DePaul University

School of Continuing and Professional Studies

Undergraduate Program

Business, Technology and Our Global Future

Term/Year: Summer 2020

Instructor: Patricia A. Szczerba, pszczerb@depaul.edu, 1-312-362-8001, appointments need to
be scheduled

Course Dates: June 15 to August 23, 2020

Course Location: online

Course Description
Students will study the latest developments in the fields of intercultural communication and
leadership development in today's global corporations, including reading interviews from some
of the world's leaders in manufacturing, energy, telecommunications, and health care from 26
countries. This course combines hard science with cutting-edge organizational change research-
based case studies in today's trans-cultural global corporations. Students study key behaviors
needed today to be successful in a global corporation, including cultural self-awareness, frame-
shifting, inviting the unknown, third-way solutions, etc. This study includes issues global
corporations are facing in today's aging populations and population decreases. Students will
also study how disruptive technologies — mobile internet, cloud technology, robots,
automation of knowledge work, next generation genomics, 3D printing, renewable energy, etc.
— are changing and will continue to revolutionize global business and society in general.

This course is designed for students in SCPS Business Administration (BAPS), Leadership Studies
(BA), and Applied Behavioral Sciences (BA) seeking an understanding of global leadership skills
and the role of disruptive technologies in global business.
No pre-requisites. Credits: 4 CCH credits; Competencies: H5, FX

Learning Outcomes

 After completing this course, you will be able to:

- Describe the fusion of business, culture and leadership in a global environment
- Analyze global business leadership from an intercultural perspective
- Describe techniques used to train global leaders and coach global leaders
- Identify and describe ways disruptive technologies are creating organizational
  changes in global corporations
- Analyze the emerging human-robot collaboration
- Analyze the impact of "disruptive technologies" on society

Learning Strategies and Resources (Readings and Media for this Course)

In this course, you will read one book on global leadership the first five weeks and one free online book on 12 disruptive technologies in weeks six to nine. There are a couple short analysis papers and one research paper on a course topic. Each is graded according to the Grade Rubric.

To buy your books, go to http://bookstore.mbsdirect.net/depaul.htm.

Required Resources

Gundling, Ernest, Terry Hogan, and Karen Cvitkovich. *What is Global Leadership – 10 Key Behaviors that Define Great Global Leaders.* Boston/London: Brealey Publishing, 2011. ISBN-13: 9781904838234

   This text is available for purchase through mbs.

Manyika, James, Michael Chui, Jacques Buguin, Richard Dobbs, Peter Bisson, and Alex Marrs. *Disruptive Technologies: Advances that will Transform Life, Business, and the Global Economy.* McKinsey Global Institute. 2013. ISBN-13: 978-0989545716

   This text is available in print or eBook format through mbs. It is also available to be downloaded at http://www.mckinsey.com/insights/business_technology/disruptive_technologies

Available through E-reserves:

Wibbeke, E.S., and Sarah McArthur. *Global Business Leadership*, 2nd ed., Chapter 3 "The Principles of Care," pp. 61-85. London and New York: Routledge, Print. (Posted pdf file Wibbeke/dp/0415629829/ref=sr_1_1?s=books&ie=UTF8&qid=1409265568&sr=1-1&keywords=Global+Business+Leadership#reader_0415629829)

The following resources are embedded in the course:

- **Watch:** *Disruptive Technologies SLIDESHOW:* (13 slides) Link is on the home page: http://www.mckinsey.com/insights/business_technology/disruptive_technologies

- **Watch and/or read:** *The digital future of work: What will automation change?* July 2017 Interviews — text and video — on the effect of automation technologies in the workplace http://www.mckinsey.com/global-themes/future-of-organizations-and-work/the-digital-future-of-work-what-will-automation-change

- **Read: World Population Prospects 2019, Ten Key Findings,** 2pp https://population.un.org/wpp/Publications/Files/WPP2019_10KeyFindings.pdf

- **Read: Guide to 12 Disruptive Technology Examples**
  https://www.intelligenthq.com/12-disruptive-technologies/

- **Read:** 10 Lessons Learned about robotics and animation in the 2010s
  https://www.roboticsbusinessreview.com/news/10-lessons-learned-about-robotics-and-automation-in-the-2010s/

- **Human-Robot Collaboration: Efficient Collaborative Assembly in an Industrial Scenario,** 2:43min
  https://www.youtube.com/watch?v=RN9iskWeNfE

