

Leadership Across the Globe



*"Come mothers and fathers throughout the land
And don't criticize what you can't understand
Your sons and your daughters are beyond your command
Your old road is rapidly agin'
Please get out of the new one if you can't lend your hand
For the times they are a-changin'."*
--Bob Dylan

**School for New Learning
DePaul University
Fall 2009**

General Information:

Faculty: Gregory L. Gilmore
Email: profgregdp@yahoo.com
Telephone: 219/926-1441
Location: Oak Forest
Dates/Time: Tuesdays, September 15-November 17
Credit Hours: 4

Course Description:

What makes a good leader? Are leaders influenced and formed by time and place or are great economic, humanitarian and political leaders born to their destiny? What characterizes a good leader in our interconnected world and what leadership lessons can we learn from the past?

Globalization has become the buzzword of the 21st century. To some, it is a curse manifested in economic outsourcing, destruction of the rain forest, exploitation of workers by multi-national corporations, human rights violations, environmental degradation--and much more. Proponents, however, argue that globalization, a phenomenon that has been going on since recorded history, has produced great benefits for many people around the world. Why has a word that has been in our English vocabulary for the past 40 years recently become such a polarizing term, often a focal

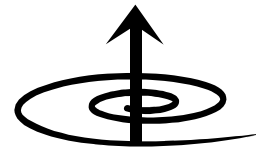
point of hostile passions that have erupted in violent protests? What exactly is *globalization*? Where did it come from and who led us here? Why is it seemingly everywhere? What do we need to learn and do to thrive as residents and leaders in the global community? These are some of the many questions we will address in *Leadership across the Globe*.

This course is designed to take you on a learning journey that will progress along three parallel paths. On the *first* path you will explore the phenomenon of globalization, its history, the players, both past and present, the winners and losers, the promises and challenges for the future. On the *second* path you will examine the special challenges that globalization poses to each of us whether we are now in leadership positions or are aspiring to become the leaders of the future. As a class we will analyze several case studies involving leaders selected from different eras, from various walks of life, from around the world that have addressed or are now addressing issues that are global in scope. In this process, you will learn about the leadership principles, values and practices that guided and inspired these leaders. And then on the *third* path, you will be asked to identify and evaluate the lessons you have learned and their impact on what *leadership* means to you and the way you evaluate the leaders in your life. Educational activities in the course are multi-media and include small and large group discussions, journaling, exercises and presentations, research, weekly writing assignments and a final paper.

Course Learning Goals

After completing this course, you will be able to:

- Articulate a deeper understanding of the complexities and interconnections of globalization.
- Describe the special challenges that globalization presents to each of us whether we are now in a leadership position or are aspiring to become a leader of the future.
- Explain the lessons you have learned from your examination of the principles, values, actions and the appeal of individual leaders from history whose endeavors have been global in scope and significance.
- Evaluate your own leadership skills and aspirations and those of the leaders in your life.



An overarching goal of this course is to be an enriching, rewarding experience where you will have the opportunity share ideas in a safe environment.

Faculty Biography:

Gregory L. Gilmore has been engaged in leading change for over 40 years. His career path has evolved into a leadership development plan that has been shaped by executive leadership, entrepreneurial and consulting experiences in such diverse fields as downtown development, the performing and visual arts, real estate development and multi-use construction, life coaching, landscape design and, most recently, teaching. But, the common thread that binds his mosaic career is *change* on the community, organizational or personal level. Another major thread that emerges is Mr. Gilmore's love for learning, his passion for teaching and his deep desire to ignite the spark of lifelong learning in others. As someone who has devoted a lifetime to developing his own leadership capabilities, he is now focusing on helping to identify and develop the skills that will be required of future global leaders.



