



GE 301 – Global Workforce and Leadership Development

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

3 credit hours

Term: Fall 2020, 8-week sessions
Location: Virtual/Worldwide
Instructor: To be assigned
Instructor email: To be assigned

3-credit course requirements

- Timely completion of assignments
- Successful completion of 3 modules
- Final reflection paper on career readiness and leadership skills

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.

COURSE PLATFORM

This course is delivered online via the Global Experiences Moodle site:

<https://global-experiences.moodle.school/>

Prior to the start of your program you will be enrolled in the course by Global Experiences staff. All interns will have a separate login and password. Your assignments will be posted online along with a copy of this syllabus. All assignments must be submitted through the Moodle platform by the due date in order to receive full credit. Submissions are time stamped and late assignments are subject to a reduction in points.

COURSE OVERVIEW

By successfully completing this course, students will be better prepared to enter the global workforce as leaders in their career fields by engaging with their own personal work habits and leadership styles. This course is designed to help students gain an understanding of The Top Attributes Employers Want to See of Resumes, as defined by industry assessments conducted by NACE.¹

¹

<https://www.nacweb.org/about-us/press/2020/the-top-attributes-employers-want-to-see-on-resumes/>

Learning about and developing these attributes will increase students' marketability to future global employers and contribute to both their leadership capacity and their ability to succeed professionally in the globalized economy. As of 2020, the top 12 skills, in order of popularity, are:

1. Problem-solving skills
2. Ability to work in a team
3. Strong work ethic
4. Analytical/quantitative skills
5. Written communication skills
6. Leadership
7. Verbal communication skills
8. Initiative
9. Detail-oriented
10. Technical skills
11. Flexibility/adaptability
12. Interpersonal skills

COURSE OBJECTIVES

Throughout this course, students will develop their own definition for 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 all of the time, in every location, and is not dependent on one's status within an organization. The course will explore the values 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, students 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 engaged with their own leadership style, developed a stronger understanding of workforce culture, attended a Strengths-based workshop, and completed career communication essentials, such as: an online LinkedIn profile, updated professional documents, and virtual communication training.

LEARNING OUTCOMES

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

- through Strengths-based Career Readiness:
 - o Identify their own personal Strengths based on their natural and acquired dispositions;
 - o Apply their Strengths towards one or more specific career paths or goals;
 - o Articulate their Strengths and experiences professionally (e.g., resume and cover letter, social media, interviews.)
- through Global Workforce Development:
 - o Identify and explain the importance of NACE attributes in the global workforce and their own professional development and marketability;
 - o Articulate their professional attitude towards individual work, responsibility and productivity, and how this varies across cultures;

- o Conceptualize and practice professional behaviors (eg. dress, verbal and non-verbal, cultural norms);
- o Collaborate professionally in a team environment;
- o Develop and use written, spoken, and body language skills effectively in virtual work environment and culture

ASSESSMENT: *Details on assignments and course schedule are listed below*

60% - Active Participation: Success in this course depends on timely completion of written assignments, which should be loaded into Moodle at the assigned time, responsiveness to the instructor, and active participation in online posts. Both the quality and quantity of active participation is assessed.

20% - Final Project: Industry Examination & Reflection - 2,700 words

20% - Personal Leadership / Career Documents (LinkedIn Profile, Professional Documents, Personal Leadership Statement, Professional Self-Introduction Video): These professional career documents are assessed based on both the content, degree of engagement, and quality of the writing.

ASSIGNMENTS

This course is delivered online via the Global Experiences Moodle site:

<https://global-experiences.moodle.school/>

All assignments must be submitted through the Moodle platform. Each intern has a login and password.

All assignments should be submitted to the instructor by close of business, local time, on the due date.

Any technological issues must be communicated to the instructor when they occur. Submission guidelines for Interactive Tasks will be arranged with the instructor based on the assigned task.

All assignments are due by the end of each week, unless a deadline is set by the instructor. Any assignments submitted late will lose points. If the final assignment is past due, 10 points will be deducted each week the final assignment is late.

