

**SPECIAL TOPICS:
IAGE 6865-002
International Diplomacy, Networking and Mentoring
Spring 2020**

INSTRUCTOR

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State of Utah, Governor's Office of Economic Development University

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Mr. Franz Kolb, Director of Diplomacy and Protocol in the Utah Governor's Office of Economic Development (GOED). He was also the Regional Director for International Trade and Diplomacy for Europe, India, the Middle East and Africa. His previous experience includes: President of two international business consulting companies, Deputy Director for the State of Utah's International Business Development Office, President of the World Trade Association of Utah, and Director of International Services for Ernst & Young.

COURSE DESCRIPTION

This course will prepare students for the practical realities of careers with international business firms, government agencies and INGOs. It will provide students with necessary understandings and skills for effectively meeting and working with organizational representatives from different countries and prepare them to engage in professional international networking – a necessary activity for finding positions and advancing their careers in international organizations. Students will be required to apply knowledge and take necessary steps to build their own networks and build and maintain professional relationships.

IAGE 6865-002 will meet in GC 4150 on:

Wk 1. Thursday, January 9, 2020 from 6:00 pm to 9:00 pm

Wk. 2 Thursday, January 16, 2020 from 6:00 pm to 9:00 pm

Wk. 4 Thursday, January 23, 2020 from 6:00 pm to 9:00 pm

Wk. 7 Thursday, February 20, 2020 from 6:00 pm to 9:00 pm

Wk. 8 Thursday, February 27, 2020 from 6:00 pm to 9:00 pm

Wk. 12 Thursday, March 26, 2020 from 6:00 pm to 9:00 pm

Assignments will be due between class meetings.

There will be opportunities to engage in networking. So for example there might be a meeting with international dignitaries, organizations such as the World Trade Association of Utah, the World Trade Center Utah and the Utah Council for Citizen Diplomacy to name a few. Students are expected to volunteer for some.

Discussion Board Posts: Students will be required to contribute a minimum of two times per each of the subsections on Canvas. The “subsections” are Diplomacy, Networking and Mentoring. The goal of these assignments is to have the student think critically, make connections, and consider the practical application. The professor will regularly post questions related to the readings and you may answer those or you may create your own discussions.

Students will also be required to watch weekly videos. You may include content of the videos in your discussion posts.

COURSE OBJECTIVES

Students in this course will learn to:

1. Understand and appreciate the skills needed for successful international diplomacy
2. Develop the skills for effective networking
3. Manage and develop a personal network and demonstrate the value in successful human interactions
4. Explore the importance of a mentor in diplomacy and networking/personal branding
5. Complete several collaborative project-based learning exercises that apply key networking concepts to real-world public and nonprofit sector problems and dilemmas
6. Apply graduate level research and presentation skills.
7. Assess personal knowledge gained from the course.

COURSE REQUIREMENTS

Students are responsible for having access to:

Shawn Dorman (Ed.). (2011). *Inside a U.S. Embassy: Diplomacy at Work, The Essential Guide to the Foreign Service* (3rd ed.). Sacramento, Calif: FS Books/American Foreign Service Association.

Christopher R. Hill (2015). *Outpost: A Diplomat at Work*. New York: Simon & Schuster..

Harry Beck and Christine Clifford Beckwith (2011): *You, Inc: The Art of Selling Yourself*. New York: Hachette Book Group.

Hilarie Owen (2011). *The Complete Guide to Mentoring: How to design, implement and evaluate effective mentoring programmes*. New York: Kogan Page.

These four low-cost books are available from Amazon.com.

Additional reading will be assigned.

Several group project exercises will be assigned. As a hybrid course, most group and individual activities will be administered asynchronously through the CANVAS LMS. Group and individual activities will involve online discussions regarding application of concepts. Students will work in virtual teams, usually of 3, outside of class. Completed group and individual activities will be submitted electronically through Canvas. Throughout this semester, there will be an opportunities to engage in networking and volunteer work. Students are expected to volunteer for some of these in order to apply networking skills.

PERFORMANCE EVALUATION CRITERIA

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|---|-----|
| In class Participation | 25% |
| Substantive Contribution to online weekly group discussion forum Activities | 30% |
| Substantive Contribution to in class group exercises (Detailed descriptions are forthcoming) | 25% |
| Contribution to Personal Brand Reflection and Video | 20% |

REASONABLE ACCOMMODATION FOR DISABILITY.

