

377332: Leadership Behaviors, Diversity, and Cultures

MGMT-X 493.12

Winter 2021 Section 1 4 Credits 01/23/2021 to 03/13/2021 Modified 02/05/2021

Meeting Times

Teaching/Learning Methodology The course is classified as a Hybrid; all course class requirements will be remote/online. There will be three (3) four-hour Zoom remote, live sessions, to which all students are required to attend/participate in:

(1) January 23, 2021, 9 am to 1 pm PT

(2) February 27, 2021, 9 am to 1 pm PT

(3) March 13, 2021, 9 am to 1 pm PT

Two (2) one-on-one, 1-hour, coaching sessions on Zoom will be scheduled involving Professor Orr and each student individually during the course. The first will be between February 8 and February 22; the second will be between February 29 and March 8. There are team assignments for each week between the live sessions. Additionally, project teams will work together remotely/online between sessions on case projects between February 28 and March 20 when final project papers are due.

Description

This is a collaborative course that examines what constitutes "effective" leadership across cultures. The underlying theme is that the skills and behaviors that are perceived as effective leadership characteristics in one culture are not necessarily those that will be effective in a different culture. By exploring the ways in which specific characteristics are valued differently by different cultures, you acquire frameworks for assessing how to approach a work assignment in a culture that is not their own. Everyone is expected to work in cross-cultural groups to the extent possible based on enrollments. The weekly readings target particular aspects of cultural differentiation. Working within those topics, the student teams are asked to describe aspects of leadership in particular cultures based on their research and/or personal experiences. Students use both formal presentations and informal discussions to engage each other in learning about different cultural expectations. The goal of the course is to help prepare students for business assignments outside of their native countries.

Objectives

- To understand what constitutes "effective" leadership across cultures.
- To assess and strengthen one's own cross-cultural competencies in order to more effectively lead others.
- To explore ways in which specific characteristics are valued differently by different cultures through collaboration within the student group.
- To develop skills and behaviors perceived as effective leadership characteristics across cultures--utilizing the results of the leadership behaviors instruments used in the course (Achieving Styles Inventory and Intercultural Effectiveness Scale).
- To acquire and utilize frameworks for assessing how to approach a work /organizational assignment in a culture that is not their own.
- To understand and apply the principles of dialogue in order to lead effectively in multi-cultural relationships.
- To engage in research about different aspects of cultural differentiation and to study real cultural challenges, issues, and case studies. The goal of the course is to help prepare students for assignments outside of their native cultures/countries and/or for their work and lives in multi-cultural environments.

Outcomes

By the end of the course, each student will:

- Be able to assess and apply the appropriate leadership behaviors in their approach to a work and/or an organizational assignment in a culture that is different from their own. Students will complete three (3) survey instruments: The Achieving Styles Individual Leadership Inventory (ASI), the Aspirational Achieving Styles Individual Leadership Inventory (A-ASI), and the Intercultural Effectiveness Scale (IES).
- Have assessed and know their strengths and areas for improvement in cross-cultural leadership and/or future development behaviors considered advantageous for a connected leader and will have developed a plan to improve their working knowledge in the areas scored below the optimum level to more effectively lead in multi-cultural environments.
- Be able to use leadership skills/expanded capacity to identify and guide effective inter-cultural dialogues through the application of effective dialogue techniques.
- Have developed and be able to use stronger, more advanced dialogue skills to engage in peaceful resolution of conflicts within their area of responsibility.

Materials

Required Readings/Textbooks:

The Culture Map by Erin Meyer (New York: Public Affairs™). ISBN-10: 1610392507; ISBN-13: 978-1610392501. Text referred to in syllabus by CM.

Leading with Cultural Intelligence by David Livermore (New York: American Management Association). ISBN-10: 0814449174; ISBN-13: 978-0814449172. Text referred to in syllabus by LCI.