WRITTEN ASSIGNMENTS

All written assignments are expected to be 500-750 words in length, unless otherwise specified by the instructor. It is expected that each document adheres to a particular style guide (MLA, APA, Chicago, et al.) and that all sources are accurately referenced.

Preferred format for written assignments: .doc (Word), .pdf (Adobe), .pages (Mac), or Google doc

Written assignments include:

- Communication Styles - after taking a quiz to learn about different communication styles, students will then transcribe an interview with a coworker, classmate, or instructor about their communication style

- Business Simulation - students will work in groups to collaborate on creating a core values system and writing a mission statement for a mock organization; assignment may be presented as an individual task if group work is not possible
- Leadership Statement - setting core values is a great step in professional and personal leadership. Students will be asked to craft a leadership statement that summarizes their own values and ethics.
- Leadership Profile - students may choose someone they consider to be a successful leader and write a profile on this person, while reflecting on what leadership means to them
- SMART Goals worksheet - students will engage in further reflection on their top five Strengths and integrating them into SMART goals for your internship and beyond.
- Skills-based Webinar - students will identify a webinar that is related to their place in the global workforce and the skills they hope to practice or gain.
- Final case study - this is a chance for students to apply their problem solving skills to a problem they've identified within their profession and/or industry and reflect on the skills they developed during the course

SELECTED READINGS

1. Rath, Tom. StrengthsFinder 2.0. New York: Gallup, 2009.
2. Kouzes, James, Barry Pozner. The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations. 5th edition. San Francisco: Jossey-Bass, 2012.
3. Burnett, Bill and Dave Evans. Designing Your Life: How to Build a Well-Lived, Joyful Life. New York: Alfred Knopf. 2016.
4. Stanford Graduate School of Business. "Make the Most of Your Virtual Communications," YouTube. <https://www.youtube.com/watch?v=Lh1fi2dOhbl>
5. "The Top Attributes Employers Want to See on Resumes," NACE, 2020. <https://www.naceweb.org/about-us/press/2020/the-top-attributes-employers-want-to-see-on-resumes/>
6. NACE Career Readiness Resources: <https://www.naceweb.org/career-readiness/competencies/research/>

Course Schedule

This course is delivered over 8 weeks and broken down into 3 modules. The first 2 weeks focus on communication skills and self-awareness at the beginning of their internship. The next 3 weeks focus on defining teamwork and leadership skills through team assignments and Strengths-based reflection. The last 3 weeks focus on positioning individuals to be the best candidate for career opportunity through the development of self-awareness, skill development, reflection, and assessment.

Further details and instructions will be provided via the Moodle assignments online.

Module	Week	Topic	Assignments	Readings/Videos
Communication	1	Introduction to Remote Work	Attend webinar; Self-introduction Video	Stanford Business: “Make the Most of Your Virtual Communications”
	2	Verbal & Written Communication	Communication Styles Quiz	Refer to 6 Steps of Teleworking Checklist
Leadership Development	3	Personal Leadership Statement Identifying Leadership Roles and Core Values of an Organization	Written Leadership Statement, Business Simulation	Kouzes & Posner
	4	Leadership Styles	Leadership Profile	Find your own TED Talk
	5	Goal Setting & Self-Reflection	SMART Goals worksheet	Burnett & Evans; NACE Career Readiness resources
Workforce Development	6	Your Place in the Global Workforce	Webinar attendance & written reflection	Skills-based webinar of your choice
	7-8	Final Project: Industry Examination & Strengths Reflection	Case Study	Rath

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. 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.



FINAL GRADES & TRANSCRIPTS

Upon successful completion of the course, Global Experiences will post grades to Fairfield University, our School of Record who is responsible for issuing transcripts. Grades are posted at the close of the term, and are typically processed within four weeks. For transcripts, it can take up to 8 weeks for the transcripts to be processed and sent to the Registrar's Office at your home institution. Your transcript will travel from Registrar to Registrar, unless otherwise specified by you or your study abroad office.