We offer any student with a disability, the opportunity to meet with either of us privately to discuss receiving reasonable accommodation. Such accommodation will be afforded based on the specific disability and as agreed in writing. This statement in no way asks that students identify themselves as having a disability; however, a request for reasonable accommodation can only be granted if a student makes his or her disability known.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

CULTURE OF INCLUSION

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

ACADEMIC HONESTY

Academic honesty is expected, and academic misconduct will not be tolerated. The University of Utah's Student Code defines *academic misconduct* "to include, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

'Cheating' involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it. . . .

'Misrepresenting one's work' includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of this instructor.

‘Plagiarism’ means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

‘Fabrication’ or **‘falsification’** includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.”

An act of academic misconduct may result in an academic sanction. The Student Code defines *academic sanction* as “a sanction imposed on a student for engaging in academic or professional misconduct. It may include, but is not limited to, requiring a student to retake an exam(s) or rewrite a paper(s), a grade reduction, a failing grade, probation, suspension or dismissal from a program or the University, or revocation of a student’s degree or certificate. It may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record” Thus, for example, I might give an assignment grade or a course grade of E and also recommend additional academic sanctions to the Chair of the Political Science Department. In the event of suspected academic dishonesty, I may substitute an examination or assignment for the work in question.

TOPICS AND ASSIGNMENTS: See also the course spreadsheet that contains important assignment details!

PART 1: THE ART AND SCIENCE OF DIPLOMACY

Week 1 Laying the Groundwork on Diplomacy 09-Jan- 20

- Read: Dorman’s *Inside a U.S. Embassy: Diplomacy at Work*
- Watch Weekly Videos for Week 1: See Attached Excel Spreadsheet
- Related in Class Group Exercise: Exchange ideas with two other students over the questions of what do we mean by “Diplomacy?” What is the relevancy of diplomacy?” What kind of different diplomacies are there?”
- Reflective Question:
- **Jan 9 On-Campus/In Class Exercise**: Diplomacy Group Exercise

Week 2 So You want to be a Diplomat? 16-Jan-20

- Read: Dorman’s *Inside a U.S. Embassy: Diplomacy at Work*; and Christopher Hill’s *A Diplomat at work*
- Watch Weekly Videos for Week 2: See Attached Excel Spreadsheet
- Online Questions: What are the roles and responsibilities of a consul, consul general and ambassador? What is the difference between a Diplomat and a Consul? What is the Vienna Convention and how does it impact diplomatic immunity?

- Discuss if we are to affect profound changes or system-level “transformations,” we need profound knowledge. Do you agree with this statement? Why or why not?

Week 3
23-Jan-20

The Importance of Protocol in Diplomacy

- Read: Dorman’s *Inside a U.S. Embassy: Diplomacy at Work*; and Christopher Hill’s *A Diplomat at work*.
- Watch Weekly Videos for Week 3: See Attached Excel Spreadsheet
- Online Questions: What do we mean when we hear that Protocol is not important in Diplomacy? What is the relationship between cultural faux pas and ethnocentrism in relation to diplomatic protocol? How can we guard against protocol mistakes? Discuss some diplomatic faux pas you have experienced or found on the internet.

Week 4
30-Jan-20

Protocol as a Foundation for Diplomacy

- Read: Dorman’s *Inside a U.S. Embassy: Diplomacy at Work*; and Christopher Hill’s *A Diplomat at work*
- Watch Weekly Videos for Week 4: See Attached Excel Spreadsheet
- Online Questions: What do we mean by cultural diplomacy? How can cultural diplomacy help public diplomacy? What is the relationship between protocol and cultural diplomacy? Discuss citizen diplomacy and protocol. How does economic diplomacy relate to public diplomacy? What are some protocol principles that are used in every country?

