

GE 301 Global Workforce and Leadership Development

3 credit hours

(Transcribed for major credit in Management or as elective credit through International Studies)

Location:	Variable
Instructor:	To be provided
Instructor email:	To be provided

Course Overview

By the end of this course students will be better prepared to enter the global workforce as leaders in their career fields. This course is intended to help students gain an understanding of the Attributes Employers Want to See on New College Graduates' Resumes as defined by industry assessment conducted by the World Economic Forum. Learning and developing these attributes will increase students' marketability to future global employers, contribute to their leadership capacity and their ability to attain professional success in a global economy.

1. Complex Problem Solving
2. Critical Thinking (not yet used in below objectives or course outline)
3. Creativity (not yet used in below objectives or course outline)
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgement and Decision Making
8. Service Orientation (not yet used in below objectives or course outline)
9. Negotiation
10. Flexibility

A Liberal arts higher education prepares students to develop the skills most sought after by employers in the XXI century global workforce. Whether their major is Psychology, English, History, Biology, or Mathematics, students in this course will be challenged to embrace their passion and learn the aforementioned skills for success in the global economy.

Course Objectives:

Through this course, students will develop their own definition of the qualities of a leader, the purpose of leadership, and how leadership can affect positive change within the workplace. This course emphasizes applied learning as leadership can be practiced everywhere, all the time and is not dependent on one's status within an organization. The course will explore the value of continuous learning, character building, the ability to make professional connections and the ability to assess and adapt to various cross-cultural contexts. It will also explore the importance of accountability. By focusing on team building, problem solving, leadership skills, intercultural understanding, and communication tools student will develop an understanding of themselves, their leadership strengths, and the "real" skills employers are looking for. At the conclusion of the course students will have gained self-awareness of their own leadership style, developed intercultural understanding of foreign work culture, completed a career roadmap plan, and completed career communication essentials such as an online LinkedIn profile, interview skills, and networking training.

Learning Outcomes:

At the completion of this course students will be able to:

- Strengths-based Career Readiness
 - Identify their own personal Strengths based on their natural and acquired dispositions;

- Apply their strengths towards one or more specific career paths;
 - Articulate their Strengths and experiences in career development activities (e.g., resume and cover letter, social media, interviews)
- Global Workforce Development
 - Identify and explain the importance of WEF attributes in the global workforce and their own professional development and marketability.
 - Articulate their professional attitude towards individual work, responsibility and productivity, and how this varies across cultures.
 - Conceptualize and practice professional behaviors (eg. dress, verbal and non-verbal, cultural norms)

Collaborate professionally in a team environment

- Develop and use written, spoken and body language skills effectively across cultures.

Prerequisites / Corequisites:

- Have completed one year of full time enrollment at a higher education institution and be in good academic standing at home institution.
- Students should have a minimum overall GPA of 2.5 to be considered eligible for the program. (Students under this GPA must petition to Global Experiences for entry into the program).
- Must meet home institution internship eligibility requirements.
- Students should have no code of conduct violations on their record at their home institution.
- Note: Some academic departments may have a different requirement for completion of specific curriculum as part of the internship.

Instructor/Instruction: Students must be admitted to an approved Global Experiences program to be simultaneously enrolled in GE 310: Global Internships (1-12 credit hours) or a recognized internship course at a degree-granting college or university. Once registered students will access the course via Moodle. Grading and assignments will be assessed by GE Faculty. Students will be responsible for attending live webinars and submitting weekly or bi-weekly assignments. A final transcript will be generated by Fairfield University.

Selected Readings from These Required Texts:

1. Rath, Tom. *StrengthsFinder 2.0*. New York: Gallup, 2009.
2. Kouzes, James, Barry Posner. *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*. 5th edition. San Francisco: Jossey-Bass, 2012.
3. Cheleff, Ira. *The Courageous Follower: Standing Up to and For Our Leaders*. San Francisco: Berret-Koehler Publishers, 2009.
4. Burnett, Bill and Dave Evans. *Designing Your Life: How to Build a Well-Lived, Joyful Life*. New York: Alfred Knopf. 2016.
5. Stephen Covey, *Seven Habits of Highly Successful People*, 1989, Free Press
6. Bradbury, Travis and Greaves, Jean. *Emotional Intelligence 2.0*,

Required Videos: Found on the Global Experiences YouTube Channel

- Video 1: Introduction To LinkedIn: Maximizing your electronic networking capabilities
- Video 2: Rocking Your Interview: How to Represent Yourself to get the job you want
- Video 3: Social Media: Have you thought about what your Facebook History says about you professionally
- Video 4: Internship Do's: How to seem like part of the company from the start

- Video 5: Alumni Webinar: How to maximize your networks towards your leadership goals
- Video 6: Introduction to CliftonStrengths
- Video 7: something on cross-cultural skills in the workforce (I think we have one titled “Culture and Language”)

Assessments

20% - Active Participation: Success in this course depends on timely completion of assignments and responsiveness to the instructor, active and mature participation in coaching sessions, phone calls and interviews, and active participation in online posts. Both the quality and quantity of active participation is assessed.

