

**Chattanooga State Community College  
Chattanooga, Tennessee  
Business Division**

**Course Syllabus  
BUSN Global Leadership  
(Honors)**

**Professor Goldsmith  
Spring 2018**

**Catalog Course Description:**

This course is an overview of the communication and organizational development skills involved in effective leadership in a global context. The functions of communication styles, conflict management, decision making, cross-cultural verbal and nonverbal cues and the application of high/low context categories to business and social relationships are related through case studies, specialized reading, discussions, interactive exercises and class projects.

**Prerequisites:**

Student must be active in Global Scholars Program (GSP) and obtain approval of GSP Director.

**Co-requisites:**

**Textbook/Materials:**

Leadership Development Studies, Phi Theta Kappa, Byrd & Edwards, Editors. Hayden & McNeil  
ISBN: 978-0-7380-6604-2.

Leadership Book Abstracts from [getAbstract.com](http://getAbstract.com)

TED Talks from [TED.org](http://TED.org)

**Assessments:**

Multifactor Leadership Questionnaire (MLQ), <http://www.mindgarden.com/16-multifactor-leadership-questionnaire>.

Gallup Strength Finders, <https://www.gallupstrengthscenter.com/Home/en-US/CliftonStrengths-For-Educators>

## Required Student Learning Outcomes:

### Program Student Learning Outcomes (PSLO)

1. **PSLO1:** Demonstrate the ability to communicate effectively, think critically, and develop problem solving skills using quantitative data in business situations through physical or virtual presence in writing, speaking, listening, and electronic media.
2. **PSLO2:** Demonstrate a basic understanding of the American free enterprise system.
3. **PSLO3:** Demonstrate an understanding of the basic interaction of supply and demand.
4. **PSLO4:** Apply business and management knowledge through employability of skills.
5. **PSLO5:** Interpret accounting information, marketing practices, and economic data and be creative with business solutions.

### Course Student Learning Outcomes (CSLO)

1. **CSLO 1** Student will be able to analyze thoughts and ideas about the diversity of cultures.
2. **CSLO 2** Student will be able to understand the role of leaders in producing, providing, maintaining and allocating valued physical resources.
3. **CSLO 3** Students will be able to understand the role of leadership in the areas of consumption, extraction and accumulation of valued physical resources that have the power to make individuals and communities self-sufficient and/or wealthy.
4. **CSLO 4** – Students will be able to synthesize global perspectives on leadership for the betterment of humanity and the world.

## Learning Indicators:

The student's ability to demonstrate the following will be indicators of their success in achieving the program and course level student learning outcomes.

## Required Assessment:

### ***Assessment Names and Weeks Due:***

MLQ Assessment, (Week 1) (05%)

Strength Finders Assessment (Week 2) (05%)

Service Learning Project Development, (Weeks 1-14) (20%)

Greece Service Learning Project, (Weeks 15 and 16) (30%)

Reflection Project, Weeks 1-16 (40%)

## CSLO/Assessment Alignment and grade distribution:

Assessment	CSLO	Description
MLQ Assessment	CSLOs 1-4	Students will complete the MLQ and prepare a 1-2 page mini paper on what they learned about their personal leadership style from completing the assessment. Students will submit completed mini paper to the dropbox.

Assessment	CSLO	Description
Gallup strength Finders Assessment	CSLO 1-4	Students will complete the Strength Finders assessment and prepare a 1-2 page mini paper on what they learned about their personal leadership style from completing the assessment. Students will submit completed mini paper to the dropbox.
Service Learning Project	CSLOs 1-4	<p>Students will be assigned to teams to complete this assignment. The assignment is to research, design and develop service learning opportunities in Chattanooga or globally that could be implemented in a future leadership development course. Students will submit their completed service learning project ideas in business format (i.e. business plan) to the course dropbox (week 12) and present on their service learning project plans in class (week 13). The class will vote on the project plans via a Likert scale (1-5) and the plan receiving the most votes will be considered for implementation in the next BUSN 290 class.</p> <p>To complete the above assignment students will have to progress through the four stages of team development (forming/storming/norming/performing). Students will conduct peer evaluations of the performance of their teammates in terms of activity and personal leadership concept applications. The instructor will use their evaluations in determining a final individual and team grades for this assignment.</p>
Greece Service Learning Project	CSLOs 1-4	Students will participate in various service learning projects and activities while on the ground in Athens. Students will draft daily reflections which will be integrated into their final e-portfolio reflection. Students will also participate in seven (7) scheduled group reflection activities

