

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: MANAGEMENT

COLLEGE: BUSINESS

RECOMMENDED COURSE IDENTIFICATION:

PREFIX MAN COURSE NUMBER 6899 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT MJENNING@FAU.EDU)

COMPLETE COURSE TITLE: **Global Leadership Assessment & Career Development
(GLAD)**

EFFECTIVE DATE

(first term course will be offered)

SPRING 2014

CREDITS:²
3

TEXTBOOK INFORMATION:

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR _____ SATISFACTORY/UNSATISFACTORY X

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

The course employs reviews of publications on leadership, self-leadership and career development to understand requirements for leadership and career planning that may be global in scope. Rigorous leadership and career assessment, and coaching and mentoring opportunities are provided to help students understand and develop leadership potential and develop a 5 year career plan.

PREREQUISITES*:

COREQUISITES*:

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

ADMISSION TO A GRADUATE PROGRAM IN THE COLLEGE OF BUSINESS

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

PHD

Faculty contact, email and complete phone number:

Ethlyn Williams, 561-297-2357
ewilliam@fau.edu

Please consult and list departments that might be affected by the new course and attach comments.³

Approved by:

Department Chair: Peggy Galdean
 College Curriculum Chair: Colin Smith
 College Dean: Paul Hays
 UGPC Chair: Robert Hays
 Graduate College Dean: Brynn Roman
 UFS President: _____
 Provost: _____

Date:

10/23/13
10/23/13
10.23.13
11-20-13
11-21-13

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf
2. Review Provost Memorandum: **Definition of a Credit Hour** www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf
3. Consent from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

Fall 2014: MAN 6899
Global Leadership Assessment & Career Development (GLAD)
3 credit hours

Instructors:	XXXX (Executive Coach)	XXX (Professor)
	Department of Management College of Business	
Office hours:	xxxxxxx	
Telephone:	XXX-XXX-XXXX	XXX-XXX-XXXX
e-mail:	xxxxxx@xxxxx	xxxxxx@xxxxx
Class portal:	blackboard.fau.edu	

Course Textbook

Neck, C.P., & Manz, C.C. 2013. *Mastering Self-Leadership: Empowering Yourself for Personal Excellence*. New York: Pearson. ISBN: 978-0-13-275441-5.

Course Description, Rationale & Objectives

Description: The course employs reviews of practitioner and research publications on leadership, self-leadership and career development to understand requirements for leadership and career planning that may be global in scope. Rigorous leadership and career assessment, and coaching and mentoring opportunities are provided to help students understand and develop leadership potential and develop a 5 year career plan.

Global Leadership Assessment & Career Development (GLAD) is a course that will enable students to assess, understand, and develop their unique leadership potential and plan their next career steps. The objective is to provide students with access to current knowledge on leadership and career planning for leaders (applicable at local or global levels in organizations), rigorous leadership assessment and coaching opportunities. Utilizing knowledge on leadership and careers practice and research, as well as leadership and career assessments, this leadership and career development course will strengthen students' understanding and practice of leadership. Students will review their skills explore their potential as they create their individual development plan and a 5 year career development plan.

You will have 2 instructors: your executive Coach, XXXX, to guide your individual development plan; and your instructor, XXX, to guide your understanding of self-leadership and your career development plan.

Course Prerequisites and Credit Hours and Class Time Commitments

According to Florida State Statute 6A-10.033, students must spend a minimum 2,250 minutes (37.5 hours) of in class time during a 3-credit course. Additionally, students enrolled in a 3-credit course are expected to spend a minimum of 4,500 minutes (75 hours) of out-of-class-time specifically working on course-related activities (i.e., reading assigned pieces, completing

homework, preparing for exams and other assessments, reviewing class notes, etc.) and fulfilling any other class activities or duties as required.

Course Materials

- Assigned Readings/Articles
- Leadership Style Assessment
- Leadership Profile
- Personality profile
- Leadership Evaluation
- Behavioral Interview
- Assessment-Driven Individual Development Plan
- Self-Leadership & Assessment Driven Career Plan

Required Reading

As part of each student's leadership and plan, your executive coach will recommend a variety of articles, book chapters, books and research studies. These individualized reading assignments will begin after each student's Individual Development Plan (IDP) is created.

