

GBLD 501: Personal and Theoretical Foundations to Global Leadership

Calendar Description

Critically explores key concepts of global leadership through personal, collective and theoretical lenses to prepare students for the MAGL program. Includes learning about one's own cultural 'lenses', mental models and the historical structural inequalities, and coming to a broader understanding and integration of approaches to working in a global context. Participants will explore and describe their personal and collective values and goals, establish personal and collective learning plans, and prepare life and self for residency. A strong emphasis will be placed on building a supportive learning community, thus creating a strong foundation for the program.

Credit Hours

GBLD 501 is worth 3 credits.

Each course credit represents about 33 full hours of effort by a student, based on the University's estimate.

Course Overview

GBLD 501 is the first course in the MA in Global Leadership (MAGL) program. You will form a cohort of global learners and practitioners to create a community of learning which will sustain you through the two years of the program. In this first foundational 10-week online course, you will enter into conversations about yourself as a global leader; the dynamics of the global community and global organization; how to think systemically and analyze the global context, and how you might 'be' as a leader of influence and change.

Specifically this course will provide you with:

- an orientation to the RRU learning experience and the MAGL program - you will develop increased capacity and skills to be a self-directed learner using learning technologies appropriate to the online learning environment as well as for lifelong learning;
- an introduction to foundational knowledge for the MAGL program;
- an understanding of the global contexts, issues and systems within which global leaders navigate and operate;
- an exploration of global leadership definitions, key competencies and values;
- an introductory understanding and application of intersectional analysis as a way to view global issues and organizations; and
- an opportunity to conceptualize and articulate the type of global leader you are, and the key challenges you wish to focus/improve upon in the MAGL program.

Assignments in this course encourage you to critically reflect upon and evaluate the literature, and further refine and clarify your vision and capacities as a global leader.

Competencies and Learning Outcomes

COMPETENCY DOMAIN	
A. Personal Leadership Working in a Global Context:	
<i>A1. Self-Reflective Practice</i>	
Learning Outcomes	Assessment Criteria
A1.1 Critically and reflexively explores new knowledge, theory, perspective and practice to support evolving personal global leadership philosophy and style.	<ul style="list-style-type: none"> Identifies values, principles, goals and intentions, assumptions and beliefs, strengths and limitations. Examines and, when appropriate, revises personal assumptions, beliefs and mental models. Demonstrates a grasp of theories, perspectives, and practices of global leadership. Explores personal views and perspectives in relation to scholarly material. Applies learning to shape and enhance one's framework/model to act/be a global leader. Paper is well-organized into an introduction, body, and conclusion, formatted according to APA styleguide (current edition), and includes a minimum of 3 references.
B. Leading in a Diverse Global Context:	
<i>B2. Intercultural Interaction and Communication Culture</i>	
Learning Outcomes	Assessment Criteria
B2.1 Produces effective and culturally appropriate written material for a specific audience.	<ul style="list-style-type: none"> Organizes written materials coherently and concisely so it is easy for the reader to identify main points and follow the sequence of ideas. Presents information in a contextually appropriate and compelling manner. Uses communication methods, protocols, language, and norms appropriate to the setting.
C. Leading Sustained Change in Complex Environments:	
<i>C1. Knowledge of Global Political, Social and Economic Issues</i>	
Learning Outcomes	Assessment Criteria
C1.1 Is able to describe and discuss key characteristics of organizational mandates, policies, structures and performance systems of United Nations organizations, international and local NGOs, multilateral and bilateral aid organizations, governments, and civil society.	<ul style="list-style-type: none"> Effectively identifies a range of different international organizations and actors and what their mandates and roles are in the international arena (e.g., humanitarian funder, policy maker, regulatory authority). Produces an accurate and succinct glossary summary. Paper is well-organized into an introduction, body, and conclusion, formatted according to APA styleguide (current edition), and includes a minimum of 3 references.

C2. Knowledge of International Organization Systems and Change Strategies	
Learning Outcomes	Assessment Criteria
C2.1 Recognizes the multiple interpretations and complexities of global leadership and their implications on global leadership practice.	<ul style="list-style-type: none"> • Discusses how global leadership is theorized and practiced in different interdisciplinary, intersectoral and global-local cultural contexts. • Anticipates the implications of change drivers for global leadership and being a global leader. • Integrates theories, practices and research in course discussions, assignments and other inputs. • Paper is well-organized into an introduction, body, and conclusion, formatted according to APA styleguide (current edition), and includes a minimum of 3 references.

Policies and Guidelines

Students are responsible for knowing RRU university-wide and program-specific policies and guidelines that govern their work in this course.

[RRU Academic Regulations](#) - Includes course withdrawals, academic probation, and formal grade appeals.