Global and Culturally Diverse Leaders and Leadership: New Dimensions and Challenges for Business, Education and Society (United Kingdom, Emerald Publishing). ISBN: 978-1-78743-496-7 (Print); ISBN: 978-1-78743-495-0 (Online); ISBN: 978-1-78743-535-3 (Epub). Text referred to in syllabus by GCDL.

Supplementary Readings/Videos (Acquiring the books is not required):

Supplemental readings and/or videos will be assigned weekly, in addition to text readings, and will be available on the course Canvas web-site, within Session Modules as assignments, with appropriate links.

Selected chapters from two additional books--the chapters will be copied and uploaded to the course/module/assignment site when required for an assignment:

- Cross-Cultural Management: Essential Concepts by David C. Thomas (New York: SAGE Publications). ISBN-13: 978-1506340708; ISBN-10: 1506340709.
- Connective Leadership: Managing in a Changing World by Jean Lipman-Blumen (Oxford University Press). ISBN-13: 978-0-19-513469-8 (Pbk.).

✓ Evaluation

Criteria

Type	Weight	Topic	Notes
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Type	Weight	Topic	Notes
Weekly Team Assignments	30%	Team Assignments, Cross-Cultural Dialogues	<p>Team Assignments, Cross-Cultural Dialogues - Teams of students will engage in an assignment weekly which will be relevant to the readings for the week. Team assignments will commence after the January 23rd first course live Zoom session when, at the end of the session, the class will be grouped into 2-person teams; each team is responsible for completing the study questions related to the assigned readings. Additionally, each team will be responsible for expressing how a particular cross-cultural issue is experienced in a specific geographic region or in their country/region--using the text, <u>Global and Culturally Diverse Leaders and Leadership</u> as a resource for the Team's study. The team will compare/contrast some aspect(s) of leadership (the ability to influence people in a business/organizational context, for example) from at least two cultures/regions. The team's contribution is based on research and/or personal experience. Ideally students will select a focus that is useful to them, something that has value to them and their future plans.</p> <p>Occasionally, the team will make a presentation in Zoom remote live scheduled sessions; for the asynchronous online sessions in between the Zoom remote live sessions, the team will contribute to the discussion utilizing the discussion guidelines provided for each session. Whether a formal presentation or informal discussion - the team's point of view is made available to the class via the course Canvas website.</p>
Student Participation	25%	Active Student Participation	<p>Active Participation in class--in the Zoom live sessions and online between the Zoom live sessions, including a weekly online posting of a current cross-cultural issue that has been posted for discussion, and the student's perception of how the issue may be dealt with effectively from a leadership perspective. This also includes the completion of the assigned assessment instruments--the ASI, A-ASI, and the Intercultural Effectiveness Scale (IES). Finally, the expectation of the student's submission of a pre-course paper with a short background statement and expectations for the course is included in this evaluation segment.</p>
Team Capstone Project	30%	Team Capstone Presentation/Paper	<p>A Team "Capstone" case presentation/paper--A case assignment will be made, at the latest, by the February 27th live session with teams formed to begin work on a final capstone/case project. The two-part project will include: 1) a team presentation made at the final session on March 13th for the final live Zoom session (from 9 am - 1 pm PT) with a PPT and any accompanying materials included in the team's submission; 2) a capstone/case paper including a bibliography will be submitted as the final portion of the capstone project. The rubrics for both parts of the capstone will be detailed at the February 27th live session--for the class presentation and for the team case paper. A required element in the final assignment will be a statement from each team member as to their individual contribution to the capstone project describing, from the individual's perspective, how the team learned and worked together.</p>
Individual Reflection Paper	15%	Individual Student Reflection Paper-- End of Course	<p>An Individual Reflection Paper, 5-8page double-spaced (12 point), related to learning, growth in, and plans for their continued advancement of behaviors/skills as cross-cultural leaders--basically what the course has provided the individual.</p> <p>Included in this course assignment will be a prerequisite for the final paper, the creation of a leadership development plan (see Week 8 assignment); a cross-cultural leadership plan where the student lays out goals that integrate her/his understanding of the results for their ASI/A-ASI and the IES competencies results for their forward-looking leadership development. Professor Orr will arrange an individual coaching session via Zoom with each student to discuss how their goals/plan can be integrated into the final individual reflection paper.</p>

