

MGMT 5940
Global Leadership and Social Dynamics
Summer 2024

Expedition in the Italian Dolomites
Open to Current Graduate Students; Spouses, Family Members, SO's and Guests; Faculty, Colleagues, and Alumni

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

The full title of this course is ***Challenges in Global Interpersonal Communication and Social Dynamics: Leading Effectively across Borders and Business Cultures***. The course includes exploring the complexities and challenges of communicating effectively in a global marketplace and involves multiple practice modalities to develop and hone interpersonal communication skills among participants from various cultural and geographic backgrounds.

RATIONALE:

Research suggests that a leader's capacity and productivity are fundamentally dependent on four competencies: **I.Q** (intelligence quotient). **Business/Technical Expertise, Geocentric Perspectives and Adaptability**, and something known as **"Emotional Intelligence" or EQ for short**. In fact, the more highly placed in an organization an individual is, the more important Emotional Intelligence and Geocentric Sensibilities become. Studies show that **80 percent of the effectiveness of star performers is linked to their possessing a high degree of Emotional Intelligence and Cross-Cultural Adaptability**.

Leaders today confront daunting challenges: globalization of the economy, rapid changes in technology, shifting business models, and accelerating pace of business – all at an ever-increasing rate of change. Whether a company proves sufficiently agile to survive and thrive will depend on the degree to which its leaders can manage their own emotions and cultural perspectives in the face of escalating change. Emotionally competent and globally astute leaders think clearly under pressure, make strategic

decisions, and adapt to shifting business climates with flexibility and focus. A leader exercising these capacities has a profound impact on others, serving to mitigate reactivity, building trusting relationships, and keeping the focus on what matters – delivering business results.

“You can be a successful leader without much emotional intelligence if you’re extremely lucky and you’ve got everything else going for you: booming markets, bumbling competitors, and clueless higher-ups. If you’re incredibly smart, you can cover for an absence of emotional intelligence until things get tough for the business. But at that point, you won’t have built up the social capital needed to pull the best out of people under tremendous pressure. The art of sustained leadership is getting others to produce superior work, and high IQ alone is insufficient to that task.”

–Daniel Goleman is the cochair of the Consortium for Research on Emotional Intelligence in Organizations based at Rutgers University’s Graduate School of Applied and Professional Psychology.

LEARNING OUTCOMES:

1. To measurably increase self-awareness and social awareness and develop more effective self-management and relationship management skills.
2. To become more effective communicating with both domestic and international clients, with colleagues at all levels and from all cultures in the organization, and with prospective clients and future colleagues, both domestic and foreign.
3. To learn and develop (through practice) capacity for staying in multi-cultural relationships (collegial, client/professional, prospective clients and colleagues) with authenticity and integrity.
4. To develop strategies and tactics for influencing the organizational culture to foster authentic data flow (communications) among members of the organization, both domestically and abroad.
5. To develop and hone skills for tempering the neural limbic system (“fight or flight” response) to replace impulsive and automatic response patterns with conscious choice patterns.
6. To learn skills and strategies for “continuing education” in harnessing more effectively the neural limbic system (for example, developing skills in facilitating “T-Group” encounters and exercises to practice choosing more effective communication patterns).
7. Develop effective skills in providing feedback to colleagues and associates, representing a multiplicity of cultures and backgrounds.
8. Develop and practice effective peer and professional coaching skills.

COURSE CONTENT:

Building on the work of authors and researchers Daniel Goleman, Richard Boyatzis, and other pioneers in the evolution of Emotional Intelligence, this special program eclipses the realm of EQ by expanding capacities and skills in the following key competencies:

THE FOUR EQ QUADRANTS

<p>SELF-AWARENESS</p> <p><i>Your ability to accurately perceive your emotions and stay aware of them as they happen. This includes being aware of how you tend to respond to specific situations and people.</i></p>	<p>SOCIAL AWARENESS</p> <p><i>Your ability to accurately read the emotions of others and understand what is really going on – understanding what others are thinking and feeling, and being able to effectively see and navigate organizational culture.</i></p>
<p>SELF-MANAGEMENT</p> <p><i>Your ability to use the awareness of your emotions to positively direct your behavior - managing your emotional reactions to all situations and people.</i></p>	<p>RELATIONSHIP MANAGEMENT</p> <p><i>Your ability to use the awareness of your emotions and the emotions of others to successfully manage interactions and relationships.</i></p>

Building on the work of authors and researchers David Livermore, Gayle Cotton Tanya Finnie, and other pioneers in the evolution of Cultural Intelligence, we consider the following four-quadrant model for understanding the dimensions of Cultural Intelligence:

