

Management
Course Number: 22:620:582
Course Title: Global Leadership

OVERVIEW AND COURSE OBJECTIVES

The overall objectives of this course are to:

- Increase your awareness and understanding of what it means to be a leader, and especially what it means to be a global leader
- Deepen your understanding of selected challenges and opportunities that global leaders face
- Provide greater insights into your own leadership, along with strategies and actions to build on your strengths and areas for improvement
- Develop a greater appreciation of the issues and skills involved in applying leadership in various contexts – developing a global mindset, leading across cultures, managing individual relationships, leading groups and teams, managing talent, and leading change.

The course is organized around the following topics:

1. What Is Leadership?

Go to any bookstore, or online, and you will see literally hundreds of books on leadership. There are dozens of consultants and consulting firms offering leadership training and tips on being a good leader. Former executives and military leaders have written their own books on leadership and are eager to give advice on this topic. Political scientists and military institutions have also studied this topic extensively. We will discuss a few selected frameworks and perspectives that successful executives have found useful in understanding leadership. Focusing on the Leadership Practices Inventory (LPI), we will discuss the theory, research and applications of the LPI as well as your overall results using the LPI tool and your development plans to become a more effective leader.

2. The Global Context

In this section, you will get an overview of the global context for multinational firms today, and current trends in what organizations are doing to develop and implement strategies to win in the global arena. We will learn some key concepts and frameworks to help us understand these trends and the implications for what it means to be a global leader today. In addition to considering the perspective of headquarters, we will also consider the perspective of the subsidiary or the region, and how it can find a better voice within the global corporation.

3. Global Mindset and Global Leadership Roles

We will start with an overview of my model of global leadership and focus on the important concept of global mindset. We will define what global mindset means, why it matters, and how to further enhance your global mindset. We will discuss the impact of national culture on management practices and what you can do as a leader to work effectively across borders.

4. Managing Individual Relationships

Leaders don't exist in a vacuum; to be a leader, you must have followers. Unfortunately, many leaders "derail," and not just because of their lack of technical or expert skills. We will learn the drivers behind derailment and how you can build your influence and executive presence in managing your relationships with various stakeholders, both internal and external. An important aspect of working in organizations these days includes managing up; we will discuss this topic and identify some tips and tools to help you.

5. Leading Groups and Teams

Most organizations today rely on teams to do work. How do leaders influence teams to drive not just results but also to ensure commitment of team members? How does a leader make sure that members understand roles and responsibilities, and that decisions are made efficiently and effectively? What are the barriers to effective team functioning and what can leaders do to remove these barriers? We will learn the basics of designing an effective team, and the critical importance of creating "psychological safety" in your team. We will also discuss what it means for a global leader managing teams today – teams that are global, virtual and/or multicultural - and how to build an effective global business team.

6. Managing Talent and Developing Leaders

Managing those who report directly to you is an important responsibility of a leader. In addition, many multinationals these days are implementing processes and practices to ensure effective development of their best talent. We will discuss this important subject of talent management, focusing on the talent situation in emerging markets, and your role as a leader to develop the talent that you are responsible for. We will also discuss the special role of expatriates and the management of global assignments.

7. Leading Change

Research has established that a vast majority of change initiatives fail, when measured by ROI and other key metrics. Why? While resistance to change is one factor, we will learn the major reasons for change failure, and what leaders can do to mitigate these risks. There are predictable stages that organizations go through that lead to acceptance of and commitment to change, and we will discuss the research and practice in this area. We will apply these concepts to change situations you have faced or are trying to address. Finally, we will discuss the role of corporate culture and the importance of mindset for individual and organizational change.

