# Course Description

Educational leadership is a socially bounded process that is subject to the cultural traditions and values of the society in which it is exercised. This course highlights the cultural and contextual basis of leadership. Instead of focusing on the universalistic nature of leadership, students will identify the particularity and diversity of cultural and contextual conditions in which leadership takes place.

# University Learning Outcomes (ULO)

For full descriptions of the University Learning Outcomes please refer to the catalog.

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Determine how relationships are established in different cultures.
* **CLO2:** Analyze the norms and values of different cultures.
* **CLO3:** Differentiate how leadership is utilized in various cultures.
* **CLO4:** Construct several leadership strategies that could be implemented in diverse work settings.
* **CLO5:** Assess the impact of a cross-cultural perspective on educational leadership.

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

* Livermore, D. (2015). *Leading with cultural intelligence: The real secret to success*. New York, NY: American Management Association. ISBN-10: 0814449174

# Optional Course Materials

* Hofstede, G., & Hofstede, J. (2010) *Cultures and organizations: Software of the mind*. New York, NY: McGraw Hill Education. ISBN-10: 0071664181.

# Suggested Point Values

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Rubric** | **Point Value** | **Due** |
| **Week 1:** Cultural Identity and Dimensions of National Culture | |  |  |  |
|  | Discussion Forum: Student Introductions | DQ | 30 |  |
|  | Discussion Forum: Defining Cultural Intelligence and Cultural Identity | DQ | 30 |  |
|  | Cultural Self-Assessment Paper | Paper | 80 |  |
|  | Discussion Forum: Global Project: Part 1 | Position Paper | 60 |  |
| **Week 2** Leading and Communicating with Cultural Intelligence | |  |  |  |
|  | Discussion Forum: Cross-Cultural Communication Style | DQ | 30 |  |
|  | Organizational Project: Part 1 | Reflective Writing | 60 |  |
| **Week 3:** Cross-Cultural Leadership and Organizational Culture | |  |  |  |
|  | Discussion Forum: Global Project: Part 2 | DQ | 30 |  |
|  | Organizational Project: Part 2 | Reflective Writing | 100 |  |
| **Week 4:** Cross-cultural Approaches to Educational leadership | |  |  |  |
|  | Discussion Forum: Organization and Ethical Dilemmas | DQ | 30 |  |
|  | Organizational Project: Part 3 | Reflective Writing | 80 |  |
| **Week 5:** Beyond Cultural Competency, Leading with Cultural Humility | |  |  |  |
|  | Discussion Forum: Cultural Competency and Cultural Humility: Exploring Activities Paper | DQ | 80 |  |
|  | Discussion Forum: Global Project Part 3 | DQ | 60 |  |
| **Week 6:** Challenging and Preventing Discrimination in Educational Settings | |  |  |  |
|  | Awareness of Personal Bias, Privilege, and Power Reflection Paper | Paper | 80 |  |
|  | Discussion Forum: Global Project: Part 4 | Reflective Writing | 30 |  |
|  | Discussion Forum: Organizational Project: Part 4 | Reflective Writing | 60 |  |
| **Week 7:** Strategic Leadership with Cultural intelligence and Cultural Humility | |  |  |  |
|  | Discussion Forum: Culture and Diversity Podcast | DQ | 60 |  |
|  | Global Project: Part 5 | Reflective Writing | 100 |  |
| **Total Points** | |  | **1000** |  |

