

MGMT 5940
Global Leadership and Social Dynamics
Summer 2022

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

TENTATIVE INSTRUCTOR INFORMATION

<u>NAME</u>	<u>PHONE NUMBER</u>	<u>E-MAIL ADDRESS</u>
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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 **85 percent of the effectiveness of star performers links 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.

“Leadership excellence is being redefined in interpersonal terms as companies strip out layers of managers, as corporations merge across national boundaries, and as customers and suppliers redefine the web of connection.”

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.

THINGS TO CONSIDER WHEN TAKING THIS CLASS:

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 and T-group. You will be self-disclosing what you think, feel, and want and giving and receiving feedback to/from other students. Facilitators will challenge you and help you navigate challenges that come up in communicating clearly with others.

Portions of this course include taking part in T-group training, which is a type of experience-based learning exercise. Participants work together in a small group over the course period and learning comes through personal analysis of experiences, including emotions, reactions, observations of behavior, and the stories created from those observations. 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 and 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.

T-group is an educational training system employed in organizational development (OD). It is not a mental health, medical or counseling program. Part of the T-group experience encourages you to verbally share feelings and express how other people’s behaviors impact you. You will be addressing in-the-moment experiences and the emotions that are part of those experiences. This type of 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 understand yourself better, connect you with others, and stretch your comfort zone.

If you are currently a client in mental health counselling, discuss your participation in this experience with your therapist before registering.

Resources for you and your therapist include: Bastista, 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.

100% participation in this course also includes full engagement in our autobiography exercise. One critical component of developing emotional intelligence involves the ability to increase awareness of how our cultural and family backgrounds affect our current relationships. Our personal histories will often have a significant impact on when or with whom we become stuck in relationships or become “hijacked” and ineffective in personal encounters and can serve as a window into deeper understanding of self and increased emotional intelligence. As such, we would like you to compose a brief autobiography that identifies key events and key people in your life that have served to shape how you currently interact in relationships and social/workplace encounters. In essence, we would like you to write your “story” as it informs your current EQ.

Please consider that hiking in the Dolomites is not necessarily easy and you can be faced with many challenges, especially on the days we hike up and down from the mountain hut we stay at for two nights. You will be carrying a backpack that will add weight to your steps, and will potentially encounter rain, snow, wind, sleet, steep trails, rocky trails, wet trails, and an altitude of over 8000 feet above sea level. You should be a relatively competent hiker. Do not make hiking the Dolomites a personal goal without hiking beforehand on smaller mountains.

SCHEDULE:

Sunday, April 24

4:30 pm – 6:00 pm

Read and prepare syntheses for all course materials and complete your autobiography and EQ Self-Assessment Critique before our next class meeting on Sunday, September 11th in Italy. Also, complete the EQ Self Assessment Instrument and read the accompanying write-up.

Distribute Course Forms and Materials at the meeting on April 24.
EQ Assessment Instrument link provided at this meeting.

Bring 7 hard copies of your autobiography to the Dolomites: 5 for your extended coaching group and 2 to turn in.

Italian Expedition - Sunday, September 11, 3:00 PM –Monday, September 19, 10:30 AM

Activities on the Expedition:

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

Expedition Itinerary –8 nights, 9 days

September 11 3:00 PM –Meet in Ortesei, Italy at the Hotel Villa Emila at 3:00 pm for check-in. Meet group at 5 PM for grounding session. Dinner.

September 12 After breakfast check-in and classroom module. Mixed group work throughout the day, with free time. Dinner at 7:45

September 13 After breakfast check-in and classroom module. Mixed group work throughout the day, with free time. Dinner at 7:45

September 14 After breakfast check-in and classroom module. Mixed group work throughout the day, with free time. Dinner at 7:45

September 15 Classroom meeting after breakfast, followed by ascent to the Seiser Alm region via bus then gondola. Hiking module to the Tierser-Alpl-Hutte (Rifugio Alpe di Tires), breaking for lunch en route. Stay overnight at the Tierser-Alpl-Hutte. Dinner and after dinner module at the Tierser-Alpl-Hutte.

September 16 Full day in the high country, including hiking over to the legendary Schlernhaus for lunch, and 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 17 Return hike to Seis, gondola, bus to Ortesei arriving late in the day. Pre-dinner classroom session. Dinner at 7:45

September 18 After breakfast check-in and classroom module. Mixed group work throughout the day, with free time. Peer Feedback exercise. Closing celebration and dinner at 7:45.

September 19 After breakfast check-in and closing activity (until about 10:30). Bus from Ortesei to Bolzano (or collaborate on Taxi hires). Return to Seattle or to points beyond in Europe (flight timing will likely require spending a night in Europe for return flights to Seattle).