[RRU Grading Policy](#) - Includes information on grade related topics such as grade scales, grade notations, repeating courses and more.

[RRU Student Rights and Responsibilities](#) - Includes standard information about learner expectations and responsibilities to be upheld while at Royal Roads University.

Assessment Matrix

Assignment	Due	Learning Outcomes				Total (%)
		A1.1	B2.1	C1.1	C2.1	
Assignment 1: I am a Global Leader (Individual)	End of Week 4	6%	7%		7%	20%
Assignment 2: Critical Analysis of Global Governance Topics and Glossary Posting (Individual)	End of Week 7			15%	15%	30%
Assignment 3: Personal Values and Personal Leadership Challenge Paper (Individual)	End of Week 10	20%	10%			30%
Contribution/ Participation (Individual)		5%	5%	5%	5%	20%
Total (%)		31%	22%	20%	27%	100%

Assignment and Evaluation Descriptions

Assignment 1: I am a Global Leader (Individual)

Each of us has a unique story to share and unique perspectives on how we see the world. This assignment provides you with an opportunity to introduce yourself to your fellow cohort, articulate why you are interested in the program, envision what being a global leader means to you and outline your personal goals for the program. Specific questions to address are:

- Who am I?
- Why am I interested in the MAGL program?
- What/who is a global leader?
- How am I a global leader?
- What do I want to learn/discover through the program?

You are encouraged to be creative. You can create a video, a podcast, a collage, a piece of art, an infographic or express yourself in another medium. Please see the production tools menu on the right side of the Moodle site for a few options and tips. Your submission must not exceed three minutes in length for video or audio or 500 words for text or infographic.

This assignment is due at the end of Week 4 and is worth 20% of your final grade.

Assignment 2: Critical Assessment of Global Governance Topics and Glossary Posting (Individual)

The purpose of this assignment is to explore international governance policies, laws, organizations, and agents, and also to demonstrate how these impact the global context in which leaders operate. This assignment includes two parts:

Part A: Writing a 750-1,000 word paper, and

Part B: Posting a 100 word summary in a communal class glossary.

Instructions:

To begin, you will need to choose a topic from the list below.

- Human Rights Charter
- UN Convention on the Rights of the Child
- International Committee on the Red Cross
- Declarations on the Rights of Indigenous Peoples
- Bretton-Woods Agreement
- IMF/World Bank
- Brundtland Commission on Sustainability and subsequent environmental agreements
- Kyoto Protocol
- Copenhagen Accord
- GATT/Marrakech Agreement

- WTO/TRIPS/TPSEP
- United Nations
- League of Nations
- G6
- G7
- G8
- G20
- OPEC
- World Health Organization
- UNESCO
- NAFTA/ NATO
- Treaty on the Non-proliferation of Nuclear Weapons.
- Please consult instructor of topic not in list

By the end of Week 5, use the Assignment 2 Wiki to make your selection by typing your name next to a topic. All or most of the topics will be covered by the class, so if someone has already chosen your preferred topic, please select another option.

Once you have selected your topic, use the RRU library services as well as the internet to gather information about your topic. Ensure that any sources you cite are credible and trustworthy. (Note that Wikipedia is not considered a valid scholarly reference.)

Your 750-1,000 word paper should include the following:

- a description of the topic and the various institutions/actors involved;
- the history of its formation or creation;
- authorities, mandate, and membership (as applicable);
- related policies;
- practices that have resulted in the Global North and Global South and critique of issues related to these practices; and
- a minimum of five references.

You will need to cite your sources for any quotes, summarized or paraphrased ideas or concepts, or images included in your paper, and you will need to format your paper using the latest version of the APA style and referencing guide.

As a final step, you will produce and post a 100 word summary of this topic to the Global Leadership Glossary.

This assignment is due at the end of Week 7 and is worth 30% of your final grade.

Assignment 3: Personal Values and Personal Leadership Challenge Paper (Individual)

The purpose of this assignment is to become more aware of who you are as a global leader by exploring your personal values and discussing them in the context of a personal leadership challenge. This assignment consists of two parts:

Part A: Personal Vision and Values

Taking into consideration your readings to this point, as well as the desires and realities of your personal and work circumstances, begin to craft (or refine):

1. your personal vision statement;
2. an articulation of your personal values, that is, the concept of the desirable that impels you to act; and
3. competency-related learning goals.

1. Personal Vision Statement

A leadership vision provides orientation in shaping your current and future life. You can take this opportunity to create a compelling personal vision statement (or tweak one that you already have). This vision statement will be an integral part of managing your learning not only in this program but in your career.

2. Personal Values

Identify up to six core values that guide your career as a leader. Then create a table that includes your meaning or definition of the value, why it is important to you, and how it will be reflected in your behaviour (actions that are observable to others).