As part of your self-leadership and career development plan, Ethlyn Williams will recommend a variety of articles and research studies that you will select readings from and allow you to identify others that interest you. These will begin the first week of class as you begin your online forums and assignments.

Course Learning Objectives

- Understand and articulate the definition of what superior global leadership constitutes now and into the future.
- Understand and articulate the “nuts and bolts”-- leadership skills that determine real global leadership success.
- Understand and articulate the competencies that all superior leaders possess and excel in executing.
- Understand and articulate the predictive relationships that exist between competencies, important human capital “leading indicators”, individual and team performance, and driving ultimate operating success for the organization.
- Establish a common language, vocabulary, and set of principles for establishing a powerful leadership mindset and culture in their own organization.
- Understand and articulate a leader's inner core attributes, including values, references, beliefs, self-concept, essence of character, thoughts, emotions, behavioral tendencies, leader competencies and their composite impact on leader and organization results.
- Understand your own predominant leadership style and level of executive maturity.
- Benchmark your predominant personality characteristics, interests, leadership style, level of maturity, and competencies.

- Develop and commit to a personal action plan designed to unlock and unleash each leader's executive potential.
- Understand self-leadership and develop a career plan.

Course Policies and Grading

- There is one required formal class meeting for the GLAD course, a series of one on one coaching sessions and required reports guided by your executive coach as well as online assignments guided by your instructor. All assignments are due in Blackboard (some will need to be printed for coaching sessions).
- Each student will spend their time: (a) taking a variety of assessments designed to measure their inner-core attributes and outer-core leadership skills and competencies; (b) under-going an executive interview by your executive coach; (c) reviewing and debriefing assessment results; (d) creating a highly specialized Individual Development Plan; (e) sharing their IDP's with stakeholder's (including their direct manager or mentor) and preparing reports for grading; (f) interviewing a respected leader and preparing a report for grading; (g) reading and online assignments – read textbook and complete quiz and self-assessments, read articles and discussion forum participation; (h) preparing a final powerpoint and (i) preparing an individual report and career plan; and (j) most importantly, having the opportunity to be directly coached (5 hours) by your executive coach.

Course Evaluation Method

<i>Report #1, Personal Leadership Story:</i>	<i>5%</i>
<i>Report # 2, Completion of the IDP:</i>	<i>10% (d) highly specialized IDP</i>
<i>Report # 3, summarizing feedback on IDP:</i>	<i>5%: (e) stakeholder IDP feedback</i>
<i>Report #4, Interview of a respected leader:</i>	<i>5%: (f) summary report</i>
<i>Online Quizzes, Exercises, Discussions:</i>	<i>30%: (g)</i>
<i>Final Presentation</i>	<i>10%: (h)</i>
<i>Individual Report and Career Plan</i>	<i>20% (i)</i>
<i>Participation in Coaching Sessions</i>	<i>15% (j) (5 at 3% each)</i>
Total	100

Grading: (S/U)

Ultimately, you will receive either an “S” (satisfactory) or a “U” (unsatisfactory) grade for this course. **All** assignments must be submitted.

- All assignments are graded as Satisfactory ("S") or Unsatisfactory ("U"). If the assignment is unsatisfactory you will have the opportunity to revise it in order to receive credit. An assignment is deemed as satisfactory if you complete the requirements specified for each assignment.

- All assignments in the course must be completed with an "S" grade in order to receive a final grade of Satisfactory ("S"). If you receive an Unsatisfactory ("U") grade you will not be awarded credit for the course.
- **You will earn a "U" if you**
 - Do not fulfill any one of the stated course requirements
 - Demonstrate a pattern of not following directions.
 - Establish a pattern of late submissions of assignments, papers, revisions, reports, or any other due date established in connection with the course.

BENCHMARKS FOR THE GRADED ASSIGNMENTS	
SATISFACTORY	Demonstrates proficiency —meets all major assignment objectives; provides a clear structure; generally expresses ideas clearly, concisely, precisely, and appropriately; meets deadlines or agreed upon extensions for drafts and final submissions.
UNSATISFACTORY	Needs improvement —falls short of meeting the major assignment objectives; presents either an unclear structure; expresses ideas using vague, excessive, or inappropriate words; misses deadlines.

These descriptions are benchmarks. Comments will be provided to support whatever rating you receive.