Assessment	CSLO	Description
		The faculty member will monitor the work of the each student and assign a grade based upon the engagement of each student in accomplishing service learning projects and activities, and reflection activities. ( <i>See: Greece Service Learning outline of Planned Activities and Assessments and the College's Global and cultural awareness rubric for full description of how student performance will be evaluated</i> ).
Reflection Project	CSLOs 1-4	<p>Students will be required to produce a course long reflection capturing their conceptual and applied learning on the topics of leadership and service learning. Students will be required to complete this project in <i>three stages</i>.</p> <p><i>Stage One</i> is to draft a weekly reflection (weeks 1-14) of their learning on the topics of leadership and service learning. These weekly reflections will be submitted in two places, course dropboxes and student e-portfolios.</p> <p><i>Stage Two</i> is to draft daily reflections (weeks 15-16) of their time traveling to and from Greece and their time spent in Athens completing the service learning project. These daily reflections will be recorded in whatever tangible medium (notebook, diary, recording, etc.) the student chooses to use.</p> <p><i>Stage Three</i> is to draft a final reflection that presents a comprehensive review of student learning, experiences and growth in the course and during the Greece service learning project. Students can use any combination of media communications to produce their final reflection. Images, written text, blog posts, script writing, journalistic reporting, etc. are some examples of what students can apply in the creation of the final project. Students will receive technology exposure and training from</p>

Assessment	CSLO	Description
		<p><i>Professors Chris Willis, Angela McClister and Amanda Hyberger (Week 3) to help them focus in on the media options they wish to apply in creating their final reflection project.</i></p> <p>The instructor will assign grades for reflection projects based upon the following criteria: creativity, completeness and application of leadership and service learning concepts.</p>

### Grade Distribution

- |   |                  |
|---|------------------|
| 1. MLQ Assessment                               | 50 grade points  |
| 2. Strength Finders Assessment                  | 50 grade points  |
| 3. Local Service Learning Project Participation | 200 grade points |
| 4. Greece Service Learning Project              | 300 grade points |
| 5. Final Reflection                             | 400 grade points |

### Grading Scale or Policy

900-1000 grade points = A  
 800-890 grade points = B  
 700-790 grade points = C  
 650-690 grade points = D  
 <650 grade points = F

### Class Schedule

Week 01	Class Introductions & Course Overview
Week 02	Service learning project overviews & Assessments review
Week 03	College Technology Resources for Reflections (E-portfolio & Media Communications)
Week 04	Personal Journey to Leadership
Week 05	Values in Leadership
Week 06	Power & Influence
Week 07	Mentoring
Spring Break	(March 5-9)
Week 08	Vision
Week 09	Goals
Week 10	Communication and Change Management
Week 11	Ethics
Week 12	Crisis Management & the Ascension/Development of Leaders
Week 13	Success, Failure, Learning from Failure and the "Hitler Problem"

Week 14            Service learning project report(s) & Greece service learning project preparation

### **Course Assignments by Week:**

Week 01: Unit 05	pgs. 222-238; MLQ Assessment; Strength Finders Assessment
Week 02: Unit 02	pgs. 66-67, 73-77, 79-107
Week 03: Unit 01	pgs. 28, 78, 142, 190, 239, 301, 360, 409, 476, 536, and 582 (Reflections)
Week 04: Unit 01	pgs. 1-57; Exercise p. 626
Week 05: Unit 03	pgs. 61-62 (Values Sort); pgs. 178-179 (Values Exercise)
Week 06: Unit 10	pgs. 510-560
Week 07:	Business Book Abstracts from getAbstract.com
Week 08: Unit 04	pgs. 182-213; Sinek TedTalk(s)
Week 09: Unit 06	pgs. 266-331
Week 10: Unit 06	pgs. 192-213; 217
Week 11: Unit 03	pgs. 114-175
Week 12: Unit 10	pgs. 510-560
Week 13:	Business Book Abstracts from getAbstract.com
Week 14:	Study Abroad Handbook (BUSN 290)

### **College Policy Statements:**

This class is governed by the policies and procedures stated in the current Chattanooga State Student Handbook. Additional or more specific guidelines may apply.