THE FOUR CQ QUADRANTS

<p>METACOGNITIVE (STRATEGY)</p> <p><i>Your ability to employ cultural awareness during cross-cultural interactions. High CQ individuals consciously and continuously question their own cultural assumptions, and then adjust appropriately their cultural knowledge while interacting with people from other cultures.</i></p>	<p>COGNITIVE (KNOWLEDGE)</p> <p><i>Your ability to learn and absorb knowledge of cultural environment, or the level of cultural knowledge. Knowledge of cultural particularities allows us to appreciate and comprehend the systems that shape social interactions within a culture.</i></p>
<p>MOTIVATIONAL (DRIVE)</p> <p><i>Your ability to harness your attention and energy toward learning about cultural similarities and differences, and then effecting strategy. Metacognition, cognition and motivation are mental activities, whereas behavior is corporal and physical.</i></p>	<p>BEHAVIORAL (ACTION)</p> <p><i>Your ability to exhibit appropriate verbal and nonverbal actions when interacting with those from different cultures. Cross-cultural interactions see nonverbal behavior as having a significant role in communication as it acts as “silent language” and gives meaning in subtle ways.</i></p>

METHODOLOGY:

This special course offers a unique program comprised of proven techniques, including experiential exercises that take leadership development beyond the bounds of the usual classroom setting into “real time” interaction and training. The goal is to engender deep insights and enable actual behavior and attitude changes to take firm root. The course will include a mix of proven methodologies that provide a singularly powerful leadership development program designed to elevate the levels of Emotional and Cultural Competence among its participants, enabling individuals to know themselves and their values better; to achieve greater clarity of vision; and act in ways that are congruent with their intentions, goals, and values.

COURSE MATERIALS

(ALL OF THESE MATERIALS ARE PROVIDED THROUGH CANVAS OR WILL BE ELECTRONICALLY SENT TO YOU – NOTHING TO PURCHASE):

The EQ Primer by Lux, Weis & Bohan

EQ Self-Assessment by Bohan & Bohan

EQ and CQ Course Readings Booklet

Additional readings may be added and will be available electronically.

SCHEDULE:

Sunday, April 14

4:30 pm – 6:00 pm

Read and prepare syntheses for all course materials and complete your autobiography and EQ Self-Assessment Critique by September 6th, 2024.

Italian Expedition – Sunday, September 8, 3:00 PM – Monday, September 16, 7:00 AM

Activities on the Expedition May Include:

Listening/Empathy

Conviction / Connection Model

Peer Coaching

Self-Awareness -- Autobiographies

EQ/CQ Awareness Activities (“Creating Transparency”)

“T-Group” and Other Practice Activities

Workplace/Life Application and Goals

Peer Coaching in the Workplace

EQ Action Plan

CQ Action Plan

Peer Feedback Exercises

Expedition Debrief

Bring 5 hard copies of your 4-page single-spaced autobiography to the Dolomites: 3 for your extended coaching group and 2 to turn in.

Expedition Itinerary – 8 nights, 9 days

- September 8** 2:00-3:00 PM –Meet in Bolzano at the Kolpinghaus between 2:00 - 3:00 pm for check-in. Meet group at 3:30 PM for grounding session. Dinner at Kolpinghaus. After-dinner mail.
- September 9** After breakfast check-in and classroom module. Mixed group work throughout the day. Dinner at 7:45. After-dinner mail.
- September 10** After breakfast check-in and classroom module. Autobiography exercise. Dinner at 7:45. After-dinner mail.
- September 11** After breakfast check-in and classroom module. T-group. Mixed group work throughout the day. Dinner at 7:45. After-dinner mail.
- September 12** Classroom meeting after breakfast, leave rooms and store luggage, followed by ascent to the Seiser Alm region via bus then a gondola. Hiking module to the Tierser-Alpl-Hutte (Rifugio Alpe di Tires), breaking for lunch in route. Stay overnight at the Tierser-Alpl-Hutte. Dinner and after dinner module at the Tierser-Alpl-Hutte.
- September 13** Full day in the high country, including option to hike over to the legendary Schlernhaus for lunch, returning to the Tierser-Alpl Hutte for dinner and post dinner classroom module and relaxation. Spend our second night up in the Tierser-Alpl-Hutte.
- September 14** Return hike to Seiser-Alm, Seis, gondola, and bus to Bolzano arriving late in the day. Peer feedback exercise at 5:30. Pre-dinner classroom session. Dinner at 7:45. After-dinner mail.
- September 15** After breakfast check-in and classroom module. T-group. Mixed group work throughout the day, with free time. Closing celebration and dinner at 7:45.
- September 16** Leave at your leisure, check-out by 11 am. Bus or train from Bolzano to the next destination. Return to Seattle or to points beyond in Europe (flight timing will likely require spending a night in Europe for return flights to Seattle unless you book your flight to leave late in the afternoon on the 16th).