COURSE REQUIREMENTS

QUIZZES AND EXERCISES

One **Student Orientation Quiz** is required. 3 additional quizzes on the assigned textbook will be given during the semester. These consist of 10 to 20 multiple choice questions. On average you will be allowed 2 minutes for each question. While the quizzes will be "open - book" you should remember to prepare for in advance to avoid running out of time. All quizzes in this course require the Respondus lockdown browser. Download and use the instructions attached in "course information" in Blackboard then go straight to the link that appears below to download the lockdown browser. You must receive at least 80% on each quiz to receive a Satisfactory grade. All quizzes can be retaken once. Instructor permission is required to retake more than once.

<http://www.respondus.com/lockdown/information.pl?ID=721312624>

All assignments and exercises must be submitted in Blackboard.

DISCUSSION FORUMS

Participation in each forum for course credit requires one original post and one response post (respond to a student posting) by each student. Students must post on 2 occasions that are on different days during the week. your original posting/s must answer the question/s posed for the forum and the response must comment (add something meaningful to the discussion) on a student post.

Review the grading rubric provided.

Discussion Forum Grading Rubric		
	Unsatisfactory	Satisfactory
Participation/ Frequency	Did not meet the minimum posting requirement of posting on 2 separate days. Requirement of one original post and one response not met.	Met the posting requirement of posting on 2 separate days. Requirement of one original post and one response met.
Topical/ Relevance/Use of course concepts	No relevance or only indirect relevance to topic/readings. Weak coverage and application/integration of readings/chapters.	Appropriate relevance to topic/readings. Provided depth and breadth of coverage and application/integration of readings/chapters.
Example Provided	No personal or organizational or hypothetical example provided or that provided is too vague to contribute to the discussion.	Personal or organizational or hypothetical example/s is/are specific and directly related to the topic.
References	No external reference is included or one included that it is only indirectly related to topic.	External reference/s included is/are directly related to topic. A synopsis of the contribution is included.
Grammar/ Spelling	Presence of grammatical and spelling errors that making reading difficult.	Few grammatical or spelling errors and thought is clear.

REPORTS AND REFLECTIONS

All reports submitted should follow the stated page maximums (excluding cover page and appendices). All reports should be, typed (double-spaced) in a font no smaller than 10 point, and with one-inch margins. Please check for spelling and grammatical errors as their presence may reduce your grade. Include an additional cover sheet with your name/s.

Format

- Grammar, spelling, neatness
- Quality of writing used (points will be deducted for sloppy work)

NOTE: All **Assessments, Reports** and **Exercises** required must be submitted in the "Assignments" area in Blackboard.

Reports #1, #2, #3, #4 (Detailed instructions will be provided)

1. Write in detail about 2 professional situations/events that have helped shape your character and values.
2. Prepare a detailed Individual Development Plan that assesses your strengths and weaknesses and targets areas for development with an action plan
3. You will seek feedback from key stakeholders in your development and prepare a report that summarizes their feedback – this will be used later in the semester to update your individual development plan
4. Develop a set of interview questions and interview a senior executive and prepare a report that analyzes his/her development, approach, and key takeaways for your development

Final Individual Report

The purpose of your final project is to summarize and remind you in the future of the major insights you've gleaned from the course. The expectation is that you would be able to review this presentation three, five and ten years from now as a means of leveraging or extending your learning and tracking your evolving view of leadership, your self-leadership and your career. This presentation should contain, at a minimum, the following:

- Major insights that you gleaned from the course
- Your personal charter as developed from the material that you have been exposed to in the course and your personal models for leadership and self-leadership
- A description of the leadership principles of a person of your choosing that you view as a role model. This person can be living or dead, and you must be able to cite published information on his/her leadership philosophy. Choose this person early in the course and then begin gathering as much data as you can about him/her and learning as much as you can about this person's career progress, self-leadership, and leadership style.
 - Include as an appendix: your career plan summary (Details required will be provided) and updated resume

TECHNICAL PROBLEM RESOLUTION PROCEDURE FOR BLACKBOARD

Please take the following steps when a problem occurs:

1. If you can, make a Print Screen of the monitor when the problem occurred. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit <http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux>.
2. Complete an Online Support Services ticket at <http://www.fau.edu/helpdesk>.
3. Send an email or voicemail to Dr. Williams to notify her of the problem. Include all pertinent information of the incident.

