



SYLLABUS

Intro to Global Leadership: Pre-Freshman Studies London BA 199

Instructor: Eric Boggs

Summer 2022

40 contact hours

English

COURSE DESCRIPTION

Global Leadership provides an approachable introduction to the Social Change Model of Leadership Development (SCM), giving students a real-world context through which to explore leadership for social change as well as approaches to socially responsible leadership.

From individual, group, and community values through the mechanisms of societal change itself, this course provides a fundamental introduction of this increasingly vital topic. This course provides a comprehensive exploration of the model, with a practical, relevant approach to real-world issues.

- Explore the many facets of global change efforts and leadership
- Navigate group dynamics surrounding controversy, collaboration, and purpose
- Discover the meaning of citizenship and your commitment to the greater good
- Become an agent of change through one of the many routes to a common goal

The course will explore and investigate the interventions and environments that create positive leadership development outcomes with guidance on application to real-world issues.

Leadership involves the use of business techniques to develop innovative solutions for the world. It highlights who leaders are and how they think. We examine the context in which leaders work and look at how they do what they do. London has a particularly vibrant community of globally minded leaders that will allow you to explore innovative solutions to seemingly intractable problems.

This course explores the fundamentals of leadership and examines a variety of real-world examples. An integrative project will help students to learn how to employ the tools in the leadership tool kit.

COURSE LEARNING OBJECTIVES

The objective of this course is to provide students with a broad introduction to leadership at personal, community and global scales.

Each student participant will demonstrate the ability:

- Understand one's talents, values, and interests, especially as these relate to the student's capacity to provide effective leadership.
- Develop the capacity to mobilize one-self and others to serve and work collaboratively
- Identify and analyze global leadership efforts in London. That is, to research and highlight leadership behaviors and efforts which will help the world to function more effectively and humanly.

These goals are met through a series of evening activities which provide opportunities for the

students to reflect, team build, collaborate and develop commitments they will take home with them. At the conclusion of the program, students give an individual personal presentation on how they will apply the knowledge gained towards being a globally minded leader.

INSTRUCTIONAL METHODOLOGY

Course Organization

Classes will consist of brief introductions of concepts, seminar-style discussions, activities, and student presentations. The class will go on excursions to and hear from guest speakers from leaders and other topic experts to explore the global leadership in London and the variety of innovative strategies and solutions used to try to solve global problems.

The course is designed to be interactive with students, instructors and guest speakers exploring topics together. It is critical that students complete all reading assignments in advance of class and come to class prepared to engage in discussion.

Class Participation and Professionalism

Participation includes class attendance, reading assigned materials, overall preparation for class, and actively contributing your thoughts and personal experiences. Class will start promptly at the designated time. You are expected to be **on time, attend all classes and site visits**, and **remain in the classroom** for the duration of the class. Intelligent participation will require you to have read and studied all assignments for that day. Your involvement during is critical to the exchange of ideas and fruitful discussions.

Laptops are allowed in class but only for the purpose of taking notes and the occasional class related activity. Drinks are allowed in the classroom but **not food**.

Preparation, professionalism, and mutual respect are all important elements of your participation score. Professional behavior is expected at all times. While in London, students should think of themselves as American Ambassadors. Everything you say and do should reflect well on yourself, America, and the GEO program. Right along with that is respect for the British culture and way of life. We are guests here!

Attendance

While students are here in London to experience the UK, attendance in class is critical. Refer to the attendance policy you received during orientation for more details.

No make-up exams or assignments are available for unexcused absences.

Course Readings

All assigned course readings should be completed by class time on the date indicated.

London Global Leadership Canvas Site

If you have any technical issues, please contact the instructors for help.

Required Textbook:

Leadership for a better world: Understanding the Social Change Model of

Leadership Development, Komives, S. & Wagner, W. (2009).

METHOD OF EVALUATION (GRADING)

Individual Evaluation

Class Participation (15 points)

Students are not only expected to attend every class but to actively participate in class discussions and workshops. Critical to successful class participation is have read all assigned material in advance of each class. Class participation will be evaluated based on the degree to which students are active, engaged and present.

