

PSAD 6250: Cultural Aspects of Global Engagement

Instructor Information



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Office Hours: please make an appointment virtually or face to face

Class Location: 1310 G Street, Room 690

Class Meeting Time: 6:30pm – 9:00pm

Biography

Mary Crannell is founder and President of Idea Sciences, Inc. a fourteen-year old company that designs solutions to assist organizations make smarter decisions. Idea Sciences' global client base spans forty countries. She has lived in Europe and traveled extensively in Asia, Australia, Middle East, Central America and Mexico. Mary's cultural consulting background coupled with her global work experience provides a robust backdrop for preparing students for a career in global advocacy.

Communication Policy

The best way to connect is via email. Please use this email address:

Mary.Crannell@ideasciences.com. You can expect a response within 24 hours, but often within a matter of minutes, depending on schedules. You can also make an appointment before/after class.

Welcome

Global advocacy requires focus on the need and ability to understand multicultural communities and to appreciate the diverse institutions, customs, and practices that frame decision-making around the world. In order to be successful global advocates, students need to understand their own cultural frames and be able to identify the cultural frames of others. As a result of this course, students will be prepared for effective and ethical public engagement on behalf of contemporary global organizations communicating issues and commitments to diverse audiences and multicultural messages to the general market.

Course Description

From a base of cultural understanding, students will study effective engagement strategies and techniques. Global case studies with multi-cultural viewpoints will be included. The course will be delivered face-to-face with a weekly cultural lecture and cultural exercises to reinforce learning.

The course focuses on learning the cultural nuances of working in multicultural environments. Students will explore their own cultural frameworks and understand how these frameworks impact them in different cultural settings. Students will develop strategies to work successfully in diverse cultures and will learn how to adapt to other cultures but not lose their identity or compromise their values in the process. The world is a global village and cultural competence is a skill set required to achieve results in multiple domains – healthcare, policy, education and science. Professor Crannell believes learning is a lifelong process. She expects students to engage fully in the cultural exploration process and to reflect on their own culture, how others perceive their culture and how effective they will be in diverse settings.

This course will define culture and how to assess cultural decision frames around the globe. Students will learn coping strategies to work and to live in a multicultural world. Culture will be explored thru the lens of story and global advocacy initiatives will be examined. Students will assess their cultural comfort zone, determine their cultural resilience and develop a cultural transition plan to achieve success in different cultural environments.

Course Learning Objectives

1. Understand how judgments or assumptions about people from different cultures are made and what impact they have on building relationships
2. Research cultural aspects needed to understand decision-making in a region or a nation-state
3. View your leadership style through the filter of other cultures to improve your communications and advocacy efforts
4. Recognize the verbal and non-verbal aspects of communication and how they are received in regions or nation-states
5. Learn to assimilate in a culture and avoid nativist blunders in advocacy efforts
6. Understand the decision-making frames of other cultures
7. Discover any bias or stereotype you may hold or may be held by the individuals you are attempting to influence

Text & Materials

Prerequisites

N/A

Textbooks

Global Dexterity by Andy Molinsky, Harvard Business Review Press, 2013

The Cultural Intelligence Difference by Dr. David Livermore, AMACOM, 2011 (hardcopy version)

Leading with Cultural Intelligence by Dr. David Livermore, AMACOM, 2015

Course Structure

Methods of Instruction

This course will use multiple methods of instruction:

- **Lectures** – instructor and guest speak lectures
- **Case Studies** – cultural case studies and global advocacy case studies
- **Required readings/textbook** – there are three textbooks for this course and there will be supplemental readings from current global advocacy initiatives
- **Student Presentations** – there will be simulation exercises, group and individual presentations

Assignments

Course Requirements

Students are expected to participate in class discussion, complete assignments on time and within guidelines, and finish assigned readings before class when due.