Additional Resources (Optional): Global Leadership

- **Resource:** "Do Methods Matter in Global Leadership Development? Testing the Global Leadership Development Ecosystem Conceptual Model".
  By Walker, Jennie L. *Journal of management education* (1052-5629), 42 (2), p. 239. Apr 2018

- **Resource: Global Edge**
  https://globaledge.msu.edu/

- **Resource: GLOBE Project**
  https://globeproject.com/

- **Resource: What is Geoleadership Model:** E.S. Wibbeke website:
  http://globalbusinessleadership.com/

- **Resource: World Population Prospects 2019, Highlights,** 46pp.
  United Nations Department of Economic and Social Affairs Population Division
  https://esa.un.org/unpd/wpp/Publications/Files/WPP2017_KeyFindings.pdf

- **Resource: World Population Prospects 2019, Volume 1: Comprehensive Tables,** 395pp
  https://population.un.org/wpp/Publications/Files/WPP2019_Volume-I_Comprehensive-Tables.pdf

- **Resource: WorldoMeters – real time world statistics**
  http://www.worldometers.info/world-population/

- **Resource: WorldSmart Resource Center**
  http://globalbusinessleadership.com/worldsmart.asp

- **Resource:** Worldwide Study of 25,000 Business Leaders Reveals Six Leadership Megatrends Changing the Workplace: DDI, The Conference Board and EY publish the Global Leadership ProQuest, Feb 2018

Additional Resources (Optional): Disruptive Technologies

- **Resource: 11 Amazing Examples of Disruptive Technology**
  https://richtopia.com/emerging-technologies/11-disruptive-technology-examples

- **Resource: Cobots Take Over Undesirable Tasks, Optimize Assembly and Packaging by 30%**
  https://www.youtube.com/watch?v=8e76BjH9ez4

- **Resource: Guest Editorial: Special issue on human-robot collaboration in industrial applications**
  https://doi.org/10.1016/j.mechatronics.2019.02.003

- **Resource: Human-robot collaboration (HRC)**
  https://www.kuka.com/en-de/future-production/human-robot-collaboration

- **Resource: Manufacturers adopt robots that help human workers, not replace them. For now.**
  https://phys.org/news/2018-10-robots-human-workers.html

- **Resource: Robots Are Taking Over Human Jobs on Wall Street**
  https://wall-street.com/robots-are-taking-over-human-jobs-on-wall-street/

- **Resource: Robotics Business Review**
  https://www.roboticsbusinessreview.com/

- **Resource: Shaping the Future of Work: A Collaboration of Humans and AI**
  https://www.forbes.com/sites/forbestechcouncil/2017/08/17/shaping-the-future-of-work-a-collaboration-of-humans-and-ai/#6a11810a47b7

- **Resource: The Robot Revolution: The New Age of Manufacturing | Moving Upstream**
  https://www.youtube.com/watch?v=HX6M4QunVmA

Learning Deliverables (graded evidence of learning)

Students will have one weekly post to the discussion board, analyze three short papers for posting in the Submissions Folder, and write one research paper on global leadership or a global disruptive technology to be posted in the Submissions Folder.
Modules one through five that address global leadership will be closed at the end of week six. Deadline for all course assignments is the last day of the Summer Quarter, Sunday August 23, 2020, 11:59pm.

Assessment of Student Learning

For students in the SCPS Business Administration (BAPS) and Leadership Studies (BA) programs
For SCPS-BA in Professional Studies (BAPS) students, this course can fill 4 credit hours in Human Community. These students should refer to the above Course Learning Goals and Outcomes. For SCPS-BA students in Leadership Studies (BA) and in Applied Behavioral Sciences (BA) this course fills 4 credit hours. These students should refer to the above Course Learning Goals and Outcomes.

For students in the BAIFA program	
Competence	**Competence Statement and Facets**

H5	Can analyze issues and problems from a global perspective.
	  1. Analyzes one or more global issues, problems, or opportunities facing the human race.
	
	  2. Explains how these issues affect individuals or societies in both positive and negative ways.

FX	Can analyze the impact of global leadership or technology on the focus area.

Students will be assessed according to the DePaul University standard grading scale.

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

Grades lower than a C- do not earn credit or competence at the School of Continuing and Professional Practice.

For SCPS courses taken for Pass/Fail, a "Pass" represents a grade of "A" for purposes of financial aid and employer reimbursement.