Post-Expeditionary Session

Sunday, October 6 4:00 pm – 6:00 pm

Submit Assignment 4, Post on Canvas as a Text Entry
Debrief Expedition and Final Closing Activity

STUDENT RESPONSIBILITIES AND EVALUATION

Participants in MGMT-5940 will be evaluated using the following criteria:

1. Attendance and Participation (100 points)

Attendance means prompt arrival at **ALL** scheduled class sessions and off-site activities. We cannot start without everyone in the room and ready for what is on the schedule. Please be considerate of the group and arrive on time. If you are consistently late when in Italy, your grade will be negatively impacted.

Full participation in this class includes practicing and exhibiting emotionally intelligent behaviors in all your interactions with your class colleagues, visible engagement in your personal learning process as well as that of other students, completing the assigned readings and assignments, and actively contributing to group discussions, the off-site practices, and T-Group.

Full participation in the course and T-group includes:

- Stretching outside your comfort zone in service of your own and others' learning.
- Actively participating, sharing, and willing to experiment with being more known.
- Open to giving and receiving feedback.
- Commit to confidentiality.

Note: Segments of this course include taking part in T-group training, which is a type of experience-based learning exercise used in organizational development. Participants work in a small group and the learning will come through personal analysis of experiences, including emotions, reactions, observations of self and other's behavior, and the stories created from those observations. You will be expected to work on your personal learning goals and contribute to creating a learning environment. In the learning laboratory of T-group, members explore and learn communication skills by participating freely with one another, self-disclosing, sharing "here and now" experiences, reactions, and giving/receiving feedback to/from each other. Each participant is responsible for their own learning and every member of the group shares equally in their responsibility for building a learning environment. Learning in this course comes largely from your interactions with other people; so, what you learn and get out of this course is interdependent with what others are learning. In a sense, "get off of your couch." Failure to actively participate inhibits group development and compromises the learning of yourself and others.

T-group is an educational training system employed in organizational development (OD). It is not a mental health, medical or counseling program. T-group is used in other graduate university courses including at Stanford in the course Interpersonal Dynamics, a required class for all MBA students. Part of the T-group experience encourages you to verbally share feelings and express how other people's behavior impacts you. You will be addressing in-the-moment experiences and the emotions that are part of those experiences. T-group is a supportive learning environment where participants can freely practice interpersonal skills and competencies, take some risks, make "mistakes," and receive immediate feedback and support from facilitators and other participants. This is a deeply effective and powerful process for group members to learn about how they impact others, and what behaviors are effective and influential (or not).

The facilitators' role is to help you learn in T-group. It is not the facilitator's responsibility to make things happen; it is yours. Your learning will depend on the extent to which you are present and willing to get involved. "Couch sitters" or coming for an "easy A" grade gain relatively little from this course. The amount you learn rests heavily on your being open with your reactions and feelings and your willingness to receive feedback from others about your behavior. Taking personal risks to raise issues dealing with how you feel about 1) what is happening to you; 2) what others are doing; and 3) how the group is going, is vital to a successful T-group. Observing or staying in your comfort zone interferes with the learning of others. This type of transparent communication might bring discomfort, as we are more accustomed to communicating on a conceptual level. Sharing emotions can be uncomfortable. Sharing emotions may also help you better understand yourself and connect you with others. If we don't experiment and stretch outside our comfort zone, little will be learned.

This course can be quite intense and being in a different country away from our routine sometimes adds stress. The course experience may produce strong emotions, but the course is not therapy. The content of the course mainly focuses on interpersonal issues, not intrapersonal. (If you are in therapy, you may want to check with your therapist before attending this class. Please use the following resources to help your therapist understand the T-group experience.)

Resources to learn more about T-Group: Batista, E. (2018, June 8). A Brief History of T-Groups. Ed Batista. <https://www.edbatista.com/2018/06/a-brief-history-of-t-groups.html>; Rothwell, W. J., Stavros, J. M., & Sullivan, R. (2016). Practicing organization development: leading transformational change (4th ed., pp. 348–355). John Wiley & Sons.; Rubin, C. (2016). The Power of T-Groups and Experiential Learning.

