



## ICS 310 – 1

# Cross-Cultural Leadership

Number of credits: 3

Semester: Winter, 2015  
Days: Semester long

Instructor: Miriam Charter  
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Office: L2049  
Office By appointment hours:

### Course Description:

The course will help the student understand the relationship and the tension among three primary issues: 1) leadership and 2) teamwork when both occur in 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.

### Directed Study:

This class will be offered as a Directed Study, in reality, a Reading Course/ Guided Study format. As determined, discussion will be held with the Professor of record approximately every other week.

### Expected Learning Outcomes:

1. The student will learn in terms of:
  - a. **Self-Awareness:** have a heightened self-understanding/self-awareness of who she is as an emerging leader/follower (quite possibly in the cross-cultural context), understand her own personal culture of leadership, and how that permeates her thinking in terms of vision, community and teamwork.
  - b. **Leadership:** develop her 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 other leaders who in Scripture provide Insights into leadership
    - 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 experience already in ministry.

### Important Dates:

First day of classes: January 7, 2015  
Registration revision period: January 18, 2015  
Last day to request revised examination: March 2, 2015  
Last day to withdraw from course: March 20, 2015  
Last day to apply for time extension for coursework: March 30, 2015  
Last day of classes: April 10, 2015

**There is no Final Exam for this course**

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- c. **Culture:** understand the relationship of culture to leading, to following and to building effective ministry teams in differing cultural contexts.
    - i. Experience what it means to be an effective leader/follower in another cultural context, with specific focus on learning to build communities of trust. The student will choose a **culture of focus** for the final project, but the view of leadership in more than one culture will be explored.
  - d. **Leadership Skills:** 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).
  - e. **Followership** –Explore the emerging field of “followership”

## 2. REQUIRED AND RECOMMENDED TEXTBOOKS

### REQUIRED TEXTS:

Kellerman, Barbara. 2008. *Followership: How Followers Are Creating Change and Changing Leaders*. Boston, MA: Harvard Business Press.

Kouzes, James and Barry Posner. 2012. *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations (5<sup>th</sup> Edition)*. San Francisco, CA: Jossey-Bass.

Kouzes, James and Barry Posner. 2012. *The Leadership Challenge Workbook (3<sup>rd</sup> Ed)*. San Francisco, CA: Jossey-Bass.

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  
The student will be expected to take the on-line Livermore Questionnaire on Cultural Intelligence which will cost them (approximately) \$12.00 and read designated pages out of Livermore’s book. This book is available on the Reserve Reading Shelf in the library.

McNeal, Reggie. 2000. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco, CA: Jossey-Bass.

Tokunaga, Paul. 2003. *Invitation to Lead: Guidance for Emerging Asian American Leaders*. Downers Grove, IL: InterVarsity press.

### RECOMMENDED TEXTS:

**Other Recommended Texts** (Articles and additional readings from other books will be made available or, in the case of books, on the Reserve Reading Shelf in the Library. It is from this list that additional reading will be assigned and reflective exercises done:

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**1) Books on Leadership**

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.]

Enlow, Ralph E. 2013. *The Leader's Palette: Seven Primary Colors*. Bloomington, IN: WestBow Press

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

**2) Books on Team Building**

Maxwell, John. 2008. *The 17 Essential Qualities of a Team Player*. Thomas Nelson

**3) Books on Culture & Leadership**

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

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.

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 made available to the student. Many of these books are available on the reserve shelf in Archibald Library, from the professor's personal library, or in the stacks.

**REQUIREMENTS:**

**1. 60% -- REFLECTIVE JOURNAL -- REFLECTIVE READING and LEARNING (two sections)**

**a. Part I: Course Required Reading -- 1500 pages (30% of final grade)**

The 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 1500 pages during the course apart from research). In addition, in order to complete the course project, students will read from many other resources (many are on Reserve Reading shelf in the Library) 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 (required reading for course).

Required Reading includes:

- 1) Tokunaga, Paul. *Invitation to Lead*
- 2) McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*.
- 3) Kouzes, James & Barry Posner. *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations, 5<sup>th</sup> Ed.*

- a. The use of *The Leadership Challenge Workbook, 3<sup>rd</sup> Ed.*, which accompanies *The Leadership Challenge, 5<sup>th</sup> Ed.* may depend upon which final project is chosen.
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Regardless, the workbook should be perused in such a way that the student is well familiar with its content.