Post-Expeditionary Session

Sunday, October 2

6:00 pm – 9:00 pm

Submit Assignments 1 & 2 Post on Canvas as a Text Entry

Debrief Expedition, Final Closing Activity, Evaluations and Party

C O U R S E M A T E R I A L S (ALL OF THESE MATERIALS ARE PROVIDED AT OUR FIRST CLASS MEETING – NOTHING TO PURCHASE):

The EQ Primer by Lux, Weis & Bohan

EQ Self-Assessment by Lux, Weis & Bohan

EQ and CQ Course Readings Booklet

STUDENT RESPONSIBILITIES AND EVALUATION

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

1. Assignment 1 (Self-Assessment Critique and Readings Syntheses) (20% of grade) After taking and scoring your self-assessment instrument, prepare an “executive summary” statement that offers a self-critique of your current levels of EQ and CQ in each of the four quadrants. This is the starting point for your personal work toward enhancing each dimension of your EQ and CQ. Also, prepare a brief synthesis for each of the readings in the readings book, as well as for each chapter in the *EQ Primer*. Post both your self-assessment critiques and your readings syntheses together as Assignment 1 on the Canvas site. This combined document should be 4 - 6 pages in length (single-spaced) – at least one-half page

for each dimension of your EQ/CQ. Post as a Text Entry on Canvas.

2. Assignment 2 (Reflection on Colleagues' Contributions to your Learning and Action Plan) (30% of grade) The first part of this assignment is an important reflective exercise that focuses on the roles and behaviors of your class colleagues in your EQ/CQ learning milieu. Begin by identifying 5 class colleagues who were most influential in contributing to the enhancement of your own EQ/CQ skills and awareness. What did each colleague do to help expand your understanding of EQ/CQ and inform your own path toward improving your behaviors? You can include additional examples if you want to cite more colleagues in your set of people who inspired you. After you have reflected on these positive influences, identify colleagues who served as a counterweight to these positive examples, and discuss why that was the case (e.g., were there individuals around whom you felt uncomfortable, or unsafe, in being transparent?). This section should be limited to 4 pages of reflection. *We encourage you to share your reflections with the colleagues from who you gained EQ/CQ skills and awareness.*

The second part of this assignment, the Action Plan, is your primary tool for moving forward, documenting how you plan to build upon any learning, insights or new skills that you have acquired as a result of the course experience. Your plan should include the people with whom you will be working over the next six months to consciously enhance your effective EQ/CQ 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 (on-campus meetings, expedition, interactions with your class colleagues via e-mail and out of class, etc.) in formulating this plan, and engage your class colleagues in your planning process.

Post as a Text Entry on Canvas.

3. Attendance and Participation (50% of grade) Attendance means prompt arrival at all scheduled class sessions and activities. In this course, participation means: visible engagement in your personal learning process as well as that of other students, completing the assigned readings and actively contributing to group discussions, to the off-site coaching practice, and to the entire retreat experience. If you have concerns about attendance or participation, please let me know.

Participation also includes full engagement in our autobiography exercise. One critical component of developing emotional intelligence involves the ability to increase awareness of how our cultural and family backgrounds affect our current relationships. Our personal histories will often have a significant impact on when or with whom we become stuck in relationships or become "hijacked" and ineffective in personal encounters, and can serve as a window into deeper understanding of self and increased emotional intelligence. As such, we would like you to compose a brief autobiography that identifies key events and key people in your life that have served to shape how you currently interact in relationships and social/workplace encounters. In essence, we would like you to write your "story" as it informs your current levels of EQ/CQ.

Your autobiography should be no more than 4 pages in length (single spaced). This

assignment is due at our first class meeting in Italy. Bring 2 copies to turn in and give a copy to each of your coaches. PLEASE BRING 7 COPIES OF YOUR AUTOBIOGRAPHY TO ITALY.

SPECIAL FEES AND CONSIDERATIONS

There is an additional fee of \$2,500, 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 only \$3,000 for both the course and the expedition. Alumni and friends will not be assessed tuition for the program (\$2550 at 2019 tuition levels).

"You will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover."

- Mark Twain

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/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (**email:** oi@seattleu.edu; **phone:** 206.296.2824)

Last updated: January 1, 2022

DOLOMITES LODGING INFORMATION 2022 MGMT 5490-04 All-in-Italy Program

Lodging for the 2022 Dolomites class (Global Leadership and Social Dynamics) will be at the following hotel and hiking lodge:

Dates

Hotel or Lodge

9/11,12,13,14,17,18

Hotel Villa Emilia

Str. Mureda 61/63 - 39046 Ortisei (BZ)
Val Gardena - South Tyrol - Italy - VAT nr.: IT 00447330218

Tel: 0039 0471 796171

9/15, 9/16

**Schutzhaus Tierser Alpl (at 2440 meters above sea level) /
Rifugio Alpe di Tires**

Sudtirol /Dolomiten

Alto Adige / Dolomiti

Tel. +39-0471-707460 (in the village)

+39-0471-727958 (on the mountain – call here first)

info@tierseralpl.com

www.tierseralpl.com

Contact person: Signora Judith Perathoner

Note: The names and addresses are usually in both German and Italian, as this is a German-speaking region of Italy.

For emergency calls, or if you get lost in Italy en route to Ortisei (don't!), please use Bill's or Hartley's cell phone number below.

<i>Bill's Cell Phone</i>	<i>001 – 206 – 679 - 3791</i>
<i>Hartley's Cell Phone</i>	<i>001 – 206 – 245 - 6999</i>