Breakdown

A+	100 %	to 97.0%
A	< 97.0 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%

B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
F	< 70.0 %	to 0.0%

* Course Policies

Course Content--Key Elements

Course Content

This course blends theory, research, course materials and student workshops with real cultural challenges, issues, case studies, and anticipated real life problem solving. As the course is a hybrid, combining three live Zoom sessions with asynchronous online sessions, there will be a variety of presentation methods utilized. It also includes the completion of key leadership measures (instruments/surveys) and the establishment of personal goals to adopt more effective leadership behaviors in cross-cultural situations/environments.

- Contribution of class content - each week the class focuses on a different aspect of cross-cultural leadership based on the assigned readings. The class is grouped into teams; each team is responsible for responding to the study questions, in addition to an individual statement about what was learned from that week's readings and focus. The team contribution is based on research and/or personal experience. Sometimes the team will make a formal presentation (in the online live Zoom face-to-face scheduled sessions); for the online sessions, the team will contribute to the discussion about research pieces posted, following the discussion guidelines provided for each session. Zoom sessions may be scheduled periodically during the term. Whether a formal presentation or informal discussion - the each team's point of view is made available to the class (and only to the class) via the course Canvas web site.
- Cross-cultural dialogues - optimally, most weeks, teams will explain how their countries/regions would handle a situation that is relevant to the current readings. After each of those teams presents—whether in a live zoom session or an asynchronous online session, it is expected that there will be a class discussion on that topic. Therefore, each team is expected to present a point of view. Each team will be expected to compare/contrast some aspect(s) of leadership (the ability to influence people in a business/organizational context) from at least two cultures/regions. Ideally students will pick topics that are useful to them, something that has value to them and their future plans.
- End of Course Requirements – There are two requirements. 1. A team “Capstone” case presentation/case study paper –The project will be two-part: 1) a team presentation will be made at the final session on March 21st on campus with the PPT and any accompanying materials included in the final team submission; 2) a case paper including a bibliography and the final PPT presentation, will be submitted as the final portion of the capstone project. The rubrics for both parts of the capstone will be detailed at the February 27th live Zoom session—for the class presentation and for the team capstone/case paper. Included in the final assignment will be a statement from each team member as to their individual contribution to the capstone project relating how the team learned and worked together. 2. An Individual Reflection Paper, A 5-8 page double-spaced (12 point), related to learning, growth in, and plans for their continued advancement in cross-cultural leadership behaviors/skills— basically what the course has provided the individual.

Institutional Policies

Student Conduct

Students are subject to disciplinary action for several types of misconduct or attempted misconduct, including but not limited to dishonesty, such as cheating, multiple submission, plagiarism, or knowingly furnishing false information to the University; or theft or misuse of the intellectual property of others or violation of others' copyrights. Students are encouraged to familiarize

themselves with policy provisions which proscribe these and other forms of misconduct at:

<https://www.uclaextension.edu/pages/str/studentConduct.jsp> (<https://www.uclaextension.edu/pages/str/studentConduct.jsp>)

Services for Students with Disabilities

In accordance with the Americans with Disabilities Act of 1990, UCLA Extension provides appropriate accommodations and support services to qualified applicants and students with disabilities. These include, but are not limited to, auxiliary aids/services such as sign language interpreters, assistive listening devices for hearing-impaired individuals, extended time for and proctoring of exams, and registration assistance. Accommodations and types of support services vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical documentation. Arrangements for auxiliary aids/services are available only through UCLA Extension's Office for Students with Disabilities at (310) 825-0183 or by email at access@uclaextension.edu. For complete information see: <https://www.uclaextension.edu/pages/str/studentswithDisabilities.jsp> (<https://www.uclaextension.edu/pages/str/studentswithDisabilities.jsp>)

