

EDU 199 – MSLD 247 – LEAD 199 (J-TERM 2018) – HON 167

3 credit hours

GLOBAL LEADERSHIP – TRAVEL SEMINAR TO SPAIN & PORTUGAL

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TRAVEL SEMINAR DATES

Departure from Des Moines: January 3, 2017

Arrival back in Des Moines: January 17, 2015

Additional meetings required *before* and *after* arrival.

COURSE OVERVIEW

This course focuses on those in leadership positions and the problems, dilemmas, and opportunities they face within a complex, multicultural, and global environment. We start with in-depth discussions on leadership intercultural challenges, and apply the knowledge gained through these discussions to a specific cultural scenario.

For the January 2018 travel seminar, special emphasis will be placed on Spain and Portugal: the history, culture, and international business environment of these countries. We will also explore the impact of Spain and Portugal on Latin America in general through the colonization process.

The course involves three stages. First, we will spend some time (still in the United States) working on an introduction to intercultural relations. Topics in this portion of the program include the meaning of culture, cultural dimensions, intercultural relations challenges, leadership and culture, and intercultural development. During that time, we will also gain an introduction to the culture and history of the two countries we are about to visit (Portugal and Spain).

Next, we will travel to Spain and Portugal, to explore how the lessons learned apply to these two countries. The Spanish and Portuguese cultures will serve as “case” in cultural differences. We will pay special attention to the contrasts between these two countries and discuss the potential impact of such differences on Latin America. Students will also have the opportunity to visit Spanish and Portuguese businesses, examining management trends, and contrasting such trends with those of other EU countries and with the U.S.

Once we are back in the United States, students will be expected to integrate their lessons learned and discoveries in a final presentation (Honors and Graduate students will also write a final paper).

COURSE OBJECTIVES

General Intercultural Relations and Global Leadership Objectives

1. Define and discuss key intercultural relations concepts such as cultural relativism; symbols, heroes, rituals, and values; cultural dimensions (i.e., power distance, individualism vs. collectivism, masculinity vs. femininity, uncertainty avoidance, long vs. short term orientation, and indulgence vs. restraint); differentiate national and organizational cultures.
2. Discuss the impact of personal cultural background on worldview.
3. Contrast culture and personality, connect personality and the development of global competencies.
4. Discuss Milton Bennett's model of intercultural development and offer leadership development implications.
5. Explore the complexity of leadership in organizations within a cross-cultural and global environment, discuss how culture impacts perceptions of leadership competence.
6. Discuss the unique challenges inherent to leading human resource and learning functions within a global environment.
7. Assess own intercultural competencies and design a plan for further development.

Culture Specific Objectives

8. Explain how the history and geography of Spain and Portugal impact the scores for each of the cultural dimensions listed above.
9. Explain how the Spanish and Portuguese cultures and colonization practices impacted the history and culture of Latin America, focusing on the contrast between the country colonized by Portugal (Brazil) and the countries colonized by Spain.
10. Contrast the business environment and management practices of Spain, Portugal, other EU countries, and the United States.
11. Identify key human resource and learning challenges in Spain and Portugal.

LEARNING ACTIVITIES

- Introductory group simulations and group exercises
- Visits to historic and culturally important locations
- Discussions with local business people and students
- Lectures to clarify learning points, as needed
- Group discussions and cooperative learning
- Reflective papers and projects integrating the course content

SUMMARY OF ASSIGNMENTS & DUE DATES

For LEAD 199 and EDU 199 students

Assignment	Points
Journals (5 points each)	50
Personal Culture Paper	60
Cultural Connections Paper	100
The Expatriate	80
Pechakucha Presentation	80
	370

For HONR 167 students

Assignment	Points
Journals (5 points each)	60
IDI completion and discussion	10
Personal Culture Paper	60
Cultural Connections Paper	100
The Expatriate	80
Pechakucha Presentation	80
Final Paper	110
	500

For MSLD 247 (graduate) students

Assignment	Points
Journals (5 points each)	60
IDI completion and discussion	10
Personal Culture Paper	60
Cultural Connections Paper	100
The Expatriate	80
Pechakucha Presentation	80
Final Paper	110
Language Learning Paper	100
	600

PRE-DEPARTURE AND RE-ENTRY MEETINGS

Please make sure that you are available for these meetings – they are very important and are a condition for your participation in the trip. Most meetings will take place on select Wednesday evenings in the fall of 2017. Meetings highlighted in blue are welcome to all students but only required of HONOR and GRADUATE students.

