



MGMT 5940

Global Leadership and Social Dynamics Across Cultures

September 7-15, 2025

Summer 2025 | Bolzano, Italy

## 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 **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. Whether a company proves sufficiently agile to survive and thrive will depend on the degree to which its employees can be leaders that effectively 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 and the corporate culture, serves to mitigate reactivity, builds trusting relationships, and keeps 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***

## LEARNING OBJECTIVES

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. Develop effective skills in providing feedback to colleagues and associates, representing a multiplicity of cultures and backgrounds.
7. Develop and practice effective peer and professional coaching skills.

## COURSE CONTENT

Building on the work of authors and researchers Brené Brown, Richard Boyatzis, Murray Bowen, Susan David, Daniel Goleman, Chade-Meng Tan, and others in the evolution of Emotional

Intelligence (EQ) and Cultural Intelligence (CQ), this program expands participants' 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 Susan Gallant, Richard P. Francisco, Erin Meyer, 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><b>METACOGNITIVE (STRATEGY)</b></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><b>COGNITIVE (KNOWLEDGE)</b></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><b>MOTIVATIONAL (DRIVE)</b></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><b>BEHAVIORAL (ACTION)</b></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 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 Course Readings Booklet*  
*Additional readings will be available electronically*

## SCHEDULE

**April 27 4:00 pm – 6:00 pm – in-person grounding meeting for travel preparations and logistics overview.**

### Intersession

**Read and prepare pre-trip assignments and complete your autobiography by September 3rd, 2025. If you are a student, please submit assignments through Canvas.**

**Italian Expedition – Sunday, September 7, 3:00 PM – Monday, September 15, 7:00 AM**

### Activities on the Expedition Can 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: 2-3 for your extended coaching group and 2 to turn in.**

## **Program Itinerary – 8 nights, 9 days**

- September 7** 2:00-3:00 PM – Kolpinghaus check in between 2:00 - 3:00 pm. Meet the group at 3:30 pm in the large meeting space for first session. Dinner at Kolpinghaus. After-dinner mail.
- September 8** After breakfast check-in and classroom module. Mixed group work throughout the day. Dinner at 8 pm. After-dinner mail.
- September 9** After breakfast check-in. Autobiography exercise in the Seiser-Alm, walking from Seis to Castelrotto. Dinner at 8 pm. After-dinner mail.
- September 10** After breakfast check-in and classroom module. T-group. Mixed group work throughout the day. Dinner at 8 pm. After-dinner mail.
- September 11** Classroom meeting after breakfast, leave rooms and store luggage, followed by ascent to 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 mail at the Tierser-Alpl-Hutte.
- September 12** Full day in the high country, including option to hike over to the legendary Schlernhaus for lunch, returning to the Tierser-Alpl Hutte for pre-dinner classroom module and dinner. Spend our second night at the Tierser-Alpl-Hutte.
- September 13** 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 8 pm. After-dinner mail.
- September 14** After breakfast check-in and classroom module. T-group. Mixed group work throughout the day, with free time for packing. 5 pm meet in large meeting room for closing activity instructions. Closing celebration at 8 pm.
- September 15** 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 your flight leaves late in the afternoon on 15th).

### **Post-Expeditionary Session**

**Sunday, October 5 4:00 pm – 6:00 pm**

**Submit Assignment 4, Post on Canvas as a Text Entry**

Debrief Expedition and Final Closing Activity

## EVALUATION and ASSIGNMENTS

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. 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 group attendance is a key component to a successful T-group and the overall Dolomites experience.

Full participation in this class includes practicing and exhibiting emotionally intelligent behaviors in all your interactions with your class colleagues (including at dinners, during hiking, or off-time you have with other students), 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.
- Personal risk taking in T-group.
- Actively participating, sharing, and willing to experiment with being more known.
- Giving and receiving feedback.
- Helping others learn through your contributions to the group experience.
- Committing 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 that include examining 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 space 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 communication 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" gain relatively little from this course. The amount you learn rests heavily on sharing your reactions and feelings and your willingness to receive feedback from others about your behavior. Taking personal communication risks to raise issues dealing with how you feel and think about 1) what is happening with you; 2) what others are doing; and 3) how the group is proceeding, is vital to a successful T-group. Risk taking in T-group also looks like bringing up difficult issues, disclosing your feelings, confronting others on their behavior, and discussing observations of the group. Silently observing or staying in your comfort zone may interfere with the learning of others.