Evaluation and Grading

Assignment	Learning Objective(s) Addressed	Due Date	Weight
<p><u>Assignment 1: Viewing my cultural frame from another's perspective</u></p> <p>What: Complete Cultural Intelligence Assessment. Based on results highlight what you learned and outline what is important for you to be aware of when are you in a different cultural context. Identify strategies that will assist you advocate successfully in a different culture.</p> <p>Length: 3-5 pages (single-spaced, one-inch margins, 12-point type). Prepare a double-spaced paper with one-inch margins and 12-point text covering the following (please note that longer assignments will be graded lower – concise communication is essential for success). Please send electronically to mary.crannell@ideasciences.com email address</p>	Course Learning Objectives 2, 3, and 5	13 Sept	10%
<p><u>Assignment 2: Complete Myers-Briggs Type Indicator</u> (30 minutes to complete. Complete before 20 September class)</p>	Course Learning Objectives 1 and 3	20 Sept	10%
<p><u>Assignment 3: Create a Culture Transition Plan</u></p> <p>What: Understanding your cultural boundaries is important for success in a global working environment. Identify your cultural boundaries and outline how you will manage a cultural transition “in-country” and when you “re-enter” your own culture (use information you learned from Cultural intelligence assessment and Myers-Briggs personality assessment to inform your</p>	Course Learning Objectives 3, 5 and 7	11 Oct	15%

<p>plan) Length: 3-5 pages (double-spaced, one-inch margins, 12-point type)</p>			
<p><u>Assignment 4: Illustrating an example of cultural frame in an advocacy effort</u> What: Research a global advocacy initiative, looking for an example of an effort that encountered difficulty. Detail the campaign and the problems. Offer a potential solution that could have been used to eliminate or ease the culture gaps. Length: 3-5 pages (double-spaced, one-inch margins, 12-point type).</p>	<p>Course Learning Objectives 1, 2, 4, and 6</p>	<p>1 Nov</p>	<p>15%</p>
<p><u>Assignment 5: Effective and Ethical Public Engagement (group presentation)</u> Each small group of students will select an ethical issue where different cultures view the situation differently. Group will present a position to the class (presentation with question and answer will be 20 minutes) and an implementation strategy that includes: <ul style="list-style-type: none"> • Ethical issues surrounding the topic selected • Definition of success • How to measure success • Cultural perspectives • Process group used to select this particular strategy This assignment prepares you to address the ethical issues you will face when operating in a different culture framework</p>	<p>Course Learning Objectives 1, 2 and 6</p>	<p>15 Nov</p>	<p>15%</p>
<p><u>Assignment 6: Global Advocacy with Cultural Strategy</u> What: Select a global advocacy topic that interests you. Research the cultural issues surrounding this issue and outline a strategy for the advocacy campaign including a cultural strategy. Define success for the global advocacy issue you have identified and explain the importance of the cultural issues to achieving success. Highlight how these cultural issues might impact the advocacy campaign and how to avoid making an error in the approach. In addition, include how your leadership style and cultural boundaries will impact the</p>	<p>Course Learning Objectives 1, 2, 3, 5, 6 and 7</p>	<p>29 Nov written and oral presentations</p>	<p>25%</p>

strategy. What do you need to be aware of as you implement this global advocacy campaign? Make sure to provide three cultural tips in your presentation. Length: 3-5 pages (double-spaced, one-inch margins, 12-point type) Ten minute presentation to class			
Attendance and class participation			10%
Total			100%

Following is the grade scale for all GSPM classes:

Grade*	Grading Standard
A 94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A- 90-93	Represents solid work with minor errors. Overall, excellent work.
B+ 87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B 83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a "B" is viewed as unacceptable.
B- 80-82	You've completed the assignment, but you are not meeting all of the requirements.
C+ 77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C 73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C- 70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F Below 70	Unacceptable performance or inability to submit the assignment.

*Please note that you may be penalized for late submission of assignment(s).

Course Calendar

Subject to revisions based upon class progress and guest lecturer schedule changes.

