PSAD 6250: Cultural Aspects of Global Engagement

Instructor Information

Name: Mary Crannell
E-mail: mary.crannell@ideasciences.com
Cell Phone Number: 7033623784
Office Hours: please make an appointment virtually or face to face

Biography

Mary Crannell is founder and President of Idea Sciences, Inc. a thirteen-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: 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


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

Beyond Culture by Edward T. Hall, Anchor Books of Random House, 1989

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Learning Objective(s) Addressed</th>
<th>Due Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td><strong>Assignment 1: Viewing my cultural frame from another’s perspective</strong></td>
<td>Course Learning Objectives 2, 3, and 5</td>
<td>Sept 15</td>
<td>10%</td>
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<tr>
<td><strong>What:</strong> 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.</td>
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<tr>
<td><strong>Length:</strong> 3-5 pages (double-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 <a href="mailto:mary.crannell@ideasciences.com">mary.crannell@ideasciences.com</a> email address</td>
<td>Course Learning Objectives 1 and 3</td>
<td>Sept 29</td>
<td>5%</td>
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<tr>
<td><strong>Assignment 2: Complete Myers-Briggs Type Indicator</strong> (30 minutes to complete. Will receive separate email by Sept 22nd inviting you to complete assessment)</td>
<td>Course Learning Objectives 3, 5 and 7</td>
<td>Oct 6</td>
<td>15%</td>
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<tr>
<td><strong>Assignment 3: Create a Culture Transition Plan</strong></td>
<td>Course Learning Objectives 3, 5 and 7</td>
<td>Oct 13</td>
<td>15%</td>
</tr>
<tr>
<td><strong>What:</strong> 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 plan)</td>
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<tr>
<td><strong>Length:</strong> 3-5 pages (double-spaced, one-inch margins, 12-point type)</td>
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<tr>
<td><strong>Assignment 4: Illustrating an example of cultural</strong></td>
<td>Course</td>
<td>Oct 13</td>
<td>15%</td>
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### Assignment 5: Effective and Ethical Public Engagement (group presentation)

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:

- 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.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Oct 27</th>
<th>15%</th>
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<td>1, 2, 4, and 6</td>
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### Assignment 6: Analysis of cultural sensitivity

**What:** Select a topic on a cultural issue which has some sensitivity in a region or nation-state. Research the issue, including the history and depth of feeling and offer a strategy on how it can be addressed without compromising your designated organization (corporation, non-profit or NGO).

**Length:** 5 pages (double-spaced, one-inch margins, 12-point type)

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<thead>
<tr>
<th>Course Learning Objectives</th>
<th>Nov 17</th>
<th>10%</th>
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<tbody>
<tr>
<td>1, 3, 4, and 5</td>
<td></td>
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### Assignment 7: Global Advocacy with Cultural Strategy

**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.

<table>
<thead>
<tr>
<th>Course Learning Objectives</th>
<th>Dec 1</th>
<th>20%</th>
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<tbody>
<tr>
<td>1, 2, 3, 5, 6 and 7</td>
<td>written and oral presentations</td>
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</table>
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 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

<table>
<thead>
<tr>
<th>Attendance and class participation</th>
<th>10%</th>
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<tbody>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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**Following is the grade scale for all GSPM classes:**

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<thead>
<tr>
<th>Grade*</th>
<th>Grading Standard</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 (lowest grade to pass)</td>
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<tr>
<td>F</td>
<td>Below 70</td>
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*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.

September 1, 2015

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 8, 2015

Overview: Defining Cultural Competency and Identifying Cultural Competency

Assigned Reading: Global Dexterity, Part I, Why Global Dexterity Matters and Beyond Culture, Chapters 1-3, The Cultural Intelligence Difference, Chapter One

Lectures/Media: The Consequences of Ignoring Culture

Assignments: Prepare a brief description of your personal culture

September 15, 2015

Overview: Cultural Gaps and How to Bridge Those Gaps

Assigned Reading: Global Dexterity, Part II, How to Develop Your Own Global Dexterity, Chapter 3 - 4 and Beyond Culture, Chapters 5-7, The Cultural Intelligence Difference, Chapter 2 and Cultural Intelligence Assessment

Lectures/Media: Guest Speaker, Dr. Sung Lee, Systems Engineering Institute, Carnegie Melon University
Note: Selection made for working groups

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

September 22, 2015

Overview: Global Advocacy – Applying Cultural Knowledge to Achieve Success

**Assigned Reading:** Global Dexterity, Part III, Fine Tuning Your Global Dexterity, Chapter 7-8 and Beyond Culture, Chapters 12-13, The Cultural Intelligence Difference, Chapter 5-6, [http://advocacy.globalvoicesonline.org/](http://advocacy.globalvoicesonline.org/)

**Lectures/Media:** What is it About You that will Irritate a Cultural Immune System? Leadership Defined thru a Cultural Lens, view futurist Don Tapscott, [http://www.ted.com/talks/don_tapscott_four_principles_for_the_open_world_1](http://www.ted.com/talks/don_tapscott_four_principles_for_the_open_world_1)

**Assignments:** no assignment due

**September 29, 2015** – we will be meeting with another class at Foggy Bottom Campus

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 and Beyond Culture, Chapter 2, The Cultural Intelligence Difference, Chapters 3-4

**Lectures/Media:** Observation exercise to increase cultural awareness (list your observations and prepare to discuss in class on 6 October)

**Assignments:** Assignment 2: Complete Myers-Briggs Type Indicator

NOTE: Joint class with Principled Political Leadership – room to be determined (TBD)

October 6, 2015

**Overview:** Unconscious Bias
**Assigned Reading:** Global Dexterity, Part III, Fine Tuning Your Global Dexterity, Chapter 9-10 and *Beyond Culture* Chapters 14-15

**Lectures/Media:** Impact of Culture on Decision-Making

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

October 13, 2015

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

October 20, 2015 (no formal class – Professor Crannell will be in the Middle East lecturing – use this time to prepare for group presentation due following week)

October 27, 2015

**Overview:** Global Advocacy in the Virtual World

**Assigned Reading:** no assigned reading

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

**Assignments:** Assignment 5 Effective and Ethical Public Engagement (group presentations) due (Each group will present for 15 minutes with time for comments, observations, questions and answers)

November 3, 2015

**Overview:** Power of the Narrative in Global Advocacy

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

Assignments: no assignment due

November 10, 2015

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 17, 2015

Overview: Culture thru the lens of sports, media and commercials

Assigned Reading: articles will be provided on Blackboard

Lectures/Media: Cultural Cues to Unlock the Hidden Culture

Assignments: Assignment 6: Analysis of cultural sensitivity due

November 24, 2015

Overview: Interconnected world – Global Culture?

Lectures/Media: Impact of Social Media and Digital Native Culture on Global Advocacy

Assigned Reading: Beyond Culture Chapter 4

Assignments: no assignment due (Happy Thanksgiving!)
December 1, 2015

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

**Assigned Reading:** no assignments

**Assignments:** Assignment 7: Global Advocacy with Cultural Strategy written essay and oral presentations due

December 10, 2015 make-up day, if required

Guest lecturers throughout the semester:

- Former Foreign Service Officer, U.S. State Department
- Senior leader for 2.8B dollar International Non-profit operating in 100 countries around the globe
- Manager from International Monetary Fund
- Panelists representing different global perspectives

Cultural Faux Pas – will be a folder in Blackboard for weekly cultural faux pas – if you see any please bring up in class – part of class participation engagement.

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**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

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.