**Grading Scale**

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| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| **Week One: Cultural Identity and Dimensions of National Culture** |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Define cultural intelligence. | CLO1 | |
| * 1. Analyze the six dimensions of national culture. | CLO1 | |
| * 1. Distinguish how cultural values are viewed and interpreted in various countries | CLO1 | |
| * 1. Analyze your own cultural identity and cultural intelligence. | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Read** the following resources on Cultural Intelligence and the 6 Dimensions of Organizational Culture:   * Ch. 1, 2, 5, & 6 of Livermore’s *Leading With Cultural Intelligence*. * [Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology* *and Culture, 2*(1)](https://doi.org/10.9707/2307-0919.1014). * [The 6-D Model of National Culture](https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture/)   **Watch** [10 minutes with Geert Hofstede](https://geerthofstede.com/training-consulting/online-lectures/). This website has tutorial videos and PowerPoints on the Dimensions of National Culture. | 1.1, 1.2, 1.3, 1.4 |  |
| **Tutorials**  During this course you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | NA | NA |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200– 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date.  By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least two substantive comments of 100–150 words to one or two of your classmates’ posts for each assigned discussion question.  Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Meaningful Feedback. | NA | NA |
| **Organizational Project: Preparation**  Imagine you have been tasked with creating a leadership development program to improve cross-cultural understanding for an organization (institution, agency, or school). You must examine the culture of the organization through observation, evaluation, and interviews with the employees. You will analyze the problems you find and research ways to develop strategic thinking for educators through a multicultural framework. You will create a program based on a solution to one of the problems found.  The following parts of your implementation plan will be due in various weeks of the course:   * Part 1: Organization Selection and Organizational Culture Evaluation (Week Two) * Part 2: Culture Exploration Through Interviews With Staff and Administration (Week Three) * Part 3: Problem-Solving Analysis and Case Study (Week Four) * Part 4: Leadership Development Plan (Week Six)   **Begin** working on Part 1 of your Organizational Project: Selection and Organizational Culture Evaluation assignment, due in Week 2. | 1.3 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | ***Alignment*** | ***AIE*** |
| **Cultural Jigsaw Activity**  **Review** the terms, definitions, and videos on the [Cultural Jigsaw Activity](http://edtech2.boisestate.edu/tsisanapalmer/502/jigsaw.html) to become familiar with essential cultural blocks. | 1.4 |  |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | NA | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion Forum: Student Introductions**  Research has shown that mispronunciation of names can have a negative effect on students’ socioemotional well-being. In these articles, the authors discuss the importance of correct pronunciation for better cross-cultural understanding:  **Read** [A teacher mispronouncing a student’s name can have a lasting impact](https://www.pbs.org/newshour/education/a-teacher-mispronouncing-a-students-name-can-have-a-lasting-impact).  **Listen** to this NPR recording: [Say My Name, Say My Name (Correctly, Please)](https://www.npr.org/player/embed/489403607/489420388) (26:46).  **Post** a 1- to 2-minute video or audio clip to introduce yourself. Include how to correctly say your name to the Student Introductions forum by Thursday You may use your smartphone to create an mp3 audio or mp4 video file for submission to Blackboard. It’s also acceptable to post your file to YouTube and to submit a publicly accessible link. | 1.4 | Sharing: **.5 hours** |
| **Discussion Forum:** **Defining Cultural Intelligence and Cultural Identity**  What is culture? It is a shared system of meanings, beliefs, values, and behaviors through which people interpret their experiences. Culture is learned, collective, and changes over time. Culture is generally understood to be "what we know that everyone like us knows."  **Review** the [Culture is an Iceberg](http://interculturalism.blogspot.com/2011/03/iceberg-model-of-culture.html) blog.  **Explore** and click each of the four domains in [the Livermore’s Cultural Intelligence Model](http://media.gmercyu.edu/edu804/livermores-cultural-intelligence-model/story_html5.html).  **Complete** the following exercise that explores the roots of cultural learning by naming aspects of identity important to each individual. It highlights the multiple dimensions of our identities and addresses the importance of self-identification.  **Respond** in the Defining Culture discussion forum by Thursday:  Write a list of as many aspects of your identity as you wish—an identifier or descriptor—that you feel is important in defining you. This can include anything: Asian American, female, mother, athlete, educator, Taoist, scientist, or any descriptor with which you identify.   * Reflect on a time you felt respected and included. Then, think about a time you felt disrespected or excluded. * Considering what you have read this week, how do you define culture? How would you describe your cultural identity using Hofstede’s dimensions? * Find a current article or research that connects your perspective to this framework. * Share a reflection of your learning.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Cultural Self-Assessment Paper**  In this paper, you will conduct an analysis of the cultural influences on your own life. The National Center for Cultural Competence at Georgetown University explains that self-assessment helps individuals do the following:   * Gauge the degree to which they are effectively addressing the needs of culturally and linguistically diverse groups * Determine their strengths and areas for growth * Strategically plan for the systematic incorporation of culturally and linguistically competent policy, structures, and practices     **Complete** an online self-assessment inventory about your cultural intelligence, awareness or competence. There are several suggested options or you may choose another one. Some of the inventories have few associated with them; others are free for your use.   * [Culture Values Profile](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcqcenter.com%2Fself_service_purchase%2Fnew&data=02%7C01%7Ckwasiyo%40synergiseducation.com%7C20a070eedc9249cea5f008d5ca2b6ef0%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636637210264277727&sdata=HCbs46ilMqZ6gVTA5a5H1rrawMouOFIoOPV2%2Fq3pgAs%3D&reserved=0) (paid) * [Cultural Compass](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.hofstede-insights.com%2Fproduct%2Fculture-compass%2F&data=02%7C01%7Ckwasiyo%40synergiseducation.com%7C20a070eedc9249cea5f008d5ca2b6ef0%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636637210264277727&sdata=PQc9f9tDLeSslLotXYmbx9l6M5%2F50F9740N1%2Fg2bVN4%3D&reserved=0) (paid) * Cultural Awareness Self-Assessment Checklist, located on Blackboard. * [Cultural Diversity Self Assessment](https://blackboard.gmercyu.edu/bbcswebdav/pid-1211029-dt-content-rid-13463064_1/xid-13463064_1) (free) with [Cultural Diversity Self-Assessment Scoring](https://blackboard.gmercyu.edu/bbcswebdav/pid-1211029-dt-content-rid-13463065_1/xid-13463065_1).   **Write**a 500-word paper that analyzes your cultural intelligence. Analyze each dimension within Hofstede’s theory of national culture and Livermore’s framework for cultural intelligence. Provide personal experience and theoretical or empirical evidence to support your understanding.  Your paper must:   * Cite 3 to 5 outside sources to strengthen your analysis, especially when explaining the culture(s) selected. * Apply the results from the inventory to demonstrate your understanding. | 1.2, 1.4 |  |
| **Discussion Forum: Global Project Part 1**  *Part 1: Country Selection PowerPoint and Discussion (Week One)*  **Overview**  As a class, we will participate in a United Nations simulation to improve our understanding of cross-cultural perspectives globally. Although the world has come a long way in promoting education about race, we still have a long way to go. Amnesty International has reported that globally, there has been a rise in racially-motivated attacks and sentiments in recent decades. Part of this is that due to globalization and the rise of technology, racist sentiments are easier to transmit over the internet and receive more media attention. The issue of racism and human rights are inherently intertwined, as many people around the world are marginalized or persecuted simply because of their race or ethnicity. Because all people are entitled to human rights, combating discrimination and racism is an extremely important issue today. For more information on Human Rights, please review [The Universal Declaration of Human Rights.](http://www.un.org/en/universal-declaration-human-rights/)  The following milestone assignments are due for this project:   * Part 1: Select a country and submit to Country Selection Discussion (Week One) * Part 2: Country Brief and Presentation Through Discussion (Week Three) * Part 3: Country Position Paper Discussion (Week Five) * Part 4: UN Resolution Discussion (Week Six) * Part 5: Reflection Paper (Week Seven)   **Part 1: Country Selection**  **Select** one of the following countries:   |  |  |  | | --- | --- | --- | | * United States * Italy * France * Greece * Russia | * Libya * Spain * Ethiopia * Kenya * Vietnam | * Burma * Zimbabwe * Brazil * Bangladesh * India |   **Research** your selected country’s customs and culture. Share information related to language, cultural history, social etiquette and customs, business etiquette and customs, and leadership style displayed.  **Examine** your country, and **compare** it to three others using this [Compare Countries tool](https://www.hofstede-insights.com/product/compare-countries/).  **Prepare** a 3- to 5-slide PowerPoint. Feel free to include images and videos that demonstrate your country’s customs and culture.  **Submit** your Presentation to the Country Selection Discussion by Thursday  **Post** a constructive response to 3 of your classmates' posts by Sunday. | 1.3 |  |

