

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

GINS/EEPL 450- Institute in Higher Education: Leading with Cultural Intelligence - Study Abroad in Madrid, Spain
Summer Session, 2 week course, 3 credit hours

REVISED 5-1-19

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Office Hours: Online always and in person daily – throughout the duration of the course
Location: At El Faro’s Lounge

Course Description:

This study abroad experience will blend online learning with a face-to-face experience in Madrid, Spain. Students from UAlbany, from any academic discipline, will have an opportunity to work with a cohort of leaders from businesses and not-for-profits in Madrid in 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 regarding 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 – will be provided through Blackboard and will include chapters/reference from this list of recommended course readings and materials below.

Recommended Course Readings and Materials

Northouse, P. (2018). *Leadership theory and practice* (8th ed.). Thousand Oaks, CA: Sage Publications.

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.

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>.

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

Scharmer, O. & Katrin Kaufer. (2013). *Leading from the emerging future: From ego-system to eco-system economies*. Oakland, CA: Berrett-Koehler Publishers, Inc.

Optional Readings

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>

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

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 regarding 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).

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 are 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 submitted 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 verification and will recommend appropriate accommodations. 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 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(s)</u> |
|-----------------------------------|----------------------------|-----------------------|
| Self-Reflection Papers – 4 in all | 40% (10% each) | May 20. 23. 28 and 30 |
| Group Leadership Presentation | 20% | May 29 |
| Focused Dialogue/Participation | 40% | 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 four 3-4-page papers that take a reflective approach to analyzing the factors and influences that have shaped who you are as a leader regarding cultural intelligence. Questions will be provided to guide each reflection and essay. For example: these questions may be used to 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 the course of the class, there are 4 papers. 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. The final paper for the course will involve a 3-5-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. This is worth 40% of your course grade (10% for each paper).
- Group Leadership Presentation:: The effectiveness of learning increases when students can create connections between their learning in the classroom and their life experiences (Knowles, Holton, & Swanson, 2005). 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 presentation is to reflect their readings and research; utilizing at least two leadership theories from the Northouse book to evaluate the individual's leadership style. The students, working in small groups, will present 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 20% of the course grade.
- Focused Dialogue and Participation: 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). Dialogues will be held at the museums; while visiting various agencies and community not-for-profits; and while local leaders are in our classroom. The focused dialogue grade (worth 40% of the course grade) will be assigned based on the quality of

12:30 – 3 p.m. -

Lunch on your own

3 – 5 p.m. –

Class at UAlbany site with **GUEST SPEAKER(S) TIMES TBA**

**Rafeal Moreno, Programme Manager,
World Leadership Alliance Club de Madrid**

World Leadership Alliance-Club de Madrid works to advance democracy. It aims to bring change for institutional and leadership strengthening, development and the wellbeing of citizens. First launched following the conference on Democratic Transition and Consolidation (CDTC) held in Madrid in 2001; when 35 heads of state and government from Europe, the Americas, Asia and Africa met with more than 100 scholars and policy experts to discuss the problems of building democracy. The objective is to put at the service of current leaders, from the local to the global level, the experience and know-how of former leaders, to promote and strengthen democratic values and practices. The website lists all the members (an impressive list of world leaders of Presidents and Prime Ministers) with an honorary board that includes political leaders such as Jimmy Carter and Ban Ki-Moon (former UN Secretary General). Visit Club de Madrid (www.clubmadrid.org).

INTRODUCTION OF I WANT AND SUSTAINABLE BRANDS MADRID

Sustainable Brands (SB) Madrid is an essential international meeting-point for all those who want to share face-to-face, with the community of global leaders of SB, the challenges, successes and failures of their business models focused on the individual and the environment. A reflection on the role of brands in pursuit of the definition of a fair and sustainable future. “Moonshots for Humankind” is a new project to create mind-sets to rock the change and address unprecedented challenges with regard to sustainable living. SB Madrid 19 explores personal, brand and corporate Moonshot thinking methodology and encourages all to become Captains of Moonshots.

