

**Miyazaki International College**  
**Course Syllabus**  
**Spring 2018**

Course Title ( Credits )	<b>IDS312-1: Global Leadership in the 21<sup>st</sup> Century (3)</b>
Course Designation for TC	N/A
Content Teacher	
Instructor	Jeong-Pyo Hong, Ph.D.
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Language Teacher	
Instructor	
E-mail address	
Office/Ext	
Office hours	

<b>Course Description</b>		
<p>This course introduces major theories and practices of global leadership as a discipline. It is designed to help students precisely study the global leadership, its theories, environment, modern and current leadership, and their personality, teams, leading, change, and developing in the 21<sup>st</sup> century. Topics include current political, business, and social leaders such as Sir Winston Leonard Spencer-Churchill, William Henry Gates III, and Martin Luther King, Jr. The course will be done in the form of a seminar on global leadership. For substantial leadership studying, prominent men of the time will be invited to, much visual materials will be used at, various cases will be studied in the class, and field researches will be done.</p>		
<b>Course Goals/Objectives</b>		
<p>The primary purpose of this course is to provide students with a focused, interdisciplinary problem-solving and active learning capability for the future leaders. This course is to help students combine excellent communication and academic skills with a demonstrated interest in developing their leadership potential, and in addition to take on leadership roles at the local, national, and global levels.</p>		
<b>Tentative Course Schedule</b>		
Week	Topic	Content/Activities
<b>01</b>	Introduction	Who is a leader? What is the leadership?
		Globalization

02		Obstacles of Effective Leadership
		Leadership and management
03		Roles and Functions of Leaders
		Changes in Organizations and in Expectation
04	How to create wisdom for leaders	Definition and Levels of Culture
		Cultural Mindset
05		Self-Assessment
		What is our mission?
06		How will our customers change?
		What does the customer value?
07	Individual Differences and Traits	Elements & impact of Individual Difference characteristics
		Democratic Characteristics of Leaders
08		Value
		Abilities and Skills
09		Personality traits that contribute to leadership
		Using individual characteristics
10	Contemporary Concepts	New Era of leadership Research
		Transactional and Transformational Leadership
11		Value-Based Leadership: Servant, Authentic, and Positive Approaches
		How do executives affect their organization?
12		Leading teams
		Leading changes
13	How to become a leader?	Shared struggle
		Required Elements of Effective Development
14		Methods of Leader Development
		Development and Culture
15	Conclusion	Discussion
		Final Examination

### Required Materials

1. Afsaneh Nahavandi (2015). *The Art and Science of Leadership*. New York: Pearson.
2. Simon Ainek (2014). *Leaders Eat Last: Shy Some Teams Pull Together and Others Don't*. New York: Portfolio/Penguin.
3. Peter F. Drucker, Frances Hesselbein, and Joan Snyder Kuhl (2015). *Peter Drucker's Five Most Important Questions: Enduring Wisdom for Today's Leaders*. New Jersey.
4. Jonathan Michie (2017). *Advanced Introduction to GLOBALIZATION*. UK: Edward

Elgar Publishing.

Students will be provided copies of short articles from textbooks, newspapers and magazines as text. It is required that students do all the readings and assignments before coming to each class.

-Readings

-Participation in Class Room Activities

-Presentation on Readings

-Independent Research Project

-Organization of all course materials in a course binder

### **Course Policies (Attendance, etc.)**

MIC believes that teaching and learning are reciprocal activities that require regular interaction between students and teachers. Such interaction cannot occur when students actively participate discussions and related activities. So, active participation and discussion are both important requirements in this class.

Exceptions can only be made if there are compelling situations due to illness or for other emergencies. In order for an absence to be excused, a letter of explanation in English is required from you and standard form is needed from your doctor. More than four absences will be viewed very seriously. If a student has more than four unaccounted absences, an instructor will issue a warning. Unless the student shows improvements after the warning, the student will be in a danger of failing this course. "Unexcused" absence means absence from class without adequate reasons such as illness accidents and job hunting.

Getting a solid education at MIC is your responsibility and has dramatic implications for the quality of life that you will lead in the 21<sup>st</sup> century in Japan and abroad. Education is an investment that you make in yourself. It is up to you to complete assignments on time and during class. During class, I hope that you will ask many questions and challenge ideas pertaining to Japan, East Asia, and global relations. If you need any assistance for any problems, I will listen and offer suggestions and feedback. Discussions made are your decisions. Work diligently, participate discussions and activities, and you will excel then succeed.

### **Class Preparation and Review**

Students are expected to spend at least one hour preparing for every hour of lesson, and one hour reviewing and doing Homework. Please refer to Hong's *How to Series: Essence of Professional*

<i>Communication.</i>	
<b>Grades and Grading</b>	
-Participation and Presentation:	30%
-Class and homework assignment:	20%
-Short essays:	30%
-Final:	20%
Methods of Feedback:	
Feedback will be given orally to students. Mid-term papers will be checked and returned with comments.	
Diploma Policy Objectives:	
<p>Work completed in this course helps students achieve the following Diploma Policy objective(s):</p> <ol style="list-style-type: none"> <li>1: Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)</li> <li>2: The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations</li> <li>3: The ability to identify and solve problems</li> </ol>	
Notes:	

文部科学省から採択された 大学教育再生加速プログラム 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and stress grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows an understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	Insufficient effort or evidence of achievement
	Awareness of Current Events & Global Issues					
	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
English Language Ability	Writing					
	Oral Communication					
	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions	
Japanese Language Ability	Writing					
	Oral Communication					
	Reading					