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| **Week Two: Leading and Communicating With Cultural Intelligence** |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| 2.1 Determine how cultural values affect communication. | CLO1 | |
| 2.2. Analyze how communication style can influence learning and understanding. | CLO1 | |
| 2.3 Identify the components of cultural intelligence of leaders. | CLO2 | |
| 2.4 Analyze how building relationships can be used as a strategy for organizational growth. | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Reading and Videos**  **Read** the following resources:   * Ch. 3 & 4 of *Leading With Cultural Intelligence* * [Working on Common Cross-cultural Communication Challenges](http://www.pbs.org/ampu/crosscult.html) * Same, Same - But Different: The Development of Cultural Humility through an International Volunteer Experience (PDF)   **Watch** the following videos:   * [The Cultural Intelligence (CQ) Difference](https://www.youtube.com/watch?time_continue=11&v=x2C7Mfft9OY) (1:54) by Livermore * [Cultural intelligence: the competitive edge for leaders](https://www.youtube.com/watch?v=izeiRjUMau4) (13:35) by Julia Middleton, CEO of Common Purpose UK | 2.1  2.2  2.3  2.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion Forum: Cross-Cultural Communication Style**  We communicate every day in many ways. Read this [article](http://www.pbs.org/ampu/crosscult.html) from PBS to help enhance your cultural communication understanding. Then, complete the assessment developed by Pierre Casse developed the following inventory in his preeminent work on cross-cultural communication, “*Training for the Cross-Cultural Mind,*” to determine your communication style.  **Complete** the [Communication Styles: A Self-Assessment](https://www.ecologyofdesigninhumansystems.com/wp-content/uploads/2012/05/P.-Casse-Communications-Self-AssessSurvey.pdf) exercise.  **Respond** to the following questions in the in the Cross-Cultural Communication Style discussion forum by Thursday:   * How can communication style influence the message you intend to send? * What factors influence someone’s ability to hear your message? * Share an example of a time that your message was misunderstood and how you clarified the situation. What did you learn from the situation? * Consider your response through the lens of Hofstede’s theory of national culture.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | 2.1  2.2 |  |
| **Organizational Project: Part 1**  *Part 1: Organization Selection and Evaluation (Paper Due Week 2)*  **Overview**  This week, you will complete the first part of the Organizational Project: Educational Leadership Development Plan.  **Imagine** you have been tasked with creating a leadership development program to improve cross-cultural understanding for an organization (institution, agency, or school). You must examine the culture of the organization through observation, evaluation, and interviews with the employees. You will analyze the problems you find and then research ways to develop strategic thinking for educators through a multicultural framework. You will create a program based on a solution to one of the problems found. Parts of your implementation plan will be due in various weeks of the course.  **Select** and research an organization for this project. This can be the organization in which you currently work or one you would like to learn more about.  **Write** a 500-word summary of your selected organization. Your paper must describe the background of the organization by considering the following questions:   * What do they do? Who are the different constituent groups? * What is their mission? What is their vision? What are their goals? * Assess the organization on the Hofstede’s dimensions of national culture and Livermore’s framework for cultural intelligence. * What is the organization’s framework for leadership? * How does the organization communicate internally? How does it communicate externally? * In what ways does the organization have a commitment to diversity? * What challenges do you see through observation of the facility or secondary sources like manuals, websites, and other materials?   **Submit** this assignment by Sunday. | 2.3  2.4 | N/A |