Field Excursion Participation (10 points)

We are fortunate to be able to visit a number of social enterprises. Attendance and professionalism at these events are a critical part of learning about their work. Points will be awarded for active participation and reflection on these site visits. **Although specific groups will be tasked with preparing the class and crafting initial questions (see below) ALL students are expected to engage fully at each site visit and with guest speakers.**

Journaling Assignment (20)

To allow adequate time for personal reflection, students will write weekly journal entries for the first three weeks, reflecting on site visits and speakers, and connecting them with the themes presented in class. Strong journal entries will also integrate the student's observations from outside the formal course content, thereby encouraging them to remain observant and seek insights into course themes in all elements of their time in London.

Group Evaluation

A substantial portion of course assignments will be completed in groups. These groups will be formed at the start of the course and will work together on the following assignments. More detail will be provided for each assignment and groups are encouraged to meet with the instructors to discuss their work on the assignments and raise any questions they have.

Site Visit/Guest Speaker Briefing (10 points)

Each group will be responsible for preparing the class for a specific speaker or site visit. These assignments will be made at the start of class when groups are formed. For their assigned speaker or site visit, groups will be responsible for briefing the class on key points of interest, preparing some initial questions, introducing the speaker/host to the class, and conveying the class's gratitude at the end of the visit.

Global Leadership Project (35 points)

A significant project over the duration of the course, the Global Leadership Project is designed to encourage students to apply the concepts they are learning in class to a global leadership problem present in the British context.

The assignment is due in two stages. The first stage is focused on identifying, defining and understanding a particular global problem. The second stage is focused on designing a possible solution to address the problem chosen in the first stage. Additional instructions for this assignment will be provided in a separate document early in the course.

Course Grade distribution

Course grades will be approximately distributed according to the recommended guidelines of the Lundquist College of Business at the University of Oregon, which is 30% A's, 40% B's, 25% C's and 5% D's. These are only guidelines.

An "incomplete" grade is **not available** barring an emergency of some kind.

Grading

INDIVIDUAL WORK	POINTS
Class Participation	15 points
Field Excursions	20 points
Journaling	20 points
GROUP PROJECTS	
Site Visit/Speaker Briefing	10 points
Global Leadership Challenge	35 points
<i>TOTAL</i>	100 points

Communicating with the Instructor

You can email boggs@uoregon.edu Instructors will offer open office hours every week. All written assignments should be uploaded to Canva.

COURSE OUTLINE AND CLASS SCHEDULE

Week 1: Individual Values and Global Leadership

Global leaders go about making change through an integrative process. The first stage of this process is to better understand the context in which the problem exists. We start our examination of Leadership for a Better World by defining the term and seeking to better understand how leadership fits in the context of other approaches to social change. We'll also explore how the British social, political and cultural context impacts how change happens. Finally, we'll introduce Design Thinking as a tool, and will enjoy field excursion to close out the first week.

Class 1 What is Global Leadership?

Course Overview

- Understand the meaning of leadership for a better world and how it has been applied in various situations.
- Understand the complex nature of global leadership and that many elements and people need to come together in order to create change.
- Identify an issue of importance and organizations in London working to make change

Class 2 The Social Change Model of Leadership Development

Class 3 Congruence, Commitment and consciousness of self

Class 4 Excursion: Day trip to Brighton

Week 2: Change & Community

We continue our exploration of a new approach to leadership – This week we examine the history of the subject of leadership up to the time that a shift in thinking about leadership. Specifically, relational, or collaborative leadership models since these models involve working toward positive social outcomes

Class 5 Excursion: Impact Hub

Class 6 Common Purpose:

Class 7 Controversy with Civility

Class 8 Collaboration

Week 3: Citizenship & Change

The third week of the course explores the different understandings of global citizenship, including how the Social Change Model conceptualizes it. Students will establish a working definition of citizenship and critically analyze leadership through the lens of citizenship and global change.

Class 9 Applying Global Leadership, A case study approach

Class 10 Global Leadership Challenge

Class 11 Global Leadership Challenge

Class 12 Global Leadership Challenge