Website: <https://sustainablebrandsmadrid.com/>

Self-Reflection Paper #1 DUE

Tuesday, May 21

9 a.m.-12:30 p.m. – Class at UAlbany site with GUEST SPEAKER on Leadership & Art

Location: 2nd floor of Calle de Doña Bárbara de Braganza, 11, 2º, AIL 28004 Madrid

10:00 a.m.: Guest Speaker: Alfonso Fajardo Barreras, Director of Solidarios para el Desarrollo an organization of committed volunteers who through social action, communication and advocacy seek to break prejudices to transform our environment. In addition, they aim to find the causes and offer alternative proposals to social exclusión, discrimination and loneliness. <alfonsofajardo@solidarios.org.es

11:30: Guest Speakers from APUNE - CONFIRMED

Monica Perez Bedmar, Executive Director of APUNE

José Carlos Vela Bueno, Ph.D, Vice President of APUNE

The oldest association in Europe dedicated to the needs of American university programs abroad (founded 1968), APUNE (Association of American Programs in Spain) is a cultural, not-for-profit organization that seeks to both further and facilitate international exchange between the US and Spain. APUNE offers a forum where member institutions share common concerns and developments. Due to its long-standing presence, APUNE has come to serve as a resource for governmental agencies both in Spain and the US and has thus become an important forum for addressing both logistical and intellectual dimensions. **Website:** <http://www.apune.org>

12:30 – 3 p.m. -

Lunch on your own

3 – 5 p.m. –

Prado Museum Visit (FREE with ISIC Card) **CONFIRMED**

Wednesday, May 22

10 a.m.-1 p.m. –

Visit a local business/agency to meet with community leaders

1 – 3 p.m. -

Lunch on your own

3 – 5 p.m. –

Visit a local business/agency to meet with community leaders

6 p.m. -

Group activity (either a cooking class or dancing) - **MANDATORY**

Thursday, May 23

10 a.m.-1 p.m. –

Visit a local business/agency to meet with community leaders

1 – 3 p.m. -

Lunch on your own

3 – 5 p.m. –

Reina Sofia Museum Visit (FREE with ISIC Card) **CONFIRMED**

Self-Reflection Paper #2 DUE

Friday, May 24 and Saturday, May 25

ALL DAY

FULL DAY – TRAVEL TO VALENCIA - **CONFIRMED**

Sunday, May 26

FREE TIME - **CONFIRMED**

Monday, May 27

10 a.m.-1 p.m. – BOTH CLASSES to tour parliament with an English speaking guide
1 – 3 p.m. - Lunch on your own
3 – 5 p.m. - Class Dialogue and Discussion/CLASS ASSIGNMENT

Tuesday, May 28

10 a.m.-1 p.m. – Visit a local business/agency to meet with community leaders
1 – 3 p.m. - Lunch on your own
3 – 5 p.m. – Thyssen Museum Visit (FREE with ISIC Card) **CONFIRMED**
Self-Reflection Paper #3 DUE

Wednesday, May 29

10 a.m.-1 p.m. – Retiro Park Cultural Group Leadership Scavenger Hunt
1 – 3 p.m. - Lunch on your own
3 – 5 p.m. – **Group Leadership Presentation** – location TBD
7 p.m. - Group activity (either a cooking class or dancing) - **MANDATORY**

Thursday, May 30

10 a.m.-1 p.m. – Visit a local business/agency to meet with community leaders
1 – 3 p.m. - Lunch on your own
3 – 5 p.m. – Visit a local business/agency to meet with community leaders
Self-Reflection Paper #4 DUE

Friday, May 31

Hold for a possible field trip/outing

Saturday, June 1 -

Keep open - Closing Dinner - MANDATORY

Sunday, June 2 -

THANKS FOR THE MEMORIES! TRAVEL DAY– Back to the USA