Students wishing to declare a Pass/Fail option must do so by the end of the second week of the quarter.

Pass/Fail Exclusions

You may not use the **Pass/Fail** grading option if you are using this course to meet Liberal Studies (LSP) requirements. Likewise, if this course if taken to meet a requirement in your major (including intended and pre-majors), minor, and/or certificate (including intended and pre-minors/certificates) you may not use the Pass/Fail option.

General Assessment Criteria for All Writing Assignments

Papers that are posted in the Submissions Folder must adhere to the MLA formatting style, 7th Edition, 2016. See MLA Grade directions in D2L's home page. Formatting is 10% of each paper's grade.

Percentage Distribution of Assessments
For CCH credit

Discussions	50%
Analysis papers	25%
Research paper plan	5%
Research paper	20%

For H-5 competency only

Discussion	50%
Analysis papers	20%
Research paper plan	10%
Research paper	20%

For FX competency only

Discussions	50%
Analysis papers	20%
Research paper plan	10%
Negotiated focus area research paper	20%

For H5 and FX competencies

Discussions	50%
Analysis papers	15%

Research paper plan H5   2.5%

Research paper plan FX   2.5%

Research paper H5   15%

Research paper FX   15%

Grading Policies and Practices

- Each Discussion Forum will be graded each week according to the Discussion Forum Grade Rubric.
- Papers will be graded according to the Grade Rubric and the MLA Grade Form.

Incomplete (IN) Grade: This process follows university policy.
A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory progress.

Course Schedule (Online Course)
For this online course, Discussion Board posts will be due each Sunday by 11:59pm
analysis papers are due in the Submission Folder on three Thursdays days by 11:5pm
research paper plan and the final paper are due on a Saturday, by 11:59pm
Detailed schedule is provided in D2L.

NOTE: Summer Quarter has 10 weeks, not the usual 11 weeks, so Modules nine and 10 are combined.

Course Policies

Online Discussion Board
Assessment Criteria for Online Discussion Participation

In order to receive credit for your participation in the online discussion parts of the course it is important that:

- You contribute to the online discussion in a collegial fashion. You should begin your contributions by addressing your peer students, maintain a kind and collegial tone, and close with your signature.
- You regularly demonstrate good "listening" skills and active inquiry skills. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.
- You contribute your own original ideas to the online discussion in ways that facilitate learning for other people.
- You actively participate in informal online discussion with your classmates and the facilitator when they are required by the syllabus. "Active participation" means that you read and contribute to the online discussions. This discussion is "informal" in the sense that it is meant to encourage interested discussion.
- You follow accepted standards of English spelling, grammar, and usage, although you will not be assessed for these particular characteristics when you are on the discussion board. These discussions are a place for you to exchange your reflections with others in the class about what you are learning. The discussion will be organized into forums around the particular assignment you are studying in specific periods of time, mostly weekly.
- You may be asked by your facilitator to take leadership in a certain group for a certain time of the course. If this happens, you will receive further instructions from the facilitator.
- If your participation is unacceptable at any time during the course, your facilitator will alert you and encourage your engagement as necessary. If you must be away and unable to access the Discussion Forum during the course, you must let your facilitator know and be ready to make up missed work as instructed.
- You should contribute your responses to other particular assignment for that specific discussion heading, which will be posted. Directions are provided with each assignment. They must be followed according to the due dates given. Principles of good practice for participating in online discussion should be adhered to when it comes to responding to the contributions of other people in the class. These "principles" are provided in the Online Participation Guidelines section in this study guide.
- Online discussions will be graded each week according to the criteria in the "Discussion Forum Grading Rubric.

Online Participation Guidelines for this course

The following guidelines are provided to you as a way to clarify what our facilitator experts of you as a member of the course:

- Participation is essential, so please connect to the course every day or at least every second day. If you cannot login and you need assistance, **email d2l@depaul.edu.** You will receive assistance within24 hours.
- Discuss critically, give support to your peers, provide your own ideas and experiences, challenge the ideas of others, or just make a comment that you read the posting. This is

not an independent study course, but a paced online group learning experience. This study guide indicated 6 to 11 hours per week of your time to be spent on this course of 10 weeks. If you miss any weekly discussion, make sure to communicate with your facilitator to receive direction on make-up work.