Week 5
06-Feb-20

The Role of the Diplomat

- Read: Dorman’s *Inside a U.S. Embassy: Diplomacy at Work*; and Christopher Hill’s *A Diplomat at work*.
- Watch Weekly Videos for Week 5: See Attached Excel Spreadsheet
- Related Online Group Exercise: Discuss 5 key points of the reading and share with two group members
- Online Questions: Forthcoming

Week 6
13-Feb-20

Diplomatic Styles of World Leaders

- Read: Dorman’s *Inside a U.S. Embassy: Diplomacy at Work*; and Christopher Hill’s *A Diplomat at work*.
- Watch Weekly Videos for Week 6: See Attached Excel Spreadsheet
- Online Questions: Compare and contrast the Diplomacy styles of President Donald Trump, Chairman Kim Jong Un, Chancellor Angela Merkel and Sheik Mohammed bin Rashid Al Maktoum. Exchange your

findings and conclusions with two other students and defend your answers.

PART 2: NETWORKING AS A SUCCESS TOOL FOR DIPLOMACY

Week 7 20-Feb-20

Preparation for Personal Networking

- Read: Beckwith and Clifford's *YOU, Inc.*
- Watch Weekly Videos for Week 7: See Attached Excel Spreadsheet
- Online Questions: What is the importance of Networking? How does social networking differ from networking in person? What preparation do you have to make to be successful in networking?
- Assignment: Each student will design his/her own personal business card consisting of a personal logo and other pertinent information. Research various styles of business cards. Submit your personal business card considering paper, font, and design. This is an extension of yourself. Be proud of it. There are free printing services on the internet. If the student is in financial hardship, he/she can submit only the design.

Week 8 27-Feb-20

The Professional Appearance of a Diplomat and a Networker

- Read: Beckwith and Clifford's *YOU, Inc.*
- Watch Weekly Videos for Week 8: See Attached Excel Spreadsheet
- Online Questions: What is the importance of personal appearance? What are cultural implications? What is an appropriate dress for a diplomat? What is an acceptable outfit for a formal occasion, a business occasion and an informal occasion in the Western World, the Middle East and in Africa. Compare and Contrast two.
- Assignment: Come to the next on ground class in an attire that you would use for networking, meeting a senior diplomat or a future employer.

Week 9 05-Mar-20

Is Networking worth the effort?

- Read: Beckwith and Clifford's *YOU, Inc.*
- Watch Weekly Videos for Week 9: See Attached Excel Spreadsheet
- Online Questions: There are also many critics of networking. Cite a few and discuss with your study group.
- **Mar. 5 On-Campus/In Class Exercise: TBD**

Week 10 12-Mar-20

UofU Spring Break. No class or assignments.

Week 11
19-Mar-20

Designing a purposeful personal brand

- Read: Beckwith and Clifford's *YOU, Inc.*
- Watch Weekly Video for Week 11: See Attached Excel Spreadsheet
- Online Questions: Discuss the relationship between a personal brand and networking? How do you develop a personal brand?

Week 12
26-Mar-20

Networking is not working

- Read: Beckwith and Clifford's *YOU, Inc.*
- Watch Weekly Video for Week 12: See Attached Excel Spreadsheet
- Online Questions: Discuss benefit of networking? Reflect on some networking experiences you have had and how you benefitted.

PART III. THE IMPORTANCE OF A MENTOR IN INTERNATIONAL DIPLOMACY AND NETWORKING

Week 13 **Obtaining a Mentor**
2-Apr-20

- Read: Owen's *The Complete Guide to Mentoring*
- Watch Weekly Video for Week 13: See Attached Excel Spreadsheet
- Online Questions: Come up with an ideal mentor profile. What is the role of a mentor? How do you choose a mentor? If you have one and feel comfortable, please share in your discussion and how you did or did not benefit from mentoring.

Week 14
9-Apr-20 **Do I really need a Mentor?**

- Read: Owen's *The Complete Guide to Mentoring*
- Watch Weekly Video for Week 14: See Attached Excel Spreadsheet
- Online Questions: Forthcoming.

Week 15
16 Apr-20

- Read: Owen's *The Complete Guide to Mentoring*
- Watch Weekly Video for Week 15: See Attached Excel Spreadsheet
- Online Questions: Forthcoming

Reflective

- Read: Owen's *The Complete Guide to Mentoring*
- Watch Weekly Video for Week 13: See Attached Excel Spreadsheet
- Online Questions: Forthcoming
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Course Wrap up /Summary and in class exercises.

- Read: Owen's *The Complete Guide to Mentoring*

- Watch Weekly Video for Week 15: See Attached Excel Spreadsheet
- Online Questions: Forthcoming