Incompletes

Your instructor may post the interim grade *Incomplete/I* if at the end of the class your overall work is of passing quality but a portion could not be submitted for understandable reasons (e.g. illness). It is your responsibility to petition your instructor for permission to submit work late and to provide an explanation, and it is his or her sole decision whether to accept the explanation. If permitted, the *Incomplete/I* grade will be posted and a time frame defined for you to submit the missing work, ranging from one to twelve weeks. *Incomplete/I* grades that remain unchanged after twelve weeks will lapse to *F*, *NP* or *U*. Receiving an *I* grade entitles you to submit only the missing work your instructor has agreed to accept late, and does not allow other work to be retaken or oblige UCLA Extension to provide continuing access to course materials via Canvas. The *Incomplete/I* grade is not an option for courses that do not bear credit, such as 700, 800, or 900-level courses. For complete information, see:

<https://www.uclaextension.edu/pages/str/grading.jsp> (<https://www.uclaextension.edu/pages/str/grading.jsp>)

All Grades are Final

No change of grade may be made by anyone other than the instructor, and then, only to correct clerical errors. No term grade except *Incomplete* may be revised by re-examination. The correction of a clerical error may be authorized only by the instructor of record communicating directly with personnel of Student and Alumni Services.

Sexual Harassment

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates our policy.

All Extension students and instructors who believe they have been sexually harassed are encouraged to contact the Department of Student and Alumni Services for complaint resolution: UCLA Extension, Suite 113, 10995 Le Conte Ave., Westwood; Voice/TTY: (310) 825-7031. View the University's full Policy on Sexual Harassment and Sexual Violence at

<http://policy.ucop.edu/doc/4000385/SHSV> (<http://policy.ucop.edu/doc/4000385/SHSV>).

Additional Items

Protecting Privacy and Data During Remote Instruction

Live meeting sessions for this class are being conducted over Zoom. As the host, the instructor may be recording live sessions. Only the host has the ability to record meetings, no recording by other means is permitted. Recorded sessions will be posted in the Videos area of this class unless otherwise notified. If you have privacy concerns and do not wish to appear in the recording, do not turn on your video. If you also prefer to use a pseudonym instead of your name, please let the instructor know what name you will be using so that the instructor knows who you are during the session. To rename yourself during a Zoom meeting, click on Participants, click on your name, click on More, click on Rename. If you would like to ask a question, you may do so privately through the Zoom chat by

addressing your chat question to the instructor only (and not to "everyone"). Additionally, chat may be used and moderated for live questions, and saving of chats is enabled. If you have questions or concerns about this, please contact the instructor via Canvas Inbox.

Pursuant to the terms of the agreement between Zoom and UCLA Extension, the data is used solely for this purpose and Zoom is prohibited from re-disclosing this information. UCLA Extension also does not use the data for any other purpose. Recordings will be deleted when no longer necessary. However, recordings may become part of an administrative disciplinary record if misconduct occurs during a video conference.

Course and Instructor Evaluation

UCLA Extension values your feedback on course and instructor evaluations. We ask all students to take a few minutes to complete an end-of-course evaluation survey. Updates to the course and instruction are influenced by your feedback. Understanding your student experience is essential to ensure continuing excellence in the online classroom and is appreciated by your instructor and the UCLA Extension academic leadership.

Your participation in a survey is voluntary, and your responses are confidential. After instructors submit grades, they will be given an evaluation report, but this report will not contain your name.

