

## **GT 2803: Global Leadership Fall 2026**

**Instructor:** Rudy Gleason  
[rudy.gleason@me.gatech.edu](mailto:rudy.gleason@me.gatech.edu)

**Credit:** 3-0-3  
**Prerequisite(s):** None

**Class Time & Location:** Tues. & Thurs. 3:30 - 4:45 pm @ Brittain Rec. Room 217

**Office** Tues./Thurs. 4:45 pm (after class) in Brittain Rec. Room 217.

**Hours:** The best way to talk connect with me is after class or during my office hours. If you sent me an email or message and I did not reply, please see me after class.

### **Welcome!**

Welcome to Georgia Tech and Global Leadership! I am so excited that you decided to join this LLC and looking forward to getting to know everyone and walk through your first year as a GL student at GT.

### **Course Description**

Global Leadership aims to teach students how to develop significant and innovative ideas to advance the United Nations Sustainable Development Goals (SDGs). This course will introduce you to the SDG's. In addition to traditional lectures, students will work in small teams to write and present a grant proposal aimed at addressing a 'real world' challenge related to one or more SDG's. As part of the course, students will define a specific SDG-related problem of interest to them, develop a novel and innovative solution to that problem, and design strategies, targets, and indicators to assess the effectiveness of your solution. Emphasis will be given to solutions that are appropriate for diverse cultures. Students will also conduct cultural research assignments to explore a different culture, the state of the SDG's in that culture, and strategies for cross-cultural engagement. Finally, students will explore their professional identity, the roles of people in their field of study in advancing the SDG's, and cast vision for your training while you are at Georgia Tech.

### **Objectives**

The objective of this course is to provide students with an introduction to the SDG's, developing significant and innovative ideas reaching the SDG's, exploring the role of their field of study in addressing the SDG's, and discovering attributes of a cross-cultural, global leader.

### **Outcomes**

At the end of the course the students should be able to:

1. **Global Goals Thread:** You will be able to explain each UN SDG and describe some specific activities targets, indicators, and strategies being used to advance these goals.
2. **Innovation Thread:** You will work in teams of ~4 students to formulate a significant and innovative idea that could have a positive impact on at least one of the SDG's and develop a sound strategy, with targets and indicators, to test the effectiveness of this idea. Emphasis will be on strategies that will be successful for resource-limited and cross-cultural environments. You will also learn how to critically evaluate innovations developed by your peers.
3. **Cultures Thread:** You will conduct cultural research assignments aimed at exploring a different culture and exploring your own culture and how one from your culture(s) might thrive and struggle in this new culture. Each student will build a 'cross-cultural assessment' report throughout the semester.
4. **Leadership Thread:** You will cast a vision for becoming a Global Leader by creating your 'Leadership Package', by imaging your dream and purpose statement, your resume and experiences,

and letters of recommendation that you would like to have when you graduate and develop a plan for the next few years.

### **Course Modality Information**

This course will mainly be delivered in-person. This course will have some “flipped” aspects, where you will watch some lecture material asynchronously and we will sometimes use our regular class time to work on your course activities and assignments.

### **Calendar**

All course expectations will be communicated through the “Assignments” tab in Canvas. Changes to any assignment due dates or deliverables will be announced through the “Announcements” in Canvas.

### **Reference Text:**

There is no required textbook. All course material will be provided in the form of lecture slides, paper, or other electronic resources.

### **Summative Assessment**

Summative assessment is an important part of teaching and learning. We will assess student performance using several different tools, including both teamwork and individual assignments, summarized below. The percentage that each assignment contributes to your overall grades are:

#### **20% *Term Tests & Final Exam:***

- Term Test 1 (5%): Covers lecture material in the first third of the course.
- Term Test 2 (5%): Covers lecture material in the second third of the course.
- Final Exam (10%): Cumulative assessment of the lecture material.

**35% *Grant Proposal:*** (Three Milestones, including written and oral presentations) You will work in teams of 3-4 students to write an NIH style grant proposal aimed at developing and testing a novel solution aimed at advancing the SDG’s. A detailed description of this assignment is provided in the “Project Description.doc” in Canvas.

- *Milestone 1 (10%):* Specific Aims Page (5%) and Oral Pitch (5%)
- *Milestone 2 (7.5%):* Aims Page, Significance, and Innovation (7.5%).
- *Milestone 3 (17.5%):* Full Proposal (10%, Aims, Significance, Innovation, Approach, Budget, and Budget Justification). Oral presentation of Full Proposal (7.5%)

Note that, generally, all team members receive the same grade for their group assignment. That said, throughout the semester, we will assess group dynamics in several formal and informal ways. I reserve the right to adjust individual team member grades based on their overall performance and contribution to their groups project.