COURSE FORMAT

This is an interactive course, and you will learn through a variety of methods:

- You will complete several assessments and exercises to give you further insights on yourself and on your leadership.
- We will be discussing cases for class presentations through your assigned teams and individual assignments. The cases are based on real companies.
- Selected videos will be shown, including leaders from different organizations, to illustrate some of the key concepts in the class.
- During our time together, should there be items from the media that are relevant to any of the topics we are discussing, I will post them in Canvas and/or send you links. I encourage you to do the same. This is another way to apply the concepts and frameworks from the course and make them useful to you.
- Some of your learning will come through presentations and discussions of materials from the assigned readings. I will use Power Point slides to highlight key points.
- There will be an opportunity for each of you to meet one-on-one with me to provide you with some coaching regarding your 360-degree feedback LPI results, your current leadership challenges, and your leadership development plan.
- Since most if not all of you have experience either working for global companies or as members/leaders of global teams, your own perspectives will be an important piece of learning for the class.

We will use my book *Successful Global Leadership* as the core text, plus a few readings and cases. There is a set of core concepts and frameworks on leadership that is covered in leading business schools worldwide, and we will review this material. However, I also want to make sure that you can apply these concepts and frameworks, and that they make sense to you in the context of your work and your career. Therefore, the discussions, exercises and other activities will focus not only on your understanding of key issues around leadership, but also on their practical application.

While this is not a skills-based course, I believe that your learning can improve significantly if you can integrate, synthesize and apply the course work to “real-world” situations, and to do so through class activities and discussions.

Your learning and enjoyment of the class will be a function of the extent to which you are fully engaged in the course. This means keeping up with the readings, coming to class with an open mind, a willingness to share your experiences, relating what you are learning and applying it to your own situation, listening to others, and asking questions. Ideally, you should be coming to class having read (or at least skimmed) the assigned materials, including the cases (even if your team is not presenting the case) and the Power Point slides.

At least half of your learning will come from your fellow students. This is a rare opportunity for you to discuss in a safe environment and to learn from others. I will encourage all of you to comment and to express your opinion, so be prepared for me to call on you individually.

My responsibility is to help you learn by teaching you concepts and ideas, answering your questions, serving as a resource, sharing my experience with you from my work in various corporate and country environments, challenging your thinking, and helping you gain insights and integrating what you are learning to your own work and career. While we have an outline and a syllabus to follow, I may make some minor adjustments based on your specific interests.

You are expected to know, understand and live up to the standards of academic integrity explained at: <http://academicintegrity.rutgers.edu/>.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

GRADING POLICY

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| 1. Final exam (“open book”) | 30% |
| 2. Team case presentations | 40% |
| 3. Class attendance and participation | 20% |
| 4. Individual assignments | 10% |

We will cover a large amount of material in a short period; therefore, all students are expected to attend all sessions and to be punctual.

Final Exam (30%)

The final exam, to be answered in narrative format, will be a set of questions based on the readings, class discussions, and Power Point slides.

Team Case Presentations (40%)

Each team is expected to present its analysis of an assigned case. All of the cases are based on real companies and they provide important lessons on global leadership. We will discuss expectations on case presentations and how to deliver them during our first session.

The case analysis should include the following sections:

1. Summary of the case. Include a background of the company, the presenting problems or challenges, and other information important for understanding the context for the case.
2. Key issues. Based on the information in the case and your analysis, define what you consider to be the key major issues in the case, and explain why. To guide you, there is a set of questions for each case. It is important to make sure that these questions are answered in the team's presentation.
3. Proposed recommendations and/or solutions. Present the various recommendations/solutions that your team has considered, the pluses and minuses of each one, the rationale for your proposed solution(s) – why it is the best among those considered, and how these will address the key issues effectively.

Each team will have approximately 30 minutes to present its case to the class, using approximately 15-20 Power Point slides. It is important to make sure that all team members participate in the presentation, and that everyone knows each other's parts. I will be sharing a document that will help you prepare for delivering your case presentation.

Criteria for evaluation: quality of analysis (e.g., providing good context for the case, concise summary of key issues, well-thought-out solutions) - 40%; application of course concepts – 25%; clarity and completeness of answers to case questions – 20%; quality of delivery (e.g., clear and on-point, use of questions and prompts to engage class) – 10%, degree of teamwork – 5%.