Pre-departure Meetings

MEETING 1: Team building, personality discussions, and intercultural relations simulation (all students)

MEETING 2: Discussions on culture, leadership, and readings assigned (see assigned texts, below) (all students)

MEETING 3: Discussion on Bennett's intercultural development model and IDI group results. Discussions on the impact of personal background and personality on culture. (all students)

MEETING 4: Discussion on Portugal and Brazil and related historical readings (Robertson and Gomes). (all students are welcome, meeting required of HONOR and GRADUATE students only).

MEETING 5: Discussion on Spain and Hispanic America and related historical readings (Phillips & Phillips; Restall and Lane). (all students are welcome, meeting required of HONOR and GRADUATE students only).

MEETING 6: Individual meeting with professor to discuss results of the IDI assessment (Optional, see note on alternative on page 4) (all students are welcome, meeting required of HONOR and GRADUATE students only).

MEETING 7: 1-hour virtual group meeting with professor for final trip arrangements and Q&As. (all students)

NOTE: Most meetings will take place on select Wednesday evenings in the fall of 2017. Each meeting should last approximately 2 hours. Depending on schedule constraints we may, as a group, decide to merge some of the meetings into longer "mini-retreats." Students are expected to prepare for those meetings by carefully reviewing assigned materials and books. Strongly recommended: Start working on the course requirements in the summer of 2017!

Re-entry MEETINGS

RE-ENTRY MEETING: A 3-hour meeting with the professor and your classmates to review the PechaKucha presentations and debrief the experience. This meeting may take place after the new semester begins but before final grades are due.

BESIDES THE CLASS MANDATORY MEETINGS students are also expected to participate in a group meeting with the International Office for critical briefings on safety and other Drake policies

ASSIGNED TEXTS

Before Meeting 1:

The Big Five Inventory, available at <http://www.outofservice.com/bigfive/>

Miner, H. (1956). *Body ritual among the Nacirema*. Retrieved from <https://www.msu.edu/~jdowell/miner.html?pagewanted=all> (available on Blackboard).

Before Meeting 2:

- Schein, E. H. (1986). What you need to know about organizational culture. *Training & Development Journal*, 40(1), 30-33 (available on Blackboard).
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind* (3rd ed.). New York, NY: McGraw-Hill Education. (Part I only, this book is available electronically at the library)
- Hofstede, G. (2013). *The Hofstede center*. Retrieved at <http://geert-hofstede.com/>

Before Meeting 3:

- Bennett, M. (1993). Towards ethno-relativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (21-71). Yarmouth, MN: Intercultural Press (available on Blackboard).

Also, complete the following assessments before Meeting 3:

The Intercultural Development Inventory, published IDI LLC.

What's your Cultural Profile, available at <https://hbr.org/web/assessment/2014/08/whats-your-cultural-profile>

IMPORTANT NOTE: While all students are welcome to complete the IDI and participate in its related interpretation session, the process is mandatory only for HONORS and GRADUATE students only. If you choose to complete it, you must do so before Meeting 3. If you prefer not to complete the IDI, please refer to the Global Leadership Competency model included in the book below.

HONORS and GRADUATE students earn 10 points for completing the IDI and engaging in a conversation with me to discuss the results. All other students can choose to engage in the same process for EXTRA credit.

Gundling, E., Hogan, T., & Cvitkovich, K. (2011). *What is global leadership?* Boston, MS: Nicholas Brealey Publishing. Available electronically on EBSCO (chapters 1-7).

These first chapters provide an alternative cultural competency model that may be used as you write the Intercultural Competency Development Paper.

Before Meeting 4 (this meeting and related readings are required of HONORS and GRADUATE students only)

Robertson, I. (2002). *A traveler's history of Portugal*. New York, NY: Interlink Books.

Gomes, L. (2013). *1808: The flight of the emperor: How a weak prince, a mad queen, and the British navy tricked Napoleon and changed the new world* (10th ed.). Guilford, Connecticut: Lyons Press.

Before Meeting 5: (this meeting and related readings are required of HONORS and GRADUATE students only)

Phillips, W., & Phillips, C. R. (2015). *A concise history of Spain*. Cambridge, New York: Cambridge University Press.

Restall, M., & Lane, k. (2011). *Latin America in colonial times*. Cambridge, NY: Cambridge University Press.