- 4) Kellerman, Barbara. *Followership: How Followers are Creating Change and Changing Leaders*
- 5) Livermore, David. *Leading with Cultural Intelligence*
- 6) Lingenfelter, *Leading Cross-Culturally: Covenant Relationships for Effective Christian Leadership*.

**30% -- Reading and Reflective Journal:**

For each book (or part thereof<sup>1</sup>) and each article (for a total of 1500 pages, prepare a typed, single spaced, **annotated reflection** (otherwise called a CRITICAL COMMENT) following the ANNOTATION guideline, Appendix #2:

1. Bibliographic details for book, chapter or article (following the Style Guide on the Moodle), and which pages read.
2. Write an annotation following Appendix #2 of no more than two paragraphs.

- b. Part II: Reflection(s) on ASSIGNED EXERCISES (30% 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. Keep written work for Part I and Part II in separate sections. Most ideal would be for you to keep a file on your computer for all reflective work so that there is uniformity of format for each one.

These exercises will be selected from the following:

**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 (negotiable)
- d. Your experience with the Johari Window
- e. Basic Values Questionnaire
- f. Other(s)

**2) Leadership in cross-cultural contexts:**

- g. Interview two persons who have led in cross-cultural contexts (whether a cross-cultural team or a team of persons from another culture)
  - i. Develop a set of approved questions for the interview
  - ii. Report on the interview in a reflective way

**3) Biblical Theology of Leadership**

- h. Ministry Philosophy – writing a succinct (3 page) philosophy of ministry in which you reflect on how you think about leadership in cross-cultural contexts
- i. Jesus as a Leader
- j. A Biblical Leader
- k. If time, and inclination of the student who anticipates leadership development:

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<sup>1</sup> When an entire book is assigned, write one annotation for each daily assignment, putting the entire book on the same page.

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Development of a repertoire of leadership development skills

- a. Simulations
- b. Role Plays
- c. Case Studies

1. The Skill of writing and designing guided journals

**2. Final Project (40% of the grade) – One of the following three options must be chosen:**

**1. Option #1**

This assignment will be an individual project on a culture of your own choosing, mirroring in some ways the book by Paul Tokunaga, the fruit of much research in how another culture views leadership. The culture you choose must be a culture with which you are familiar. It could include the interviewing of people from that culture, but will involve, primarily, library research **done across the semester** on leadership in another culture.

Compare the model(s) of Western leadership you explore with the model of (understanding of) leadership of someone you know from a **non-Western culture**. Remember that “Western culture” refers to the culture of those [with roots in] European countries. [Tokunaga p. 14]

See APPENDIX #3 for Details

**2. Option #2**

Working through *The Leadership Challenge* by James Kouzes and Barry Posner and the accompanying workbook *The Leadership Challenge Workbook, 3<sup>rd</sup> Edition* by James Kouzes and Barry Posner as you engage a leadership project you are currently involved with or believe you will soon be leading.

**3. Other**

In discussion with the professor, choose a FINAL PROJECT worthy of 40% of the course grade.

**Submission of Assignments:**

All assignments should be submitted as hard copies; there will be not Moodle site for the course.

**Attendance:**

Because the class will be conducted as a Directed Course, and because this is a senior class, accountability will be done via reading reports and assignments. It is intended that the student and professor will meet 4 to 6 times during the semester for several hours of discussion.