Mr. Gilmore's extensive leadership experience has provided the spirit and substance for the courses he now teaches at DePaul University's School for New Learning and in the University's Interdisciplinary Studies Program. His current courses at the School for New Learning include:

- *Discovering the Leader Within: Exploring Transformational Leadership*
- *Leadership across the Globe*
- *The Leadership Edge*, an online course
- *The Art of Living: Achieving Fulfillment during Life's Transitions*
- *Career vs. Calling: Life is All About the Hyphen*

He also serves as Professional Advisor to approximately 30 SNL students in any given quarter, providing guidance and assessing their performance as they progress in their learning plan.

Mr. Gilmore currently teaches the course *Values-Based Leadership: Making a Difference While Making a Profit* in the Interdisciplinary Studies Program at DePaul.

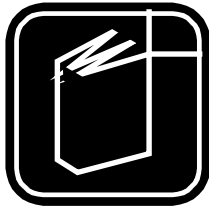
Gregory L. Gilmore earned his Master of Arts Degree in Economic Development and International Relations from The Fletcher School of Law and Diplomacy at Tufts University and his Bachelor of Arts Degree, with majors in political science and history, from Bowling Green State University.

"In every age there comes a time when leadership must come forth to meet the needs of the hour. Therefore, there is no potential leader who does not find his or her time...be ready to seize your moment!"

--John Maxwell

Competencies Offered:

- H-1-X:** Can describe the roles of individual leaders in history whose endeavors have been global in scope and significance.
- H-5:** Can analyze issues and problems from a global perspective.
- F-X:** Can articulate the lessons learned from studying leaders in history who have addressed global issues and can incorporate the findings into an evaluation of your own leadership aspirations as well as the leaders in your life.



Course Resources:

Required Texts

Chanda, Nayan. BOUND TOGETHER: How Traders, Preachers, Adventurers, and Warriors Shaped Globalization (Yale University Press, 2007) ISBN 978-0-300-11201-6

Meredith, Robyn. THE ELEPHANT AND THE DRAGON: The Rise of India and China and What It Means for All of Us (W.W. Norton & Company, 2007) ISBN 978-0-393-06236-6

Required Article and Report Reading:

Covey, Stephen R. (2004). "The Problem". *The 8th Habit: From Effectiveness to Greatness*, pp. 12-17.

Transcript of the "Charlie Rose Show: An Interview with Thomas L Friedman".

Goleman, D. (1996) "What makes A Leader?" *Harvard Business Review*, pp. 93-102.

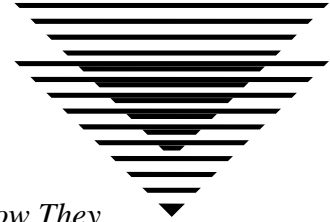
Stiglitz, Joseph E. (2006). "The Promise of Development" *Making Globalization Work*, pp. 56-59.

All of these reading assignments can be found on the DePaul Library's electronic reserves (eRes) for this course.

“I claim not to have controlled events, but confess plainly that events have controlled me.”

--Abraham Lincoln

Recommended Reading:



Axelrod, Alan. *Elizabeth I CEO: Strategic Lessons from the Leader Who Built an Empire* Prentice Hall, 2000.

Beschloss, Michael. *Presidential Courage: Brave Leaders and How They Changed America 1789-1989* Simon & Schuster, 2007.

Blumberg, Arnold. *Great Leaders, Great Tyrants? Contemporary Views of World Leaders Who Made History*, Greenwood Press, 2007.

Cahill, Thomas. *Sailing the Wine-Dark Sea: Why the Greeks Matter* , Anchor Books, 2004.

Coughlin, Lin (ed.). *Enlightened Power: How Women are Transforming the Practice of Leadership* Jossey-Bass, 2005.

Goodwin, Doris Kearns. *Team of Rivals: The Political Genius of Abraham Lincoln* Simon & Schuster, 2005.

Kanter, Rosabeth Moss. *World Class: Thriving Locally in the Global Economy* Touchstone, 1995.

Loeb, Paul Rogat. *The Impossible Will Take a Little While* Basic Books, 2004.