August 30, 2016

Overview: Course introduction, Instructor expectations and Student introductions

Assigned Reading: no reading assignment due

Lectures/Media: Cultural introductions and will view video clip
<http://ibro.info/programmes/global-advocacy-program/>

Assignments: No assignment due

September 6, 2016

Overview: Defining Cultural Competency and Identifying Cultural Competency

Assigned Reading: **Global Dexterity**, Part I, Why Global Dexterity Matters and **The Cultural Intelligence Difference**, Chapter One

Lectures/Media: The Consequences of Ignoring Culture

Assignments: Prepare a brief description of your personal culture

September 13, 2016

Overview: Global Advocacy in the Virtual World (**will meet virtually**)

Assigned Reading: **Global Dexterity**, Part II, How to Develop Your Own Global Dexterity, Chapter 3 – 4, **The Cultural Intelligence Difference**, Chapter 2 and Cultural Intelligence Assessment, **Leading with Cultural Intelligence**, Part I, Cultural Intelligence for Global Leaders

Lecture/Media: **How to Lead Multicultural Teams Virtually**

Note: Selection made for working groups

Assignments: Assignment 1: Viewing my cultural frame from another's perspective (complete Cultural Intelligence Assessment)

September 20, 2016 – we will be meeting with another class at Foggy Bottom Campus, 7:10pm
Room 360 Duques Business School

Overview: Myers-Briggs Type Indicator in Multi-cultural settings

Assigned Reading: *Global Dexterity*, Part II, How to Develop Your Own Global Dexterity, Chapters 5-6, *The Cultural Intelligence Difference*, and Chapters 3-4

Lectures/Media: Observation exercises to increase cultural awareness (list your observations and prepare to discuss in class on 27)

Assignments: Assignment 2: Complete Myers-Briggs Type Indicator

NOTE: Joint class with Principled Political Leadership

September 27, 2016

Overview: Global Advocacy – Applying Cultural Knowledge to Achieve Success

Assigned Reading: *Global Dexterity*, Part III, Fine Tuning Your Global Dexterity, Chapter 7-8, *The Cultural Intelligence Difference*, Chapter 5-6, *Leading with Cultural Intelligence, Part II*,
<http://advocacy.globalvoicesonline.org/>

Lectures/Media: Leadership Defined thru a Cultural Lens, view futurist Don Tapscott,
http://www.ted.com/talks/don_tapscott_four_principles_for_the_open_world_1

Assignments: no assignment due

October 4, 2016

Work on group project due November 15, 2016. **Assignment 4: Illustrating an example of cultural frame in an advocacy effort** Professor Crannell will be in Australia.

October 11, 2016

Overview: Unconscious Bias

Assigned Reading: **Global Dexterity**, Part III, Fine Tuning Your Global Dexterity, Chapter 9-10 and **Leading with Cultural Intelligence**, Part III

Lectures/Media: Guest Speaker from an International Organization

Assignments: **Assignment 3: Create a Culture Transition Plan**

October 18, 2016

Overview: Ethical Decision Making in Multiple Cultural Contexts

Assigned Reading: Ethics and Cultural Relativism – link to be provided

Lectures/Media: The Moment of Truth: Ethical Behavior in a Cultural Context

Assignments: no assignment due

October 25, 2016

Fall Break

November 1, 2016

Overview: Power of the Narrative in Global Advocacy

Assigned Reading: **<http://www.au.af.mil/au/ssq/2011/fall/fall11.pdf>** article on page 11

Lectures/Media: How to Create a Story in an Appropriate Cultural Context

Assignment Due: Assignment 4: Illustrating an example of a cultural frame in an advocacy effort

November 8, 2016

Overview: How to Remain Culturally Resilient

Assigned Reading: **The Cultural Intelligence Difference** Chapter 7 and Epilogue

Lectures/Media: The Cultural Journey – What to Pack and How to Prepare

Assignments: no assignment due

November 15, 2016

Overview: Effective and Ethical Public Engagement

Assigned Reading: no assigned readings

Lectures/Media: Group Presentations

Assignments: Assignment 5: Effective and Ethical Public Engagement (group presentation)

November 22, 2016

Overview: Interconnected world – Global Culture?