Class Attendance and Participation (20%)

Participation is an important part of the learning process in this course. I will be looking not so much at the frequency of comments but the quality of your participation, as indicated by the following: offering a unique insight in a class discussion or debate, sharing a personal experience or relating a personal story that helps to illustrate a concept or a theory, bringing up points and ideas from the readings that show preparation for the class discussions, and relating ideas from various students by integrating and showing an ability to apply these ideas.

Individual Assignments (10%)

Leadership Practices Inventory (LPI). I have sent separate instructions for you and for your selected observers to complete this on-line survey. Please make sure that you adhere to the deadlines so you will be able to receive your feedback report in time for class.

Leadership Reflection Worksheet. This brief assignment is due before class starts. Again, please make sure to complete this by the required deadline.

Two Individual Assignments. You will be submitting individually your answers to the questions for two assignments (see below). Requirements are as follows: maximum of three pages in Q&A format, double-spaced, 11-point font size, 1-inch margins. Your assignments will be evaluated based on the quality and clarity of the answers to the questions, as well as the extent to which you apply selected course concepts to explain your analysis. Make sure you review the assigned readings and Power Point slides and integrate relevant concepts from these materials into your answers.

COURSE SCHEDULE

Session	Date	Time	Topics and Assignments
Pre-Class Assignments			<ol style="list-style-type: none"> 1. Complete the Leadership Reflection Worksheet and submit via e-mail to me () <u>no later than () by 1700H.</u> Bring a copy with you to class on (). 2. Complete the Leadership Practices Inventory (LPI). As my e-mail to you spells out, this requires going online, answering a short questionnaire on your leadership practices, and providing the names and e-mail addresses of up to 10 individuals who will rate you on your leadership practices. A report with your results will be emailed to you before the start of class. Bring your report with you to class on (). 3. Complete the individual case assignment “From Regional Star to Global Leader” by answering the questions. Bring your printed assignment to class on (). You will hand this to me after our class discussion.

1			<p>What Is Leadership?</p> <p>Read/skim Chapter 1 of the text, the two assigned articles, and the Power Point slides. Have your answers to the Leadership Reflection Worksheet on hand for discussion.</p>
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2			What Is Leadership? (continued) Leadership Practices Inventory	<u>Individual Assignment 1</u> : From Regional Star to Global Star (<i>Homework assignment to be submitted in class</i>).
3			The Global Context	Read/skim Chapters 2-3 of the text, the assigned article, and the Power Point slides. Prepare for team presentations.
4			Global Mindset and Global Leadership Roles	Read/skim Chapters 4-6 of the text, the assigned article, and the Power Point slides. <u>Team 1 Presentation</u> : Jollibee Foods International.
5			Global Mindset and Global Leadership Roles (continued)	<u>Team 2 Case Presentation</u> : Silvio Napoli at Schindler India.
6			Managing Individual Relationships	Read/skim Chapter 7 of the text, the three assigned articles, and the Power Point slides.
7			Leading Groups and Teams	Read/skim the two assigned articles and the Power Point slides. <u>Team 3 Case Presentation</u> : Wolfgang Keller at Konigsbrau-TAK.
8			Managing Talent and Developing Leaders	Read/skim Chapter 8 of the text, the two assigned articles, and the Power Point slides. <u>Team 4 Case Presentation</u> : Jaguar or Bluebird?
9			Leading Change	Read/skim the three assigned articles and the Power Point slides. <u>Individual Assignment 2</u> : Failed Change Initiative (<i>Homework assignment to be submitted in class</i>). <u>Case Discussion</u> : Andarko Petroleum
10			Wrap-Up	Closing Discussion Final Exam

Assigned Readings and Cases

What Is Leadership?

- Chapter 1 of text.
- Kouzes, J. and Posner, B. The Five Practices of Exemplary Leadership.
- Kotter, J. What Leaders Really Do.

Individual Assignment 1: From Regional Star to Global Leader Answer the following questions:

1. Can Jianguo make the transition? Why or why not?
2. What if anything should he do now?
3. What if anything should Deronde International do?

The Global Context

- Chapters 2 – 3 of text.
- Birkinshaw, J. et al. Managing Executive Attention in the Global Company.

