

University at Albany  
School of Education  
Department of Educational Administration & Policy Studies

***GINS/EAPS 487 – Institute in Higher Education: Leading with Cultural Intelligence***

(3 credit hours – Winter Session 2018)

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**Location:** Center for Leadership and Service, B92, Campus Center West

**Course Description:**

This study abroad experience will blend online learning with a face-to-face experience in Scotland. Students from UAlbany, from any academic discipline, will have an opportunity to work with a cohort of students from the host university partner in Edinburgh and Glasgow in an effort to advance learning and to contribute local knowledge to bridge cultural understanding. The course will introduce students to the leadership pedagogy of cultural intelligence.

Using immersive and experiential learning techniques, students will develop: 1) their cultural intelligence (ability to cross boundaries and thrive in multiple cultures); 2) their leadership skills required to lead in situations where they have no formal authority; 3) their networks, locally and globally, with fellow students, contributors and regional employers; and 4) skills required to quickly understand and address complex issues.

A Cultural Intelligence (CQ) online module will be utilized to provide a deeper awareness of CQ and its relevance for modern leadership, as well as providing students with the opportunity to reflect on and uncover the cultural influences that make them think and act the way they do. The online curriculum combines new methods of content delivery and interactive learning using visual media, articles, facilitated discussions, leadership exercises and anecdotes to facilitate structured reflection and group engagement.

Emphasis will be on development of leadership skills in an international context, diversity, innovation with regard to social change, and the development of collaborative relationships. Application of foundational knowledge and integrated learning will be demonstrated in written assignments, oral presentations, and performance.

### **Course Objectives and Learning Outcome:**

Throughout the three stages of the experience (to include the week prior, the week of the experience and the week following the experience), students will work toward the following learning outcomes:

- 1) Understand and identify cultural intelligence (Foundational Knowledge and Application):
  - a. Students will be able to analyze their own behaviors,
  - b. Students will recognize biases and understand how these can affect their behavior; and
  - c. Students will develop a framework they can use to cross boundaries and be more effective in a globalized world.
- 2) Develop broader networks and relationships with others, locally and globally (Integrated Learning);
  - a. Students will develop relationships with fellow students, contributors and leading employers;
  - b. Students will learn how to collaborate across boundaries and with diverse groups;
  - c. Students will understand the value of different perspectives and experiences; and
  - d. Students will learn to seek out diverse, turbulent teams that challenge them.
- 3) Confidently describe and apply leadership theories, skills and behaviors in real world (Foundational Knowledge and Application);
  - a. Students will understand how to lead beyond their circle of influence while adapting faster to new environments and situations; and
  - b. Students will understand how to build teams and to better create change.
- 4) Demonstrate excitement about innovation around complex social challenges (Caring and Human Dimension).

### **Required Course Readings & Materials**

Northouse, P. (2016). *Leadership theory and practice* (7<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications.

Dugan, J. P. (2017). *Leadership theory: Cultivating critical perspectives*. San Francisco, CA: Jossey-Bass.

Komives, S. R., & Dugan, J. (2011). *Contemporary leadership theories*. Political & Civic Leadership. Thousand Oaks, CA: Sage. Retrieved from <http://www.sagepub.com/northouseintro2e/study/chapter/handbook/handbook1.1.pdf>.

Avolio, B., Walumbwa, F., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions.

*Annual Review of Psychology*, 60, 421-449. Retrieved from <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1036&context=managementfacpub>

### **Optional and Recommended**

Heifetz, R., Grashow, A., and Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press.

Komives, S., Wagner, W. & Associates (2016). *Leadership for a better world: Understanding the social change model of leadership development* (2nd ed.). San Francisco, CA: Jossey-Bass.

Kuenkel, P. (2016). *The art of leading collectively: Co-creating a sustainable, socially just future*. White River Junction, VT: Chelsea Green Publishing.

Preskill, S., & Brookfield, S. (2009). *Learning as a way of leading: Lessons from the struggle for social justice*. San Francisco, CA: Jossey-Bass.

### **Writing Expectations**

Leaders have a continuing responsibility for effective communications within their organizations and with their communities. They are frequently called upon to present concise, detailed communications that address a broad range of public and professional concerns. As a majority of these communications are written, their ability to structure ideas clearly and to express them effectively in suitable format is a major consideration in preparing students for the challenge of their professional work.

The evaluation of student work will be based on the concept of developing the student as an effective leader. To this end, the student should strive for all writing to be of a professional quality, that one would be willing to share with leaders in the workplace. All work will be evaluated based on clarity of thought and organization of paper; incorporation of salient and cogent resources and/or evidence; and assertion of autonomous judgment.

