**BYU Hawaii Curriculum Proposal Number [10-11]**

**Section 1 - Approvals**

**Approvals**

Name of Proposal: Global Skills Course

Submitted by: Kevin S. Castle  Signature: [Signature]

Date: September 20, 2010

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<tr>
<th>Procedure</th>
<th>Recommendation/Signature</th>
<th>Date</th>
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<td>Faculty Vote:</td>
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<td>1. Approved by Department</td>
<td><strong>Chair: Jeff Canel</strong></td>
<td>9/27/10</td>
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<td>2. Approved by College</td>
<td><strong>Dean: Glade Tew</strong></td>
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<td>3. Reviewed by LAS (if new resources are requested)</td>
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<td><strong>LAS: Douglas Bates</strong></td>
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<td>4. Approved by General Education (if any GE course is affected)</td>
<td><strong>GE: Beth Haynes</strong></td>
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<td>5. Approved by University Curriculum Committee</td>
<td><strong>UCC: Douglas Bates</strong></td>
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<td>6. Approved by Academic Council</td>
<td><strong>AVP: Max Checketts</strong></td>
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<td>7. Approved by the President’s Council (for new programs)</td>
<td><strong>Pres: Steven Wheelwright</strong></td>
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Summary

This proposal adds a new IDS 321 course, titled "Global Skills." This interdisciplinary course is designed to meet IDS expectations and meet the requests for additional IDS courses from the business school. Most importantly it meets a current need for students in all studies. This course combines resources across many disciplines such as anthropology, political science, economics, sociology, communications, religion, and organizational development to provide principles and practical learning with a higher level application of global skills that can be applied in any chosen career.

The class will be three credits and 1-2 sections will be taught Winter, Spring and Fall, depending on the demand, starting Winter 2011. As with other IDS courses, prerequisites are ENGL 101, ENGL 201, HIST 201 and HIST 202, and completion of 60 or more credits.

Global Skills refer to the key abilities an individual needs to be effective when working across cultures. These generic skills are applicable across a wide range of cultures and different cross-cultural interactions e.g., presentations, working in or managing global projects, dealing with clients. Global Skills is a course designed to improve participant's knowledge and competence in dealing with cross-cultural interactions. Using a series of interactive presentations, the course provides a conceptual framework to increase participants understanding of culture and its impact on work effectiveness. Practical exercises will be given throughout the course to help participants consolidate their cultural learning and develop new skills. Case studies will be used to educate students using real life examples of issues people and organizations face. How to organize, lead, manage, articulate visions, coordinating work and decision making processes on a worldwide basis, transferring learning and knowledge and developing global leaders among other topics with be included in this course.

The increasing presence of cross-cultural interactions and relationships in our global environment create unique challenges to effective communication and understanding. One possible solution to try and address these challenges is to learn about other cultures and their habits. That said, the "travel guide do's and don'ts" approach to culture and passively learning about intercultural communications, while helpful, is not enough for students to adapt and thrive in an increasingly globalized world.

As the most diverse campus in the U.S., BYU-Hawaii is in a unique position to capitalize on the diverse background of the students. However, many students still leave here without fully leveraging this unique experience to build life-long intercultural skills that they can apply in the Church, at home, and in the workplace. Just "living someplace" is not enough to truly learn how to successfully adapt to another culture. Why do some ethnic groups (i.e., Koreans in LA or Americans in Seoul) still have struggles integrating with their host culture? Does speaking another language automatically make someone fluent in that culture? How can a coach or teacher adjust from their own cultural bias to adapt to the needs of a student from another culture? How can a government official adjust negotiation styles to match the preferences of a foreign dignitary? How can a missionary or expat recognize the signs of culture shock and learn to adapt effectively to the target culture using simple tools? How can a leader learn to adapt their message and style to match the multi-cultural needs of the people they are trying to lead? How can inter-cultural spouses understand how the cultural based value systems of themselves and their partner affect their relationship?

We all have value systems and associated cultural blind spots ingrained within us since an early age. Understanding our own lenses and perceptions is a start to gaining the skills necessary to be successful in intercultural relationships. Global Skills will assist all students in adjusting to our diverse campus, and then provide the opportunity to apply their newly acquired skills while at BYUH and throughout their lives.
Impact and Requirements

The course is designed to meet IDS expectations and will be another attractive alternative for students seeking to fulfill their IDS requirement. The course will use a combination of a student workbook to be available in the bookstore with associated handouts, exercises, case studies, and online supplementary material. Cultural Differences 7th Edition by Moran and Harris is a required text. Students will be required to submit written case analysis papers, essays on current events in relation to global skills, perform written personal assessments, actively participate in the classroom activities, and demonstrate the ability to apply their newly acquired Global Skills in writing and during in class activities.
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Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become
binding on the department and the university. Any material changes require a new
course proposal.