General Books on Portuguese / Spanish Culture

While not academic or mandatory, these books may be useful as you prepare for the trip.

Graff, M. L. (2005). *Culture shock! Spain*. Portland, OR: Graphic Arts Center Publishing Company.

Poelzl, V. (2007). *Culture shock! Portugal*. Tarrytown, NY: Marshall Cavendish Corporation.

WEBPAGES:

Purdue University. (n.d.). Online writing lab. <https://owl.english.purdue.edu/owl/resource/560/01/>

SUPPORTING TEXTS:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington: American Psychological Association.

LANGUAGE LEARNING (OPTIONAL FOR ALL STUDENTS, MANDATORY FOR GRADUATE STUDENTS)

You will make the most of this experience if you take the time to gain at least rudimentary knowledge of Spanish and Portuguese. I recommend the Pimsleur Audio Course (available in various languages) and/or MANGO, a system to which Drake University recently subscribed.

Graduate students must select at least one language and complete at least 10 lessons of the Pimsleur course. You may use MANGO as a complement to Pimsleur.

Pimsleur. (2012). Pimsleur Spanish (Castilian) Conversational Course - Level 1 Lessons 1-16 CD: Learn to Speak and Understand Castilian Spanish with Pimsleur Language Programs (Unabridged, 16 lessons edition). New York: Pimsleur. Available on Amazon at https://www.amazon.com/Pimsleur-Spanish-Castilian-Conversational-Course/dp/1442349077/ref=sr_1_1?s=books&ie=UTF8&qid=1477580358&sr=1-1&keywords=pimsleur+castilian+spanish

Pimsleur. (2015). Pimsleur Portuguese (European) Conversational Course - Level 1 Lessons 1-16 CD: Learn to Speak and Understand European Portuguese with Pimsleur Language Programs (Unabridged, 16 Lessons + Reading edition). New York, NY: Pimsleur. Available on Amazon at https://www.amazon.com/Pimsleur-Portuguese-European-Conversational-Course/dp/1442394951/ref=sr_1_1?s=books&ie=UTF8&qid=1477580440&sr=1-1&keywords=pimsleur+european+portuguese

MANGO: To find the MANGO lessons in Castilian Spanish and Portuguese from Portugal, go to Blueview, Campus Life, and create an account by keeping on the MANGO link on your right. There are limited lessons for Castilian Spanish and Portuguese from Portugal; you may find more options in the Latin American Spanish and Brazilian Portuguese lessons.

NOTE: It may be possible to substitute Pimsleur for a comparable program that will best help you reach your objectives. For example, for some students, PIMSLEUR may not be advanced enough. Please talk to me about specific situations so that I may help you come up with a solution that fits *your* needs.

Language Learning Tips

- Language learning works best if you work regularly (a bit *every* day). The daily amount of work required depends on how early you start. The Pimsleur system recommends 30 minutes a day (if you do that, you may be done before the end of the semester). I suggest *a minimum* of 10-15 minutes a day, of course making sure that you have completed all 10 lessons in time to write your final paper before the due date.
- The program is pretty easy at first. Most students, however, report listening to lessons 3-5 a couple of times. The number of listens may increase even more between lessons 5 and 10.
- The Pimsleur courses are much longer than the “short preview” packets I recommended for this course. The complete packets include flashcards and written transcripts (so they do include additional learning support).
- You may want to find alternative materials online to complement your studies. Some students report missing written support materials and written exercises, and the “cheaper / shorter” Pimsleur systems don’t include those.

GRADING SCALE

Percent of Total Points	Grade
92% +	A
80 – 91.9%	B
70 – 79.9%	C
60 – 69.9%	D
Less than 59.9%	F

DESCRIPTION OF ASSIGNMENTS

JOURNALS

A journal will be set up on Blackboard for each student. You will see, on Blackboard, relevant prompts related to each journal and specific completion instructions.

Before Meeting 1:

- **Journal 1:** “Body Rituals Among the Nacirema” by Horace Miner.

Before Meeting 2:

- **Journal 2:** Experiences in the first group meeting.
- **Journal 3:** Connections between Schein and Hofstede.

Before Meeting 3:

- **Journal 4:** A discussion on Milton Bennett’s Model (“Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity”) and a prediction of your own intercultural development stage.