Resources: Blackboard Support, Office of Information Technology (OIT) Online Support Services, Libraries

Additional Course Policies and Selected University and College Policies

Missing Exams

For cases such as illness, unexpected work arrangements, and other serious matters, extensions may be granted. Extensions will be decided on a case-by-case basis and are entirely at the discretion of the instructor. Advanced warning of a known issue or conflict is necessary to ask for extensions in such situations. Please make every effort to contact me in advance when able to do so.

Late Assignments

Late assignments are accepted only when accompanying documentation of an emergency is provided. Late assignments may still be marked down.

Attendance Policy

You must participate in the threaded discussions on multiple days! You must attend coaching sessions.

Etiquette and/or Netiquette Policy (Optional)

Due to the casual communication common in the online environment, participants are sometimes tempted to relax their grammar, spelling, and/or professionalism; however, remember your communication should be appropriate. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided.

Anti-plagiarism Software

Written components of any assignment or project may be submitted to anti-plagiarism software to evaluate the originality of the work. Any students found to be submitting work that is not their own will be deemed in violation of the University's Code of Academic Integrity (discussed below).

Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it

interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Disability Policy Statement

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) – in Boca Raton, SU 133, (561) 297-3880; in Davie, LA Building, (954) 236-1222; in Jupiter, SR 117, (561) 799-8585; or, at the Treasure Coast, CO 128, (772) 873-3305 – and follow all OSD procedures.

Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. For further information, please see Academic Policies and Regulations.

University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

College of Business Minimum Grade Policy Statement

The minimum grade for College of Business requirements is a "C". This includes all courses that are a part of the pre-business foundation, business core, and major program. In addition, courses that are used to satisfy the university's Writing Across the Curriculum and Gordon Rule math requirements also have a minimum grade requirement of a "C". Course syllabi give individualized information about grading as it pertains to the individual classes.

Incomplete Grade Policy Statement

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course. The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes an unsatisfactory ("U") grade.

Withdrawals

Any student who decides to drop is responsible for completing the proper paper work required to withdraw from the course.

Grade Appeal Process

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.

The procedures for a grade appeal may be found in Chapter 4 of the University Regulations.

Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

Faculty Rights and Responsibilities

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

Recording Devices

Recording devices of any kind are strictly prohibited. If recording is required due to a disability, please contact student disability services to arrange for permission to record lectures.

Distribution of Course Materials

Distribution of course materials is prohibited. All course materials are the property of the instructor and are not for personal distribution. This includes any and all means of distribution, either for free or for profit.

COURSE SCHEDULE

Date	Topic	Reading/Assignments
Week 1	Orientation/Introduction to GLAD The Journey (Neck and Manz)	<ul style="list-style-type: none"> ◆ Student introductory discussion forum ◆ Chapter 1 ◆ Quiz 1 Orientation Quiz
Week 2	Coaching Session #1 - Reviewing your strengths, traits, interests, and leadership	<ul style="list-style-type: none"> ◆ Student introductory discussion forum continued ◆ Quiz 1 Orientation Quiz continued ◆ Leadership Profile Assessments ◆ Myers Brigg Personality Test ◆ Holland Career Typology Test
Week 3	Mapping the Route (Neck and Manz)	<ul style="list-style-type: none"> ◆ Chapter 2 and assigned readings ◆ Discussion Forum #1 due in Blackboard – Answer primer questions on self-leadership and contribute your independent research
Week 4	Coaching Session #2 - Individual Assessment Reports Finding a Mentor and Identifying Key Stakeholders in your Development	<ul style="list-style-type: none"> ◆ Assigned Readings ◆ Report #1 Due – Personal Leadership Story
Week 5	Career Development and Career Strategies	<ul style="list-style-type: none"> ◆ Prepare: Read Assigned Articles on Career Strategies ◆ Discussion Forum #2 due in Blackboard – Answer primer questions on career strategies and contribute your independent research
Week 6	Rough Roads, Detours, and Roadblocks (Neck and Manz) Scenic Views, Sunshine and the Joys of Travelling (Neck and Manz)	<ul style="list-style-type: none"> ◆ Chapter 4 ◆ Chapter 3 ◆ Quiz 2
Week 7	Coaching Session #3 - Leadership Development	<ul style="list-style-type: none"> ◆ Assigned Readings ◆ Report #2 Due – Individual Development Plan (IDP) ◆ Report #3 Due – summary of meetings with stakeholders and key takeaways
Week 8	Travel Thinking Travel thinking Continued... (Neck and Manz)	<ul style="list-style-type: none"> ◆ Chapter 5 ◆ Chapter 6 ◆ Submit Assessment Exercise: Pursuing your Ideal Career ◆ Quiz 3