- Please accept the challenge to work with others, to construct knowledge in negotiation with others.
- Your contribution must reflect a firm understanding of the assigned readings. You will be asked to write based on your experience too; however, you will need to exhibit ideas and concepts discovered in course readings.
- Your writing in online forums must be clear and concise, offering structured ideas.
- Your contributions should be pertinent to the subject under discussion. You do not need to post one-sentence messages to be "seen" by your facilitator. Work at developing original ideas.
- You must observe responsible etiquette while communicating your thoughts. The use of a respectful style is expected.
- As a member of this course, you must participate in all electronic forums regardless of the competencies you are taking this course for.

Discussion Boards

Discussion Boards are a forum for discussion and sharing information among students. Your instructor may create one or more public conferences related to the topics you are studying each week.

At the beginning of the quarter, your instructor will set up three discussion conferences. These three conferences will help you and your classmates get off to an immediate start on the course, by providing conversational spaces for necessary, ongoing social and administrative activities. These conferences are:

- Introductions
- Course Q&A
- A social meeting space for discussion that is not directly related to course content. (This has different names in different courses.)

The Q&A Discussion is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers. You will also find the schedule of specific dates for your course in this discussion.

The Q&A Discussion Board can be used freely for your own conversation (like setting up groups or teams, if these are used in the course).

Course Expectations

Course Netiquette

Online discussions are an important part of your course experience. To ensure a positive learning environment, please follow the following minimum expectations. Use your common sense, as not all situations can be covered:

- Be polite
- Respect other participants' views or opinions
- Think before you write, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated
- Create a positive online community by offering assistance and support to other participants.

Time Management and Attendance

SCPS' online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SCPS involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Course Netiquette

- Be polite
- Respect other participants' views or opinions
- Think before you write, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated
- Create a positive online community by offering assistance and support to other participants.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

View this brief demo [Taking SCPS Online courses in D2L](#) to learn how to navigate through your course.

If you're new to SCPS Online see additional resources on the course home page under Student Resources/Getting Started.

Course Adheres to university Policies
This course includes and adheres to the college and university policies described in the links below:

    Academic Integrity Policy (UGRAD)

        https://catalog.depaul.edu/student-handbooks/graduate/graduate-academic-policies/academic-integrity/

Incomplete (IN) and Research (R) Grades Expiration Policy
>   https://catalog.depaul.edu/student-handbooks/graduate/graduate-academic-
>   policies/grades-incomplete-and-research-expiration-policy/

Course Withdrawal Timelines and Grade/Fee Consequences
>   https://catalog.depaul.edu/student-handbooks/graduate/graduate-academic-
>   policies/withdrawal-tuition/

Accommodations Based on the Impact of a Disability
>   https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx

Protection of Human Research Participants
>   https://offices.depaul.edu/research-services/research-protections/irb/policies-
>   procedures/Pages/default.aspx

Other Resources for Students

University Center for Writing-based Learning
>   https://condor.depaul.edu/writing/

Dean of Students Office
>   https://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx

Patricia A. Szczerba Bio

Pat began her teaching career as a teacher in the Chicago Public Schools and then lived in New York City where she represented a non-profit technology organization at the United Nations. At the UN she worked on human rights, environment, global education, and other global issues. While in New York City she became editor of the Global Issues Section of the New York Times Almanac, a position she held for 20 years.

At DePaul University, she facilitated the School for New Learning becoming associated with the United Nations Department of Public Information and represented SNL at the UN. She also created a video conference course held each spring for 16 years where SNL students discussed global business issues with United Nations experts. She focused on global business and business technologies. In the last five years of this course, she included professors and students from University Panamericana in Mexico City and Guadalajara, via video conferencing. For 14 years she took students to the United Nations three-day conference for civil society organizations in New York City, and in Paris, France and Bonn, Germany.

Pat taught a SNL MA course at Bangkok, Thailand; taught a summer institute course on global business leadership at University Panamericana, Guadalajara to international business students; and, taught human resource professionals a summer course on human rights in business at University Panamericana in Mexico City.

Pat has designed several online courses on human rights in business, global business leadership, and today's disruptive technologies.

Additional Information

The summer quarter is 10 weeks, not the 11 weeks in the autumn, winter and spring quarters. Therefore, it is essential to keep up with all assignment due dates.

Because technologies are changing so fast, one or two readings on technology may be revised to more recent information.

A Sample Research Paper Plan and Sample Paper are posted in D2L home page. It is important to study these sample papers.