For each assignment, students are expected to draw on a breadth of materials to support arguments and ideas. Sources should generally be limited to books, peer-reviewed articles, and primary data sources. While convenient, the internet can be a precarious source of information as the accuracy of information is often questionable. Only use internet sources if you are certain of the veracity of the source. Viable internet-based sources might include electronic journals, government reports, and on-line databases.

Finally, except when otherwise state, all papers submitted by students are expected to abide by the standards and policies of the *Publication Manual of the American Psychological Association* (Fifth Edition). **All assignments must be original work.** Students are expected to abide by professional ethics and university policies in regard to plagiarism. According to the Undergraduate Catalog (and it applies to this course): “It is every student’s responsibility to become familiar with the standards of academic integrity at the University. Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity.” (For information on the University’s classification of academic dishonesty and the repercussions for engaging in such actions, please visit [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html) ).

#### Basic Expectations for Student Writing

- Any paper with excessive grammatical mistakes and/or misspellings will be not be graded – be sure to proof read.
- All papers should be of a professional quality reflective of your status as an emerging leader.
- Do not make unsubstantiated claims or suppositions.
- **Properly cite everything that is not your own.**
- Ensure the paper flows smoothly between ideas and that transitions are provided to ensure uninterrupted continuance of thought.

#### Listening and Speaking Expectations

Respect is modeled and expected at all times. Open and honest communication is encouraged. Students will be provided an opportunity to express personal views and share personal experiences. We will embrace, honor and celebrate both diversity and commonality of the human experience. Students will be exposed to various perspectives that may differ from their own. This learning promotes deeper appreciation and understanding of differences to dispel stereotypes, and supports a climate built on trust and respect.

Not all discussions need to become debates. Students are encouraged to ‘listen and learn’. Students will listen to the perspectives of others, learn from one another, and to engage in shared ideas to grow deeper understanding and knowledge. Participants agree not to interrupt or label others’ viewpoints.

#### Course Requirements

##### **Candor and Respect:**

Students are expected to treat each other and the instructor in a professional, respectful, and courteous manner. While discussion and dialogue is encouraged in the course, students should respect the viewpoints of their fellow students, even should they differ.

##### **Assignments:**

**All** papers, assignments, and examinations must be completed in order to complete this course. Assignments are not option. Late assignment will result in a deduction of grade as described in the Course Syllabus below.

### **Accommodations**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center. That office will provide the instructor with verification of your disability, and will recommend appropriate accommodations. Please do this in a timely manner.

### **Evaluation**

#### **Evaluation of Work:**

The written assignments will be evaluated based upon the above-mentioned writing criteria. This includes but is not limited to the overall quality of writing; the clarity and logical development of ideas/arguments; logic of analysis; and the appropriate use of APA guidelines (when appropriate). All other assignments (e.g. presentations) will be graded based on the criteria provided.

#### **Assignment Submission:**

Except when otherwise noted, each assignment should be submitted in electronic format (Microsoft word document) via e-mail to the instructor prior to the start of the class it is due. Should an assignment be due when a student is absent from class, to avoid late penalties, it remains the responsibility of the student to send an electronic copy of the assignment to the instructor before the beginning of the class. You should receive a response from the instructor within two business days noting receipt of the assignment.

#### **Late Assignments:**

All assignments turned in after the due date will lose ½ of a letter grade from the final score for each 24 hour period that passes before the paper is turned in. (For example, between one minute and 24 hours, I will deduct ½ of a letter grade. Between 24 hours and 48 hours, I will deduct an entire letter grade). If an assignment is late, it is recommended that a paper copy be placed in the instructor's mailbox and a copy be sent via e-mail so as to establish the time of submission. If no e-mail copy is sent, time of submission will be when the instructor checks his office mailbox.

## Course Evaluation Summary

<u>Assignment</u>	<u>Percentage of Grade</u>	<u>Due Date</u>
Leadership Profile Project	25%	January 20, 2018
Self-Reflection Papers (2)	25%	January 7, 2018
Group Leadership Presentation	25%	January 12, 2018
Focused Dialogue/Participation	25%	throughout course

### Assignments

- *Self-Reflection Papers:* An important component of leadership development is one's ability to engage in self-reflection. Each student will be required to submit a 3-5 page paper that takes a reflective approach to analyzing the factors and influences that have shaped who you are as a leader with regard to cultural intelligence. The following questions may help guide your reflection: What do you value? Who or what has influenced your values? What factors have shaped how you engage with the world around you? What attributes and capabilities are most important to you? What are your strengths? How do you apply your strengths in leadership settings? In this paper, you should describe how your responses to one or more of these questions shape your leadership philosophy as well as incorporate relevant material from the course readings. This is worth 25% of your course grade.
- *Leadership Profile Project:* The effectiveness of learning increases when students can create connections between their learning in the classroom and their life experiences (Knowles, Holton, & Swanson, 2005). The final project for the course will involve a 10 -12 page paper that reflects on their own learning and development from the immersion experience. Students are to profile leadership theories, leadership concepts, and principles; and cultural intelligence concepts they observed while immersed in the experience that were depicted from the organizations they visited while abroad. The paper is to reflect their readings and research. The profile should use at least two leadership theories from the Northouse book to evaluate the individual's leadership style. The group's leadership profile should not exceed 12 pages (including title page and references) and are worth 25% of the course grade.
- *Group Leadership Presentation:* The students, working in small groups, will present their project ideas as well as their external perspectives on the city and the identified challenge. Students will receive immediate feedback on their idea, their group presentation and how they have worked as a collective group. After the pitch, the students reflect on the leadership skills and cultural intelligence they have developed and how they can use these to create change at the University at Albany, in their communities and in their future careers. The presentation guidelines will be provided in class and the presentation will be worth 25% of the course grade.