40% - Writing assignments which should be loaded into Moodle at the assigned time, and one 2,700 word culmination reflective essay also to be uploaded to Moodle at the assigned time.

40% Personal Leadership / Career Documents (SMART Goals, LinkedIn Profile, Social Media Updates, Professional Documents, Leadership Statements, Core Values Statement): These professional career documents are assessed based on both the content and the quality of the writing.

Course Schedule

This course is delivered over 12 weeks. The first 8 weeks focuses on positioning individuals to be the best candidate for career opportunity through the development of self-awareness, skill development, assessment, and coaching while the last four weeks focus reflection of how lessons learned have impacted the student during their concurrent internship and how they will take newly honed leadership skills into their future careers.

Week	Topic	Lecture	Tasks / Assignments	Readings
1	Why Lead / What Leadership Looks Like (leadership development)	Overview of syllabus, using an online platform, and submitting assessments Completing assessment		<ul style="list-style-type: none"> ▪ Burnett, Pages 1 – 100 ▪ Kouzes / Pozner 1 - 100
2	Leadership from a Strengths Perspective (leadership development, career readiness)	Following the assessment participate in an individual coaching session with a Gallup-certified coach	Writing Assignment 300 Words: Write your own Personal / Leadership statement	<ul style="list-style-type: none"> ▪ Burnett, Pages 100 – 200 ▪ Kouzes / Pozner 100 - 200 ▪ Rath, Introduction and chapters on their Top 5
3	Your Professional Self in the Global Workplace (leadership development)	Intercultural Dialogues, Cultural Norms in the Workplace , Living Abroad	Writing Assignment 500 Words: What Extraordinary thing would you make happen at your internship location	<ul style="list-style-type: none"> ▪ Burnett, Pages 100 – 200 ▪ Kouzes / Pozner 100 – 200 ▪ Video 1 ▪ Video 2
4	Establishing Professional Core Values / Effective Workplace	How to be Noticed for the Right Things	Writing Assignment 500 Words: What is your Joyful life?	<ul style="list-style-type: none"> ▪ Burnett, Pages 300 – 416 ▪ Video 3

	Communication/ Reading Office Culture (leadership development)			
5	The New Work Environment: Team Building and Management Skill Building (WEF attribute 4, 5)	Leading without Authority, Upward Management	Writing Assignment 300 Words: Create your own Core Values Statement and outline how this statement will direct your workforce behavior	<ul style="list-style-type: none"> ▪ Chleff, pages 1 – 100 ▪ Covey, Pages 1 – 100 ▪ Video 4 ▪ Video 5
6	Problem Solving and Conflict Resolution Skill Building (WEF attributes 1, 5, 9)	Ability to recognize / solve problems	Writing Assignment: What difficult situation have you encountered in your workplace and how have you shown resilience.	<ul style="list-style-type: none"> ▪ Chleff, pages 100 – 200 ▪ Covey, Pages 100 – 200
7	Global Career Development Workshop	Resilience in Workforce Leadership	Writing Assignment: Cultural Awareness	<ul style="list-style-type: none"> ▪ Chleff, pages 200 - 272 ▪ Covey, Pages 200 – 300
8	Emotional Intelligence in the Workplace (WEF attribute 6)	What is EI, why is it valued by employers and how you can develop it.	Writing Assignment 500 Words: Courageous Follower topic EI Assessment + reflection	<ul style="list-style-type: none"> ▪ Emotional Intelligence 2.0
9	The Art of Networking in a Global Workforce (career readiness skill)	Why is networking important to career advancement and what are the necessary skills?	Perform an Informational Interview with Host Supervisor Writing Assignment: Summarize the informational interview Videos on LinkedIn and social media presence Outline their current network	
10	Career Decision Making and Planning for the Future (career readiness skills, WEF attribute 7, 10)	What are the various factors to consider when deciding the next steps in your career? Goal setting for your career. Considering happenstance and flexibility in career development.	Writing Assignment 500 Words: Which of the 7 Habits outlined by Covey will be your career focus Work values assessment to aid career decision making (handout) Setting long term, mid term, short term and micro career goals (handout)	Burnett Selected article on career decision making and goal setting TBD
11	Negotiating Skills (WEF attribute 9)	What are the basic principles of successful negotiation and why is it important to global	Writing Assignment: Revise Resume / Cover Letter / Social Media (LinkedIn) Negotiation case study assessment	Selected article on negotiating TBD

		workforce development?		
12	Reflection	Integrating leadership into	Final Paper Written Paper to be 2700 words speaking to the student's leadership abilities	

Academic Integrity

The integrity of the learning process is dependent upon an accepted code of academic honesty. Academic honesty can mean many things including not cheating on tests and quizzes, correctly citing sources in written papers, handing in one's own work not that of another student, not faking illness to get out of class, etc. In this course, the most likely form of academic dishonesty will likely be not handing in one's own work in the written essay. Course instructors have considerable flexibility as to how to handle instances of academic dishonesty. In this course, if the instructor concludes that an assessment instrument does NOT represent the true work of the student, the student will receive a zero (0) for that instrument. If it happens twice, the student will receive an F for the course.