About Your Online Course Materials

Please note the following about online course components at UCLA Extension:

- Students must have basic computer skills, including the use of word processing software, email, and the ability to use internet browsers, such as Safari, Firefox, or Chrome.
- Students are responsible for meeting the technical requirements of Canvas and familiarizing themselves with the Canvas Learning Management System.
 - What are the basic computer specifications for Canvas? <https://guides.instructure.com/m/4214/l/82542-what-are-the-basic-computer-specifications-for-canvas> (<https://guides.instructure.com/m/4214/l/82542-what-are-the-basic-computer-specifications-for-canvas>)
 - Which browsers does Canvas support? <https://guides.instructure.com/m/67952/l/720329-which-browsers-does-canvas-support> (<https://guides.instructure.com/m/67952/l/720329-which-browsers-does-canvas-support>)
- Students are responsible for keeping a copy of all assignments and work submitted, and to be aware of all assignments, due dates, and course guidelines.
- Students are encouraged to keep and/or download a local copy of their assignment files, as access to the online environment of a specific course is limited to 30 days after the final course date, as listed in the course catalog.

If you need assistance downloading student materials from your course, please contact Canvas Support or the UCLA Extension Learning Support Team.

UCLA Extension Canvas and Learning Support

For immediate 24/7 Canvas technical support, including holidays, click on Help (located on the menu to the left) where you can call or chat live with a Canvas Support representative.

UCLA Extension Instructional Design and Learning Support

The UCLA Extension Learning Support staff assists both students and instructors with Canvas-related technical support, as well as general and administrative questions.

Learning Support staff is available Monday through Friday, from 8 AM to 5 PM (Pacific Time), except holidays:

- Email: support@unexonline.zendesk.com
- Website: <http://support.uclaextension.edu> (<http://support.uclaextension.edu/>)

Campus Safety Escorts

For students taking classes held on the UCLA campus and in and around Westwood Village, the UCLA Police Department provides a free walking escort service every day of the year from dusk until 1 a.m. Community Service Officers (CSOs) are available to walk students, faculty, staff members and visitors to and from anywhere on campus, in Westwood Village, and in the village

apartments. CSOs are uniformed students who have received special training and are employed by the UCLA Police Department. To obtain an escort, please call (310) 794-9255 and allow 15 to 20 minutes for your escort to arrive. For complete information, see: <https://www.ucpd.ucla.edu/services/community-service-officers-csos/evening-escorts> (<https://www.ucpd.ucla.edu/services/community-service-officers-csos/evening-escorts>)

Schedule

DATE/TOPIC	READINGS AND ASSIGNMENTS (NOTE THAT ADDITIONAL READINGS MAY BE ASSIGNED AS A RESULT OF NEW INFORMATION AVAILABLE).
<p><u>Week One—January 23rd, Zoom, Live Session</u></p> <p>This session will include introductory exercises, a review of the syllabus/course expectations and then an overview of the Connective Leadership model with students ASI results. Teams will be formed for team activities for much of the remainder of the course.</p>	<p>Assignments to be completed before 9:00 a.m. Saturday January 23th.</p> <p>Completion and submission of 1-2 page paper with self-introduction and course expectations--SEE ASSIGNMENT PAGE FOR PRE-COURSE ASSIGNMENT.</p> <p>Completion of the Achieving Styles Inventory. The link to the site for the inventory is included in Week One Assignments within Module 1.</p>

Week Two—January 24th

Readings and Study Questions relate to: Growing Economic Interconnectedness Management Roles and Exploration of the why's and means of leadership.

WEEKLY DISCUSSION ASSIGNMENT: A regular weekly discussion will include a current cross-cultural issue or challenge that one student team will post with all students responding with comments related to the issue or challenge posted. The selection of an issue can be in the *Global and Culturally Diverse Leaders and Leadership* Text (See Assignment page for specifics).

Students will also be expected to complete a follow-up review on their completion of their ASI results, completing an Individual Study assignment.

Students will then complete the 2nd ASI inventory, the A-ASI, the results of which will be due February 1st.

Cross-Cultural Management: Essential Concepts, 4th Edition.

Chapters 1 and 2.

Chapters posted on Assignment Page for this weeks Assignments

1. Role of the Global Manager

2. International Studies/Cross-Cultural Research

Connective Leadership: Managing in a Changing World. Chapters 1 and 2.

