CENTRE FOR GLOBAL CITIZENSHIP STUDIES

COURSE SYLLABUS

PDVP-201

Leadership and Global Impact in the Workplace

Marketed as: Leadership & Global Impact in the Workplace



Course Code	PDVP-201
Course Title (transcript)	Leadership and Global Impact in the Workplace
Credit Value	3 US semester credits (equivalent to 4.5 quarter credits)
Course Level	Lower-division undergraduate (intermediate, 200-level)
Discipline	Leadership & Global Workplace Studies
Delivery Mode	100% online, asynchronous (CGCS Virtual Learning Environment)
Duration	Self-paced; up to 12 months from enrolment. Can be completed on its own or alongside a real-world experiential activity.
School of Record	Hartwick College, Oneonta, New York, USA
Awarding Institution	Centre for Global Citizenship Studies, London, UK

Prerequisites	None. Suitable for students aged 16+. The course can be completed on its own, or alongside a relevant gap-year, volunteering, work, internship, or other applied experience.
Transferability	Lower-division (200-level) intermediate elective in leadership, management, and global workplace studies, sitting within the Personal & Professional Development (PDVP) pathway. Hartwick College is regionally accredited by the Middle States Commission on Higher Education (MSCHE), so credits transfer to most US institutions on a syllabus-review basis. Receiving institutions typically accept this course as elective credit, general-education credit, or major credit (Business, Management, Leadership Studies, International Studies, or Global Studies) at their own discretion.

How This Course Works

This course is delivered as a structured online programme of ten sequential modules through the CGCS Virtual Learning Environment. Each module combines core academic content — readings, recorded notes, structured tasks, and case-based activities — with reflective tasks that invite students to connect course concepts to their own life, study, or work context.

Assessment is by means of two graded written assignments: a real-world leadership case-study analysis and a personal leadership development portfolio. The course can be completed on its own, or alongside a parallel experiential activity — a gap year, a volunteering placement, an internship, a work experience, or a self-directed project — which can enrich the student's reflective and applied work.

Course Goal

The goal of this course is to develop students' capacity to lead responsibly and effectively in contemporary, diverse, and globally interconnected workplaces. Through engagement with leadership theory, intercultural communication, ethics, diversity and inclusion, sustainability, and corporate social responsibility, students cultivate the analytical, interpersonal, and ethical competencies expected of emerging global professionals. The course pairs structured academic content with personal reflection and applied portfolio work, so that students can translate theory into a workable, evidence-based vision of their own leadership practice.

Course Description

Leadership and Global Impact in the Workplace is a structured online course exploring leadership principles and global responsibility in contemporary work environments. Students examine major leadership theories, intercultural communication, ethics, diversity and inclusion, sustainability, and corporate social responsibility within local and global organisational contexts. Through case studies, reflective practice, and applied projects, students develop the skills needed to lead responsibly in diverse professional settings.

The course is delivered through ten modules and assessed by means of a real-world case-study analysis and a personal leadership development portfolio. It is designed for students preparing to enter the global workforce, students in transitional career phases, and early-career professionals seeking to consolidate a values-led, globally-aware leadership identity.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain major leadership theories and their application in contemporary workplace settings.
2. Analyse the role of global responsibility in modern organisations.
3. Demonstrate intercultural communication and collaboration strategies suitable for diverse and international teams.
4. Evaluate ethical leadership decisions in complex global contexts.

5. Assess workplace diversity, equity, and inclusion challenges and propose evidence-based responses.
6. Examine sustainability and corporate social responsibility in business practice, including ESG frameworks.
7. Develop leadership strategies for addressing global workplace issues, including remote, digital, and cross-cultural challenges.
8. Reflect critically on personal leadership identity and global professional responsibility.

Course Topics

The course is structured around the following ten modules, delivered asynchronously through the CGCS Virtual Learning Environment. The course is not paced by week or term; students progress through modules in sequence at their own pace.

Module	Title	Sub-topics
Module 1	**Introduction to Leadership and Global Responsibility**	Defining leadership in a global context The concept and significance of global responsibility in the workplace
Module 2	**Leadership Theories and Styles**	Trait, transformational, servant, and situational approaches Matching leadership style to context
Module 3	**Emotional Intelligence and Self-Leadership**	Self-awareness, self-regulation, and personal effectiveness Foundations of self-leadership
Module 4	**Intercultural Communication and Global Teams**	Communicating effectively across cultures Leading and collaborating in international teams
Module 5	**Diversity, Equity, Inclusion, and Belonging**	Foundations of DEI in the workplace Building cultures of belonging
Module 6	**Ethics, Values, and Responsible Leadership**	Ethical reasoning and decision-making Values-based leadership
Module 7	**Sustainability, CSR, and ESG Leadership**	Corporate social responsibility frameworks ESG principles and sustainable business practice
Module 8	**Conflict Resolution and Collaborative Leadership**	Approaches to managing workplace conflict Building collaborative team practices
Module 9	**Leadership in the Digital and Global Workplace**	Leading remote, distributed, and hybrid teams Digital ethics and emerging workplace technologies
Module 10	**Personal Leadership Development and Global Action**	Designing a personal leadership identity Global impact commitments and professional growth

Assessment

Assessment comprises two graded written assignments, supported throughout the course by reflective tasks within each module. In each module, students complete one independent reflection task in their learning journal (150–200 words) and two short reflective responses (approximately 300 words each); these are read by the Programme Coordinator but are ungraded.