Effective Date: Winter 2011

College: College of Business, Computing and Government

Course Prefix: IDS

Course Number: 321

NEW COURSE.

Full Title: Global Skills

Short Title (for Transcript, 30-char max): Global Skills

Catalog Entry:

321. Global Skills – How to thrive across cultures in a
globalized world (3) (F, W, Sp) Global skills are needed to be
effective when working across cultures. Leading, adapting,
communicating, and decision making in a culturally-diverse
environment require global skills. Real life case studies and in-
class activities are used to help participants become culturally
self-aware and develop global skills that apply across all cultures.

Prerequisites: ENGL 101, ENGL 201, HIST 201 and HIST 202, and completion of 60 or more
credits (Per current IDS requirements)

Credit Hours: 3

Grading Method: A-F

Learning Objectives: Each student who passes this course will be able to do the following:

- Understand the global forces that are changing today’s world.
- Provide a conceptual framework through which to deepen understanding of culture and
  its impact on professional interactions and work effectiveness.
- Provide tools for identifying, analyzing and handling challenges arising from cross-
cultural interactions.
- Provide opportunities to help consolidate generic theory in a practical context.
- Effectively work across numerous cultures in home, work, church government or any
  context required laying the foundation for effective future ambassadors of BYUH.

Assessment Methods:

1. Tests: 20% of grade
2. Written Case Presentations, Essays and Analysis: 35% of grade
3. Final Paper and Presentation: 15% of grade
4. Quizzes: 10% of grade
5. Participation in classroom activities: 20% of grade
Course Objectives:
- Understand the global forces that are changing today's world.
- Provide a conceptual framework through which to deepen understanding of culture and its impact on human interactions and effectiveness.
- Provide tools for identifying, analyzing and handling challenges and opportunities arising from cross-cultural interactions.
- Provide opportunities to help consolidate generic theory in a practical context.

Teaching Methods
Active learning, case studies and the completion of questionnaires are the primary learning methods. This course is unique in that it would be possible to combine the classroom experience with approximately 10 hours of online learning. This online learning would primarily be reading preparatory materials, completing activities online and becoming familiar with the case studies that will be used in the class.

I personally believe that this course uniquely matches BYUH's unique mission and purpose. Someday consideration should be made to make this type of class a GE requirement for all BYUH students as this course aims enhance intercultural harmony on campus, as well as create competent global leaders, and help achieve the mission and goals of the university.

Examples of Written Assignments
- Personal Communication Preference Inventory
- Self Assessment Essay
- Essays on Analysis of Cultural Impact in Current Events
- Case Study: Written Evidence of How to Apply Global Skills in a Target Culture

The instructor for this course is uniquely qualified to teach this course for the following reasons:
- Over 18 years of direct living and working experience managing staff internationally in Australia, Brazil, Borneo, Canada, China, Costa Rica, England (UK), Germany, Hong Kong, India, Indonesia, Israel, Italy, Ireland, Japan, Korea, Malaysia, Mexico, The Netherlands, Philippines, Russia, Singapore, South Africa, Taiwan, Thailand, and the USA.
- Masters in International Management from Thunderbird, and a PhD Candidate in International Management.
### Timeline

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<th>Week</th>
<th>Topic</th>
<th>Assignments Due</th>
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<td><strong>INTRODUCTION</strong></td>
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| Week 1 | Introduction to class  
Review of learning objectives  
Review of university policies/honor code  
Student Introductions  
Goals and Expectations | Self Assessment  
Quiz  
Expert Reading: *Culture’s impact on Learning, and Education* |
| Week 2 | Learning a Systems Approach to Culture  
Review of culture and its characteristics from Interdisciplinary approaches to provide a foundation for the systems approach:  
- Anthropological approach (Kinship system)  
- Educational Approach (Culture’s impact on the way we learn)  
- Economic Approach (How culture impacts how society produces and distributes goods and services.)  
- Political Approach (Dominant means of governance for maintaining order and exercising power and authority) | Paper (5 pages): Compare and Contrast your culture’s approach to education and learning compared to another culture found at BYUH that takes a different approach.  
Paper (1 page): Present a current event showing evidence of a country’s culture and their preference in how they address a political or governance issue.  
Guest Lecturer: “Cultural Impact on production and consumption choices in economics - Cary Wasden”  
Guest Lecturer: “Culture’s impact on current Global Politics and Conflicts” - Dale Robertson |
| Week 3 | Religious Approach (How prevailing religion impacts value systems. Review of the “Gospel Culture”).  
- Sociological Approach (Association system - the network of social groups that people form whether in person or electronically. How people choose to socialize in their leisure time. Entertainment, art, dance, and media in relation to culture.  
- Health Approach (The way culture prevents or cures disease or illness, or cares for victims of disasters or accidents). | Paper (5 pages): Compare and Contrast your native culture with the culture of the Gospel of Jesus Christ. What similarities and differences do you find? Imagine you were called as a Relief Society President or EQ President in your ward here at BYUH. Provide one example of where a knowledge of culture and the gospel might affect how you lead.  
Guest Lecturer: “Religion (Islam, Catholicism, Buddhism, Hinduism, Confucianism, etc.) and its impact on Cultural values” - Keith Lane |

