



AMBROSE
UNIVERSITY COLLEGE

FACULTY OF
THEOLOGY

ICS 310 *Cross-Cultural Leadership (3)*
Fall 2012
Instructor: Miriam L. Charter (PhD)

Class Times: Wednesdays and Fridays 2:30p.m. –3:45p.m. **Class Location:** A 2141
Contacting the Instructor: Office: # L 2049 Email Address: mcharter@ambrose.edu
Office Hours: During September, Mondays 1:00 – 5:00p.m. (or as arranged by phone or email)

Course Description

The purpose of this course is to help the student understand the combination of and the tension between these three issues: 1) leadership, 2) teamwork, and a 3) the cross-cultural context. We will analyze and evaluate different models and metaphors for leadership to see how they fit in diverse cultural contexts.

Prerequisite: FE 360a/b

Course Format

This class will be offered in seminar format, much of it as a Guided Study; the teaching design will be a Problem Based Learning design.

1. EXPECTED LEARNING OUTCOMES – The student will:

- a. Have a heightened self-understanding/self-awareness of who he/she is as an emerging cross-cultural leader -- Understand their personal culture of leadership, and how that permeates their thinking in terms of vision, community and teamwork.
- b. Develop their thinking about a biblical framework of leadership that is not culturally bound and which, in a cross-cultural context, will not be an obstacle to effective ministry. This will involve:
 - i. Developing insights from the life and teaching of Jesus and from Scripture, written by those who followed Him
 - ii. Practicing applying the principles of faith to team relationships.
 - iii. Developing a philosophy of ministry that incorporates principles gleaned from Scripture, from the course and from the student's life in ministry.
- c. Understand the relationship of culture to leading, to following and to building effective ministry teams.
- d. Experience what it means to be an effective learner in another cultural context, with specific focus on learning to build communities of trust.
- e. Develop an overall repertoire of perspectives, skills and behaviors on which one can draw when engaging in cross-cultural contexts/relationships (i.e., have a basic skill set or tool kit that can be applied to all kinds of cultural situations).

2. REQUIRED AND RECOMMENDED TEXTBOOK

Required Texts:

Livermore, David. 2010. *Leading with Cultural Intelligence*. New York, NY: AMACOM, American Management Association.

Lingenfelter, Sherwood G. 2008. *Leading Cross-Culturally: Covenant Relationships for Effective Christian Leadership*. Grand Rapids, MI: Baker Academic.

Recommended Texts (Articles and additional readings from these and other books will be made available in class or posted on the Moodle):

Clinton, J. Robert. 1988. *The Making of a Leader*. Colorado Springs, CO: NavPress [J. R. Clinton is an authority on leader emergence theory. Check out his website and/or that of Barnabas Publishers for additional materials.]

Elmer, Duane. 2006. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, IL: IVP Press.

Solomon, Charlene M. and Michael S. Schell. 2009. *Managing Across Cultures: The Seven Keys to Doing Business with a Global Mindset*. New York: McGraw Hill.

Stanley, Andy. 2003. *Next Generation Leader*. Colorado Springs, CO: Multnomah Books.

Trompenaars, Fons and Ed Voerman. 2010. *Servant-Leadership Across Cultures*. New York, McGraw Hill.

An extended bibliography from which the Instructor will draw will be handed out in the first class. Most of these books are available in Archibald Library.

3. COURSE REQUIREMENTS and GRADING SYSTEM

Attendance

Because the class will be conducted as a seminar, as a part of commitment to the team, students are required to attend class and be on time. More than two absences will lead to a full 10% deduction of final grade. Attendance will be taken at the beginning of every class session. Attendance implies “presence” and “participation.”

1. REFLECTIVE JOURNAL (two parts)

a. Part I: Course Reading (25% of final grade)

The 2 text books are required reading whether the student has already read them for another course or not (Follow the schedule in Appendix #1). Additional articles and readings will be handed out by the instructor from time to time or posted to Moodle for required reading (to total around 1200 pages during the course). In addition, in order to complete the course project, students will read from many other resources in the course of research. A total reading log should be kept which will reflect two kinds of reading: survey reading (part of research) or reading for reflection.

Prepare a typed, single **annotated reflection** (either a paragraph or in point form) of

each reading, article, or portion thereof read clarifying the following:

1. The author's general theme or goal in writing the material (thesis); how does this chapter contribute to the general theme of the book
 2. The primary value of the source in terms of one's understanding, or application of the material to his/her present or projected career, current course assignment, etc. This might include insights into life, insights into culture, reflections on past experiences, etc.
 3. The theological, philosophical, educational or practical strength or weakness perceived in each reading.
- b. Part II: Reflection(s) on EXERCISES (25% of the grade)** – Throughout the semester the instructor will assign various short reflective exercises (about five) to be completed, exercises that will require self-assessment, reflection and report-back to the instructor and group; these, in addition to the reflections on reading assignments in (a) will be submitted in the form of a reflective journal at the end of the semester.

