BUAD 878  
Leading Across Boundaries

Spring 2017, HYBRID, Section 50
M 6:00-8:45 PM, One South Main 121

Professor: Dr. Amanda Bullough
Office Location: Lerner Hall 311
Office Hours: Before or after class and by appointment
Office Phone: (302) 831-1778
E-mail: bullough@udel.edu

Course Overview & Goals
After students have completed the organizational behavior course (BUAD 870), this course focuses on cultural similarities and differences worldwide and how they impact managers' effectiveness. Attention is given to general cultural dimensions as well as specific global mindset competencies. This course will focus on interpersonal interactions with people who are different from us. By understanding this, students will uncover and improve their own global leadership skills. At the conclusion of this course, you should be able to:

- Recognize your emotional energy for working with people who are different from you.
- Understand your ability to work effectively with dissimilar others and build trusting relationships in a global context.
- Improve your cognitive appraisal and knowledge of international business transactions, different national cultures, and global events.
- Knowledgeably discuss the importance of having a global mindset for effective global leadership.
- Identify your personal and professional global mindset strengths and weaknesses and design a plan of action for future professional growth in global leadership.
Course Requirements
The following are the requirements for this course. Throughout the remainder of this syllabus, there are instructions for each of these requirements. Each component will contribute to your course grade in the following manner:

- Attendance, Participation, & Contribution 20%
  - Attendance records: 75%
  - Team peer evaluations: 25%
- Homework Assignments 40%
- X-Culture Project 35%
  - Team report: 40%
  - Peer evaluations: 40%
- Weekly milestones: 25% (2% each, plus Readiness Test and Post-project surveys are a must to get a grade)

Professional Growth Paper 5%

Grade Distribution

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<td>B</td>
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<td>B-</td>
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<td>C</td>
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<td>C-</td>
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<td>C+</td>
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<td>D</td>
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<td>D+</td>
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<td>F</td>
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Decimals .6 and higher are rounded up to the next whole number.

Course Materials
There are multiple materials for this course. Students must secure and utilize all of these required materials:

   To check out the book’s details, you can go to: [www.developingglobalmindset.com](http://www.developingglobalmindset.com). It is available only as an e-book from Amazon: [https://www.amazon.com/Developing-Your-Global-Mindset-Successful-ebook/dp/B00CWER3E8](https://www.amazon.com/Developing-Your-Global-Mindset-Successful-ebook/dp/B00CWER3E8).
2. Global Mindset Inventory
The GMI is designed to measure the Global Mindset profile of the survey-taker using an integrated, scientifically verified framework with a specific set of attributes and characteristics. Roughly 40% of the 27,000 individuals to have completed the GMI are university students. The other 60% are predominately executives of global organizations or organizations that aspire to have global operations. To learn more, go to http://globalmindset.thunderbird.edu/home/global-mindset-inventory and watch the short video. Students in this course need to complete the 10 minute GMI at the very beginning of the semester, and again at the end. The entire course will be organized around developing the 9 different global mindset competencies measured in this assessment, and comparing any changes at the conclusion of the course. You will receive a link right before classes start. It is very important that you complete the GMI before coming to the first class.

The two assessments together have been discounted for this course and cost $60. The bookstore will charge your university account for this non-refundable cost and a bookstore charge will show up on your university finance page after the drop-add date. Please NOTE that even if you drop the course, you will still be responsible for the cost of the GMI assessment and report. This is not a lost costs however, because you will still receive a very worthwhile report on your individual global mindset competencies, but the cost in non-refundable.

3. Article Collection
There is also a compilation of articles that students need to read. Articles are noted on the course schedule. All registered students have legal access to these articles online through the UD library for free. For your convenience, all of the articles are on our Canvas course homepage.

Course Website & Technology
Please make sure you are using your UD email account for outside of class correspondence. Canvas, our course management system, is the primary mechanism through which course documents are shared. You can access Canvas by visiting www.udel.edu/canvas and selecting this course under “Courses” on the top-left of the screen.