Assigned Reading: articles will be provided on Blackboard

Lectures/Media: Impact of Social Media and Digital Native Culture on Global Advocacy (Culture thru the lens of lifestyle, sports, media and commercials)

Assignments: no assignment due (Happy Thanksgiving!)

November 29, 2016

Overview: Creating a Global Advocacy Plan in a Global Village (student presentations)

Assigned Reading: no assignments

Assignments: Assignment 6: Global Advocacy with Cultural Strategy written essay and oral presentations due

December 6, 2016

Overview: Creating a Global Advocacy Plan in a Global Village (student presentations)

Assigned Reading: no assignments

Assignments: Assignment 6: Global Advocacy with Cultural Strategy oral presentations continued

Guest lecturers throughout the semester:

- Global Advocacy Group to Protect Animals
- Global Advocacy Group to address Human Rights issues
- Staff member for 2.8B dollar International Non-profit operating in 100 countries around the globe
- Panelists representing different global perspectives

University Policies

Netiquette

Most colleges and universities have a policy regarding the use of computers and networks owned by the institution or used by its employees. The George Washington University has such a policy, which you can read by going to the university website

(<http://my.gwu.edu/files/policies/CodeofConductComputingFINAL.pdf>). Beyond that policy however, is the idea of network etiquette, or netiquette, which is a less formal, less legally focused idea of courtesy among users of online communication systems. Some of what is covered by Netiquette guidelines may seem self-explanatory, others, less so, but the important aspect of these rules is the need to create a respectful learning environment for all students in the virtual classroom. Below is a set of such guidelines. Feel free to use this text as is, or customize it for your class and needs.

Please observe the following rules of Netiquette when submitting posts:

- Remain professional, respectful, and courteous at all times.
- Remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let's give the benefit of the doubt.
- If you have a strong opinion on a topic it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
- When upset, wait a day or two prior to posting. Messages posted (or e-mailed) in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying. If you discover a mistake after publishing the post you can reopen and correct it.

The instructor reserves the right to delete any post that is deemed inappropriate for this discussion forum without prior notification to the student. This will include any post containing language that is offensive, rude, profane, racist, or hateful.

Posts that are seriously off topic or serve no purpose other to vent frustration will also be removed.

Academic Integrity

Please review the University's policy on academic integrity, located at <http://studentconduct.gwu.edu>. All graded work must be completed in accordance with The George Washington University Code of Academic Integrity.

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. Common examples of academically dishonest

behavior include, but are not limited to, the following: Cheating; Fabrication; Plagiarism; Falsification and forgery of University academic documents; Facilitating academic dishonesty.

Students with Disabilities

If you feel you may need an accommodation based on the impact of a disability, please contact me privately to discuss specific needs. Please contact the Disability Support Services Office at 202.994.8250, Suite 242 Marvin Center, <http://gwired.gwu.edu/dss>, to establish eligibility and to coordinate reasonable accommodations.

University Counseling Center (UCC)

Phone Number: 202-994-5300

The University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include:

- Crisis and emergency mental health consultations
- Confidential assessment, counseling services (individual and small group), and referrals

Alert DC

Alert DC provides free notification by e-mail or text message during an emergency. Visit GW Campus Advisories for a link and instructions on how to sign up for alerts pertaining to GW. If you receive an Alert DC notification during class, you are encouraged to share the information immediately.

GW Alert

GW Alert provides popup notification to desktop and laptop computers during an emergency. In the event that we receive an alert to the computer in our classroom, we will follow the instructions given. You are also encouraged to download this application to your personal computer. Visit GW Campus Advisories to learn how.

Additional Information

Additional information about emergency preparedness and response at GW or the University's operating status can be found on GW Campus Advisories (<http://CampusAdvisories.gwu.edu>) or by calling the GW Information Line at 202-994-5050.

Overview: Cultural Gaps and How to Bridge Those Gaps