

Global Issues and Leadership Fall 2018

Meets Habersham G-17 Tuesday 1205 – 1445 EDT

Meets Sciences Po – Tuesday 1805 – 2045 CEDT

Welcome to all Participants – students, faculty, guests and observers:

This is an international learning experiment joining 15 Atlanta based students at Georgia Tech joined with 15 students in Paris at Sciences Po. with faculty from both institutions in highly interactive lectures, class discussions, writings and student presentations to explore the question:

“How can we learn to understand and analyze complicated global problems working in highly diverse groups of people and perspectives when no one is really “in charge” or in the same location?”

We begin with recognizing the diversity among the participants, including the faculty.

Mr. Bankoff is the Chair of the Sam Nunn School of International Affairs. He was a senior partner in the King & Spalding law firm having spent many years engaged in global intellectual property and technology disputes. He chaired the National Institute for Trial Advocacy frequently teaching effective advocacy for before courts and arbitration tribunals. He represented The Coca-Cola Company, various news media and was a lawyer for television and technology issues for the Olympic Games in Atlanta and Sydney. Prior to joining the Georgia Tech faculty, he was President and CEO of the Woodruff Arts Center in Atlanta. He is currently Vice Chair of the Georgia Foreign Trade Zone. See <http://www.inta.gatech.edu/people/faculty/joseph-r-bankoff>

Dr. Vanessa Scherrer is the Vice Dean of the Paris School of International Affairs Sciences Po, and a member of the faculty of [Sciences Po](#). In this role she has major responsibility for the school’s curriculum, faculty affairs and student affairs, as well as international partnerships. Three years ago Dr. Scherrer agreed to join with Georgia Tech’s Sam Nunn School of International Affairs in this virtual class experiment. Prior to her appointment in Sciences Po in 2010 she was Director of the Alliance Program at Columbia University (SPIA) and developed sustainable partnerships with 4 leading universities. Dr. Scherrer received her PhD from Sciences Po (Paris) and her research interests include political behavior, political socialization processes and experimental methodology. A rising star Dr. Scherrer has been recognized for both her scholarship and her leadership. See <http://www.sciencespo.fr/psia/content/vanessa-scherrer>

We will also have two students as “Mentors” in Atlanta who previously took this class and now return as volunteers to assist as mentor/coaches to assist in the current class.

Keyes Gilmer is an undergraduate student majoring in International Affairs and **Olufundke (Funke) Aderbola** is a lawyer from Nigeria now completing a PhD in International Affairs Science and Technology.

Students enrolled in the class have been recommended / selected for their diverse backgrounds, their common interest in global leadership and their willingness to explore new things. This is not your standard 3 credit hour course. It will challenge you to learn and grow by working with other very talented students who do not think about things in the same way, who come from very different places and backgrounds and bring diverse expectations about who you are and what they expect.

Course Description:

This course uses selected global issues as a means to explore the complexity of the issues and develop your understanding and practice the leadership skills needed in diverse, multicultural and global environments. You will be assigned to small rotating teams with international partners and challenged to organize yourselves to explore and critically examine a particular global issue. Working in these teams you will seek to define, analyze and gain an understanding of the key cultural and political issues.

Based on your analysis **each team will present a background “policy briefing” to one or more senior policy makers** on your team’s analysis of the problem(s) the driving forces, challenges, options and views. Your “policy briefing” will consist of a 12-14 minute oral presentation with visual aids followed by a Q&A session with the experts and other students. The purpose of your “briefing” will be to *explain the problem(s)* to senior policy makers as though they were preparing to attend a high level meeting to discuss the issues and make decisions. You are not expected to become experts in the entire subject matter or necessarily present a solution(s). You are expected to be able to clearly and concisely explain what is/are the problem(s) and what is/are driving forces or issue(s) underlying the problem. The faculty, the visiting experts, and former course participant “coaches” and your classmates will evaluate the quality, clarity, and impact of your team’s briefing. The team grade will apply to all members of the presenting team

Approach:

The course uses current events, assigned readings in advance of class, historical materials, and weekly guest speakers to provide background for in-class discussion. **Students will jointly organize and conduct their team research** but also prepare to engage in class discussion based on the topic and assigned readings. We plan to experiment with interactive “polls” in class to explore differences in perceptions of the problem(s) under study. The Team Briefings on the issue will provide opportunities to present and defend individual and group analysis, insights and conclusions.