- Canvas is where you will find the most up-to-date course syllabus. Please login regularly as new documents and tools needed for this course will be posted there.
- An app is also available for Android and iOS devices. Simply download the “Canvas by Instructure” app from the Apple App Store or Google Play and use www.udel.instructure.com for the Canvas URL, after which you will be prompted for your UDelNet ID and password. For further support, please visit www.guides.instructure.com.
- DO NOT rely on the global calendar or gradebook at the top of page in the Canvas. Refer to this syllabus and schedule provided by Dr. Bullough for all deadlines.
Attendance, Participation, Contribution & Electronic Devices

Attendance and participation in class is mandatory and necessary in order to do well in this class.

- If a student comes to every class all semester, but never contributes to the class or team discussions, then that student should not expect to receive 100% of the participation points for the semester. Simply showing up is not good enough. A large portion of learning comes from critically thinking and participating in discussions with others. Active participation from everyone in the classroom also makes learning more fun and interesting.

- To grade participation, the professor will monitor participation via in- class activities, and administer peer evaluations. Participation points will be based on in-class team contribution, random attendance tracking, as well as team peer evaluations (see below).

- Since this course is a hybrid, we only have a few class meetings. Missing more than 15% of our class meetings will result in the loss of 50% of the attendance/participation points; missing more than 25% will result in the loss of all attendance/participation points; missing more than 40% of class meetings will result in failing the entire course. Missing less than 15% of class meetings (i.e. 1 class out of a roughly 15-week fall or spring semester) won’t impact a student’s grade at all, whether it is an excused absence or not.

- If you miss a class, there is NO NEED TO EMAIL THE PROFESSOR. If it is an “excused” absence, than I will receive and email from the College of Business after you have provided documentation of your emergency. Instead of emailing Dr. Bullough, you should instead coordinate your absence with your team members. As a strong, functioning team, you will be expected to support each other in an equitable give-and-take manner. If a team member is slacking, that will become clear in the in-class activities and in the peer evaluation completed by fellow team members. If a team member is a good contributor to the team, in class and on team assignments, then team members are typically very good at supporting one another both inside and outside of class.

- There are to be NO ELECTRONIC DEVICES used while you are in class. That means NO LAPTOPS, NO MOBILE PHONES, AND NO TABLETS or E-READERS, UNLESS INSTRUCTED BY YOUR PROFESSOR. There may be in-class exercises in which Dr. Bullough will tell you that you are allowed to use your electronic devices to assist in the activity. Other than that, if you are seen using an electronic device, you will be publically asked to put it away. If it becomes a reoccurring problem, you may be asked to leave the class. The reason for this rule is because it is not only distracting for your learning, but it is distracting to your classmates and the professor, and therefore hinders class activities and discussions. Moreover, a number of psychological studies have shown that people are tremendously overconfident (i.e., not nearly as good as they think) in terms of their ability to multitask effectively. Research has also shown that taking notes by hand is more effective for learning than typing notes into an electronic device. In my experience, the students with the lowest course grades tend to also be the ones who (a) don’t come to class or (b) come to class but don’t pay attention and contribute. Deficiencies in professionalism will affect your participation grade. If you would like to request a personal EXCEPTION TO THIS RULE, I’m happy to discuss this with you. In circumstances when select students have a need for an electronic device in class, special arrangements can certainly be made.

- Depending on classroom set-up, the professor may ask you to prepare and bring a name plate to each class. This helps the instructor learn your name and individual contribution to class. A name plate can easily be made by writing your first and last name on a piece of paper, with a dark marker and clear handwriting that is big enough for someone to see in the front of the
room, and then folding the paper in half so that it stands up on the desk in front of you.

- **UD Capture**: Each of these class sessions is being recorded with the “UD Capture” Program (unless we are in a classroom in the One South Main building, which does not have UD Capture capabilities). Students who missed a class, or students who simply want to review lectures and class activities for exam preparation, may use the UD Capture weblink to access the audio recording that accompanies the material on the screen. The link will be generated during the first week of classes and posted on the course homepage in Canvas.

- **Team Peer Evaluations**: A portion of individual student attendance points will be determined by his/her peer evaluation scores completed by the other members of the team. Students will complete evaluations of their peers’ performance as well as on their peers’ preparedness and contribution to class activities and discussions. Peer evaluations are completed throughout the semester in Canvas in the Peer Evaluation tab on the left of the screen—see the course schedule for when each peer evaluation is due. Dr. Bullough works very hard to ensure that peer evaluations are objective and fair; based on performance and contribution and not on popularity or other subjective traits.