Before Meeting 4: (ONLY REQUIRED OF GRAD and HONOR students)

- **Journal 5:** Connections between the two required readings, Robertson and Gomes

Before Meeting 5: (ONLY REQUIRED OF GRAD and HONOR students)

- **Journal 6:** Connections between the two required readings, Phillips and Restall.

Before Meeting 6:

- **Journal 7:** A discussion on what you have learned so far and what you are most interested in learning during the trip.

During the trip:

- **Journal 8:** First impressions after arriving in Portugal (due January 5).
- **Journal 9:** Experiences in Portugal, Part II (due January 9).
- **Journal 10:** First impressions after arriving in Spain (due January 11).
- **Journal 11:** Connections between Spain and Latin America (due January 14).
- **Journal 12:** Main lessons learned during the trip (due the day after arrival – tip: write on the plane!)

General Notes on the Journals:

I envisioned the journals as relatively informal. Please consider the following guidelines:

- When you refer to our experiences during the trip or in the meetings, use yourself as a laboratory. If anything made you feel uncomfortable, write about it. What can you learn from your discomfort?
- It is fine to write informally – but please make sure that your writing is clear, easy to read, and reasonably correct. I’m not going to worry about a comma out of place, but would expect to see college level structure and grammar.
- Please watch for unintentional plagiarism. I am not requesting “strict APA” (I won’t worry if you entered the exact APA format or not for the blogs) but need to be able to clearly differentiate your words from the authors’. Rule of thumb: If you use more than 3 words exactly from the text, use quotation marks and page numbers.
- Other instructions will be provided within each Journal Prompt in Blackboard.

PERSONAL CULTURE PAPER

When is it due? Before Meeting 2

A significant component of cultural adaptation is the ability to understand and respect *your own* cultural background. For this project, you will:

- Complete the assessment “What’s your Cultural Profile?” available freely online here: <https://hbr.org/web/assessment/2014/08/whats-your-cultural-profile> (a link is also available on Blackboard under “Assessments”).

- Reflect on how your own background, characteristics, and personal experiences may have impacted your responses and results.
- Here is a *non-exhaustive* list of personal characteristics and experiences that may impact your results: gender, age (generation), religion, ethnicity, family background and culture, profession, organizational affiliation, personality, and interactions with different cultures (including travel experiences). You don't need to consider all these aspects, just a few that may be the most relevant in your case.
- Make sure to connect your own cultural experiences with the cultural concepts learned through your reading of Geert Hofstede and Edgar Schein's texts.
- Write a paper including your findings.

CULTURAL CONNECTIONS PAPER

When is it due? January 1st

- Look for a movie or fictional book taking place in Spain or Portugal (I will share a list of possibilities by our first meeting).
- Watch the movie or read the book carefully.
- Tip: If you choose a movie run a google search for the script. Having that information may help you considerably as you write the paper.
- Write a paper connecting what you learned about the history and culture of the country you selected and what you observed in the movie or book.

THE EXPATRIATE

When is it due? January 1st

Imagine that you are about to be sent to Spain or Portugal (choose one of these countries) to represent Company X. How ready do you feel to tackle this challenge? Include in this paper:

- Your own level of intercultural competency, considering either your results in the IDI or your estimated competency considering Gundling et al's (2011) intercultural competency model.
- The cultural differences between the United States and the country you selected, considering Geert Hofstede's cultural dimensions.
- What you learned about the country you selected through informal or formal readings and discussions (even students not required to read entire books on Portuguese and Spanish history should take the time to briefly review basic cultural expressions of these countries by exploring the Geert Hofstede site or information provided by the Spanish and Portuguese Embassies to the United States).
- Your plans for further development as you prepare for the assignment.
- Include in your plan what you plan to discover in your chosen country (for example, you may list questions you wish to ask local people or other information you plan to gather).

PECHAKUCHA STYLE PRESENTATION ON TRIP EXPERIENCES

When is it due? The first day of classes in the Spring semester.

- Work in groups of 3 or 4 students.
- Pick one topic related to the "lessons learned" during this trip.

- ... Examples: History, culture, business environment, relationships with the EU, contrasts with the US, impact on Latin American cultures.
- Prepare a Pechakucha Style presentation (see below) to share your findings.
- During our last meeting (back in the U.S.) we will watch all Peckakucha presentations, following each one by a Q&A session.
- Tip: While *in Spain/Portugal* remember to ask questions and investigate your topic! Also take pictures that may help illustrate your points!