Georgia Tech and Sciences Po students will have some different assignments based on differences in holidays and the number of class sessions during the term/semester.

To develop your skills in writing short issue memos – each student will write and publish a weekly Blog or Comment on another’s blog. Most weeks you will be free to choose the topic for your blog comment. You are not expected to conduct research on the topic of your choice – but to simply express your viewpoint on some issue and

explain in your own words why you feel that way. Your classmates will then have the opportunity to comment on your posts and vote weekly to award extra points for the best blogs or comments (regardless whether they agree with your point of view). This exercise seeks to get each student to “find their own voice” in short persuasive writings (a skill frequently needed in professional careers in international affairs).

I recommend checking out the blogs from previous classes to get the idea. The class Blog website can be found at <http://globalissuesandleadership.iac.gatech.edu>

The course will welcome distinguished leaders whose voices have provided guidance on these global issues. As this course will meet only once a week regular attendance, review of assigned materials in advance the class and active participation in the in-class discussion on the assigned materials is assumed. Students will be invited to meet with course instructors or the mentors to discuss the work of the class or their own plans for the future. Regular office hours may be challenging because of the time zone – but appointments will be generously given at mutually convenient times.

Student presentations will be video recorded and available on the web for review and individual coaching with students upon request.

Learning Goals:

1. Participants will learn to conduct research, analyze, and present a “policy briefing” summarizing the key issues they identify that underlie the important global conflicts arising from various points of view
2. Participants will use evidence based comparative analysis to assess how the differences and changes in technology, culture and political infrastructure impact or underlie the differences in addressing these global issues.
3. Participants will learn to work effectively in small and highly diverse groups under time pressure to collectively prepare, present and defend clear and insightful observations and analysis of the issues in specific global challenges.
4. Participants will be challenged to present clear written and oral commentaries and comment on those of other participants in order to build their skills in critical analysis and persuasive writing and to develop their “own authentic voice” and style.

Grades: Each School shall have responsibility for evaluating and assessing final grades for their respective students based on their evaluation of their student’s work and participation in the class.

Student participants are expected to actively prepare and engage in both the subject matters under study and in experimenting how we can learn with and from each other. The class will include both selected graduate and outstanding undergraduate students

who have been recommended for the course by faculty. As the effort here is to create a learning community – not just to master a subject – there will be points given for efforts to advance the process as well as for achievement. We will expect somewhat more from our graduate students.

Because the mechanics of the class may change as we proceed – the point system for activities is likely evolve during the class with notice to the participants. The baseline guide will remain roughly: 33% on each student’s preparation and engagement in class blogging and discussion; 33% based on the team presentation efforts; and 33% based on individual performance, exams and papers.

There are differences in class schedules (Sciences Po meets 12 times; Ga Tech will meet 15 times). There are four sessions where both class do not meet together because of different holidays. (Sciences Po & GT fall breaks and GT meets 2 times before Sciences Po starts). Appropriate adjustments will be made for changes in schedule as well as in the expected challenges in technologies of connection.

Students at Sciences Po will be issued a temporary Ga Tech IDs after they register so that they may log into and post on the secure Class Blog Site, vote in the weekly polls and will have access to the posted class resource materials.

ALL STUDENTS in the EU will also need to sign consent waiver forms under the new General Data Protection Requirements in order to participate in the class.

Grades at GT will be awarded based on total points accumulated (total available = 400):

>350 points	= A
325 – 349 points	= B
300 – 324 points	= C
275 – 299 points	= D
< 275 points	= F

Individual Class preparation and participation [150 possible points]

Attendance, preparation with advanced reading and class participation – 3-5 points each class session,

Weekly posted blog and comments on other postings – 3-5 points

Group Team Work and 3 Presentations [130 possible points]

Faculty grade – 40 points for group members possible each presentation [Graded on team organization and planning, sources and research, identification of influences and factors, analysis and synthesis of the issues, and overall effectiveness and clarity in briefing presentation]
Student (peer) grading – 5 Points possible for each presentation

