demonstrate effective decision-making techniques in culturally diverse contexts.
- Evaluate prominent theories of global leadership.

Class Structure

This course is asynchronous allowing you to complete the assignments and readings on your own schedule understanding there are specific due dates that you need to meet. This course is administered online via Virginia Tech's [Canvas course management system](#). Deadlines for individual components are shown in the *Canvas* site and you can always complete your work before the deadline shown in *Canvas*. Please note late submissions will have point deductions or may not be accepted.

Additionally, this course requires a **high level of interaction and discussion**, therefore please be prepared to give thoughtful, detailed responses during discussions via *Canvas*. Responses are substantive and answer the question(s) posed in the original post in a meaningful way and/or provide discourse on a topic in the post that advances the discussion. Typically your initial response in the discussion would be 200 to 250 words allowing you to support or give opposing views to the initial post and are a minimum of 5 clear sentences. Responses need to reflect course concepts and where possible you may want to

¹The syllabus is a guide for the course, but it is subject to change at the discretion of the instructor. Any changes in assignments and expectations will be announced during class and on *Canvas*.

include citations. Please ensure your responses show respect of classmates, this includes being respectful of their thoughts and opinions. Post directly to your classmates original summary post.

Course Assignments and Expectations

1. Unit **Readings Reflections**

For each Unit of Study, complete a reflection by writing and submitting a two page reflection on one or more of the Assigned Readings.

- **Reflections Discussion** - reduce this writing to approximately one page and share / post with your classmates for discussion via the Discussion tab in Canvas
 - Comment / respond to a minimum of 2 of your classmate's posts via the Discussion tab in Canvas.

2. Unit **Case Study Blog Reflections**

For each Unit of Study, complete a reflection by writing and submitting a blog reflection on **one** Case Study following the "what?", "so what?", "now what?" format.

- **Case Study Reflection Discussion Blog** – share / post with your classmates for discussion via the Discussion tab in Canvas
 - Comment / respond to a minimum of 2 of your classmate's posts via the Discussion tab in Canvas.

3. Unit **Applications** - when noted complete the Unit Applications as shown in Canvas.

- **Application Discussion** - when noted share / post your Application thoughts for discussion via the Discussion tab in Canvas
 - Comment / respond to a minimum of 2 of your classmate's posts via the Discussion tab in Canvas.

4. **Manifesto for a Moral Revolution Reflection Blog** –

Complete a reflection by writing and submitting a blog reflection on the assigned chapters following the "what?", "so what?", "now what?" format.

- i. **Manifesto Reflection Discussion Blog** – share / post with your classmates for discussion via the Discussion tab in Canvas
 - 1. Comment / respond to a minimum of 2 of your classmate's posts via the Discussion tab in Canvas.

5. **Leadership Philosophy Paper** – you will prepare and submit a final paper of about 1500 words to discuss the fundamental and powerful concepts of leadership derived from the course. This paper will serve as your final exam for the course.

6. **Personal Moral Manifesto** paper on your calling to be a moral leader and make significant positive impact on our earth, nation, community, or organization.

Special Needs

If you are a student with special needs or circumstances, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Overall Grade Criteria & Weights

Scores for each assignment are detailed in Canvas.

Determination of Final Grades

The final grades will be determined for each student as follows: 1) a percentage score total will be computed in each performance area, 2) the student's total score will be computed by multiplying the percentage score in each area by the grade "weight" set by the class, 3) the resulting percentages in each major performance area will be added and reported as a letter grade, based on the following scale:

A	90% - 100%		
B+	86% - 89.9%	B	80% - 85.9%
C+	76% - 79.9%	C	70% - 75.9%
D+	66% - 69.9%	D	60% - 65.9%
F	Below 60%		

Attendance Policy

As an asynchronous course there are no class meeting times; however, there are specific deadlines as outlined in *Canvas*.