**25% *Homework Assignments:*** These are individual and group assignments.

- Innovation Thread: Peer-reviews for Examples and Milestone 1, 2, and 3.
- Cross-cultural Thread: Individual and group assignments related to cross-cultural research.
- Leadership Thread: “I have a dream”, resume in 5 years, expert interviews, etc.

**10% *Participation in in-class activities:*** Class participation is a significant part of this course. I will assess participation in several ways.

- *Attendance & engagement:* I may take attendance either directly, or through class participation activities such as surveys, in-class peer-review activities, etc. Ultimately, I hope for thoughtful discussion and engagement in class activities. If you must miss class, due to an illness or truly unavoidable conflict, please email me ahead of time describing why you missed class and put “GT 2803 absence” in the Re: section of the email.

- Completing in-class activities: You will turn in study guide submissions for asynchronous lectures, weekly team expectations worksheets, completion of class surveys, etc. Completion and turning in these items will count towards your participation grade.

10% **Participation in GL Community Activities.** Participation in the Global Leadership Community Building activities is essential to the success of building our community.

- Connections to Professional/SDG Community: These include “Hangin’ with Dr. G”, “Community Connections”, “Service Projects”, and other ways that we, together as a community, can connect with your professional community.
- Connections to GL Community: These include fun GL-sponsored activities like Atlanta United games, the State Fair, Fox Theater events, intramurals teams, student action team events, etc.

Students are expected to participate in at least 5 events, including at least 2 professional events and at least 2 GL community events. Negative Participation Points: If you sign up for a GL-sponsored event (with limited spots) and do not show, you may receive negative participation points. Lots of effort and money are put into coordinating events. We buy tickets, meals, transportation, etc. We recognize that, sometimes, plans change. However, being conscientious with managing your RSVP’s helps us plan well and use our finite resources most effectively. If you sign-up and do not change your RSVP to “no” by 4:30 pm the day before the event, you will get negative participation points, if there is not a legitimate reason (e.g., illness or emergency) for your absence.

5% **Extra-credit for Additional Participation in GL Community Activities.** We often have certain GL students who are leading the way in helping to build this community. Student who participate in much more than the ‘required’ events, students who lead student action teams, and take other forms of community leader roles can receive up to 1 to 5 extra percentage points of extra credit to their overall course grade.

### Grade Scale

The grade distribution will be as follows: A = 90-100%, B = 80-90%, C = 70-80%, D = 60-70%, F <60%. I reserve the right to shift this grading scale down, but will not shift this grading scale up; i.e., I may choose to shift the grading scale to allow an A = 89-100%, but will not shift the scale so that A = 91-100%. I do not grade on a ‘curve’. It is my desire that everyone gets an ‘A’ in this course.

### Grading Strategies

I will assign the final grades for all assignments, based on my review of its content and quality. I will also consult closely with our Facilitators in class, who will work with your group during class activities. That said, for the grant proposal and peer review activities, I often ask students to provide detailed peer-review and constructive feedback, including an overall score for the assignments. I try to rely heavily on the peer-review scores unless they deviate significantly from my own assessment and the assessment of our Facilitators. Receiving and responding to peer-reviews and peer-assessment is a big part of advancing the SDG and other important gaps and inequities in our society; therefore, I try to stay true to this process, as it closely resembles the actual grant review process.

### Keys to Success

There are several keys to success in this class.

- First and foremost, be excited to learn and be passionate about innovating novel and creative ideas to address global development challenges.
- Participate with your group and participate in discussion during the class.

- Conduct course activities in a timely manner. Start assignments early, meet with your group, and turn in materials you are expected to conduct these activities. Start lectures and assignments early, so that you have time to ask questions.
- Be constructive, not just with your own group and project, but also with other groups and projects. You will have a lot of opportunity to provide constructive feedback to other groups. Providing constructive critiques is a driving force in research and development; critical reviews are often hard to read, but they will challenge you to think in new ways.
- Be responsive to the peer-reviews and constructive critiques of your work.

### **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>. Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

### **Accommodations**

Georgia Tech complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. I fully support and recognize the need to make accommodations that improve teaching and learning for all student. If you need an accommodation, please make an appointment with the Office of Disabilities to discuss the appropriate procedures. Their website is <http://disabilityservices.gatech.edu>.

### **Dean of Students Office, CARE Center, Counseling Center, Stamps Health Services, and the Student Center:**

The [CARE Center](#) and the [Counseling Center](#), Stamps Health Services, and the Dean of Students Office will offer both in-person and virtual appointments. Student Center services and operations are available on the [Student Center](#) website. For more information on these and other student services, contact the Dean of Students or the [Division of Student Life](#).