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| **Week Three: Cross-Cultural Leadership and Organizational Culture** |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| 3.1 Analyze the effects of cultural intelligence on leadership style. | CLO2 | |
| 3.2. Explore the concept of organizational culture and the implications for educator and administrators. | CLO2 | |
| 3.3 Illustrate cultural intelligence for educational leaders. | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Readings and Videos**  **Read** the following resources:   * Ch. 5 & 6 of Livermore’s *Leading With Cultural Intelligence* * Aldhaheri, A. (2017). Cultural intelligence and leadership style in the education sector. *International Journal of Educational Management, 31*(6), 718–735. (PDF)   **Watch** [Cultural Intelligence and Education (3:55)](https://www.youtube.com/watch?v=mG00zaSTHAk) | 3.1  3.2  3.3 |  |

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| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |

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| **Discussion Forum: Global Project: Part 2**  *Part 2: Country Brief Presentation (Week 3)*  In this part of your Global Project: Institutional Racism and Discrimination, you will use thisUnited Nations simulation to improve your understanding of cross-cultural perspectives globally and to explore your selected countries by submitting a country brief.  **Review** the UNA Country Backgrounds document, located on Blackboard.  **Research** and prepare a description of your selected country.  **Prepare** a presentation, responding to these questions:   * What are the various racial, religious, or ethnic groups in your country? * How does racism affect your country? (What previous incidents of racial discrimination or xenophobia against minorities have you had?) * How can religious activities, cultural festivals, and political activities be prevented from fueling xenophobia and promoting discrimination? * How does discrimination and xenophobia affect the achievement of other Millennium Development Goals? * How would the world be affected if racism is not eliminated?   **Post** your presentation to the Global Project: Challenging Institutional Racism and Discrimination discussion forum by Thursday  **Post** a constructive response to three of your classmates' posts by Sunday. | 3.1, 3.2 |  |
| **Organizational Project: Part 2**  *Part 2: Culture Exploration Through Interviews With Staff and Administration (Paper due Week Three)*  In this part of the organizational project, you will research and explore organizational cultures by interviewing various staff and administrators from your selected organization.  **Select** at least 2 membersof your organization to interviewabout the organization’s communication style, leadership style, and culture. Create questions that will allow you to gain insight into the organization’s culture and the challenges it faces.  **Evaluate** the responses through the lens of cultural intelligence and dimensions of national culture to explain and assess the organizational culture and cross-cultural challenges.  **Cultural Intelligence Framework**   * Motivation/Drive * Knowledge * Strategy * Action   **Dimensions of National Culture**   * Power Distance * Individualism/Collectivism * Masculine/Feminine * Uncertainty Avoidance * Long/Short-term Orientation * Indulgence   **Write** a 500-word narrative of the organizational culture you have learned through the interviews. Support your assessment with evidence from the text and current research.  **Submit** this assignment by Sunday. | 3.1, 3.3 | N/A |

**Faculty Note:**

Students will receive one grade for their Global Project Part 2 presentation and discussion.

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| **Week Four: Cross-Cultural Approaches to Educational leadership** |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| 1. Evaluate how to construct strategic initiatives through a cross-cultural framework. | CLO4 | |
| 1. Evaluate various approaches to ethical decision-making and problem-solving from cross-cultural perspectives within educational leadership. | CLO4 | |
| 1. Illustrate the effect of culture on different roles within the educational community. | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Read** the following articles:   * [Critical Practices for Anti-bias Education](https://www.tolerance.org/professional-development/critical-practices-for-antibias-education) * [Social Justice Standards](https://www.tolerance.org/magazine/publications/social-justice-standards) * [Cross-cultural comparative educational leadership](https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1334&context=cie-eci)  [Effective ways for developing school leadership](http://blogs.worldbank.org/education/effective-ways-developing-school-leadership)  * [Multiculturalism’s Five Dimensions](https://education.uw.edu/sites/default/files/Review%20of%20Research%20AERA.pdf) * Unpacking Biases: Developing Cultural Humility in Early Childhood and Elementary Teacher Candidates (PDF)   **Watch** the following video:   * 10-minutes with [Dr. James Banks](http://insidetheacademy.asu.edu/james-banks): There are several videos about Dr. James Banks and his research into multicultural education. Choose a few to add to your learning. | 4.1, 4.2, 4.3 |  |

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| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |

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| **Discussion Forum: Organization and Ethical Dilemmas**  According to the Society for the Management of Human Resources, ethics are the values that an organization demonstrates in its policies, practices, and goals. In an ethical workplace, employees feel valued and respected. Using Bank’s framework for multicultural education, the social justice standards, and the observation of the organizational culture, reflect on the types of challenges and opportunities you have observed. There are several aspects of ethical culture to consider: compliance, respect, competency, training, loyalty, social justice, and equity.  **Create** a short example based on what you have learned from your organizational observation, research, and interviews.  **Respond** to the following questions in the Organizations and Ethical Dilemmas discussion forum by Thursday:   * What is the ethical dilemma from your cultural perspective? What is the ethical dilemma from other people’s cultural perspective? * What are the cultural assumptions from your perspective? What are the cultural assumptions from the other people’s cultural perspective? Assess the similarities and differences. * What can people from one culture contribute to people from another culture? * Pose a question to your classmates to gain knowledge of the potential different viewpoints.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | 4.1, 4.2 |  |
| **Organizational Project: Part 3**  *Part 3: Problem-Solving Analysis and Case Study (Paper due Week Four)*  In this part of the organizational project, you will analyze your organization using Nancy Adler’s cultural synergistic problem-solving method to create a case study to demonstrate your understanding of your organization’s culture, its challenges, and potential solutions.  **Create** a 500-word case study about your organization and the challenges it faces.     1. Describe the situation. Identify the problem or conflict facing the group. 2. Identify similarities and differences in cultural perspectives, and recognize how values can cluster together in different ways. Determine the underlying cultural assumptions and behaviors. 3. Generate alternatives, and select the creative answer that incorporates the cultural assumptions of all members. Analyze all alternatives using empirical evidence. 4. Recommend a solution based on cultural awareness and observation of the organizational culture. This solution will be the basis for your leadership development program in Week Six.   **Submit** this assignment by Sunday. | 4.1, 4.3 | N/A |