Late Work

All assignments are due by 11:55 PM on the respective date identified in Canvas. Late assignments will have point deductions or may not be accepted. Late Discussion posts and reply posts are not accepted without prior approval. No assignments will be accepted after the last day of our class which is 5-5-21.

Honor Code

The Virginia Tech Undergraduate Honor Code:

The Undergraduate Honor Code pledge that each member of the university community agrees to abide by states:

"As a Hokie, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Students enrolled in this course are responsible for abiding by the Honor Code. A student who has doubts about how the Honor Code applies to any assignment is responsible for obtaining specific guidance from the course instructor before submitting the assignment for evaluation. Ignorance of the rules does not exclude any member of the University community from the requirements and expectations of the Honor Code.

For additional information about the Honor Code, please visit: <https://www.honorsystem.vt.edu/>

Virginia Tech Wellness Code

The Virginia Tech Wellness Code:

Virginia Tech is committed to protecting the health and safety of all members of its community. **By participating in this class, all students agree to abide by the Virginia Tech Wellness principles.**

To uphold these principles, in this class you **must** do the following:

- Wear a face covering during class, including as you enter and exit the classroom
- Maintain the designated distancing guidelines of the classroom
- Enter and exit class according to posted signage

If you are exhibiting even the slightest sign of illness, you must not attend an in-person class. Notify me by email and follow the instructions posted at <https://vt.edu/ready/health.html#tips>.

Accommodations for Students with Special Needs:

Any student in need of special accommodations due to a disability, as recognized by the Americans with Disabilities Act, should contact the Services for Students with Disabilities (SSD) Office. Students with disabilities are responsible for self-identification. To be eligible for services, documentation of the disability from a qualified professional must be presented to SSD upon request. Academic adjustments may include, but are not limited to: priority registration, auxiliary aids, program and course adjustment, exam modifications, oral or sign language interpreters, note takers/readers, or assistive technology. For more information on disability accommodations, please contact SSD:

Lavery Hall, STE 310, Virginia Tech; 430 Old Turner Street; Blacksburg, VA 24061

Phone: (540) 231-3788 Voice; E-mail: ssd@vt.edu; Website: <http://www.ssd.vt.edu>

Tech Support:

Student technical support is available through [4Help](#). If you are experiencing technical difficulty accessing materials that you need for this course or a general technical support question please request assistance by filling out the [help form](#) or calling 540-231-HELP. When making a request, please be sure that you provide as much detail (name, problematic URL, operating system, description of problem) as possible to help solve your problem more efficiently. The 4Help service is available 24/7 to reset passwords, monitor system outages, and answer questions on a wide variety of computer related issues. Moreover, you can find answers to many of your questions by reading the [4Help Knowledge Base](#).

Work Load Expectations

One of the challenges students face in distance education is related to time management. As a three-credit-hour course, university standards suggest the workload for this course should total at least 135 hours (9 hours per week). With that in mind, please set aside the time necessary to devote to your learning and completion of course assignments.

Academic and Student Support

You can learn about the wealth of academic and student support services available to our students by visiting the pages on the [Virginia Tech Distance Education Support Links site](#).

Student Prerequisite Skills

For your assignment submissions, I expect you to be articulate and clear in your writing, commensurate with graduate level work. In regards to technical competencies, you should be able to:

- Use standard word processing software to write properly-formatted formal papers.
- Navigate web pages using a web browser, such as Firefox, Safari, or Google Chrome.

Course Communication

I will be available to answer your questions:

- **Through the "Questions" Discussions in Canvas**

If you have questions about the course material or assignments, you should post them there. If your question has to do with the course as a whole, post to the topic, *Whole Course*. If it concerns a

particular topic, post to that topic. The title of your post should give an idea of what your question or comment is concerning, and you should check the existing **Discussions** threads before posting your own question to see if it has already been answered. All forum posts should follow appropriate "[netiquette](#)." I plan to check the **Discussions** section of our course site for new posts every day and will usually post responses to all these inquiries by 9:00 PM the following day.