- **Focused Dialogue:** Students are expected to participate as active learners in the class and online through both quantity and quality of their involvement. All students are expected to attend class (in person and online, as appropriate). At times, conflicts may prevent a student from attending class. If a student does miss class, it is up to the student to obtain notes and other assignments from their peers. The focused dialogue grade (worth 25% of the course grade) will be assigned based on the quality of the individual and group discussions (e.g., integration and consideration of course readings); respect for other's views; and consideration of others (i.e., not "hogging" the conversation, holding side conversations, or talking when others are talking).

### **3 Week Course (21 days) Outline:**

While changes in the schedule are not anticipated, the instructor reserves the right to rearrange the course timeline. Below is an overview of the course outline and timeline.

#### **Week 1 – January 2-7, 2018: Introduction, Preparations and Expectations**

1. Navigating the online experience
2. Meet your Classmates (online experience)
3. What this class is (and is not).
4. Structure of the Course and Expectations
5. Submission of Leadership Self-Reflection Paper: Cultural Intelligence
6. Reading of Required Materials prior to week 2 – online review session of readings and main concepts; group discussions
7. Final submission of copies of all required documentation (emergency contact information, passport, vaccinations, etc.)

#### **Week 2 – January 8-13, 2018: Face-to-Face Experience Abroad**

Over seven days, working with UAlbany staff and local students as guides, students will be immersed in the multifaceted reality of their new country. This provides the student with the opportunity to develop cultural intelligence and reflect deeply on their own leadership styles. Each day will begin at 7:30 a.m. and end at 9:00 p.m. with all meals shared together.

**January 8:** Arrive into the country, get acclimated to the environment together. Meals will be together, depending on time, maybe an excursion will be planned. Students are equipped with the resources they need to maximize their study abroad experience. Through a series of highly participatory sessions, they will reflect deeply on their strengths, blind spots and how they need to develop as leaders. Students will be introduced to InnoVenture, a technique that asks them to explore a challenge (such as, "what makes a city resilient?"), and provides a framework for their leadership learning.

**January 9:** Students are immersed into their new city through a series of visits to organizations representing different sectors (as an example, in Edinburgh, Scotland: Scottish Parliament, BBC

Scotland, RBS World Bank, Weir Group, Homeless World Cup, National Health Service, Glasgow Science Centre, Rockstar North, Cancer Research of Scotland, Murrayfield Stadium, Edinburgh International Festival, etc.). Students will explore the challenge and practice the leadership skills required to quickly understand and address complex issues. They are also encouraged to explore the culture of their host organizations, and reflect on what they are learning about themselves and the way they operate in unfamiliar environments.

**January 10:** Students will continue to connect with senior leaders during further immersion visits and organizations across the city. They are encouraged to consider their own default positions and challenge themselves to operate in different ways. In groups, student will begin to innovate potential solutions to the challenge. At this point, student will be joined by mentors and external consultants who provide a further opportunity to observe and reflect on different leadership styles, different approaches to problem solving and different ways to work with diverse groups.

**January 11:** Students will receive a masterclass on pitching in preparation for their final presentation, which is delivered to a panel of experts and city leaders. Students will present their project ideas as well as their external perspectives on the city and the challenge. They receive immediate feedback on their idea, their group presentation and how they have worked as a collective group. After the pitch, the students reflect on the leadership skills and cultural intelligence they have developed and how they can use these to create change at the University at Albany, in their communities and in their future careers.

**January 12:** Students will complete a qualitative and quantitative evaluation using methodology built on the Kirkpatrick Model and focuses on students' behavior change after the program and will be repeated three months later to evaluate how that change created an impact in their organizations, cities and communities. Students will have meals together and will participate in a group excursion/activity. Group Leadership presentation will be due.

**January 13:** Students will return home. The remainder of the class will involve online learning.

**Weeks 3 – January 14 – 20: Leadership Defined: Part 2**

1. Debriefing Sessions – online and/or in person; with group discussions held online
2. Final submission of Leadership Profile Project