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| **Week Five: Beyond Cultural Competency, Leading With Cultural Humility** |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| **5.1** Identify the components of cultural competency and cultural humility. | CLO4 | |
| **5.2** Assess how educational leaders can implement a model of cultural humility. | CLO4 | |
| **5.3** Assess personal growth through cross-cultural experiences. | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Read** the following chapters and articles:   * Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved, 9*(2), 117–125. (PDF) * [A Clarion Call for Cross-Cultural Competence in Higher Education](http://nytimesineducation.com/spotlight/a-clarion-call-for-cross-cultural-competence-in-higher-education/) * [Strategies for Developing Cultural Competency](http://gssaweb.org/wp-content/uploads/2015/04/Strategies-for-Building-Cultural-Competency-1.pdf) * [What is Cultural Humility?](https://thesocialworkpractitioner.com/2013/08/19/cultural-humility-part-i-what-is-cultural-humility/) * Cultural Humility: A concept analysis (PDF) This paper is from a healthcare perspective but provides helpful background information about the concept. * [American Academics Need Cultural Humility](https://www.chronicle.com/blogs/planet/2012/05/22/american-academics-need-cultural-humility/)   **Watch** [Cultural Humility](https://www.youtube.com/watch?reload=9&v=Ww_ml21L7Ns) (16:49) | 5.1, 5.2, 5.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion Forum: Cultural Competency and Cultural Humility: Exploring Activities Paper**  In *Leading With Cultural Intelligence*, Livermore explains that cultural intelligence knowledge can be developed through practice. He suggests learning a language, reading international novels, and going to the grocery store in culturally different communities. The following articles add to enhancing your awareness of stepping out of your comfort zone and building your cultural knowledge: [Cross-Cultural Encounter as an Opportunity for Personal Growth](http://journals.sagepub.com/doi/pdf/10.1177/0022167804263414)  * [Weird, Rude, or Different?! Awkward Cross-Cultural Moments](https://culturalq.com/rude/)  [Making the Most of Cross-Cultural Encounters](https://extension.psu.edu/making-the-most-of-cross-cultural-encounters) **Participate** in 2 activities that enhance your awareness of other cultures. Choose activities that will add to your cultural knowledge.   * You could read a book, watch a documentary, attend a concert or play, visit a museum, or attend a meeting, service, or program about another culture. * Have an authentic meal prepared by someone from a different culture. Eat a meal at an authentic restaurant featuring culturally diverse food.   **Review** the culture intelligence model and the cultural competence model. Consider the lens of cultural humility. How did the experience challenge your beliefs or increase your understanding?  **Identify** ways to enhance your awareness. How could you improve your level of competence? What could you do to increase your cultural humility? What aspects of culture are you more aware of now?  **Write** a 500-word paper on these experiences and how you developed your cultural humility and cultural intelligence. To make it easier to read, do not post your paper as an attachment to your post. Instead, post the contents of your paper inside of your post to the discussion forum.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | 5.1, 5.3 |  |
| **Discussion Forum: Global Project: Part 3**  *Part 3: Position Paper Discussion (Week 5)*  **Research** and **prepare** a description of your country. Usethe following questions to guide your research and enhance the discussion:   * What is your country’s position on racism, discrimination, and xenophobia? * Has your country ratified the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)? * What action has your country taken in that regard? * What other national or international laws or policies apply to your country with respect to racial discrimination or xenophobia? * How can the United Nations encourage more countries to adhere to the Declaration on the Elimination of All Forms of Racial Discrimination? * What is your country willing to do to help achieve tolerance for minorities and migrants and respect for equal rights of all persons?  Write a position paper that that covers the following:  * Takes a positionon one or more of the suggestions below  Determines if the UN should do the following: Make a law to make it compulsory for teachers to follow every child’s progress in schoolAsk countries who cannot give equal treatment to children of all races to provide separate schools for each raceAsk parents and teachers to agree on whether a child of a particular race can be admitted before they are admitted An introductionA brief introduction to your country and its history concerning the topic and committeeHow the issue affects your countryYour country's policies with respect to the issue and your country's justification for these policies Content Quotes from your country's leaders about the issueStatistics to back up your country's position on the issueActions taken by your government with regard to the issueConventions and resolutions that your country has signed or ratifiedUN actions that your country supported or opposed Recommendations What your country believes should be done to address the issueWhat your country would like to accomplish in the committee's resolutionHow the positions of other countries affect your country's positionConclusion **Submit** your Position Paper in the Discussion by Thursday  **Post** a constructive response to 3 of your classmates' posts by Sunday. | 5.2, 5.3 |  |