Students will be asked to evaluate (anonymously) the level of participation of each of their partners in the team (0-5 individually)
Students will be given the average of the points awarded their team

Individual Synthesis and Analysis – [2 for a total of 120 possible points]

There will be 2 written submissions required of the GT Students:

- (a) An individual “read ahead” briefing paper for a policy maker about to engage in a meeting on one of the issues to be briefed by the group (60 points) – **DUE Oct 12**, and
- (b) Final paper on the challenges of intercultural leadership skills (60 points) – **DUE Dec 4**

EXTRA CREDIT OPPORTUNITIES:

Peer votes on best weekly Blogs (weekly Class Poll) – 1-5 extra points

At semester end, **each participant may award a total of 10 points** to other participants (not themselves - max of 5 points to any one person) for their overall effort, team work, leadership effectiveness, etc.

NOTE – the schedule is very likely to change depending on when invited speakers can attend and when we can arrange for distinguished visitors to hear the student policy briefings. Participants will be notified of changes in the schedule

COURSE SCHEDULE

(as of July 21, 2018)

Ga Tech Wk 1 – Tuesday August 21

Atlanta – Seminar Introduction in Atlanta and student sorting by Diversity Game
Lecture on the implications of Kahneman. Discussion on Kahneman Introduction and the first 100 pages (the Sections on the “2 Systems”)

Assignments to connect with individual Sciences Po and MGIMO Students (Prepare to intro each other on 5 September)

First [Blog assignment on examples of bias drawn from Kahneman](#)

[Science Po and MGIMO students requested to read Kahneman: *Thinking Fast and Slow* in advance of class]

Ga Tech Wk 2 – Tuesday August 28

Atlanta Lectures on “How to Design and Deliver a Useful Briefing” by Ret Admiral Sandy Winnefeld – former Vice Chair of the Joint Chiefs) Follow up discussion on the role of bias in effective communications [All lectures will be available for later viewing on the web]

**Initial Group Assignments for BRIEFING TOPIC 1:
Responding to Environmental/Global Change**

WORKING DRAFT: July 21, 2018

GA Tech Wk 3 – Tuesday September 4

Sci Po Session 1

Inauguration of International Linked Class Room.

Introduction of individual class members in assigned pairs (ATL / SP)

Review of objectives, methods, responsibilities and deadlines

Review of Technology Tools – (T-Square; Canvas?; Polls: Blog site)

ASSIGNED PRE-Reading: PARIS to SUGGEST TBD

Discussion Leads: PARIS to LEAD

Assignment: Team **Topic Requests** due by e-mail on Thursday 6 September (for decision by Friday 7 September)

GROUP Work Plans due Monday 10 September

Ga Tech Wk 4 – Tuesday September 11

Sci Po Session 2

ASSIGNED PRE-Reading: <https://www.foreignaffairs.com/articles/world/2017-06-05/trumps-paris-agreement-withdrawal-context>.

Discussion leads: Liz Sherwood-Randall (former #2 at US Dept of Energy); Dr. Wayne Clough – President Emeritus of Georgia Tech

Ga Tech Wk 5 – Tuesday September 18

Sci Po Session 3

**** STUDENT BRIEFINGS on Responding to Environmental Change
(Dr. Wayne Clough / Dr. Marilyn Brown / PARIS?)**

Ga Tech Wk 6 – Tuesday September 25

Sci Po Session 4

ASSIGNED PRE-Reading: TBD

Discussion leads: Debrief on Presentations / PARIS – Presentation on Oral Skills (Dennis Lockhart, former President Federal Reserve Bank of Atlanta / **John Rice, former Vice Chairman, General Electric ??**)

GROUP ASSIGNMENTS ON TOPIC #2: Challenges to World Economic Order

Ga Tech Wk 7 – Tuesday October 2

Sci Po Session 5

ASSIGNED PRE-Reading: TBD

Discussion Leads (John Rice ??) / Paris?