ABOUT PECHAKUCHA PRESENTATIONS

Pechakucha (PK) presentations follow a simple format: 20 slides, each shown for 20 seconds exactly (you'll set your power point show so that the slide automatically moves every 20 seconds). In general, PK slides only include pictures, not words. You say the words - the slides tell the story visually.

- Read about Pechakuchas at <http://www.pechakucha.org/faq> .
- See examples of Pechakuchas at <http://www.pechakucha.org/watch>.
- Learn about presenting a Pechakucha in Des Moines by clicking on <http://www.pechakucha.org/cities/des-moines>

Tips for Success:

I recognize the time constraints, and will accept "slightly modified versions" of Pechakuchas. A "slightly modified version" may include the following changes to the original format:

- You don't need to spend exactly 20 seconds in a slide - the idea is to spend limited time on each slide, with a maximum of 20 seconds.
- In a "real Pechakucha" presentation, the slide automatically moves. Ideally, keep that feature - it's very hard to stick to a 6-minute presentation if you move the slides yourself. However, it is possible to ask one of the partners to strictly control time at the back of the room while the other moves slides at will.
- You may pre-record your Pechakucha presentation – that may make things easier, as you can create a “script” and read from it.
- Whatever you do, your presentation should last absolutely no more than 10 minutes (ideally, try to stick to 6).
- One thing you should not modify: Your slides should still include images rather than words. If you include words, you'll be tempted to create a traditional presentation. Let your pictures tell your story.

FOR HONORS CREDIT: FINAL PAPER

When is it due? The first day of classes in the Spring semester.

If you are taking this class for Honors or Graduate Credit, you will also be expected to write a final paper. The purpose of your paper is to integrate what you learned during this experience. You have two possible topics – pick the one you feel will be most helpful to you, considering your goals and interests.

Topic 1: What is the best preparation students should receive to become global citizens? You should include in your paper:

- What you learned about the challenges of intercultural relations (through readings and experiences).
- A discussion on how to “move up” on Milton Bennett’s intercultural development model.

- Best practices on global education considering *at least three other sources you locate on your own*.

Topic 2: How do the cultural differences between Portugal and Spain explain the differences between (Brazil and one or more countries in Latin America)? You should include in your paper:

- Cultural differences between Spain and Portugal.
- Cultural differences between Brazil and the other Latin American country(ies) of your choice, considering what you learned about these countries and Hofstede’s cultural dimensions.
- “Clues” you identified in the trip that could explain differences between the “Old World” countries and the “New World” ones.
- Tip: If you choose this topic, plan ahead! Write down questions you may ask Dr. Javier Escudero during our trip (our local Host, a Spaniard who has a PhD in Latin American studies!) or other presenters.

FOR GRADUATE CREDIT: LANGUAGE LEARNING PAPER

When is it due? The first day of classes in the Spring semester.

Before our trip, you should have chosen either Portuguese or Spanish to study further, using the Pimsleur Method, a combination of Pimsleur and another method of your choice (for example, MANGO), or a comparable system specially approved for your case. Your mission now is to write a brief reflective paper discussing the following:

- What method(s) did you select and why?
- Share some examples of lessons learned.
- Offer a critique of your method. Did it work for you? Why or why not?
- How much did your previous language studies help you during the trip?
- If you were to start over, what would you do differently (if anything)?

Use the questions above as a guide only. The idea is to write a general essay / testimonial, not a question-and-answer summary.

GRADING CRITERIA

Your work should at all times demonstrate the professionalism and excellence of MSLD/EDU students. Think of the type of work that you would, for instance, be proud to use as a demonstration of your competencies to a prospective or current employer.

The following grading criteria applies:

- **92-100%** = A level work. *Clear evidence of thoroughness, critical thinking, and effort.* All project components are included as per this syllabus and explanations given in class. Oral (or recorded) presentations and written reports are both clear and professional – the type that could be presented to or handed in to senior organizational leaders within a professional environment. Supporting visual / written materials are professionally put together. All thoughts are appropriately supported by evidence and/or expert opinions. Presentation and written materials observe good grammar and follow the APA style appropriately.
- **80-91.9%** = B level work. *Good thoroughness, critical thinking, and effort.* Presentations and written materials are mostly clear. Sources are included in presentations and papers. There may be minor problems in presentation or writing skills.