**Teamwork**

After the drop-add date, the professor will randomly assign students to teams of ~5 people. This will be your team for the entire semester for all in-class activities. Throughout the semester, you will be asked to work with your team to discuss class topics and homework assignments, and engage in various class activities.

- In order to make consistent and meaningful contributions to class activities and discussions, you will need to ensure that you are prepared for class. Working in teams throughout the semester fits very nicely with this competency-based, global leadership course, because you will learn a lot from each other’s similarities and differences and peer mentorship.

- There is no automatic notification to the professor when a student drops or adds a class. IF YOU DROP THIS COURSE AFTER THE OFFICIAL DROP-ADD PERIOD, PLEASE BE CONSIDERATE AND NOTIFY EITHER DR. BULLOUGH OR YOUR TEAM MEMBERS THAT YOU WILL NO LONGER BE IN THIS CLASS OR ON THAT TEAM. That way, the team and professor will have sufficient notice to plan for the change. It is easy enough to email or even text your classmates.

**Homework Assignments**

For each course topic, there are article discussion assignments found in the Assignments tab in Canvas. Students need to check the instructions for each assignment, which can be found in a Word document on the homepage in Canvas.

- Each student must post answers to all the questions proposed in the assignment by 5:30pm Monday of each week (see the schedule in this syllabus for exact due dates) and bring your answers with you to class. You will then discuss your answers with your team members in class. You will be allowed to get your laptops out for these portions of the class, and then you will be asked to close them during open class discussion periods.

- These deadlines are very strictly adhered to. Each assignment is available for at least two weeks and will expire at 5:30 on Mondays, according to the dates on the course schedule in this syllabus. Students are discouraged from waiting until the last minute to complete each assignment. It is always hard to predict technical difficulties, like losing electricity or losing
an internet connection. Late submissions are never accepted. Failure to submit the assignment by the posted due date/time will result in a grade of 0 for that assignment, and there are NO EXCEPTIONS to this rule.

- Homework assignment grades will be determined by the quality of each student’s post and the timeliness of meeting the posting deadlines. You should provide thoughtful answers that relate to and utilize the material in the course. If the question asks for your opinion, then share it and allow the other members of your group to agree, disagree, or simply comment when you dialog with them in class. Simple and short answers that do not sufficiently or intelligently answer the question will be graded poorly. However, you also want to be aware of being too long winded and not being able to efficiently communicate your thoughts in a concise statement.

**X-Culture**
The X-Culture project provides students in International Business/Management courses at universities around the world with an opportunity to experience first-hand challenges and learn the best practices of cross-cultural and international collaboration. Working in international teams of 6-7 students for eight weeks (see syllabus schedule), students will develop a business proposal for a real international company and write a report that details economic feasibility of the idea and provides guidelines for its implementation. The X-Culture website is terrific in order to learn more. More than 3,000 students from 100+ universities in 40+ countries on 6 continents participate in X-Culture every semester. Watch the two videos on what X-Culture is ([www.x-culture.org/](http://www.x-culture.org/)) and what’s in it for you as a student ([www.x-culture.org/for_students.html](http://www.x-culture.org/for_students.html)).

- Once you are enrolled in the X-Culture Training, you will receive all X-Culture training materials and program instructions.
- Around March 1st, you will receive an X-Culture Readiness Test link. You will be asked to complete a short test that will check if you've reviewed the materials. The test will take about 15 min and must be completed by the deadline provided in the instructions. As long as you pass the Readiness Test (as long as you look through the materials you WILL pass the test), you will then receive the names and contacts of your 6-7 team members in different countries. If you fail the test, you will be given another chance. If you fail again, you will have to complete the project individually.
- You will then have approximately two months to develop a business proposal for a real-life client organization.
- Grading: The project will involve a series of tasks that your team must complete, each graded as pass/fail. That is, a “pass” (100) is awarded if the task is completed fully by the respective deadline and a “fail” (0) is given if the student/team misses the deadline or only partially completes that component of the project. Although you will work in a team, your grade will be largely determined by your INDIVIDUAL performance. X-Culture is an exercise, not a test. This means that your effort and diligence matters more than your knowledge. As long as you complete each task fully and on time and submit your weekly progress update, and as long as your team members give you high weekly peer evaluations (very important!), you will get an excellent grade. Grading of the final reports will begin with Dr. Bullough’s review of the executive summary, which is the most important part. It should provide a summary of the findings and recommendations for each component of the report. The main sections of the report will be reviewed lightly to make sure they back up what was said in the executive summary. Grades will reflect the quality of evidence and decisiveness in each section. If all of those pieces are in place and supported, students will get full credit for the report. The quality
of your team report matters, but much less than your individual effort. While it is common for students to receive 100% for this project, all students also comment that it was not an easy task—one that required a considerable amount of work and was at times frustrating—but in the end was very rewarding and certainly worth the extra effort.