Assignment 1 — Leadership Case-Study Analysis (40%). A 1,500–2,000 word analysis of a real-world workplace leadership case involving ethical challenges, intercultural issues, diversity concerns, or sustainability decision-making. Students summarise the case, identify the leadership style(s) demonstrated, analyse ethical and global responsibility dimensions, discuss cultural and diversity implications, evaluate strengths and weaknesses of the leadership response, and recommend alternative leadership strategies grounded in course theory. Example cases include Uber's workplace culture crisis, Starbucks' racial bias incident, the Johnson & Johnson Tylenol crisis, the Volkswagen emissions scandal, the Boeing 737 MAX crisis, Patagonia's sustainability leadership, and Apple/Foxconn labour ethics; students may also select another case of equivalent scope.

Assignment 2 — Personal Leadership Development Portfolio (60%). A portfolio of approximately 2,500–3,000 words (or equivalent in narrated presentation or multimedia format) demonstrating the student's leadership development and global workplace awareness. The portfolio comprises a leadership self-assessment (including leadership style, emotional intelligence, and cultural intelligence reflections), an analysis of one chosen global workplace challenge, and a personal leadership action plan that includes a leadership philosophy, SMART goals, a workplace leadership development plan, global impact commitments, and a professional growth roadmap.

Graded assignments are marked on an A–F letter scale; students may submit each graded assignment up to three times to achieve a passing grade. A passing grade requires the student to achieve at least 50% on each graded assignment. Final course grades are reported on the standard A–F letter scale and recorded on the Hartwick College transcript.

Student Workload

This 3-credit course is designed to total approximately 135 hours of student engagement, comprising: ~30 hours of online VLE module content (notes, videos, structured tasks, and quizzes across the ten modules); ~25 hours of recommended reading; ~30 hours of reflective journal and short-response tasks across the modules; ~35 hours of graded assignment preparation, drafting, and writing; and ~15 hours of revision, self-assessment, and submission preparation. The credit value reflects the combined academic and reflective workload, consistent with US online and experiential-education credit conventions.

Course Policies

Delivery and Engagement

100% online and asynchronous through the CGCS Virtual Learning Environment. There is no fixed term length and no scheduled meetings. Students enrol on a rolling basis and have up to 12 months to complete the course; most students complete within 8–12 weeks of focused engagement.

Academic Integrity and AI Use

All work submitted must be the student's own. Direct quotation, paraphrase, or use of another author's ideas must be cited using a recognised academic referencing style (Harvard, APA, or MLA). Assignments are screened with a plagiarism and AI-detection checker. Plagiarism, contract cheating, and falsification of evidence are violations of CGCS academic integrity policy and may result in assignment failure or removal from the programme. The CGCS Plagiarism and AI Prevention Guide is available in the orientation module of the VLE.

Grade Appeals

Students wishing to request a re-mark of a graded assignment should email the Programme Coordinator with the assignment in question and the grounds for the remark request. The result of the re-mark is final, regardless of whether it is higher or lower than the original mark.

Programme Coordinator

Programme Coordinator: Jared Borkum, Academic Director and Co-Founder, Centre for Global Citizenship Studies. Email: learning@globalcitizenshipstudies.com. Available Monday–Thursday 08:00–19:00 UK time, Friday 08:00–17:00 UK time.

Transcripts

Final grades are submitted to Hartwick College (Oneonta, NY), which serves as CGCS's US School of Record. Hartwick College is accredited by the Middle States Commission on Higher Education (MSCHE). Students order official Hartwick College transcripts via the National Student Clearinghouse once the final grade is posted.

About CGCS and Hartwick College

The Centre for Global Citizenship Studies (CGCS) is a London-based educational organisation specialising in the academic recognition of experiential and global learning. CGCS is an approved learning centre for NOCN, an awarding body regulated by Ofqual (the UK government's qualifications regulator). CGCS courses are CPD-accredited and recognised by partner institutions including the Gap Year Association and the Forum for International Volunteering.

Hartwick College serves as the US School of Record for CGCS short courses, providing official US academic transcripts that record the course code, title, letter grade, and credit value. Hartwick College is a private liberal-arts college accredited by the Middle States Commission on Higher Education (MSCHE).

Syllabus version: May 2026 · Centre for Global Citizenship Studies · For credit-evaluation enquiries please contact learning@globalcitizenshipstudies.com