Week 9	Team Self-Leadership (Neck and Manz) Reviewing Travel Tales of Previous Journeys (Neck and Manz)	<ul style="list-style-type: none"> ◆ Chapter 7 ◆ Chapter 8 and Assigned Readings ◆ Discussion Forum #3 due in Blackboard – Answer primer questions on self-leadership and career development and contribute your independent research
Week 10	The Destination The Finding the Path to Uniqueness (Neck and Manz) The Journey Completed (Neck and Manz)	<ul style="list-style-type: none"> ◆ Chapter 9 ◆ Chapter 11 ◆ Chapter 12 ◆ Quiz 4
Week 11	Coaching Session #4 - The Hallmarks of Good Leadership Leveraging your Leadership Development	<ul style="list-style-type: none"> ◆ Report #4 Due –Interview of a respected leader
Week 12	Global Leadership	<ul style="list-style-type: none"> ◆ Assigned Readings ◆ Discussion Forum #4 due in Blackboard – Answer primer questions on global-leadership and career development and contribute your independent research
Week 13	Global Leadership and Career Assessment	<ul style="list-style-type: none"> ◆ Submit Assessment Exercise: Career Assessment and Reflections
Week 14	Coaching Session #5 - Executing your Development Plan	<ul style="list-style-type: none"> ◆ Draft of your presentation on your IDP for manager/mentor
Week 15	Executing your career plan	<ul style="list-style-type: none"> ◆ Assigned Readings ◆ Submit final Individual Report with 5 year Career Plan summary and resume
Week 16	Final Presentation on your development plan and detail manager/mentor reactions	<ul style="list-style-type: none"> ◆ Final Evaluation of your development plan and report on the reaction of your manager/mentor to your plan

Course Submission Checklist

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Introductory Discussion Forum <input type="checkbox"/> Quiz 1 <input type="checkbox"/> Leadership Assessments, Personality and Career Tests (Self-Assessments) <input type="checkbox"/> Discussion Forum #1 <input type="checkbox"/> Report #1 <input type="checkbox"/> Discussion Forum #2 <input type="checkbox"/> Quiz #2 <input type="checkbox"/> Report #2 <input type="checkbox"/> Report #3 <input type="checkbox"/> Ideal Career Assessment Exercise | <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 3 <input type="checkbox"/> Discussion Forum #3 <input type="checkbox"/> Quiz #4 <input type="checkbox"/> Report #4 <input type="checkbox"/> Discussion Forum #4 <input type="checkbox"/> Career Assessment Exercise and Reflection <input type="checkbox"/> Final Report with Career plan and resume <input type="checkbox"/> Final Presentation |
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Selected Readings