3. Learning Goals

After reviewing the competency framework for the MAGL program, articulate at least one learning goal for each competency area. These learning goals are intended to guide your development through this program, though you may choose to update them over time.

Part B: Personal Leadership Challenge

In this program, there are three competency areas related to personal leadership for working in a global context. Stated generally, personal leadership for working in a global context entails:

- understanding one's values, beliefs, and behaviours in the context of other people,
- being aware of one's orientation in the world,
- being accountable for one's behaviour,
- being open to learning,
- being able to manage one's emotional responses, and
- being adaptive and resilient in complex changing environments.

This part of the assignment asks you to identify a challenge you are presently facing related to personal leadership and then turn your gaze inward to better understand your role in the challenge. This is what we call a **personal leadership challenge (PLC)**. Reflect on a challenge that seems to surface repeatedly when you are working with others to accomplish a goal. The setting could be in your community, at school, or in any team setting. Pay particular attention to intercultural contexts in which you live and work. Past experience has shown that the PLCs are as diverse as the learners in the program and often

involve observing yourself in relationship with others. Please observe yourself with a compassionate desire to learn and improve your personal mastery, not with a self-critical or judgmental eye.

What is most important is that the issue is, indeed, personal and immediate—something that you can work on through the on-campus residency term and throughout the program as needed. It must be a challenge that you can work on internally, (i.e., alone) not a systems issue, or an organizational change project. Rather, it is a situation that can improve by focusing inward and applying the skills and new knowledge that you will acquire throughout the program.

You may find the following questions helpful in framing your challenge:

- What is the challenge as you see it?
- How does this challenge impact you?
- What is the relevant background/history of the situation (How/When/Why did it start?)
- Who are the people involved?
- What role have you played in allowing this situation to happen or continue?
- Why is it important that this issue be addressed?
- What would happen if you did nothing?
- In what ways, if any, is this issue similar to other situations you have been in before? (i.e. do you see a pattern?)
- Which of the readings most clarified this issue for you? Why?
- What would be the ideal outcome when this issue is successfully addressed?
- What are the various alternative actions you can take to address the issue?
- How will *you* have to change in order to accomplish the change(s) you want?
- Who are the key sponsors/agents that could support you in this effort?
- When you make these changes in self, what will be the impact on you, others, the organization/system life?
- What will you do, in clear behavioural terms, to actively work on this during the rest of this term?
- What will others see, hear, and experience you doing in residency that will demonstrate that you are working on this challenge?
- How will your instructor(s) know that your perspective on this challenge is shifting as you progress through the program? In what tangible, clear ways will you demonstrate this?

Your paper should be 1,000 to 1,500 words, not including references (use word count in tools as a check). You will need to cite your sources for any quotes, summarized or paraphrased ideas or concepts, or images included in your report, and you will need to format your paper using the latest edition of the APA style and referencing guide. You will be sharing this paper with your next course's instructor in preparation for your on-campus residency experience. Additionally you will be asked to give a brief, oral summary of your core values and leadership challenge to your cohort peers during the residency.

Both parts of this assignment are due at the end of Week 10 and together are worth 30% of your final grade. Please combine both parts into one document and upload to the Assignment 3 Dropbox

Participation and Contribution (Individual)

You are expected to fully participate in and contribute to all online and face-to-face individual and team activities. Full attendance during each week of the online course is mandatory. You should plan to spend an average of 15 hours per week, which includes reading the assigned papers or book chapters, personal reflection, posting in response to all activities, responding to colleagues' and instructors' posts online, and writing assignments. While full participation is expected, keep in mind the following quote from Etmanski (2014, p. 273):

Participation does not mean overwhelming each other with all our observations, questions, and reflections; we can choose which of these to share with others, and which to keep to ourselves. Participation also implies a careful balance between listening to, acknowledging, and encouraging others, and likewise respecting when they choose to be silent. As patterns of participation tend to reveal themselves quite early in the class, this guideline can help participants to develop and demonstrate self-awareness around their contributions to, and presence in, the group setting. This is particularly useful in inter-cultural settings where the concept of respect can have multiple and at times contrasting interpretations.¹

Your contribution grade will be based on the frequency, quality and relevance (constructive feedback) of your contributions to the course discussion forums.

Frequency and Timeliness: You are expected to participate fully in the online forums. A contribution is made up of a concise and comprehensive message; a few words to agree or disagree or demonstrate presence do not qualify as a substantive contribution or to improve your grade. The overall frequency and timeliness of your contributions in the course each week is assessed. Be reasonable and balanced in the frequency of your contributions each week.

Quality: Ensure that your contributions demonstrate clarity and depth of analysis. The arguments you present should reflect your knowledge and contribute to the knowledge base of your discussion group or team. This includes highlighting readings and resources beyond the course content, i.e. references to relevant websites, networks, books and articles.