- **By email**

You may email me if your questions are of a personal or sensitive nature. However, most questions or comments should be posted to the "Questions" **Discussions** so everyone can benefit.

- **By telephone or videoconference**

I am willing to communicate by telephone or videoconference (e.g., Zoom), but this mode of communication will generally require an appointment.

You will also communicate with your peers during the *Introduce Yourself Discussions* assignment and can use the **Conversations** and **Chat** tools to communicate with your fellow students on an ad hoc basis.

Tentative Course Outline: Units of Study, Objectives, & Reading Assignments

Note: You will want to have all reading assignments complete before the date listed for the start of the unit. As needed, additional readings may be posted on the course *Canvas* website.

Let's Get Started Pre-reading / Intro. – complete before 1-31-21 as noted in Modules section of *Canvas*

Unit #1 – Globalization and Social Identity – 1-31-21 to 2-13-21

- Objectives
 - Describe models of culture and their relationship to leadership
 - Describe the components of social identity theory
 - Demonstrate the benefits of cultural inclusivity
- Readings
 - "Power, Influence, and Diversity in Organizations" (Lucas & Baxter, 2012)
 - "Global Demographic Trends: Impact on Workforce Diversity" (*Leading Orgs.* Ch. 2, pp. 16-33)
 - "Winning the Race With Ever-Smarter Machines" (*Leading Orgs.* Ch. 4, pp. 46-55)
 - "Social Identity: Understanding the In-Group/Out-Group" (*LAD* Ch. 1, pp. 73-79)
 - "Cultural Values" (*LAD* Ch. 5, pp. 115-123)
 - "Developing global Mindset and Global Leadership Capabilities" (*Leading Orgs.* Ch. 37, pp. 650-673)
 - "Self and Social Identity (Ellemers, Spears, & Doosje, 2002)
- Case Study – 1, 9
- Application – Complete your identity map (*LAD*, pp. 187)

Unit #2 – Multiculturalism and Approaches to Difference – 2-14-21 to 2-27-21

- Objectives
 - Examine multicultural awareness, knowledge, and skill in self
 - Diagnose factors of social identity conflict
 - Describe leadership response options for approaching difference
- Readings
 - "Unmasking Leadership" (*Leading Orgs.* Ch. 12, pp. 163-167)
 - "Leading Global Teams" (*Leading Orgs.* Ch. 16, pp. 246-267)

- o “Triggers of Social Identity Conflict” (*LAD* Ch. 2, pp. 81-86)
- o “Organizational Faultlines” (*LAD* Ch. 3, pp. 87-94)
- o “Leadership Practices Across Social Identity Groups” (*LAD* Ch. 4, pp. 95-114)
- o “Approaches to Difference” (*LAD* Ch. 6, pp. 125-130)
- o “Social Justice and Dignity” (*LAD* Ch. 8, pp. 139-146)
- o “What Precipitates Change in Cultural Diversity Awareness During a Multicultural Course” (Brown, 2004)
- o “The Challenge of Leading on Unstable Ground” (Chrobot-Mason, Ruderman, Weber, & Ernst, 2009)
- Case Study – 2, 6, 10
- Application – Conflict
- Novogratz – Chapters – Introduction, Chapters 1 and 2