- **70-79.9%** = C level work. *Average thoroughness, critical thinking, and effort.* Presentations and written materials present minimum college-level quality. Some issues possibly leading to a C grade include grammatical mistakes, lack of in-depth critical thinking, and weak presentation materials or skills. *This is the minimum credit-worthy grade for graduate students, anything less represents a failing grade.*
- **60 to 69.9%** = D level work. Something went wrong here. The project is seriously incomplete, unclear, or unprofessional. Reasons leading to a D grade may include serious lack of clarity, critical thinking, or thoroughness (or maybe the project(s) were delivered very late). *This is the minimum credit-worthy grade for undergraduate students.*
- **Less than 60%** = Failing grade.

Important Note: ALL group members are expected to put in the same amount of work. I reserve the right to assign differentiated grades to different team members when one of the team members clearly contributed less to the team than the others. When in doubt about participation I will (a) ask the client whether all team members participated in the meetings, (b) interview all team members, and (c) rely on my own observation of team members' presentations and answers to class questions.

IMPORTANT COURSE POLICIES AND ACADEMIC STANDARDS

Respect and Professionalism

Respect and professionalism are of paramount importance in a field trip. All students are expected to treat one another, their professors, local experts and guides, with the highest levels of respect and courtesy. These behaviors are not graded separately; rather, they are sine qua non conditions of your participation in this course. An additional Term of Responsibility will be distributed prior to the trip and will be considered as an addendum to this syllabus. Violations of this Term of Responsibility may result in mandatory withdrawal from the class and from the trip.

Submission of Assignments

Late assignments will lose 5% point value per day of lateness up to 20% of the total assignment grade. I reserve the right not to accept assignments when more than 5 days late.

Team Concerns

Part of the work completed in this class is completed in teams. All team members are expected to contribute equally to the team projects, attending team meetings and participating in these meetings to the best of their abilities. Please solve team problems internally first. If you can't solve the problem, your second "line of defense" is the class peer "Ombudsperson" (assigned before the trip). If needed, the Ombudsperson will involve the instructor.

If there is sufficient evidence that an individual *did not* contribute to the team work in the same level as his/her colleagues, a differentiated grade may be assigned, at the instructor's discretion.

Academic Standards

The highest standards of academic and personal integrity should be observed by all class members. Plagiarism and dishonesty will not be accepted. Incidents of academic misconduct will be handled as per the policies and procedures established by Drake University. Penalties for academic misconduct may range from receiving a zero in the assignment to failing the course depending on the severity of the case.

Follow the “rule of 3”: 3 or more words exactly from the source must be cited and inserted between quotation marks. The page numbers must then be included. Even non-exact quotations must be cited appropriately (consult APA rules). Take notes carefully so as to avoid unintentional plagiarism!

Students with Disabilities

If you have a documented disability and need special accommodation (for instance, special seating arrangements, note-taking, or other assistance), please contact me as soon as possible. You should also contact the Student Disability Services at 515-271-1835.

Changes & Exceptions

I may need to change portions of this syllabus during the course due to unforeseen circumstances or needs. Any necessary changes will be posted in the Blackboard “Announcements” for the class and immediately become part of the syllabus. Also, exceptions may be warranted in special cases. Please contact me if you have a serious problem that requires my attention.

APPENDIX A: ITINERARY

Day 0 – January 3	
	Departing USA
Day 1 – January 4	
	Arrival to Lisbon
	Transfer Lisbon Airport - Hotel
	Hotel Check-In / 4 Nights + Break
14:00	Group Lunch
15:00	Resting Time
17:30	Orientation to Lisbon and to the area (Historic Center)
18:30	Portuguese Workshop
19:30	Dinner on your own
Day 2 – January 5	
8:30	Group Breakfast
9:30	Visit São Jorge Castle, Alfama, Mosteiro dos Jerônimos (Historic Center)
13:00	Lunch in Downtown
14:00	Visit University of Lisbon, Centro de Historia
	Presentation by Professor on Cultural Differences Spain/Portugal
	Meeting with local university students
	Visit to local business
	Portuguese Workshop
18:30	Dinner on your own
Day 3 – January 6	
8:30	Group Breakfast
	Transfer to Sintra (small town about 30 minutes from Lisboa)
9:30	Tour of Sintra: Palacio da Pena, Palacio Nacional de Sintra
13:30	Group Lunch in Sintra
	Visit to Quinta da Regaleira (a palace, beautiful gardens)
	Transfer to Lisbon
	Portuguese Workshop
	Dinner on your own
Day 4 – January 7	
8:30	Group Breakfast
	Visit to Museu de Oriente, Belém and Torre de Belém
	Tour of Chiado (artistic neighborhood), Santa Justa Elevator
	Presentation by Professor on Leadership styles
13:00	Lunch