Ga Tech NO CLASS FALL BREAK – Tuesday October 9

Sci Po NO CLASS

ASSIGNED: GT Individual 2 page “Read Ahead Memo” on Topic 2 DUE FRIDAY OCT 12

Ga Tech Wk 8 – Tuesday October 16

Sci Po Session 6

ASSIGNED PRE-Reading: TBD

WORKING DRAFT: July 21, 2018

Discuss leads: Senator Sam Nunn / **General Phil Breedlove**

Ga Tech Wk 9 – Tuesday October 23

Sci Po – Session 7

**** STUDENT BRIEFINGS: Challenges to the World Economic Order
Admiral Sandy Winnefeld / Dennis Lockhart - Paris?**

Ga Tech Wk 10 – Tuesday October 30

Sci Po NO CLASS FALL BREAK

GT ONLY Discussion: Leadership and Gender

ASSIGNED PRE-Reading: The Difference the Difference Makes

Discussion lead: TBD

Ga Tech Wk 11 – Tuesday November 6

Sci Po Session 8

Debrief on Topic 2 presentations by Admiral Winnefeld

GROUP ASSIGNMENTS ON TOPIC #3: Privacy & Security in the Digital Age

ASSIGNED PRE-Reading: TBD

Discussion lead: TBD

Ga Tech Wk 12 – Tuesday November 13

Sci Po Session 9

ASSIGNED PRE-Reading: TBD

Discussion Lead: ATL ? / PARIS ?

Ga Tech Wk 13 – Tuesday November 20

Sci Po Session 10

ASSIGNED PRE-Reading: TBD

Discussion Lead: Peter Swire / PARIS ?

Ga Tech Wk 14 – Tuesday November 27

Sci Po Session 11

**** STUDENT BRIEFINGS: Privacy & Security in the Digital Age
Admiral Sandy Winnefeld / General Breedlove**

Ga Tech Wk 15 – Tuesday December 4 (LAST GT CLASS)

Sci Po NO CLASS

FINAL PAPER DUE IN GT

Debrief on Exercise – Lessons learned

Discussion of Challenges in Intercultural Leadership

Discussion:

- The class exercise model described is based on a seminar of 30 students. We will operate in 5 groups of 6 students drawn from all the schools. The group assignments will rotate each time so that you will not always be with the same people. We will hold the briefings to 20 minutes max with questions. This will require real discipline in what is important and how many speakers to include.
- The model gives the student teams the responsibility to schedule and organize their own meetings. The model also provides a mechanism to demonstrate accountability by an on-line link with the course instructors.

REFERENCES FOR SEMINAR ON GLOBAL ISSUES AND LEADERSHIP							
NOTE – the only book you must purchase is Dr. Kahneman’s “Thinking fast and Slow”							
Specific references to the subject matters of the briefings and talks will be posted on line or made available on line in advance as we proceed							
REF	Author	Item	Topics	Type	Date	Source	Cost
Req	Kahneman, Daniel	Thinking, Fast and Slow	Bias, human brain operations	book	2013	Amazon	\$15.30
Recmd	Friedman, Thomas	Thank you for being Late (2 nd Ed)	Thriving in an age of Acceleration	pback	2017	Amazon	\$9.98
Recmd	Pink, Daniel	Drive	What motivates us	pback	2011	Amazon	\$8.91
Recmd	Tatum, Beverly	Why are All the Black Kids Sitting together in The Cafeteria?	Defining racism, identity, breaking the silence	pback 2 nd edition	2017	Amazon	\$12.91
Recmd	Parag Khama	Connectography	GIS based World Interconnections	Book	2016	Amazon	\$20.40
Recmd	Harvard Business Review	HBR 10 Must Reads: On Leadership	Misc - leadership from a business POV	pback	2011	Amazon	\$13.72
Recmd	Francis Fukuyama	TRUST: The Social Virtues and the	Cultural foundations for the difference in	pback	1996	Amazon	\$14.96

		Creation of Prosperity	how society organizes				
Recmd	De Waal, Frans	The Age of Emphathy	someone else's shoes	book	2009	Amazon	\$12.87
Recmd	Gladwell, Malcom	Outliers	10,000 hour rule, problem with geniuses	pback	2008	Amazon	\$9.99
Recmd	Rhodes, Deborah	The Difference "Difference" makes: Women and Leadership	Looking at issues of women and leadership	pback	2003	Amazon	\$19.95