Chapters posted on Assignment Page for this weeks Assignments

1. New World, New Leadership: A Fundamental Shift

2. Why are we so hooked on leaders anyway? The psychological and existential foundations of leadership.

Viewing of *Connective Leadership* author, Jean Lipman-Blumen discussing the Connective Leadership Model.

Completion of the Aspirational ASI. the 2nd of the two inventories through Connective Leadership. The Link will be embedded in the assignment for the Week Two Module.

<p><u>Week Three—Start day, January 31st</u></p> <p>Text Readings and Study Questions relate to Chapters 1-6 as assigned: Factors impacting expatriate successes; Changing environment of business and work groups; Development of cross-cultural skills and communication strategies—handling feedback and performance evaluations. There is a team and an individual assignment.</p> <p>The focus of the first six chapters of The Culture Map are the development of cross-cultural skills and communication strategies—handling feedback; performance evaluations; the art of persuasion; leadership, hierarchy and power; decision-making; and building trust.</p> <p>Before reading assigned six chapters and completing the study questions, view an assigned video featuring Erin Myer.</p> <p>WEEKLY DISCUSSION ASSIGNMENT: A regular weekly discussion will include a current cross-cultural issue or challenge that one student team will post with all students responding with comments related to the issue or challenge posted. The selection of an issue can be in the <i>Global and Culturally Diverse Leaders and Leadership</i>Text (See Assignment page for specifics).</p> <p>INDIVIDUAL ZOOM LIVE MEET: Professor Orr will be in touch with each student to schedule an individual Zoom Live dialogue about the results of their Connective Leadership Achieving Styles inventories as the first step to designing a leadership development plan. This work will be coupled with later work on the Intercultural Effectiveness Survey (IES) for an individual leadership development plan to be part of the final submission for the course.</p>	<p><i>The Culture Map: Breaking Through the Invisible Boundaries of Global Business.</i> Chaps. 1, 2, 3, 4, 5 & 6 (CM Text)</p> <p>Introduction: Navigating Cultural Differences</p> <ol style="list-style-type: none"> 1. Listening to the Air: Communicating across cultures 2. Evaluating Performance and Providing Feedback 3. The Art of Persuasion in a Multicultural World 4. Leadership, Hierarchy and power, 5. Differences in decision-making and task processes 6. Trust: How to Grow (or lose).
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<p><u>Week Four—Start day, February 7th</u></p> <p>Readings and Study Questions relate to: Handling dramatically different attitudes toward open disagreement; management practice and cultural intelligence and leader assessments.</p> <p>WEEKLY DISCUSSION ASSIGNMENT: A regular weekly discussion will include a current cross-cultural issue or challenge that one student team will post with all students responding with comments related to the issue or challenge posted. The selection of an issue can be in the <i>Global and Culturally Diverse Leaders and Leadership</i> Text (See Assignment page for specifics).</p> <p>INTERCULTURAL EFFECTIVENESS SURVEY: Each Student to complete by February 15th. The Intercultural Effectiveness Scale (IES) assessment survey measures three (3) intercultural adaptability factors encompassing six (6) dimensions.