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| **Week Six: Approaches to Challenging and Preventing Discrimination in Educational Settings** |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| **6.1** Evaluate how power and privilege influence relationships on interpersonal, intergroup, and institutional levels, and consider the effect.  **6.2** Evaluate what strategies are most effective in challenging and preventing bias and injustice.  **6.3** Evaluate the implications of cultural differences for the effective leadership and organization of educational institutions. | CLO 3  CLO 4  CLO 5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Read** the following chapters and articles:   * [Unpacking the Invisible Knapsack](http://www.racialequitytools.org/resourcefiles/mcintosh.pdf) by Peggy McIntosh * [Responding to Bias at School](https://www.tolerance.org/magazine/publications/responding-to-hate-and-bias-at-school) * [Responding to Everyday Bigotry, Speak Up!](https://www.tolerance.org/sites/default/files/2017-06/speak_up_handbook_0.pdf) | 6.1, 6.2, 6.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Awareness of Personal Bias, Privilege, and Power Reflection Paper**  As referenced by Livermore in Ch. 2 of *Leading With Cultural Intelligence*, the TedxTalks, and the exercises below, it is important to be honest with yourself.  **Visit** [Project Implicit](https://implicit.harvard.edu/implicit/).  **Complete** at least 2the implicit bias tests. These tests reveal biases toward skin color, weight, age, and religion. These tests were designed to demonstrate how unconscious bias affects how people interact and will promote self-awareness.    **Watch** the following:   * [Implicit Bias -- how it affects us and how we push through](https://www.youtube.com/watch?v=Fr8G7MtRNlk) (16:12) * Unpacking and transforming your biases (9:17)     **Review** the [privilege exercise](https://peacelearner.org/2016/03/14/privilege-walk-lesson-plan/) and [the bead exercise](http://www.differencematters.info/uploads/pdf/privilege-beads-exercise.pdf). Both are examples of activities that educational leaders conduct with students, teachers, and community members to enhance awareness of an individual’s privilege within society.  **Watch** the following:   * [What is Privilege?](https://www.youtube.com/watch?v=hD5f8GuNuGQ) * [Privilege Exercise](https://www.youtube.com/watch?v=yZ670ooc6Qc)     **Reflective Journal – Paper Submission**    **Respond** to the following after completing this week’s activities, including the privilege exercise and the implicit bias tests:   * What did you learn about yourself? * How can being aware of your own biases be important in developing cultural intelligence? * How can individuals become transformational activists? * In what ways can you connect with people who are different than you? * How can you use your privilege to create equity?   **Examine** the connections between the text, current research and news, and your perspective.  **Write** a 500-word reflection including answers to the above questions regarding your learning. | 6.2 |  |