	Presentation by Professor on How Culture Impact Business
	Travel Photography Workshop
	Portuguese Workshop
20:00	Dinner on your own
Day 5 – January 8	
8:00	Group Breakfast
9:00	Hotel Check Out
	Transfer to Bus Terminal Sete Rios
10:30	Transfer to Faro, Algarve Region/ Bus EVA / approxi. 3 ½ hours
	Transfer to Hotel in Faro
14:15	Hotel Check In / 1 Night + Breakfast
14:30	Group Lunch
	Visit to Faro old town and Cathedral
	Visit to Universidade do Algarve
	Presentation on Portugal & Colonization
	Portuguese Workshop
20:00	Dinner on your own
Day 6 – January 9	
8:30	Group Breakfast
	Presentation on Faro
	Presentation on Spanish Colonization / History and Religion
	Hotel Check Out
14:00	Lunch
	Portuguese Workshop
	Transfer to Bus Terminal
17:45	Bus Faro to Huelva (Spain) / Bus Alsa / 2 hours
19:45	Arrival to Huelva
	Transfer to hotel
20:00	Hotel Check in Huelva / 2 nights + Breakfast
	Dinner on your own
Day 7 – January 10	
8:00	Group Breakfast
9:00	Bus Transfer to Palos de la Frontera (this is the small town, near Huelva, from where the colonizing boats left)
	Visit Casa Museo Martin Alonso Pinzon,
	Visit Muelle Carabelas, Monasterio La Rabida
14:00	Group Lunch
	Presentation on Business & Colonization
16:00	Transfer back to Huelva

	Spanish Workshop
	Dinner on your own
Day 8 – January 11	
8:30	Breakfast
	Hotel Check Out
	Transfer to Bus Terminal
10:00	Transfer to Sevilla / Bus ALSA 1hr 30 m
	Transfer to Hotel in Sevilla
	Hotel Check In / 3 Nights + Breakfast
14:00	Group Lunch
	Orientation to Seville
	Walking tour of Seville
	Visit the Giralda & Alcazaba
	Spanish Workshop
	Dinner on your own
Day 9 – January 12	
8:00	Group Breakfast
	Walk/Transfer
	Visit to Archivo de Indias
	Presentation on the Archive of Indies
14:00	Group Lunch
	Visit to local business
	Transfer by local bus to Pabellón de la Navegación
	Visit Pabellón de la Navegación
	Dinner on your own
Day 10 – January 13	
8:00	Group Breakfast
	Visit to Universidad de Sevilla / CEA Center
	Presentation on Spanish Colonization / Society
	Presentation on Slavery in Spain and Portugal in XVI Cent.
	Group Lunch
	Free time in Seville
	Spanish workshop
	Dinner on your own
Day 11 – January 14	
8:00	Breakfast
	Hotel Check Out
	Transfer to Train Station

	Transfer to Madrid / Train AVE / 2hr 30min
	Hotel Check In 3 Nights
14:30	Group Lunch
	Transfer by Local bus to Museo de America and back
	Visit to Museo de America
	Visit to Casa do Brasil
	Presentation on Casa do Brasil
	Spanish Workshop
	Dinner on your own
Day 12 – January 15	
8:30	Breakfast
	Transfer to train station
	Transfer to El Escorial (about 30 minutes from Madrid, where the Spanish Kings lived)
	Visit to El Escorial Monastery
14:00	Group Lunch
	Visit the Escorial Library
	Presentation on the Union Ibérica 1580-1640
	Transfer to Madrid
	Visit Casa de America
	Meeting with local university students
	Spanish Workshop
	Transfer to Hotel
	Dinner on your own
Day 13 – January 16	
8:30	Breakfast
	Presentation on Business Related topic
	Transfer
	Visit to Archeology Museum
	Visit to Spanish National Library
14:00	Group Lunch
	Transfers
	Visit to Botanic Garden and Botanic Library
	Visit to Real Academia de la Historia
	Spanish Workshop
	Dinner on your own
	Transfer for the night
	Flamenco Show

Day 14 – January 17

	Hotel Check Out
	Transfer to Airport
	Flight to the U.S.

APPENDIX B: ADDITIONAL RESOURCES

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