</p> <p>Each student will receive an invitation to complete the survey through Professor Orr working with Dr. Chris Cartwright. Each student's IES Assessment survey results will be provided and generally reviewed in the class session February 27th; At the February 27th session, Prof. Orr in partnership with Dr. Cartwright, guest professor, will provide a mini-lecture about the IES and assist in understanding results. The individual results will be coupled with the earlier results from the Achieving Styles Inventory to culminate with a leadership development plan near end of the course.</p>	<p>Chap. 7, 8 and Epilogue in <i>The Culture Map</i> (CM Text)</p> <p>Begin with new Text-- <i>Leading with Cultural Intelligence: The Real Secret to Success</i>, 2nd Edition. Chaps. 1, 2 and 3 (LCI Text)</p> <ol style="list-style-type: none"> 1. Spirited debate vs. loss of face 2. Expressiveness vs. confrontation 3. Respect for time and timelines 4. Myths of global management practice 5. Examples of cultural intelligence and leader assessments 6. Assessing your own cultural intelligence
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<p><u>Week Five—Start day February 14th</u></p> <p>Readings and Study Questions relate to: Managing and leading with/through cultural differences and culture value dimensions.</p> <p>The completion of the survey instrument for morning session with Dr. Chris Cartwright--it must be completed and submitted by February 14th.</p> <p>TO RECAP: Each student's IES Assessment survey results will be brought to and individually reviewed in the class session February 27th; At the February 27th session, Prof. Orr in partnership with Dr. Cartwright, guest professor, will provide a mini-lecture about the IES and assist in understanding results.</p> <p>WEEKLY DISCUSSION ASSIGNMENT: A regular weekly discussion will include a current cross-cultural issue or challenge that one student team will post with all students responding with comments related to the issue or challenge posted. The selection of an issue can be in the <i>Global and Culturally Diverse Leaders and Leadership</i> Text (See Assignment page for specifics).</p>	<p>Chap. 4, 5, 6, 7, 8, 9 and Epilogue (LCI text)</p> <ol style="list-style-type: none"> 1. What cultural differences matter and how to assess them? 2. Ten key cultural value dimensions 3. When and how to adapt your behavior 4. Evaluating the cultural intelligence of others 5. The ROI for Culturally Intelligent Leaders 6. Developing a culturally intelligent team 7. Can you really be a global leader?
<p><u>Week Six—Start day February 21st with assignments due by February 27th Zoom Live Session</u></p> <p>Readings and Study Questions relate to: Selected chapters of Bohm's book will be posted for reading along with study questions under Week 6 Module.</p> <p>The focus will be on creating an environment and means for dealing with many of humanity's problems through dialogue--the ability to talk about problems through facilitating a true exchange of ideas between people.</p> <p>HBR Case Assignment: All will review the assigned case to be posted in the Week Six Module; each team will be assigned a set of study questions for presentation to and leading a discussion with the class at the February 27th session.</p> <p>WEEKLY DISCUSSION ASSIGNMENT: A regular weekly discussion will include a current cross-cultural issue or challenge that one student team will post with all students responding with comments related to the issue or challenge posted. The selection of an issue can be in the <i>Global and Culturally Diverse Leaders and Leadership</i> Text (See Assignment page for specifics).</p>	<p><i>On Dialogue</i> (Bohm, 1996), Chaps. 2 and 3 (electronically posted). Specific focus will be the elements of dialogue.</p> <p>HBR Case Prep to lead Class Dialogue on February 27th for a specific set of questions related to the case.</p>