Unit # 3 –Authenticity and Cultural Intelligence – 2-28-21 to 3-13-21

- Objectives
 - o Describe the competencies necessary for multicultural awareness, knowledge, and skill
 - o Identify universally desirable and undesirable leadership attributes
 - o Explain the components of cultural intelligence
- Readings
 - o Global Mindset: A Construct Clarification and Framework” (Story & Barbuto, 2011)
 - o “The Concept of Organizational Culture: Why Bother?” (*Leading Orgs.* Ch. 18, pp. 280-291)
 - o “The Psychological Benefits of Creating an Affirming Climate for Workplace Diversity” (*Leading Orgs.* Ch. 20, pp. 313-334)
 - o “Cultural Intelligence” (*LAD* Ch. 7, pp. 131-138)
 - o “Miasma: The Dynamics of Difference” (*LAD* Ch. 9, pp. 147-154)
 - o “Leader Values and Authenticity” (*LAD* Ch. 11, pp. 163-169)
 - o “Effective Global Leadership Required a Global Mindset” (Cohen, 2010)
 - o “Conceptualizing Leadership Across Cultures” (Dickson, Castano, Magomaeva, & Hartog, 2012)
- Case Study – 3, 4, 11
- Application – Complete the Cultural-Context Inventory
- Novogratz – Chapters – 3, 4, 5

Unit # 4 – Gender Roles – 3-14-21 to 4-3-21

- Objectives
 - o Explain the relationship between gender and culture
 - o Describe trends in research on gender and leadership
 - o Diagnose gender bias as it relates to leadership
- Readings
 - o “If you’re so smart, why aren’t you the boss?” (Haveman & Beresford, 2012)
 - o “Women and Leadership” (*Leading Orgs.* Ch. 22, pp. 352-367)
 - o “Gender role stereotypes and requisite management characteristics” (Booyesen & Nkomo, 2010)
 - o “Leadership behaviors around the world: The relative importance of gender versus cultural background,” (van Emmerik, Euwema, & Wendt, 2008)

- o “Leadership response to a conflict of gender-based tension” (Gentry, Booyesen, Hannum, & Weber, 2010)
- o “Culturally universal or culturally specific: A comparative study of anticipated female leadership styles in Taiwan and the United States” (Chao & Tian, 2011)
- o “Social Justice and Dignity” (LAD Ch. 8, pp. 139-146)
- o “Pride and Prejudice” (Tilcsik, 2011)
- o “African American Gay Youth and their Families” (LaSala & Frierson, 2012)
- o “The Leadership of Dr. Jane Goodall: A Four Quadrant Perspective” (Barbour, Burgess, Falkman & McManus, 2012)
- Case Study – 8, 10, 12
- Application complete the Gender-Leader Implicit Association Test
- Novogratz – Chapters – 6-7-8

Unit # 5 – Leadership Across Distances and Cultures – 4-4-24 to 4-24-21

- Objectives
 - o Describe a process for moving from multicultural awareness to knowledge and skill
 - o Identify effective decision making techniques in culturally diverse contexts
 - o Adapt leadership and communication style to different cultural contexts
- Readings
 - o “Leading Across Cultural Groups” (LAD Ch. 10, pp. 155-162)
 - o “Workplace 2025-What Will It Look Like?” (Leading Orgs. Ch. 3, pp. 34-45)
 - o “Getting to “We”: Collective Leadership Development” (Leading Orgs. Ch. 38, pp. 674-678)
 - o “Leading Through Paradox” (LAD Ch. 12, pp. 171-179)
 - o “Generational Differences in Workplace Behavior” (Leading Orgs. Ch. 23, pp. 368-387)
 - o “The relative importance of leadership behaviors in virtual and face-to-face communication settings” (Zimmermann, Wit, & Gill, 2008)
 - o “Considering Diversity” (Homan & Greer, 2013)
 - o “Cultural Difference and Adaption of Communication Styles in Computer-mediated Group Brainstorming” (Wang, Fussell, & Setlock, 2009)
- Case Study – 5, 7, 13
- Application – see Canvas
- Novogratz – Chapters – 9,10,11

Unit # 6 – The Dangers of Leading – Wrapping It Up – 4-25-21 to 5-4-21

- Objectives
 - o Explain the challenges of leading diverse groups
 - o Identify strategies to effectively lead diverse groups
 - o Identify strategies to maintain your mental and physical wellbeing as a

- Case Study – none for this Unit
- Application – none for this Unit
- Additional readings to be added
 - “Leaders Not Labels” (Graham, 2006)
- Novogratz – Chapters – 12, 13, 14
- **Leadership Philosophy Paper**