#### **Notice of Services for Students with Disabilities**

Chattanooga State Community College is committed to providing reasonable accommodation to all persons with disabilities. Students who have educational, psychological, and/or physical disabilities should notify the instructor immediately, and ideally should contact Disabilities Support Services within the first two weeks of the semester so that reasonable accommodations can be requested in a timely manner. The student may be asked to provide documentation of the disability. All students are expected to fulfill essential course requirements in order to receive a passing grade in a class, with or without reasonable accommodations. Disabilities Support Services is located in the Student Center room S-113, 423-697-4452, Wanda Gocher-Johnson, Coordinator.

#### **Statement of Nondiscrimination**

Chattanooga State Community College does not authorize and will not tolerate any forms of discrimination or harassment. The College does not discriminate on the basis of race, color, religion, creed, ethnic or national origin, sex, disability, age, status as a covered veteran, and any other category protected by federal or state civil rights law related to the institutions and the office of the Tennessee Board of Regents. For more information or to file a grievance, contact Brian Evans (HR Director/Affirmative Action Officer/Equal Opportunity Coordinator/Title IX Coordinator) at 423-697-2417, or e-mail [brian.evans@chattanoogastate.edu](mailto:brian.evans@chattanoogastate.edu). His office is located in the CBIH Building, room 232.

#### **Disruptive Students**

The term “classroom disruption” means behavior which is abusive, obscene, lewd, indecent, violent, excessively noisy, disorderly, or which repeatedly interferes with the activities of a class. Students should refrain from inappropriate and/or offensive language, comments and actions (both on-ground

and online). Online students are required to adhere to the same professional, legal and ethical standards of conduct as on-ground students, including the generally accepted standards of "etiquette" for all electronic communications online. Faculty are authorized to take the following actions: direct persistently disruptive students to leave the class; dismiss the class, if appropriate; contact the Chattanooga State Police Department, if necessary. Faculty will also take these actions: tell the student(s) the reason for such actions; give them an opportunity to discuss the matter; consult with the department chair and/or division dean, and the college judicial officer. Any student concerned about the conduct of another student, should contact the teacher, department head, or division dean.

### **Academic Integrity/Academic Honesty**

Plagiarism, cheating, and other forms of academic misconduct are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, a student's grade in the course, or the assignment or examination affected by the alleged academic misconduct may be lowered to any extent, including a grade of "F". ***Any academic integrity/academic honesty violations may jeopardize a student's ability to obtain a favorable letter of recommendation for a job, to pursue further education, etc.***

### **Email Communication**

Please note all communication with instructors about your course work should be through the eLearn email system. For assistance on how to use the eLearn Email tool, [use the Email help PDF](#). For all other communication the official email system used by the College is through TigerMail. This is accessible by clicking the blue paw icon from the top right hand side of your [TigerWeb home page](#).

### **Policy Regarding Children on Campus**

The safety of children requires that children may not accompany adults into classrooms, laboratories, offices, or other workspaces nor be left unsupervised in the halls or grounds of the college.

### **Submission of Assignments**

Students may be required to submit assignments and other coursework electronically as specified by the instructor. Deadlines may be set anytime during the week including weekends.

### **Emergency Alert System**

Students, staff and faculty must log onto Tigerweb at [the Getrave website](#) and sign up with the Emergency Alert System to receive emails and cell phone messages concerning ongoing emergency situations as well as campus delays and closings. For additional information visit the [Campus Police webpage](#).

### **Inclement Weather**

During inclement weather conditions, when classes are cancelled or opening late, students, faculty and staff should use their discretion when snow and icing conditions prohibit safe travel. Because weather conditions may vary in the college's service area, students will not be penalized for being unable to attend classes provided make-up work is completed. College officials recommend that students and

employees sign up for the TigerAlert emergency notification system for information regarding cancellation or delay of classes. Information will also be posted with local media outlets plus Chattanooga State website, Facebook and Twitter accounts.