February 27th, Zoom Live Session 9 am-1 pm with Dr. Chris Cartwright as co-Instructor

Completion of readings and preparation identified for Week Six leading up to this session. On this day, there will be a mini-workshop using the Intercultural Effectiveness Survey as a baseline; the session will include utilizing intercultural experiential exercises.

The session will include each team reporting out and leading class discussion on the HBR case assigned through Week Six Assignment.

The session will include an affirmation of the "Capstone" Case Teams and their final case assignment.

Additional focus will be the technique of dialogue which is a critical element of cross-cultural leadership.

Class Dialogue for a specific set of questions related to the assigned HBR case and student team assignments.

Capstone Case Teams formed and begin working together.

Practice on technique of dialogue.

<p>Final Three Weeks Focus—Start day February 28th</p> <p>First Week of Final Three:</p> <ul style="list-style-type: none"> • Each student reviews results of Intercultural Effectiveness Survey (IES) and considers goals for his/her cross-cultural leadership development plan (see below). Schedules Zoom Meet with Professor Orr. • Readings and Study Questions relate to the text referenced in the next column for this week's focus. <p>CAPSTONE PROJECT/CASE TEAM ASSIGNMENT: This assignment takes the next step beyond the initial review of the Capstone Project/Case Team Assignment: <i>the design of your case study presentation/report</i>.</p> <ul style="list-style-type: none"> • What are the case elements, on what are those elements based, and which team member will be responsible for building a response for each element? • The intention with this assignment is that the team provides an outline including each element and a more detailed description of responsibilities for each team member. • Creating a table or chart that also includes the deadlines for the completion is a critical piece of this assignment. • Details and a format for this assignment will be provided on a dedicated Assignment Page. <p>INDIVIDUAL ZOOM LIVE MEET: Zoom Live Meet with Professor Orr for Individual Student Cross-Cultural Leadership Plan: each student to draft a plan that integrates their understanding of their ASI/A-ASI and the IES competencies goals in a forward-looking leadership development plan.</p> <p>Professor Orr will be in touch with each student to schedule Zoom Live Meet to discuss each student's goals and how those goals will be integrated into a final requirement for an Individual Reflection Paper.</p> <p>WEEKLY DISCUSSION ASSIGNMENT: A regular weekly discussion will include a current cross-cultural issue or challenge that one student team will post with all students responding with comments related to the issue or challenge posted. The selection of an issue can be in the <i>Global and Culturally Diverse Leaders and Leadership</i> Text (See Assignment page for specifics).</p>	<p><i>Globally and Culturally Diverse Leaders and Leadership: New Dimensions and Challenges for Business, Education and Society.</i> (Text)</p> <p>Chapter 3; Part 4: Future Directions . . . Chapters 13 and 15.</p> <ol style="list-style-type: none"> 1. Cross-cultural Dimensions of Personal Stories in Communicating Authentic Leadership. 2. New Perspective towards Leadership Paradigm 3. A Sustainable, Culturally Competitive <p><i>Inclusive Leadership: From Awareness to Action (Selected chapters uploaded to assignment page).</i></p> <p>Selected Chapters including: Chapter 10--Five Organizational Levers to Support Inclusion.</p>
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<p>Second Week of Final Three--Starting March 7th up to March 13th Zoom Live Session :</p> <p>CAPSTONE PROJECT/CASE WORK: Project report drafting and final drafting of PPTs and presentations with all team members having a responsibility for a segment of the report and the presentation on March 13th.</p> <p>INDIVIDUAL REFLECTION PAPERS: Work on Individual Reflection Papers which will include a leadership development plan are to begin with a dedicated focus starting March 5th.</p> <p>INDIVIDUAL ZOOM LIVE MEET (continued): Professor Orr continues coordinating with each student to schedule Zoom Live Meet to discuss each student's goals and how those goals will be integrated into a final requirement for an Individual Reflection Paper.</p>	<p>Review of all Assigned Readings as resource material for Capstone Case work and Individual Leadership Development Plan work.</p>
<p>FINAL ZOOM LIVE SESSION--Saturday, March 13, 9 am to 1 pm.</p> <p>Capstone/case Presentations—Presentations will be scheduled in advance of this session. The session will include a mini-lecture on leadership by Professor Orr as a wrap-up of the course.</p> <p><i>NOTE: FINAL PAPERS--CAPSTONE/CASE PRESENTATIONS AND PAPER WITH BIBLIOGRAPHY, PLUS EACH STUDENT'S INDIVIDUAL REFLECTION PAPER DUE BY March 22nd</i></p>	

THIRD AND FINAL WEEK--STARTING MARCH 14TH TO MARCH 23rd. FINAL REQUIREMENTS DUE MARCH 23, 2021.

FINAL PAPERS DUE MARCH 23, 2021

- CAPSTONE/CASE PRESENTATIONS (PPT) AND PAPER WITH BIBLIOGRAPHY--SEE ASSIGNMENT PAGE FOR SPECIFIC INSTRUCTIONS FOR THE PAPER, INCLUDING INDIVIDUAL TEAM MEMBER STATEMENTS ABOUT THE TEAM/CAPSTONE PROCESS.
- REFLECTION PAPER: EACH STUDENT'S INDIVIDUAL REFLECTION PAPER DUE INCLUDING LEADERSHIP DEVELOPMENT PLAN