DPLS 776 Intercultural Leadership

Fall 2011 3 Credits
Professor: David Whitfield, Ed.D.
Class Logistics:
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Class Dates: 9/10, 9/24; 10/1, 10/15, 10/29; 11/5, 11/19; 12/3
Officer Hours: By appointment

Required Texts

Course Description
DPLS 773 introduces you to the theories behind intercultural leadership. We will set the foundation through identifying components of culture and intercultural communications; engage in a deeper investigation by examining the GLOBE research focusing (as time permits) on the 25 societies/cultures. Next, we examine the corresponding nine (9) cultural dimensions of at least Argentina, China, India, USA, Russia, Mexico, Germany, Spain, Columbia, and Turkey, plus their 21 leadership dimensions, with a focus on understanding how members of those cultures think about leadership, make decisions, communicate, and lead. The foregoing will be linked to the Geoleadership Model. This course captures seminal and groundbreaking work in the intercultural leadership field, exploring domains critical to every leader's development in today's multicultural climate.

Course Objectives
1. Construct a "business case" for intercultural leadership.
2. Explain and apply the different categories of culture to a variety of organizational settings. Specifically:
   • a. Egalitarian cultures
   • b. Hierarchical cultures
   • c. Low context cultures
   • d. High context cultures
• e. Personal culture
• f. National culture
• g. Corporate culture

3. Explore and apply approaches to intercultural communication: its theories, principles, and constructs; explore the meaning of intercultural intelligence.


5. Study the nine (9) major dimensions of cultures: Future orientation, gender egalitarianism, assertiveness, humane orientation, in-group collectivism, institutional collectivism, performance orientation, power concentration vs. decentralization (power distance), and uncertainty avoidance.

6. Discuss, learn, and relate the 21 leadership dimensions to intercultural and organizational effectiveness.

7. Relate dimensions to intercultural leadership and discuss impacts and implications of countries studied as time permits. Note: 25 countries/societies are offered in the text (Chhokar et al., 2008).

8. Define intercultural synergy and apply it to effectively leading multicultural teams.

9. Assess your intercultural competency via the Intercultural Developmental Inventory (IDI).

10. Write a plan for your leadership to assemble and lead an intercultural team consisting of members (representatives) from the societies studied in the GLOBE research. Consider culture, communication, both sets of dimensions, followership, and synergy, etc. Alternatively, (and provided it works), you may write a plan for a scenario where you work as long as it contains the required criteria.

**Grading-Deliverables (APA Format)**

Grades will be based on your preparedness, class participation, and timely submission of the following deliverables:

1. Write two scholarly papers as indicated below.
   a. **Paper 1**—Compare and contrast two cultures (countries/societies) using both the leadership dimensions (you may be selective since there are 21) and the cultural dimensions studied by the GLOBE report (Chhokar et al., 2008)). Include theories and data (where relevant); plus, describe how the dimensions relate to you as an intercultural leader—this is the "so what?" part of your paper. This paper must be at least 10 but not more than 15 double-spaced pages, not including references-25%.
   b. **Paper 2**—Using culture, intercultural communication, intercultural intelligence, the dimensions, followership, and synergy, including components of the Geoleadership model: the 7 C's (Wibbeke, 2009), develop a six-month or 12-month leadership plan to prepare you to form and lead an intercultural team whose members are selected from the cultures (countries/societies) studied. Consider your leadership vision, mission, and development goals (identify where you are now and where you want to go: gap analysis toward becoming an effective intercultural leader) and what you would do with your team to help create a compelling environment for all; your intercultural competency. Your plan may include your priorities for the team, facilitation approaches, and activities, and even ways of measuring performance in an intercultural setting (tip:
collectivists do not measure the performance of an individual). Substantiate your plan with course material e.g., theories, data, research, interviews, personal experience, discussions, and your creativity, leader! **This paper may not exceed 25 double-spaced pages, not including references-35%**.

2. Group presentation-Collaborate with at least two (2) but not more than four (4) class members and prepare a 25- to 30-minute presentation on a relevant topic of your choice: class material or other relevant material. **N. B.** Think about "take-aways," meaning what you would like class members to walk away with. **Present an outline/handout/PP to the instructor at time of presentation-20%**.
   a. An option: You may interview a leader with intercultural experience. Select five additional questions to the ones indicated below for the interview. Questions you must include: "What has been your biggest challenge leading a multicultural team, department, or organization?" "What skills, attitude shifts, or actions helped you increase your success as a leader in your intercultural setting?" Present your results to the class. Same time limitation as indicated above.

3. Class participation
   a. **Requirement 1**: Post on the Blackboard a summary of the first class (9/10), plus three (3) more thereafter (your choice). Post class summaries on the Blackboard. Content of each summary: main points, relevancy to you and to intercultural leadership. Each summary should be between 150 and 200 words (at least). You are expected to comment on at least three (3) postings as they appear on the Blackboard.
   b. **Requirement 2**: Select two chapters from the Samovar book and write a three- to four-page, double-spaced paper. Content: a) thesis, b) main points, and c) **relevancy to leadership plus implications** for intercultural leaders. This is the "So what?" part of your paper. Participate in intermittent Blackboard discussions-20%.
   c. Indicate the chapters, their respective titles, and page numbers.
   d. Place your name, paper title, term (Fall 2010) in the upper right hand corner of the first page.
   e. **NOTE: For scholarly papers, please place your name, course title, paper title, term, etc., on a cover page.**

**NOTE**: Since this is the fourth (4th) time Intercultural Leadership is offered, there may be changes in assignments-to your benefit.
### Order of Topics, Reading, and Study (Tentative)

<table>
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<tr>
<th>Date of Session</th>
<th>Topics/Focus</th>
<th>Text &amp; Deliverables</th>
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| 1st Session 9/10 | Introduction, Business Case | • Preface and Chapter 1 Chhokar, et al.  
• "Overview of *The Global Manager*  
• First Class Summary-post on BB before next class |
| 2nd Session 9/24 | Overview of Culture | • Chapters 1, 2, Wibbeke  
• Chapters 3, 4, *The Global Manager* |
| 3rd Session 10/01 | Intercultural Communication | • Chapters 1-3, Samovar, et al.  
• Ch. 5, *The Global Manager*  
• Ch. 4, Wibbeke*  
• Second Class Summary |
| 4th Session 10/15 | Societies/Countries, Dimensions [Do earlier if possible] | • Chapters 1, 2, 4, 6, 14, Chhokar, et al.  
• Chapters 2 - 4 of *The Global Manager*  
• Pp. 302-313, Samovar, et al.  
• First Scholarly Paper |
| 5th Session 10/29 | Societies/Countries, Dimensions [Do earlier if possible] | • Chapters 17, 18, 19, Chhokar, et al.  
• Chapters 6, 7, 9, *The Global Manager*  
• Third Class Summary |
| 6th Session 11/05 | Finish Societies/Dimensions  
Start Followership & Intergenerational Leadership | • Chapters 22, 23, 24, 27, Chhokar, et al.  
• Chapters 10, 11, 12, and 14, *The Global Manager*  
• Start Group Presentations  
• First Scholarly Paper Due |
| 7th Session 11/19 | Finish Followership, Intergenerational Leadership, Synergy  
Finalize Presentations, plus Wrap-up | • Handouts on Intergenerational Leadership & Synergy  
• Geoleadership Model: Wibbeke  
• Chapters, 13-15, *The Global Manager*  
• Fourth Class Summary  
*Second Scholarly Paper discussion: due date, etc.* |

Note: There may be changes to this syllabus at the beginning of the first class; if so, the changes will not add any additional work but rather clarify or reduce some requirement(s).