Note 2: The autobiography exercise is a critical component of the course. The exercise helps us increase our awareness of how our cultural and family backgrounds affect our current relationships. Our personal histories will often have a significant impact whom we become stuck with in relationships or become "hijacked" and ineffective in personal encounters. The autobiography can serve as a window into deeper understanding of self

and increased emotional intelligence. As such, we would like you to compose a 4-page, single-spaced autobiography that identifies key events and key people in your life that have shaped you. In essence, we would like you to write your “story” about the events and people that have made you who you are?

MGMT-5940 has 4 assignments:

1. Assignment 1 (Self-Assessment Critique) (20 points)

After taking and scoring your self-assessment instrument, prepare an “executive summary” statement that offers a self-critique of your current levels of EQ in each of the four quadrants. This is the starting point for your personal work toward enhancing each dimension of your EQ and CQ. This document should be 2-3 pages in length (single-spaced). Do not attach your assessment results!

2. Assignment 2 (Readings Syntheses and Johari Window Self-Assessment) (30 points)

Prepare a brief synthesis for each of the 10 readings in the readings book, the additional articles, as well as for each chapter in the *EQ Primer*. (4-6 pages single spaced.) Part 2 of the assignment depicts your personal Johari Window and assesses what contributes to certain quadrants being larger or smaller than the others. (1-2 pages single spaced.) Post this write-up on the Canvas site as a text. **The combined Assignment 2 document should be 5 - 8 pages in length (single-spaced).**

3. Assignment 3 (Autobiography in 4 pages) (10 Points)

Your autobiography should be no more than 4 pages in length (single-spaced). PLEASE BRING 5 COPIES OF YOUR AUTOBIOGRAPHY TO ITALY.

4. Assignment 4 (Reflections on your Learning and Action Plan) (40 points)

This reflection exercise focuses on the overall class experience and the roles and behaviors of your class colleagues in your EQ/CQ learning milieu. Describe 4 valuable take-aways you have learned or gained by participating in this course experience. What was the EQ/CQ exercise, lesson, model, person, event, positive/ negative interaction, etc.? Were there specific classmates that impacted your learning? If so, who were they and how did they do that? For each thing you choose to describe, explain why you chose it, why it is important to you, and how you think the experience/thing you chose will impact your EQ/CQ journey moving forward? (4-7 pages single-spaced)

The second part of this assignment, the Action Plan, is your primary tool for moving forward, documenting how you plan to build upon any learnings, insights, or new skills that you have acquired because of the course experience. Your plan should include the people with whom you will be working with over the next six months to consciously enhance your effective EQ behaviors, as well as the formats (e.g., peer-coaching model, T-group follow-up sessions, etc.) you will be utilizing in this developmental plan. You should think about the entire course experience, before, and during the trip, and interactions with your class colleagues in formulating this plan and engage your class colleagues in your planning process. (1-2 pages single-spaced)

Post as the combined Assignment 4 as a Text Entry on Canvas. 6-9 pages total single-spaced.

SPECIAL FEES AND CONSIDERATIONS

There is an additional fee of \$2,950, paid to Seattle University, to finance lodging, food, and ground transportation during the expedition, as well as course materials and expenses for additional facilitators. Family members, alumni and friends taking the course will pay \$3,350 for both the course and the expedition – no tuition. Alumni and friends will not be assessed tuition for the program (\$2,982 at 2023-24 tuition costs). A non-refundable \$500 deposit will secure your spot after acceptance to the program.

University Resources

Library and Learning Commons (<https://www.seattleu.edu/learningcommons>Links to an external site.) provides various resources to facilitate learning, studying and assignment completion, including Research Services, Learning Assistance Programs, the Writing Center, and Math Lab. Students should familiarize themselves

with these services and make appointments in advance to take advantage of the Learning Commons.

Academic Integrity will be expected. This means that you should be familiar with the Seattle University Academic Integrity Policy and the types of misconduct that violate this policy. You are encouraged to speak with the instructors if they have questions and you can visit the University's online Academic Integrity Tutorial if you have further questions (<https://www.seattleu.edu/academicintegrity/>).

In addition to the Academic Integrity Policy, you should be familiar with the **University's Academic Grading Grievance Policy** and the **Performance Criteria** for the Albers School of Business & Economics Policy. If you have further questions on these or other SU and Albers policies, you can access a full list of policies through RedHawk Axis (<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

Title IX

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/> Links to an external site.. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity

(email: oiie@seattleu.edu; phone: 206.296.2824)

Notice Regarding Religious Accommodations

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-onReligious-Accommodations-for-Students---FINAL.PDF>)

Disability Services

Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include "invisible disabilities," such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of Covid, even after recovery ("long-Covid"), if a health care provider determines it is a chronic health problem.

If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at DS@seattleu.edu or (206) 296-5140. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.

Last updated: October 23, 2023