



ICS 310 *Cross-Cultural Leadership* (3) Directed Study 2011

Course Description

This course aims to help the student understand the combination of and the tension between these three issues: leadership, teamwork, and a cross-cultural context. We will analyze and evaluate different models and metaphors for leadership to see how they fit in diverse cultural contexts. In order to know anything about leadership and other cultures, one must know oneself; therefore we will also spend significant time on understanding who we are and who God has meant for us to be.

The course is only open for students who have completed their FE 360a and b.

Class Schedules

This is a directed study

Instructor Information

Emma Emgård

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Textbooks—required reading

You will have a large amount of reading. Most libraries in a Christian College will have the books and the magazines you need. You will read a total of about 1500 pages, but rather than reading books from cover to cover you read chapters in numerous books and a number of articles.

For the first couple of assignments you need to read. Clinton Richard, and Paul Leavenworth. *Starting Well: Building a Strong Foundation for a Lifetime of Ministry*. 1994.

You will read a total of 1500 pages but you do not need to read the whole book, but can choose a few chapters. You need to have read at least two chapters in each of the following books:

Blanchard Ken. Any of his short books.

Clinton, Bobby. Any of his leadership books.

De Pree, Max. Any of his leadership books.

Hesselbein, Frances. Any book written or edited by her.

Kouzes and Posner. Any of the two author's books.

Lee, Blaine. *The Power Principle*.

Nouwen, Henry. *In the Name of Jesus*.

Sanders, Oswald. *Servant Leadership*.

One Christian author of any leadership book.

Course Outline

We will cover the following topics: Leadership Emergence Theory, history of the study of leadership, Biblical foundations for leadership, metaphors as a way of thinking about leadership, power and leadership, gender and leadership, cross-cultural conflict, cross-cultural particulars of leadership, and finally mentoring. Because the class is very small we will have more seminar format than traditional lectures. From time to time

we will not meet at the regular time but you will be doing some individual study and the following class time we will report our findings. This time is of course set aside for the additional research, so is not to be used for regular assignments. More information will be given in class.

Expected Learning Outcomes

After completing the course, the student should be able to:

- understand what God is doing in their own leadership development
- assess leadership use of power from a biblical perspective
- formulate their own biblical view of women in leadership and appreciate other biblical views of women in leadership
- appreciate and evaluate different cultural ways to lead
- develop, formulate, and evaluate leadership principles

Course Requirements

You will submit all the assignments via email. You must complete all the assignments in order to receive a passing grade.

1) “Life Long Development” paper

- You will write a very personal paper where you analyze your own life using Clinton’s Leadership Emergence Theory. There are three sections to the paper. Reading Clinton’s book will help you realize how to go about this.
- There are four parts of the paper
 - ONE) Time line.
 - You will provide a time line of your life including all the important things that has happened. There should be at least 20 entries
 - TWO) “Sovereign Foundations and Inner Life Growth” two phases.
 - You will write a paper analyzing some of the events in each phase. They should include but not be limited to some Spiritual Formation issues, Ministry Formation issues, and Strategic Formation issues. Many if not most of these formation issues will relate to your onSite experience.
 - FOUR) “Life Principles.”
 - From an analysis of your own life (what you have written about in the previous pages) you will identify and describe your life principles. You will explain how you have realized the principle in the past and how you have used it in a relevant situation. A principle is defined as “an accepted or professed rule of action or conduct.” (<http://dictionary.reference.com>). “Every human is worthy of respect” or “respect every human being” is an example of a life principle.
 - You should have between five and seven principles. All of them should be obvious to when reading the proceeding pages.
- Grading
 - You will be graded mainly on the depth of your insights, on the quality of writing, and the obvious labour that has gone into the reflection.

2) Position Paper on Women in Leadership

- You will write a six-page paper. You must be succinct in order to argue your point in such a short paper. You must have read 100 pages from the perspective of Equality (<http://www.cbeinternational.org>) and 100 pages from a complimentary point of view (<http://www.cbmw.org>). You can find your own sources or use these two websites for articles.
- The paper should include the following
 - Introduction
 - (1) Give a short introduction, the background of the topic, and your thesis. The background of the topic should include why it is important to you. The background should only be two to three sentences.

- Argument
 - (1) A summary of the counter argument, support for that view, and your supported refutation. The main part is devoted to your own argument. You will use three claims and support each claim.
 - Conclusions
 - (1) A conclusion where you restate your argument and a proposal for a resolution.
 - (2) The concluding proposal will include your thoughts on how you will minister in a culture that might have a different point of view of the topic.
 - You will have a Title Page and a References Cited page.
 - Grading
 - You will be graded on clarity of your thesis statement, coherence and depth of your arguments, clarity, English grammar, and format. Basic restating of the arguments from the class will give you a passing grade of C. If you go half a page over or under four pages, you will be penalized 5 points per half page.
- 3) Book reviews**
- You will write ten book reviews where you state the theses of the book, give some pertinent background about the author, and summarize the book in 500 words and finally give your evaluation of the book as it relates to your own circumstances.
 - You will use MLA format.

Grading & Due Dates

Assignment	Date	Percentage of overall grade
Life Long Development		50%
Position paper		25%
Leadership research		25%
		Total 100%

Examinations:

There is no final exam in this class.

Final Grades will be available on the student portals. Printed grade sheets are no longer mailed out.

Grading:

<u>Letter Grade</u>	<u>Description</u>	<u>Percentage</u>
A+		95-100
A	Excellent	90-94.5
A-		85-89.5
B+		80-84.5
B	Good	76-79.5
B-		72-75.5
C+		68-71.5
C	Satisfactory	64-67.5
C-		60-63.5
D+		56-59.5
D	Minimal Pass	50-55.5
F	Failure	below 50

Important Notes/Dates:

The last day to enter a course without permission and /or voluntarily withdraw from a course without financial penalty is Friday, September 17, 2010.

The last day to voluntarily withdraw from a course or change to audit without academic penalty is Friday, November 12, 2010.

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.

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."

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. 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.

Students are advised to retain this syllabus for their records.

Course changes, including adding or dropping a course, may be made during the Registration Revision period, as outlined in the Calendar of Events. All course changes must be recorded on a Registration form, available from the Office of the Registrar. Due to circumstances such as class size, prerequisites or academic policy, the submission of a Registration form does not guarantee that a course will be added or removed from a student's registration. Students may change the designation of any class from credit to audit up to the date specified in the Calendar of Events, although students are not entitled to a tuition adjustment or refund after the Registration Revision period.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. Students intending to withdraw from some or all of their courses must submit a completed Registration form to the Registrar's office. The dates by which students may voluntarily withdraw from a course without penalty are listed in the Calendar of Events. A grade of 'W' will be recorded on the student's transcript for any withdrawals from courses made after the end of the Registration Revision period and before the Withdrawal Deadline (also listed in the Calendar of Events). 'W' grades are not included in grade point average calculations. A limit on the number of courses from which Academic a student is permitted to withdraw may be imposed. 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.

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.

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 Ambrose. Students are expected to be familiar with the policy statements 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.