This type of transparent communication around feelings and observations 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. If you maintain the role of an observer throughout the week in T-group, your grade will be negatively impacted. If you only take one big risk in T-group over the entire week, your grade will also be negatively impacted. Time is of the essence, and we never have enough time in T-group. Be intentional and grab the space to work and learn!

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 :** 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) (15 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) (25 points)**

- A. Prepare a brief synthesis for each of the readings in the readings book, the additional articles, as well as for each chapter in the *EQ Primer*. (4-6 pages single spaced.)
- B. Part B 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 combined write-up on the Canvas site as a text. **The combined Assignment 2 document should be 5 - 8 pages single-spaced, normal margins, 12 pt font Title, name, headings, do not count towards length.**

**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) (50 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. Depict 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? Was there a model, like Conviction-Connection or MUSH that

stood out to you? 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, normal margins, 12 pt font.)

Your grade for written work is about quality, not quantity. Do not give me a play-by-play of the week or a tally of events or a general summary of concepts without examples. Pull insights from your specific experiences and interactions. Provide specific examples. This should be thoughtful reflection with thoughtful application of the tools and skills learned. Describe your reactions, responses, insights gained. Going through the experience is not enough for integration. Your written work should help you make sense of the experience.

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 and interactions with your class colleagues in formulating this plan. It can help to 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. Hartley will be the only one reading your reflection papers and Action plan.

## EVALUATION AND GRADING

ASSIGNMENT	POINTS
Self- Assessment Critique	15
Reading Synthesis and Johari Window	25
Autobiography	10
Reflections Paper and Action Plan	50
Participation	100

<b>TOTAL POINTS</b>	<b>200</b>
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<b>POINT SCALE</b>	<b>LETTER GRADE</b>	<b>POINT SCALE</b>	<b>LETTER GRADE</b>
94% and higher	A	77% - 79%	C+
90% - 93%	A-	74% - 76%	C
87% - 89%	B+	70% - 73%	C-
84% - 86%	B	Below 70%	D or F
80% - 83%	B-		

### SPECIAL FEES AND CONSIDERATIONS

Normal tuition charges apply for this course. There is also a trip 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 and logistical support. Fee covers **ALL** meals, lodging, and transportation costs during the program. Family members, alumni and guests taking the course will pay \$3,350 for both the course and the expedition – no tuition (\$3,033 at 2024-25 tuition costs). A non-refundable \$500 deposit will secure your spot *after* acceptance to the program. No refunds after May 7, 2025 as deposits will have been made based on number of participants registered and signed up for the program at the beginning of May 2025.

### DOLOMITES PROGRAM LODGING INFORMATION 2025

DOLOMITES PROGRAM LODGING INFORMATION 2025  
 MGMT 5490 Global Leadership and Social Dynamics Across Cultures  
 All-in-Italy Program

Lodging for the 2025 program will be at the following hotel and hiking lodge:

Dates	Hotel or Lodge
9/7,8,9,10,13,14	The Kolpinghaus Bozan Largo Adolph Kolping, 3, 39100 Bolzano BZ, Italy. VAT no.: IT00475280210 TAX no.: 80005130218 Tel: +39 0471 308400.

9/11, 9/12                    Schutzhau Tierser Alpl (at 2440 meters above sea level) / Rifugio Alpe di  
Tires –Sudtiroal /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 in route to Bolzano, please use Hartley’s cell phone  
number below or text to the 2025 Dolomites group’s WhatsApp number.

Hartley McGrath            001 – 206 – 245 - 6999

## UNIVERSITY RESOURCES & POLICIES

- **Library and Learning Commons**  
<http://www.seattleu.edu/learningcommons/>  
This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab
- **Academic Integrity Tutorial**  
Found on Canvas and SU Online

### ACADEMIC POLICIES

- **Academic Integrity Policy**
- **Academic Grading Grievance Policy**
- **Professional Conduct Policy** (only for those professional programs to which it applies)  
<https://www.seattleu.edu/redhawk-axis/academic-policies/>
- **Notice for students concerning Disabilities**  
If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities

Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

- **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-on-Religious-Accommodations-for-Students---FINAL.PDF>).”

- **Office of Institutional Equity**

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](mailto:oi@seattleu.edu); phone: 206.296.2824) University Resources and Policies