These exercises will include among others:

- 1) Self- Assessment/awareness:
 - a. Your CQ Assessment
 - b. Development of a personal time line
 - c. Reflection on how your faith tradition impacts your view of leadership/the way you lead
 - 2) Ministry Philosophy – writing a succinct (3 page) philosophy of ministry in which you reflect on how you think about leadership in cross-cultural contexts
 - 3) Development of a repertoire of leadership development skills
 - a. Simulations
 - b. Role Plays
 - c. Case Studies
- c. Course Project (50% of the grade) – a Group Project**
- Course (Group) Problem: You currently find yourselves living in Singapore. You have been appointed, as a group, to design and implement a three-day retreat for a team of 12 young adults coming from Singapore (2), Korea (2), Japan, USA(2), Canada (2), Brazil (1), UK (2) and Ethiopia (1) which you will lead at Christmas to Sri Lanka to work in a small Bible College and Seminary for two weeks. Your tasks will include doing menial tasks around the school (painting, yard work or as assigned), partnering with Lanka Bible College students in evangelism, helping with a Daily Vacation Bible School with children ages 7 – 16. Students will be billeted for the entire time in the homes of Sri Lankan students. As a leadership team you are responsible to fully plan:
- 1) Schedule for the three day retreat
 - 2) Learning objectives for the retreat
 - 3) Content (teaching) and Experiences:
 - a. Devotionals that will prepare participants to think as Christians about issues related to leadership, working as a team, and issues of culture.
 - b. Team building experiences

- c. Teaching on issues that you as a group determine are important for the challenges this international team will face.
 - d. Experiences that will develop in team members the skills needed to face the challenges they will face as part of a multicultural team going to a culture where none of you on the team have ever lived.
- 4) Final Evaluation of the retreat.
- a. By the leaders
 - b. By the participants
 - c. Self-evaluation

Late assignments:

Any assignment not submitted on time will receive a 10% penalty for the first day and an additional 3% for each of the following three days (including holidays). After that the paper will receive 0 points.

If the student has a compelling reason he/she can email the instructor requesting a 5-day extension (including weekend/holidays). The request must be emailed five days prior to the deadline and the student will receive a 5% deduction on that assignment grade.

Examinations:

There will be no Mid-term or Final exam for this course.

Grading: The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>	
A+		A+ = 96 to 100%
A	Excellent	A = 93 to 95%
A-		A- = 90 to 94%
B+		B+ = 86 to 89%
B	Good	B = 83 to 85%
B-		B- = 80 to 82%
C+		C+ = 76 to 79%
C	Satisfactory	C = 73 to 75%
C-		C- = 70 to 72%
D+		D+ = 66 to 69%
D	Minimal Pass	D = 60 to 65%
F	Failure	F = 0 to 59%

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Important Notes/Dates:

First day of classes is Wednesday, September 5, 2012

There will be no class on Wednesday, Sept 26, because of Spiritual Emphasis Days.

Last day of class for ISC 310 is Friday, November 30th.

There will be no Final Exam in this course.

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (**drop**) – Sunday, September 16, 2012 (Fall semester) These courses will not appear on the student’s transcript. Courses should be added or dropped on the student portal by the deadline date.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (**withdraw**) is Monday, November 12, 2012 (Fall semester). A grade of “W” will appear on the student’s transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Other

The course instructor, Dr. Miriam Charter, who will be involved in various cross-cultural leadership experiences during a number of the class sessions. A verbal report of those experiences will be shared with the students upon return with the goal of shared learning. Other instructors involved in this cross-cultural leadership course will add significant value to the scope of the learning process. There may also be some team-taught sessions during the semester.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is

information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.

APPENDIX #1

Schedule for READINGS, EXERCISES AND REFLECTIONS ICS 310 Cross-Cultural Leadership

Due Date Fall 2012	ASSIGNMENT/READING and/or REFLECTION
Sept 5	First Class – Getting to Know One Another
Sept 7	Livermore Pages xiii – xvii; 3 – 37; Work on Assignment due on Sept 14 (CQ Self-Assessment)
Sept 12	Livermore Pages 41 – 87; Work on Assignment due on Sept 14 (CQ Self-Assessment)
Sept 14	CQ Self-Assessment/Cultural Values Inventory, to be completed by class time on Friday, Sept. 14 (http://www.cq-portal.com) Note: includes the reflective questions at the conclusion.
Sept 19	Livermore Pages 89 – 131
Sept 21	No Class – work reflectively on Time Line Read: Assigned reading from Clinton and Livermore Pages 133 – 159
Sept 26	No Class – Spiritual Emphasis Days
Sept 28	Livermore Pages 163 – 197
Oct 3	Lingenfelter Pages 7 – 42
Oct 5	Lingenfelter Pages 43 – 80
Oct 10	Lingenfelter Pages 81 – 119
Oct 12	Lingenfelter Pages 120 – 170
Oct 17	
Oct 19	
Oct 24	
Oct 26	
Oct 31	
Nov 2	
Nov 7	
Nov 9	