1. Alon, I., & Higgins, J. M. (2005). Global leadership success through emotional and cultural intelligences. *Business Horizons*, 48(6), 501-512.
2. Brown, R.T., & Fields, D. (2011). Leaders engaged in self-leadership: Can followers tell the difference? *Leadership*, 7(3), 275-293.
3. Adair, J. (1983). *Effective leadership*. Aldershot: Gower.
4. Alimo-Metcalfe, B. (1998). 360 degree feedback and leadership development. *International Journal of Selection and Assessment*, 6(1), 35-44.
5. Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16(3), 315-338.
6. Bandura, A. (1986). *Social of Thought and Action: A Social Cognitive Theory*. Upper Saddle River, NJ: Prentice Hall.
7. Caligiuri, P., & Tarique, I. (2009). Predicting effectiveness in global leadership activities. *Journal of World Business*, 44(3), 336-346.
8. Davidhizar & Lonser (2004). Self-Promotion: A strategy for career advancement. *The Healthcare Manager*, 23(1), 11-14.
9. Day, D. V. (2001). Leadership development: A review in context. *The Leadership Quarterly*, 11(4), 581-613.
10. de Janasz, S.C., Sullivan, S.E., & Whiting, V. (2003). Mentor networks and career success: Lessons for turbulent times (and an executive commentary). *Academy of Management Perspectives*. 17(4), 78-91.
11. Dickmann, M., & Harris, H. (2005). Developing career capital for global careers: The role of international assignments. *Journal of World Business*, 40(4), 399-408.
12. Gardner, H. (2011). *Leading minds: An anatomy of leadership*. Basic Books.
13. Goldsmith, M., Greenberg, C., Robertson, A., & Hu-Chan, M. (2003). *Global leadership: The next generation*. Ft Press.
14. Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *The new leaders: Transforming the art of leadership into the science of results*. London: Little, Brown.
15. Grossman, B. B., & Blitzer, R. J. (1992). Choreographing careers. *Training & Development*, 46(1), 67-70.
16. Hackman, M. Z., & Johnson, C. E. (2004). *Leadership: A communication perspective*. Long Grove, IL: Waveland Press.
17. Harrington, L. J., & Shepard, M. (1996). Career strategies for turbulent times. *The Internal Auditor*, 53(3), 48-52.

18. Harris, H. (2004). Global careers: Work-life issues and the adjustment of women international managers. *Journal of Management Development*, 23(9), 818-832.
19. Harvard Business Review. (2011). *HBR's 10 Must Reads on Leadership (with Featured Article "What Makes an Effective Executive," by Peter F. Drucker)*. Harvard Business Press.
20. Heslin, P.A. (2005). Experiencing Career Success. *Organizational Dynamics*, 34(4), 376-390.
21. Jokinen, T. (2005). Global leadership competencies: a review and discussion. *Journal of European Industrial Training*, 29(3), 199-216.
22. Kahnweiler, W. M. (2006). Sustaining success in human resources: Key career self-management strategies. *HR.Human Resource Planning*, 29(4), 24-31.
23. Kerr, S. (1975). On the folly of rewarding A while hoping for B. *Academy of Management Journal*, 18, 769-783.
24. Kets de Vries, M. F., Vriegnaud, P., & Florent-Treacy, E. (2004). The global leadership life inventory: Development and psychometric properties of a 360-degree feedback instrument. *The International Journal of Human Resource Management*, 15(3), 475-492.
25. Kirkman, B. L., & Benson, R. (1999). Beyond self-management: Antecedents and consequences of team empowerment." *Academy of Management Journal* 42 (1), 58-74.
26. Kouzes, James M., and Barry Z. Posner. *The leadership challenge: How to make extraordinary things happen in organizations*. Vol. 204. John Wiley & Sons, 2012.
27. Lee, P.C. (2002) "Career goals and career management strategy among information technology professionals", *Career Development International*, Vol. 7 Iss: 1, pp. 6 – 13.
28. London, M. (2001). *Leadership development: Paths to self-insight and professional growth*. Psychology Press.
29. Mäkelä, K., & Suutari, V. (2009). Global careers: a social capital paradox. *The International Journal of Human Resource Management*, 20(5), 992-1008.
30. Manz, C. C. (1986). Self-leadership: Toward an expanded theory of self-influence processes in organizations. *Academy of Management Review*, 11(3), 585-600.
31. Manz, C. C., & Sims, H.P. (2001). *The New Super Leadership: Leading Others to Lead Themselves*. San Francisco: Berrett-Koehler Publishers, Inc.
32. Manz, C.C., & Sims, H.P. (1980). Self-management as a substitute for leadership: A social learning theory perspective. *Academy of Management Review* 5(3), 361-367.
33. McCall, M. W. (2004). Leadership development through experience. *The Academy of Management Executive*, 18(3), 127-130.

34. Mendenhall, M. E., Oddou, G. R., Osland, J. S., Bird, A., & Maznevski, M. L. (Eds.). (2012). *Global leadership: Research, practice, and development*. Routledge.
35. Morrison, A. J. (2000). Developing a global leadership model. *Human resource management*, 39(2-3), 117-131.
36. Murphy, S. E., & Riggio, R. E. (Eds.). (2003). *The future of leadership development*. Psychology Press.
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