

REVISED: August 19, 2019

Global Issues and Leadership Fall 2019

INTA 3773, CRN 86866 - INTA 8803-JB CRN 85616 (3Hrs)

Meets Habersham G-17 Tuesday 1205 – 1445 EDT

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

This problem-based seminar type course challenges outstanding undergraduate and graduate students from various schools and backgrounds to focus in rotating teams on selected global issues to strengthen their leadership skills in today's highly diverse commercial, social and political environments. Over eight years of this course has attracted a diverse mix of outstanding students who have worked hard to develop their analytical and leadership skills.

Participants are challenged in groups of four to analyze, create and present "policy briefings" to distinguished guests who are high-level policy makers on global issues on Privacy, Nuclear Threats and the Opioid Crisis. This fall our class will be co-led by Retired Vice Chairman of the Joint Chiefs, Admiral **Sandy Winnefeld**, and Retired General **Phillip Breedlove**.

The Global Issues & Leadership course was created by **Joe Bankoff**, previous Chair of the Nunn School and retired Professor Ken Knoespel. Mr. Bankoff is a nationally recognized trial lawyer in Intellectual Property and Communications law. He was a senior partner in the King & Spalding law firm representing global firms and media in technology, patent and communications law disputes. He served as Television Counsel for the Olympic Games in Atlanta (1996) and Sydney (2000) and led the changes in Olympic television in the age of the Internet. He previously Co-Chaired the Advisory Board of the College of Computing and currently serves on the Advisory Board of GTRI and as a member of the Georgia Tech Institutional Review Board (IRB). For six years before joining the Nunn School as Chair Mr. Bankoff was President and CEO of the Woodruff Arts Center in Atlanta. He is now Chair of Board of the Georgia Foreign Trade Zone and the Fulton County Arts Council.

Students enrolled in the class have been selected or recommended 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 3 times to small rotating teams 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.

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Each team will then 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. While you are not expected to become experts in the entire subject matter, you are expected to be able to clearly and concisely explain a piece of the problem, the forces underlying the problem, and suggest a policy recommendation. The faculty, the visiting experts, and a poll by your classmates will evaluate the quality, clarity, and impact of your team’s briefing. This is a team effort and points awarded will apply to all members of the presenting team.

Approach:

The course uses current events, assigned readings in advance of class 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.

To practice writing short and effective memos - students will publish each week a short personal Blog or Comment on another’s blog. Most weeks you may choose the topic for your blog / comment. This exercise seeks to help each student “find their own voice” in short persuasive writings (a needed skill in professional careers of all kinds). This is not a research project to produce a long memo – but to simply express your viewpoint on something to your classmates who can comment and vote of best blogs (regardless whether they agree with your point of view).

The requirement to post a series of short blogs (or provide a substantive comment on the post of others) is important to success in the class. It helps you to understand and better engage with your classmates. It also provides regular practice in writing clearly. Posting regular blogs/comments during the semester is also important to getting a top grade.

I recommend checking out the **blogs postings from previous classes** to get the idea. The class Blog website can be found at <http://globalissuesandleadership.iac.gatech.edu> ([Links to an external site.](#))

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 class mentors to discuss the work of the class or their own plans for the future. Mr. Bankoff wants to meet with each student and appointments with General Breedlove and Admiral Winnefeld will be arranged 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 explore how the differences and changes in technology, culture and political infrastructure impact the different views of 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:

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. 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.

Grades 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 engaged class participation** – 3-5 points each class session,
- **Weekly posted blog** or comments on other postings – 3 points (with 2-5 extra points for poll votes from classmates and voting in the polls)

REVISED: August 19, 2019

Group Team Work and 3 Presentations [150 possible points]

- Faculty grade – 45 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 – Each student may vote for what they believe to be the best presentations and additional points will be awarded to each team based on those votes.

All Students in the team will be given the same points for their team's effort.

Individual Synthesis and Analysis – [2 for a total of 100 possible points]

There are 2 written submissions required of each student (not each team):

- A short 1-2 page “read ahead” briefing paper for a policy maker about to engage in a meeting on Topic #2 “Nuclear Threats Today” (30 points) – **DUE Oct 11**, and
- Final paper on the “Challenges of intercultural leadership” (70 points) – **DUE Dec 6th**

EXTRA CREDIT POINT OPPORTUNITIES:

- **Peer votes on best weekly Blogs** (weekly Class Poll) – 1-5 extra points (depending on votes)
- **Voting for Best Blogs or Presentation – 2 points**
- At semester end, **each student may award a total of 10 points** to other students (not themselves - max of 5 points to any one person) for their overall effort, team work, leadership effectiveness, etc.

Discussion:

- The class exercise model described is based on a seminar of 20 students. We will operate in 5 groups of 4 students. 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.
- This 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.