Team 1: Jollibee Foods Corporation Case

Questions:

1. How was Jollibee able to build its dominant position in fast food in the Philippines? What sources of competitive advantage was it able to develop against McDonald's in its home market?
2. What lessons did Jollibee learn from its first overseas expansion?
3. How would you evaluate Tony Kitchner's effectiveness as the first head of Jollibee's international division? Does his broad strategic thrust make sense? How effective was the organization he built to implement his strategy and priorities?
4. As Noli Tingzon, how would you assess the situation in taking over the International Division? What are the most important issues? What should his priorities be?
5. Which of the three investment options should Noli support and why? How would he implement this decision?

Global Mindset and Global Leadership Roles •

Chapters 4 – 6 of text.

- Toegel, G. and Barsoux, J. 3 Situations Where Cross-Cultural Communication Breaks Down.

Team 2: Silvio Napoli at Schindler India Case

Questions:

1. Did Schindler make the right choice in selecting Silvio as general manager of its India operation? Why or why not?
2. At the time of the case, Luc Bonnard, Schindler's vice chairman, is visiting India. As Mr. Bonnard, how would you evaluate Silvio's first eight months on the job? How appropriate are the strategy and business model that Silvio has created? How effective has he been in building organizational capabilities? What about the operating performance to date?
3. What should Silvio do about the order for the glass-walled elevators?

4. How should he deal with the challenges he is facing over transfer prices and sourcing problems with the European plants?

Managing Individual Relationships •

Chapter 7 of text.

- Ashford, S. and Detert, J. Get the Boss to Buy In.
- Goleman, D. Leadership That Gets Results.
- Gabarro, J. and Kotter, J. Managing Your Boss.

Team 3: Wolfgang Keller at Konigsbrau-TAK

Case Questions:

1. What is your analysis of the situation facing Keller as he returns to Kiev?
2. What is your assessment of Brodsky's performance?
3. How effective has Keller been as a manager and coach to Brodsky?
4. What are the underlying causes of Brodsky's performance problems? What should Keller do about Brodsky?
5. What are the implications for Keller's development as a leader?

Leading Groups and Teams

- Govindarajan, V. and Gupta, A. Building an Effective Global Business Team.
- West, J. Managing Teams from a Distance: Making the Most of Virtual Meetings.

Managing Talent and Developing Leaders Chapter 8 of text.

Ready, D. et al. Winning the Race for Talent in Emerging Markets.

Clouse, M. and Watkins, M. Three Keys to Getting an Overseas Assignment Right.

Team 4: Jaguar or Bluebird?

Case Questions:

1. Should Mark accept the position offered in Singapore and return home? (Case A)
2. What are his options? If Mark accepts the position offered in Singapore, what should his career plan then be? (Case A)
3. Who is to be blamed for the current situation? What factors contributed to Mark's reentry problems? (Cases A and B)
4. What can organizations do to avoid the kinds of problems illustrated in this case? What policies, procedures and practices might be helpful for repatriation planning and international career development?

Leading Change

- Aguirre, D. and Alpern, M. 10 Principles of Leading Change Management.
- Kotter, J. Leading Change: Why Transformation Efforts Fail.
- Watkins, M. Picking the Right Transition Strategy.

Case Discussion: Andarko Petroleum Case

Questions:

1. What was broken when James Hackett assumed the role of CEO? From a change management perspective, how would you prioritize the various challenges that needed attention? How would you have built a compelling case for change?
2. What leadership lessons and change management lessons do you take away from Hackett's experience at Andarko?
3. What are some ways that Al Walker might sustain the momentum for change? Which aspects of Hackett's legacy would you keep, and which would you change and why?

Individual Assignment 2: A Failed Change Effort

Briefly describe a recent or current failed or stalled change effort you have been involved in and answer the following questions:

1. What was your role in the change?
2. What do you believe were the critical errors or missteps that hurt or derailed the change?
3. In your opinion, what should have been done to address these errors?
4. What lessons did you learn from this?

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek **religious accommodations**, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of **gender or sex-based discrimination or harassment**, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]