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| **Discussion Forum: Global Project: Part 4**  *Part 4: UN Resolution Discussion and Vote (Week 6)*  In this part of the Global Project: Challenging Discrimination and Racism, you will draft resolutions that will then be voted on.  **Write** draft resolutions alone or with other countries.   * There are three main parts to a draft resolution: the heading, the preamble, and the operative section. * The heading shows the committee and topic, along with the resolution number. It also lists the draft resolutions’ sponsors and signatories (see below). * Each draft resolution is one long sentence, with sections separated by commas and semicolons. The subject of the sentence is the body making the statement (e.g., the General Assembly, Economic and Social Council, or Security Council). * The preamble and operative sections then describe the current situation and actions the committee will take.   Priorities to be discussed:   * Should hate speech be made illegal? * Some countries, such as the United States, think freedom of speech should not be limited. Do you agree? * Where should states draw the line between culture and racism? The UN respects all cultures, but some people use culture as an excuse for racial discrimination. * How can xenophobia (fear of foreigners or non-nationals) be stopped in society? * How does racism differ in developed, developing, and undeveloped states? * If the international community is unable to eliminate racism, what will be the result?   Examples of resolutions include the following:   * Religious and cultural groups need to embark on joint campaigns for tolerance. * Security agencies and the state authorities must deal swiftly and fairly with issues of discrimination against minorities. * UN member countries have to enact more laws that guarantee equal rights for all citizens. * UN member countries should include tolerance for minorities and respect for rights in their basic school curriculums. * Countries from which and to which migrants move are to work together to promote and respect the rights of those migrants * Countries that have not yet ratified the International Convention on the Elimination of All Forms of Racial Discrimination and the Universal Declaration of Human Rights and all other rights-related treaties are encouraged to do so.   **Write** a 1-page resolution.  **Submit** it to the discussion forum.  **Respond** to each resolution and indicate which resolution best suits your country’s needs. | 6.1  6.2  6.3 |  |
| **Discussion Forum: Organizational Project: Part 4**  *Part 4: Presentation of Solution (Week Six)*  In this part of your Organizational Project: Educational Leadership Development Plan, you will explore how developing leaders is an important component for school and higher education administrators. As a school or higher education leader, you will have responsibilities for developing leadership within various constituencies. In this part of the organizational project, using the analysis you conducted in Week Four, you will answer an organizational need by creating a leadership development activity to develop cultural intelligence or cultural humility.  **Read** [Four Tips For Constructing A Leadership Development Program](https://www.forbes.com/sites/forbescoachescouncil/2017/12/04/four-tips-for-constructing-a-leadership-development-program/#7072e3f5138e).  **Design** a 1-hour professional development workshop from your recommended solution from Week Four (Part 3: Problem-Solving Analysis and Case Study [Paper due Week Four]).  **Consider** how your audience can be actively engaged in their learning. How will you encourage your participants to envision new ways of seeing culture?  Include the following:  ● Process  ● Attendees  ● Timeline  ● Agenda  ● Presentation  ● Handouts  ● Resources  ● Evaluation  **Develop** a 10-slide PowerPoint presentation that can be shared. Submit your presentation to the discussion forum.  **Submit** this assignment by Sunday. | 6.3  6.1 | N/A |

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| **Week Seven: Strategic Leadership** |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| **7.1** Evaluate the implications of cultural differences for the effective leadership and organization of educational institutions. | CLO5 | |
| **7.2** Assess models of leadership to solve cross-cultural challenges. | CLO5 | |
| **7.3** Compare cross-cultural perceptions of challenges and issues facing educational leaders. | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Read** the following chapters and articles: Cultural synergy: The management of cross-cultural organizations (PDF)Culturally Responsive School Leadership: A Synthesis of the Literature (PDF)Ch. 7–9 of Livermore’s *Leading with Cultural Intelligence* | 7.1  7.2  7.3 |  |

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| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |

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| **Discussion Forum: Culture and Diversity Podcast**  Podcasts have gained popularity as a tool to share information and learn about issues and opportunities. CodeSwitch, created by NPR, focuses on themes related to race, culture, and ethnicity, often tackling controversial issues from a unique perspective.  **Listen** to two episodes of [NPR’s podcast, CodeSwitch](https://www.npr.org/podcasts/510312/codeswitch).  **Select** 1 episode, and **create** a 1 to 2 minute audio response. Offer your critique and perspective by sharing something you found thought-provoking, something you did not realize before, something you disagree with, and something you agree with. Consider posing a question to your classmates to encourage further dialogue and discussion.  **Respond** with your comments and critique of the episode. | 7.1 |  |
| **Global Project: Part 5**  *Part 5: Reflection Essay (due Week Seven)*  In this part of the United Nations simulation, you will explore and reflect on your own cultural awareness.  **Reflect** on the following questions:   1. In what ways has your cultural awareness developed since the beginning of the course? 2. What are the three most important components of cross-cultural awareness to implement when working in a diverse setting? 3. What is an example of a behavior change related to your educational leadership you could implement moving forward? 4. What is your philosophy on cross-cultural education and leadership?   **Write** a 500-word reflection, connecting the text, the journal articles, and the podcasts with specific examples of you**r** learning. Although the journal is intended to be reflective, provide theoretical and practical evidence to strengthen your analysis.  **Submit** this assignment by Sunday. | 7.2, 7.3  7.1 |  |