- After the project is over, you will receive an X-Culture Global Business certificate, which has been shown to have a “you’re hired” effect on prospective employers (e.g., see a recent story about an UNCG graduate: http://www.prweb.com/releases/2012/8/prweb9767734.htm or other stories here from countries all over the world (see if you can find a school from your home country participating: http://x-culture.org/media/).
- Members of the best teams will be invited to attend the Academy of International Business Conference (http://x-culture.org/category/meetings/). The students will meet their teammates in person, present their work, and have a chance to participate in the many conference networking and presentation events.

**Professional Growth Paper**

The purpose of the professional growth paper is to give students the opportunity to go back over the material covered in the course and reflect on the important conceptual trends in the field. This helps students reflect on how you can be a stronger manager and leader, and how people within your organization are critical to its success. This is a reflective and personal assignment. Students should feel free to organize the textbook, articles, videos, cases, in-class examples and activities in such a way that allows you to organize your thoughts for the most reflective writing, in other words. Your writing does not need to follow the way the professor organized the material in the syllabus, but your thoughts do need to be organized and easy to follow. This assignment will be evaluated purely on the depth of your reflections, the rigor and sincerity that you apply to the course concepts, and the readability of your writing. The due date can be found in the course schedule.

- Write a 2-3 page (single-spaced, 12 point font size, no bullet points) review of the course at the end of the semester.
- Describe the person you were when you came into this course in terms of truly global experiences, cross-cultural awareness, and working with people who are different from you.
- Discuss how the course has helped you to become a stronger global leader. What insights into your own behavior have you developed as a result of this course?
- Plan for your future global leadership development by explaining how you intend to continue to evaluate and nurture your global mindset capabilities.
- An introduction paragraph is a must and should provide the reader (professor) with a short outline of what is coming in the remainder of your paper.

**Schedule**

BE VERY CAREFUL ABOUT THE GLOBAL CALENDAR AT THE TOP OF THE PAGE IN CANVAS—it populates deadlines only for Canvas assignments based on the assignment dates set for those assignments, and includes all your courses in Canvas—it does not necessarily include requirements that happen outside of Canvas. REFER TO THE SYLLABUS AND EXCEL SCHEDULE FOR ALL INFORMATION AND DEADLINES
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Face-to-Face Content</th>
<th>Homework Assignments DUE 5:30pm MONDAY</th>
<th>X-Culture</th>
<th>Peer Evaluations DUE 5:30pm MONDAY</th>
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<tbody>
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<td>Mon 2/6</td>
<td>NO FACE-TO-FACE CLASS MEETING</td>
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<tr>
<td>Mon 2/13</td>
<td>Course Overview</td>
<td>Assignment 1</td>
<td>Assignment 2</td>
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<td></td>
<td>What is Global Mindset</td>
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<td>X-Culture Project</td>
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<td>Mon 2/20</td>
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<td>Assignment 3</td>
<td>Assignment 4</td>
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<td>Global Intellectual Capital - Global Business Savvy and</td>
<td>Assignment 5</td>
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<td>Mon 3/13</td>
<td>Global Intellectual Capital - Cognitive Complexity</td>
<td>Assignment 6</td>
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<td>Global Social Capital - Intercultural Empathy</td>
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<td>Assignment 15</td>
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<td>Mon 5/15</td>
<td>Course Debrief - individual 5 minute verbal reports</td>
<td>Professional Growth Paper</td>
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<td>Exam Week</td>
<td>May 18-25, Grades are due in UDSIS on May 30</td>
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MUST COMPLETE THE GLOBAL MINDSET INVENTORY ONLINE BY TUESDAY, FEB. 7TH AT 9AM