### UNIT 1: Foundation for Building Global Skills

| Week 4 | Key Cultural Terminology  
- Patterns and Themes  
- Explicit and Implicit  
- Micro- subcultures  
- Universals and Diversity  
- Rational/Irrational/Non-rational Behavior  
- Tradition | Quiz  
Paper (3 pages): Do you believe the world is really “flat”? What does this mean? Is it possible to see events and issues through a multiple lens?  
When confronted with cultural differences why do we often dig in and believe our way is right rather than listen? What is your opinion regarding the Prophet Mohammed cartoon |
| Week 5 | The Global Village  
| - Cultural Difference: Weakness or Strength?  
| - Review of Global Communication  
| - Cultural Factors  
| - Low/High Context and Active Listening  
| - Attribution  
| - Variables  
| - International Body Language  
| - English and Foreign Languages  
| - Technology Impact on Intercultural Communication  
| - Handling tone words at the same time - A Global Shift  
| Guest Lecturers: Chad Compton and/or Yifen Beas |

| Quiz  
| Paper (3 pages):  
1. How does your culture tell you how to communicate and behave and what are the messages that you feel are consistently reinforced?  
2. How do you prefer to communicate? Direct? Indirect?  
3. How does your religion influence your values? Your beliefs? Your behavior? Who you associate with?  
4. In your personal life, do you have many friends that are different than you? How are they different? Are they different in personality, ethnicity, culture, or are most of your friends of your own cultural background? Why?  
5. How much time do you spend to understand another person’s perspective? Or do you prefer to try to persuade others to change and adopt your own perspective? |

| Week 6 | Conflict Resolution and Negotiations  
| - Review of Conflict Management in different countries  
| - Negotiating Across Cultures  
| - Assumptions and Negotiating “Cultural Baggage”  
| - Negotiation Framework  
| - Price of failed conflict resolution and negotiations  
| The Changing Knowledge Culture  
| - Changes in Life Spaces  
| - Knowledge Culture  
| - Changing Organizational Cultures Diversity  
| - Defining Cultural Diversity  
| - People on the Move  
| - Globalization’s Impact |

| Paper (5 pages):  
1. As a negotiator list your strengths and weaknesses. Write an action plan to become a more skill full negotiator.  
2. Observe the behavior of a roommate or someone you know interacting with you or someone else of another culture in 3 different situations. Create a video (with their permission) or written description what you feel are the determinants of their behavior in terms of Culture? Personality? Or Context?  
3. How can you increase your ability to resolve conflicts when dealing with someone from another culture? |
- Impact on Organizations
- Class Presentations on Global Conflict and Culture. Discussion

Presentation:
Choose something you have learned so far in class and apply it to any current global dispute. Create a presentation showing why there are so many unresolved issues. Discuss if our global business and political leaders have a high degree of observable emotional intelligence?

UNIT 2: Global Skills Training

**Week 7**
**Effective Performance in an Intercultural Environment**
- Global Human Performance
- Ethical behavior across Cultures
- Culture Impacts on Group Projects

Creating Cultural Synergy
- Understanding Synergy's Implications
- Cross-cultural conflict and Cultural Synergy
- Synergy in Groups and Organizational Culture
- Synergy in Global Organizations
- Synergistic Teams
- Synergy among Professionals
- Transitioning into a Knowledge Culture

Managing Transitions and Relocations
- Culture Shock
- Coping with Transitional Challenges
- Relocation Challenges
- Facilitating Acculturation
- Etiquette and Protocol Abroad

**Paper: (5 pages) Mapping my cultural preferences with 3 other cultures.**

**Week 8**
**What are Global Skills?**
- Global Effectiveness
- A Model of Cultural Preferences
- Exercise: “Who are We?”
- Culture in Action: Case Study
- Global Skills: A Model
- Case Study: China/USA, India/England
- Model of Intercultural Sensitivity

**In Class Group Case Presentations**

UNIT 3: Application of Global Skills

**Week 9**
**Application of Skills with Australasia**
(In class workshop/case)
**Application with Europeans**
(In class workshop/case)