Mayo, Anthony J. and Nohria, Nitin. *In Their Time: The Greatest Business Leaders of the Twentieth Century*, Harvard Business School Press, 2005.

McCullough, David. *Brave Companions: Portraits in History* Simon & Schuster, 1992.

Rivoli, Pietra. *The Travels of a T-Shirt in the Global Economy* John Wiley & Sons, 2005.

Roberts, Cokie. *Founding Mothers: The Women Who Raised the Nation* , HarperCollins, 2004.

Sacks, Jeffrey. *The End of Poverty: Economic Possibilities for Our Time* Penguin, 2006.

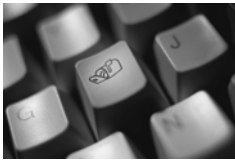
Stiglitz, Joseph E. *Making Globalization Work* W.W. Norton, 2006.

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Winik, Jay. *April 1865, the Month that Saved America*, Harper Collins, 2001.

Yerkins, Daniel and Stanislaw, Joseph. *The Commanding Heights* Touchstone, 1998.

Yunus, Muhammad. *Creating a World Without Poverty: Social Business and the Future of Capitalism* Public Affairs, 2007.



Websites:

Harvard Business Review
<http://www.hbr.org/explore>

Yale Center for the Study of Globalization
<http://www.ycsg.yale.edu/center/index.html>

Yale Global Online Magazine
<http://www.yaleglobal.yale.edu>

The Institute for Leadership Studies and History
<http://ilsh.org/>

Center for Creative Leadership
Advancing Global Leadership Programs
<http://www.ccl.org/leadership/landing/agl.aspx>

Chicago Public Radio's "Worldview"
http://www.chicagopublicradio.org/Program_wv.aspx

American Public Media's "The Story"
<http://thestory.org/archive/>

C-Span: American Perspectives
<http://www.c-span/homepage.asp>

Bill Moyers' Journal
<http://www.pbs.org/moyers/journal/index-flash.html>

The History Channel
<http://www.history.com>

“Effective leadership can move organizations from current to future states, create visions of potential opportunities for organizations, instill within employees commitment to change and instill new cultures and strategies in organizations that mobilize and focus energy and resources. These leaders are not born. They emerge when organizations face new problems and complexities that cannot be solved by unguided evolution. They assume responsibilities for reshaping organizational practices to adapt to environmental changes. They direct organizational changes that build confidence and empower their employees to seek new ways of doing things. They overcome resistance to change by creating visions of the future that evoke confidence in and mastery of new organizational practices.”

--Warren Bennis and Burt Nanus

Leaders: The Strategies for Taking Charge, pp.17-18.

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Paul Rogat Loeb
<http://www.theimpossible.org>

Blogsites:

International Herald
<http://blogs.iht.com/tribtalk/business/globalization/>

The Agonist
<http://www.agonist.org/>

The History Network
<http://www.thehistorynetwork.org>

The History News Channel
<http://www.hnn.us>

Attendance and Class Participation:

It is important that you attend each class session. DePaul University anticipates that all students will attend all classes. I hope that you will find this class so interesting that you will not want to be absent. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your “tutor” for the missed session. Students missing more than two class of our ten-week course will not have met the requirements for a passing grade.

Criteria for Assessment:

Leadership around the Globe is a graded course. Your final grade will be based on the successful completion of papers, weekly reading and homework assignments as well as class attendance and participation. Please see the following percentage distributions for specific assignments related to specific competencies:

For any **two** of the competencies:
Class attendance and participation: 40%
Weekly homework assignments,



including Reflections Journal: 30%
Final Paper: 30%

For **one** competence:
Class attendance and participation: 40%
Weekly homework assignments,
including Reflections Journal 20%
Final Paper: 40%

Assessment Criteria for Each Competence:

If you are taking this course for **two** competencies, including the H-1-X, H-5 and F-X competencies, you will need to complete a 4-5 page Final Paper for **each** competency, or an 8-10 page paper, if you combine any two of the above competencies, complete all weekly homework assignments and participate in weekly classroom activities. If you are taking this course for only **one** competence, you will need to complete a 4-5 page Final Paper, complete all weekly homework assignments and participate in weekly classroom activities. By Class Five, if not earlier, class time will be devoted to reviewing examples of Final Paper topics. You will be asked to develop a proposal for your Final Paper in outline form by Class Six. I will work with each of you on your proposed Final Paper topics. I think you will find that ideas and topics for your Final Paper often naturally evolve as the class proceeds. Each week's work follows a "building block" process.

Written Work will be Evaluated As Follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or

simplistic; may indicate that student has not done reading assignments thoroughly.

All papers must be typed, double-spaced with one inch margins, and exhibit college-level writing skills. Please use spell check and any other aids at your disposal. Be sure to read carefully for any grammatical errors. All papers and other assignments must be handed in by the due date, unless you have asked in advance and have received permission from me. In all of the material submitted in this class, you will be expected to uphold the University's guidelines on academic integrity found in the Student Handbook (Please see below.) To take the course for Pass/Fail, please notify me by Class Two.

Writing Help:



For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the *Writing Guide for SNL Students* at <http://snl.depaul.edu/writing/index/html>. For on-campus and online tutoring, see the *DePaul University Writing Centers* at <http://condor.depaul.edu/~writing/>.

Also see: **Reading, Writing, and Researching for History: A Guide for College Students** at <http://academic.bowdoin.edu/WritingGuides/>

Course Grading Scale:

A	95-100
A-	91-94
B+	88-90
B	85-87
B-	81-84
C+	77-80
C	73-76
C-	69-72
D+	65-68
D	61-64
F	60 or below

Class Schedule:

Week One: Introductions and Course Overview

Key topic: The economic and technological forces at play in globalization today.

Reading and Viewing Assignments:

1. Chanda, Introduction-p.33 and pp. 245-269.
2. Watch “A Conversation with Nayan Chanda”
<http://globetrotter.berkeley.edu/people/Chanda/chanda-con0.html>

Week Two: *Globalization: An Historical Perspective*

Reading Assignments:

1. Chanda, pp. 35-69.
2. Meredith, pp. 9-57.
3. “Charley Rose Interview with Thomas L. Friedman”
(on electronic reserves)

Week Three: *The Leader: An Historical Perspective*

Reading Assignments:

1. Chanda, pp. 71-103.
2. Meredith, pp. 58-96.

Week Four: Researching History

Reading Assignments:

1. Chanda, pp. 105-143.
2. Meredith, pp. 97-158.

“We are not makers of history. We are made by history.”

--Martin Luther King

Week Five: Exploring Leaders around the World and Their Defining Moments:
Some Examples

Reading Assignments:

1. Chanda, pp. 145-173.

Week Six Exploring Leaders around the World (continued)

Reading Assignments:

1. Chanda, pp. 175-207.

Week Seven The Evolving Role of Leaders: A Contemporary Perspective

Reading Assignments:

1. Chanda, pp. 209-243.
2. Meredith, pp. 159-187.

Week Eight The Road Ahead: The Fears of Globalization and the Challenges to Leaders

Reading Assignments:

1. Chanda, pp. 271-330.
2. Meredith, pp. 188-213.

Week Nine Bound Together: Living and Leading in Our Interconnected World

Week Ten Embracing the Future: Some Final Thoughts

Final Papers Due

Addenda :

According to the policies of DePaul University:

All students must be registered and listed on the class roster by the beginning of the second week of the quarter. Students not on the roster by this time cannot stay in class under any circumstances. Please contact the SNL Advising Center (snladvising@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged.. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented and presented to the University through the SNL Exceptions Committee

(snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student's career at DePaul.

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University's Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.