Relevance: As reflective practitioners in global leadership roles, the ability to provide and receive constructive feedback is essential. Consider the relevance of your comments, their impact on your peers, and how you can best support and empower them as you contribute.

Participation and contribution is assessed throughout the duration of the course and is worth 20% of the final grade. Formative feedback will be provided approximately half way through the course.

¹ Etmanski, C. (2014). Creating the learning space: Teaching arts-based research. In C. Etmanski, B. Hall, & T. Dawson (Eds.), *Learning and teaching community based research: Linking pedagogy to practice* (pp. 265-284). Toronto, Canada: University of Toronto Press.

Course Readings and Resources

Required Readings:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

Atherton, J. S. (2013). *Writing at master's level*. Retrieved from http://www.doceo.co.uk/academic/m_writing.htm

Bronfenbrenner, U. (1994). Ecological models of human development. In *International Encyclopedia of Education*, Vol. 3, (2nd ed.). Oxford: Elsevier. Retrieved from <http://www.psy.cmu.edu/~sieglar/35bronfenbrenner94.pdf>

Camill, P. (2010). Global change. *Nature Education Knowledge*, 3(10), 49. Retrieved from <http://www.nature.com/scitable/knowledge/library/global-change-an-overview-13255365>

Gopaldas, A. (2013). Intersectionality 101. *Journal of Public Policy & Marketing*, 32, 90-94. DOI: 10.1509/jppm.12.044. Retrieved from <http://web.a.ebscohost.com.ezproxy.royalroads.ca/ehost/pdfviewer/pdfviewer?sid=e889dd1e-afb8-4af3-a5f3-4de15ffbb492%40sessionmgr4005&vid=3&hid=4209>

Karns, M. P., & Mingst, K. A. (2010). *International organizations: The politics and processes of global governance* (2nd ed.). London, UK: Lynne Rienner Publishers.

Lomborg, B. (2007). Global priorities bigger than climate change [Video file]. Retrieved from: http://www.ted.com/talks/bjorn_lomborg_sets_global_priorities

Lynch, K. (2009). The global drivers of change. *Policy options*. December 2009-January 2010. 75-77. Retrieved from <http://archive.irpp.org/po/archive/dec09/lynch.pdf>

McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. In P. S. Rothenberg, *White privilege: Essential readings on the other side of racism* (pp.97-101). New York: Worth. Retrieved from <http://www.nymbp.org/reference/WhitePrivilege.pdf>

Mendenhall, M. E., Osland, J. S., Bird, A., Oddou, G. R., Maznevski, M. L., Stevens, M. J., & Stahl, G. K. (2013). *Global leadership: Research, practice, and development* (2nd ed.). New York, NY: Routledge.

Ng, W.-I. (n.d.). A tool for everyone: Revelations from the "Power Flower" (Adapted from Arnold, R., Burke, B., James, C., Martin, D., & Thomas, B. (1991). *Educating for a change*. Toronto, ON: Between the Lines and the Doris Marshall Institute for Education and Action). Retrieved from: http://www.unitedchurch.ca/files/minstaff/pastoral/guidelines/training_tool-for-everyone.pdf

Villanova University (n.d.). *Some notes about required reading*. Retrieved from <http://www83.homepage.villanova.edu/richard.jacobs/reading.html>

Williams, B. (2008). Bucking the system: Systems concepts and development. *The Broker: Connecting Worlds of Knowledge*. Retrieved from <http://www.thebrokeronline.eu/en/Articles/Bucking-the-system>

Optional Resources:

Carmin, J., & Agyeman, J. (Eds.). (2011). *Environmental inequalities beyond borders: Local perspectives on global injustices*. Cambridge, MA: The MIT Press.

Etmanski, C., Weigler, W., & Wong Sneddon, G. (2013). Weaving tales of hope and challenge: Exploring diversity through narrative Métissage. In D. E. Clover & K. Sanford (Eds.), *Lifelong learning, the arts, and creative cultural engagement in the contemporary university: International perspectives* (pp. 123-134). Manchester, UK: Manchester University Press.

Moosa-Mitha, M. (2005). Situating anti-oppressive theories within critical and difference-centred perspectives. In L. Brown and S. Strega (Eds.), *Research as resistance: Critical, indigenous, and anti-oppressive approaches* (pp. 37-70). Toronto, ON: Canadian Scholars' Press. Retrieved from http://occupyresearchcollective.files.wordpress.com/2012/06/research_as_resistance_critical_indigenous_and_anti_oppressive_approaches1.pdf

Shiva, V. (1993). *Monocultures of the mind: Perspectives on biodiversity and biotechnology*. New York, NY: Zed Books.