**Video Demonstration of Use of Skills in Daily Life**
**In class Group Case Presentations**
| Week 10 | Application with Africans  
(In class workshop/case)  
*Guest Lecturer: Jim Ritchie or Pres. Workman*  
Application with North Americans  
(In class workshop/case) | Video Demonstration of Use of Skills in Daily Life  
In class Group Case Presentations |
| Week 11 | Application of Skills in the Middle East  
(In class workshop/case)  
Application of Skills in Latin America  
(*Panel: Ken Wagner, Walter Roesse, Marcus Martins*) | Video Demonstration of Use of Skills in Daily Life  
In class Group Case Presentations |
| Week 12 | Application of Skills in Asia  
(In class workshop/case)  
Application of Skills in the Gospel  
(In class workshop/case) | In class Group Case Presentations  
*Paper: Read Elder Oaks “Give Thanks in All Things”. What is the gospel culture? Comment on what traditions from your culture might be contrary to the gospel, which traditions are not? How might the Spirit help us in intercultural interactions?* |
| Week 13 | Class Video Presentations of their Global Skills in Action, Personal Reflections, Changes, Goals | Quiz |
| Week 14 | Wrap up |
Interdisciplinary Studies (IDS)

IDS courses are interdisciplinary in nature and designed to provide the capstone GE experience for BYU-Hawaii students. Each course is small and interactive and draws on two or more disciplines, incorporating multiple perspectives through a variety of venues and sources. Group projects and oral presentations are often course components. In these writing intensive courses student are expected to do research and produce substantive written work. Students must be of junior or senior standing, ready to critically engage with course material and communicate ideas to the larger group.

Prerequisites: ENG 101 and 301 and HIST 201 and 202 and completion of 60 or more credits.

300. War and Culture (3) (Variable) Examines the statements made about war in various art forms, such as music, literature, painting, drama, and film.

301. Sports and Culture (3) (Variable) Examines the interrelationships between sports and culture; students will study how art, literature, history, politics, and other disciplines influence and are influenced by sports.

302. Language, Society, and the Individual (3) (Variable) Focuses on the human capacity for language and its manifestations in the individual and in the society.

304. Business and Society (3) (Variable) Examines the social and political environment in which business operates.

307. Introduction to American Studies (3) (Variable) American Culture explored through studies of its literature, art, music, social and political structures, science, and the media.

308. Humor and the Individual (3) (Variable) Examines various theories of humor development, some ways in which society uses humor, and some genres in which humor plays an important role.

309. Mormon Studies: An Interdisciplinary Approach (3) (Variable) An introduction to the study of Mormonism from the perspective of various academic disciplines ranging from art and anthropology to biological sciences and organizational behavior.

310. Multicultural Women's Studies (3) (Variable) Women's issues are approached from both historical and contemporary perspectives and based on social science and literary readings. Discusses sexual stereotyping, femininity, poverty, women of color, women of the Church, the superwoman myth, and gender relations.

311. Christian Theology and Western Science (3) (Variable) Issues that are of perennial interest to both science and religion. The nature of the universe, the origins of life, etc. Also, might religious and scientific understanding be productively integrated.

312. Politics and Education (3) (Variable) Examines the relation between public policy and the political process; specifically, it examines educational policy.

313. The Interdisciplinary Classroom (3) (Variable) The countries and peoples in BYU-Hawaii target area. The processes of learning and teaching in a diverse student population.

314. The World of the Victorians (3) (Variable) Examines major changes taking place in the western world, specifically the British Empire from 1832-1901 through literature, science, philosophy, education, industry, science, and religion.

315. Multidisciplinary Perspectives on Laughter (3) (Variable) Survey of perspectives on laughter including historical, theological, linguistic, feminist, evolutionist, psychological and social. High level of motivation, reading, writing and communication skills assumed.

316. The American Civil War: An Interdisciplinary Study (3) (Variable) A study of the impact of the war on American culture, through literature, history, film, music, and other culture manifestations.

317. Christianity and Culture (3) (Variable) Examines the development of Christian arts, philosophy, history, and theology in Christianity's interaction with broader society.

318. Personal and Professional Development (3) (Variable) Plan and prepare for a successful life at home, church, and workplace. Set personal and spiritual goals. Learn to budget, save, invest, and give.

319. Historical and Social Perspectives of Technology (3) (Variable) Examines the impact of technology on society throughout history. Study individuals, families, communities and the world as a whole.

320. Pursuit of Truth (3) (Variable) Examines multiple means and methodologies for pursuing truth with the objective of helping students develop the ability to evaluate truth claims in contemporary context.
society.

390R. Special Topics (1) (1/2 to 4)

396R. Student Research (1-3) (Variable) Supervised individual research for students who have been granted a student research and development associateship.