When the college is closed due to weather or emergency situation, no employees or students will be allowed on campus due to safety caused by conditions.

NOTE: Instructor reserves the right to modify this syllabus at any time with written notification to the students.

### **TnCIS Policy Statements:**

The study abroad portion of this class is governed by TnCIS policies and procedures. Additional or more specific guidelines may apply.

#### **Attendance Policy**

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

#### **Academic Dishonesty**

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other assignments unless explicitly authorized by the instructor.

In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

#### **Instructional Hours**

Instructional time spent in a formal classroom setting and during excursions will total a minimum of 37.5 hours for this course.

Last Updated: 12/05/2017



## Appendix 1:

### Greece Service Learning: Outline of planned activities and assessments

Greece Service Learning: Outline of Tentative Activities & Assessments						
Date	Proposed Service & Excursion Itinerary Summary	Assignment	Tentative Facilitated Reflection Times	CSLOs	ISLOs	Grade Distribution
Monday, May 07, 2018	Travel Day	N/A	N/A	N/A	N/A	N/A
Tuesday, May 08, 2018	Arrival Day	N/A	N/A	N/A	N/A	N/A
Wednesday, May 09, 2018	Service projects at Melissa Network Community Center for Migrant Women; walking tour of Athens.	Students will design, facilitate, and participate in various services projects/workshops; participate in written and oral reflection #1.	Reflection #1 at hotel	1,2,3,4	Global/Cultural Awareness; Critical Thinking; Written Communication; Oral Communication	45 grade points
Thursday, May 10, 2018	Lead art projects with art therapy NGO; visit the Acropolis.	Students will design, facilitate, and participate in various services projects/workshops; participate in written and oral reflection #2.	Reflection #2 at hotel	1,2,3,4	Global/Cultural Awareness; Critical Thinking; Written Communication; Oral Communication	45 grade points
Friday, May 11, 2018	Sort and distribute donations at the Central Warehouse; visit Cape Sounion.	Students will sort donations and learn about the logistics of providing supplies to those in need; participate in written and oral reflection #3.	Reflection #3 at distribution center	1,2,3,4	Global/Cultural Awareness; Critical Thinking; Written Communication; Oral Communication	40 grade points
Saturday, May 12, 2018	Outreach projects with Refugee's Refuge; visit Hadrian's Arch & Acropolis museum.	Students will prepare and distribute food and tea for those who are homeless; participate in written and oral reflection #4.	Reflection #4 at hotel	1,2,3,4	Global/Cultural Awareness; Critical Thinking; Written Communication; Oral Communication	40 grade points

Sunday, May 13, 2018	Service projects at Khora Community Center; visit National Archeological Museum.	Students will design, facilitate, and participate in various services projects/workshops; participate in written and oral reflection #5.	Reflection #5 at hotel	1,2,3,4	Global/Cultural Awareness; Critical Thinking; Written Communication; Oral Communication	45 grade points
Monday, May 14, 2018	Service projects at the School Squat; free time in Athens.	Students will design, facilitate, and participate in various services projects/workshops; participate in written and oral reflection #6.	Reflection #6 at hotel	1,2,3,4	Global/Cultural Awareness; Critical Thinking; Written Communication; Oral Communication	45 grade points
Tuesday, May 15, 2018	Beach excursion and poetry workshop with A.E. Stallings.	Students will engage in poetry Workshop; participate in written and oral reflection #7.	Reflection #7 at beach	1,2,3,4	Global/Cultural Awareness; Critical Thinking; Written Communication; Oral Communication	40 grade points
Wednesday, May 16, 2018	Departure Day	N/A	N/A	N/A	N/A	N/A

## Appendix 2:

### Global & Cultural Awareness Grading Rubric for Service and Reflection Assignments

	Capstone 4	Milestones 3 2		Benchmark 1
<b>Global Self-Awareness</b>	Applies significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that one's actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
<b>Cultural Diversity</b> <i>Understanding differences</i>	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective.
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own's cultural rules and biases (e.g. seeking complexity, aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own's cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own's cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own's cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.