IB/IR 393 LEADING ACROSS CULTURES: PRINCIPLES AND PRACTICE
IES Abroad Barcelona

DESCRIPTION: No course can teach an individual to become a leader, but it can teach one to think about the subject in a meaningful way. It can also help students understand the path that others have taken and how they might advance their own. That is the objective of this course. Key theoretical approaches to leadership are introduced, and students examine why and how several individuals have succeeded or failed in a variety of settings. This course places particular emphasis on the difficult cross-cultural leadership challenges that exist today in our corporations, governments, international institutions and communities. Students draw upon a variety of course materials including case studies (with cases involving Europe and Spain to make the Barcelona experience even more compelling) and readings from business, international relations, psychology, biography, history, and literature. Throughout the semester, students are asked to examine three principal questions: 1) What does leadership mean? 2) Do cultural differences matter when it comes to leadership? 3) How is the subject of leadership relevant to my life?

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None. This course is geared toward a wide audience. It is particularly relevant for students whose focus of study is international business or international relations.

METHOD OF PRESENTATION:
- Lecture
- Class discussion
- Videos
- Group exercises
- Course-related trip

REQUIRED WORK AND FORM OF ASSESSMENT:
- Class preparation & participation (30%);
- Mid-Term Take-Home Exam #1 (20%);
- Mid-Term Take-Home Exam #2 (20%);
- Final Paper (30%)

Students’ participation in class is essential and it will be assessed. Students are expected to have an active role in the class, participating in class discussions and fulfilling the required work for each session. One term paper (approx. 12 pages long; Times New Roman 12; double-spaced) will be written by each student. This assignment requires the student to integrate major themes of the class and reflect upon how one or more themes is related to the student’s life. It does not require outside research. The paper will be due near the end of the semester and must be submitted in hard copy and also sent by e-mail to the professor. The take-home Mid-Term Exams may be short answer or essay in nature. The exams will test students’ understanding of key elements of leadership as well as key ideas or challenges associated with cross-cultural leadership. They will also ask students to analyze a leadership case and/or integrate several themes of the course into a single written answer.

LEARNING OUTCOMES:
By the end of the course students will be able to:
- Demonstrate an understanding of the main theoretical approaches to leadership study
- Analyze a leadership case using three lenses: accountability, character and action
- Explain the key factors and challenges associated with effective cross-cultural leadership
• Distinguish real leadership from authority/influence that does not serve positive social change
• Demonstrate personal reflection about how the concept of leadership touches them
• Describe developmental steps that will enable them to assume leadership roles in the future

ATTENDANCE POLICY:
Attendance is mandatory for all IES Abroad classes, including course-related trips. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than three classes in any course 3 percentage points will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.

CONTENT:
A Special Note on Course Content
The course uses a mix of source materials—in business, international relations, biography, history, even literature. This blend reflects the multi-faceted nature of leadership itself. The literary sources in particular are included by design, for they offer something that a traditional business case or scholarly article cannot: the opportunity to “see” into the heads of key actors. No matter how forthcoming, no leader is willing or capable of describing the real ethical, emotional and spiritual dilemmas and trade-offs that he or she faces, yet these issues go to the very heart of leadership. By contrast, the use of a short story or novella as case study allows these issues to come to life; students are better able to understand the conflicting sense of guilt, ambition, disappointment, duty, loyalty, and other emotions that leaders face. Experience in the classroom has also demonstrated that student participation is most active with respect to these materials. Indeed, students can usually relate to everyday characters more than they can to the traditional “heroic” models (e.g., Gandhi, Mother Theresa) that are frequently the mainstay of leadership studies.

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<tr>
<th>Session</th>
<th>Content</th>
<th>Required Reading</th>
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| Session 1 | Introduction  
Overview of the Course |  |
| Session 2 | Setting the Stage  
An introduction to the traditional approaches to leadership study. In this session students are also introduced to the analytical framework that the course follows for purposes of thinking about leadership. | • Carlyle, Thomas. On Heroes, Hero-Worship, & the Heroic in History. Berkeley: University of California Press (1993), pp. 3-4.
| Session 3 | Leadership & Accountability  
In this session students consider whether or not there are basic universal ethical duties. If so, to whom are these duties owed? | • “Truman and the Bomb” (class hand-out)
• “Morality and Duties” (class hand-out)
| Session 4 | Leadership & Accountability  
own aspirations and dreams with their duties to other people?