Nov 14	
Nov 16	
Nov 21	
Nov 23	
Nov 28	
Nov 30	
Dec 7	

APPENDIX #2

BIBLIOGRAPHY for Cross-Cultural Leadership ICS 310

- Banks, Robert and Bernice M. Ledbetter. 2004. *Reviewing Leadership: A Christian Evaluation of Current Approaches*. Grand Rapids, MI: Baker Academic.
- Bucher, Richard D. 2008. *Building Cultural Intelligence: Nine Megaskills*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Clinton, J. Robert. 1988. *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development*. Colorado Springs, CO: NavPress [J. R. Clinton is an authority on leader emergence theory. Check out his website and/or that of Barnabas Publishers for additional materials.]
- Clinton, Bobby. 1989. *Leader Emergence Theory: A Self-Study Manual for Analyzing the Development of a Christian Leader*. Altadena, CA: Barnabas Resources.
- Clinton, James Robert. 1985. *Spiritual Gifts*. Beaverlodge, AB: Horizon House.
- Clinton, Bobby and Richard Clinton. 1991. *The Mentor Handbook: Detailed Guidelines and Helps for Christian Mentors and Mentorees*. Altadena, CA: Barnabas Publishers.
- Collins, James C. and Jerry I Porras. 1994. *Built to Last: Successful Habits of Visionary Companies*. New York, NY: Harper Collins Publishers.
- Earley, P. Phristopher and Soon Ang. 2003. *Cultural Intelligence: Individual Interactions Across Cultures*. Stanford, CA: Stanford Business Books.
- Elmer, Duane. 2006. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, IL: IVP Press.
- Elmer, Duane H. 1993. *Cross-Cultural Conflict: Building Relationships for Effective Ministry*. Downers Grove, Ill: InterVarsity Press.
- Ferch, Shann Ray and Larry C. Spears. 2011. *The Spirit of Servant-leadership*. New York, NY: Paulist Press.
- Frick, Don M. and Larry C. Spears. 1996. *On Becoming a Servant Leader: The Private Writings of Robert K. Greenleaf*. San Francisco, CA: Jossey Bass
- Goldsmith, Marshal, Cathy L. Greenberg, Alastair Robertson, Maya Hu-Chan. 2003. *Global Leadership: The Next Generation*. Upper Saddle River, NJ: FT Prentice Hall.
- Greenleaf, Robert K. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. New York, NY: Paulist Press
- Hofstede, Geert, Gert Jan Hofstede, Michael Minkov. 2010. *Cultures and Organizations: Software of the Mind, Intercultural Cooperation and Its Importance for Survival*.

- New York, NY: McGraw Hill.
- Hybels, Bill. 2002. *Courageous Leadership*. Grand Rapids, MI: Zondervan.
- Lingenfelter, Sherwood G. 2008. *Leading Cross-Culturally: Covenant Relationships for Effective Christian Leadership*. Grand Rapids, MI: Baker Academic.
- Livermore, David. 2010. *Leading with Cultural Intelligence*. New York, NY: AMACOM, American Management Association.
- _____. 2011. *The Cultural Intelligence Difference: Master the One Skill You Can't Do Without in Today's Global Economy*. New York, NY: American Management Association.
- Naughton, Michael and David Sprecht. 2011. *Leading Wisely in Difficult Times: Three Cases of Faith and Business*. New York, NY: Paulist Press.
- Plueddemann, James E. 2009. *Leading Across Cultures: Effective Ministry and Mission in the Global Church*. Downers Grove, IL: IVP Press.
- Rosinski, Philippe. 2003. *Coaching Across Cultures: New Tools for Leveraging National, Corporate and Professional Differences*. Yarmouth, MA: Nicholas Brealey Publishing.
- Solomon, Charlene M. and Michael S. Schell. 2009. *Managing Across Cultures: The Seven Keys to Doing Business with a Global Mindset*. New York: McGraw Hill.
- Spears, Larry C. 1995. *Reflections on Leadership: How Robert K. Greenleaf's Theory of Servant-Leadership Influenced Today's Top Management Thinkers*. New York, NY: John Wiley & Sons, Inc.
- Spears, Larry C. and Michele Lawrence, Eds. 2004. *Practicing Servant-leadership: Succeeding Through Trust, Bravery and Forgiveness*. San Francisco, CA: Jossey-Bass.
- _____. 2002. *Focus on Leadership: Servant-leadership for the 21st Century*. New York, NY: John Wiley & Sons, Inc.
- Stanley, Andy. 2003. *Next Generation Leader*. Colorado Springs, CO: Multnomah Books.
- Stanley, Paul and Robert Clinton. 1992. *Connecting: The Mentoring Relationships You Need to Succeed in Life*. Colorado Springs, CO: NavPress.
- Trompenaars, Fons and Ed Voerman. 2010. *Servant-Leadership Across Cultures*. New York, McGraw Hill.
- Trompenaars, Fons and Charles Hampden-Turner. 2012. *Riding the Waves of Culture:*

Understanding Diversity in Global Business. New York, NY: McGraw Hill.

Websites:

Website to consult: www.societyforglobalcitizens.com/

Geert Hofstede's work – visit <http://www.geert-hofstede.com/> to get ratings for various cultures