**Session 5**

**Leadership & Accountability**

What obligations do we owe as agents? This session’s case concerns an ambitious young employee who is faced with a conflict between her duty as corporate manager and her personal values.


**Session 6**

**Leadership & Character**

In this session students begin to assess the following: what is character? How does character affect a person’s ability to meet the moral and practical demands of leading an organization or a community? What is a moral code or compass?


**Session 7**

**Leadership & Character**

In this session students examine character issues in both a business and political setting.


**Session 8**

**Leadership & Character**

What does it mean to say that a leader has courage? Why is this important? Where does it come from? How is it related to individual character? How is it related to social change?


**Session 9**

**Leadership & Action**

In this session students will begin to go beyond questions of accountability and character in order to see how leaders actually get things done and mobilize others. Students examine the questions: What is the best way for leaders to think about the issue of action? What will work in the world as it is?

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<th>Session 10</th>
<th>Leadership &amp; Action</th>
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<td>This session continues with an examination of how to get things done. What leadership approaches or styles work to effect change? What kind of interaction must take place between leader and follower? What kind of leader is King Juan Carlos of Spain? After Franco’s death, what steps did King Juan Carlos take to successfully make the transition to democracy at an especially fragile time?</td>
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<td>• Govan, Fiona. “King Juan Carlos of Spain’s Letters to His Son,” Telegraph (UK), March 28, 2008. Online access: <a href="http://www.telegraph.co.uk/news/worldnews/1583175/King%E2%80%90Juan%E2%80%90Carlos%E2%80%90of%E2%80%90Spains%E2%80%90letters%E2%80%90to%E2%80%90his%E2%80%90son.html">http://www.telegraph.co.uk/news/worldnews/1583175/King‐Juan‐Carlos‐of‐Spains‐letters‐to‐his‐son.html</a></td>
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<td>Session 11</td>
<td>Leadership &amp; Action</td>
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<td>In this session we take a look at Winston Churchill’s war leadership—what skills did he draw upon to effectively lead during that crisis? We also get a first look at the “adaptive” theory of leadership. What kind of diagnostic work must be done to assess reality and existing value conflicts? What is an adaptive challenge? How can leaders educate followers to stay on task and do the work that needs to be done to solve real problems?</td>
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<td>Session 12</td>
<td>What is Culture &amp; Why Does It Matter?</td>
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<td>How should we think about differences in values and attitudes? What opportunities and dangers do these differences pose?</td>
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<th>Readings</th>
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| 14 | Leadership & Cultural Conflict in Business | In this session, students consider a film that documents a mixed-race entrepreneur’s failure to lead a local tribe in their joint-venture coffee plantation. The central challenge raised is how to meet common goals when overwhelming cultural differences are involved. 
“Leading Across Cultures at Michelin (A), (B), (C)” [(B) and (C) handed out in class] |
| Session 21 | Leading without Authority | How do individuals who lack authority or a visible office exercise leadership?  
| Session 22 | Women & Leadership | This session offers special attention to women and leadership.  
| Session 23 | Inspiration |  
Course-Related Trip  

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Final Exam

REQUIRED READINGS:

- “Leading Across Cultures at Michelin (A), (B), (C)” Harvard Business School Cases
- “Spanish King Juan Carlos Celebrates his 70th Birthday.” Online access: http://www.typicallyspanish.com/news/publish/article_14455.shtml
- Govan, Fiona. “King Juan Carlos of Spain’s Letters to His Son,” Telegraph (UK), March 28, 2008. Online access: http://www.telegraph.co.uk/news/worldnews/1583175/King‐Juan‐Carlos‐of‐Spain’s‐letters‐to‐his‐son.html

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REQUIRED VIDEO & AUDIO:

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