**Grade Summary:**

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

**APPENDIX #1  
READINGS AND REFLECTIONS  
ICS 310 Cross-Cultural Leadership**

**Student Name**

<b>WEEK/ Date</b>	<b>READING ASSIGNMENT/ REFLECTION ASSIGNMENT</b>	<b>Number of pages read</b>
Week #1 Jan 12-18 <b>(Meeting #1)</b>	Introductions/Syllabus/Annotations Discussion of syllabus -- contract agreed upon Discuss handout on Writing an Annotation Discuss handout on Reflective Writing <b>Reading of Paul Tokunaga using Reading Guide -- Write an annotation for every Chapter</b> Introduction, Chapters 1-5	
Week #2, Jan 19-25	Read Tokunaga using READING GUIDES – Write an annotation for every Chapter. Chapters 6- 13	
Week #3 Jan 26- Feb 1	1) Work on the Development of your <b>Timeline</b> (based on Clinton), a self-reflective project, which will be shared with the professor week of Feb 2-8.	
Week #4, Feb 2 - 8 <b>Meeting #2</b>	1) Reading: Livermore, p xii-xvii, p.3 – 37, p. 41-87 2) After reading these pages, complete CQ Self- Assessment/Cultural Values Inventory ( <a href="http://www.cq-portal.com">http://www.cq-portal.com</a> ) 3) Reflect on your scores from the CQ Self-Assessment/Cultural Values Inventory; using the material provided with the scores, prepare a reflection Discuss Timeline with the Professor	
Week #5, Feb 9-15	Reading of Livermore (pages 89 - 197) Johari Window completed and request sent to five friends	
	READING WEEK Feb 15-22	
Week #6, Feb 23- Mar 1 <b>(Meeting #3)</b>	1) Reading: McNeal, <i>A Work of Heart</i> 2) Johari Window -- 1 page reflection	
Week #7, Mar 2-8	1) Reading Lingenfelter 2) Completion of <i>A Basic Values Questionnaire</i>	
Week #8, Mar 9-15 <b>(Meeting #4)</b>	1) Reading of Kouzes & Posner, <i>The Leadership Challenge</i> 2) Peruse <i>The Leadership Challenge Workbook</i> sufficiently to be able to make a final decision as to the FINAL PAPER	
Week #9, Mar 16-	1) Reading Barbara Kellerman, <i>Followership</i>	

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Week#10 Mar 23- 29 (Meeting #5)	<b>Work on Final Project</b>	
Week#11, Mar 30- Apr 5	<b>Work on Final Project</b>	
Week#12, Apr 6-12	<b>Work on Final Project</b>	

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## APPENDIX #2

### How to Write an Annotation

The annotations you write for this course are NOT *descriptive annotations* (telling the professor WHAT you read; summarizing the material) but *critical annotations* of no more than one carefully-thought-through and carefully-written paragraph of **around 150 words**.

- 1) Begin the page, for each book or chapter or article by giving full bibliographic information (do this only once) following the Style Guide for the course. Keep all your individual annotations for separate chapters of a book in a single document, so you only need write bibliographic information once.
- 2) Write a *critical annotation* -- A critical annotation will require some critical thinking on your part. Your first stab at it won't be what you submit. It will require you to TAKE NOTES as you read, THEN reflect, and only THEN write. Sometimes the best thing to do is to compare different sources of information on the same topic, other sources on this topic that you have read or things that have been presented or discussed in class.

**You might answer some of these questions in your annotation:**

- What aspects of the subject are emphasized? Is the author presenting one particular point of view?
- What conclusions are drawn? Issues raised? Are the conclusions drawn justified or adequately substantiated?
- Can you detect any biases or fallacies in the arguments or conclusions presented?
- Is anything clearly lacking! Do you feel like you have questions about what is or is NOT stated?
- How effectively is the information presented? Are you feeling confused? Are there gaps or holes?
- Does this chapter/book/article contribute to the topic you will research for the final paper? How?
- How does this particular information source compare with or relate to other things you have read on the topic?
- How useful is this chapter/book/article to you in your research? What role did it play?
- Other *critical* questions beyond these.



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## APPENDIX #3

### FINAL PROJECT

The final assignment is an individual project on a culture of the student's own choosing, mirroring in some ways the book by Paul Tokunaga, the fruit of much research in how another culture views leadership and how culture impacts the calling of working as leader, as follower, or simply alongside people of that culture. It could include the interviewing of people from that culture to supplement what you learn in library research. However, it will involve, primarily, library research done across the semester on leadership in a (single) culture different from that of the researcher.

Compare the model(s) of Western leadership you explore with the model of (understanding of) leadership of people from a non-Western culture. Remember that "Western culture" refers to the culture of those [with roots in] European countries. [Tokunaga p. 14] This therefore requires that you read widely on leadership, discern a definition and model of leadership that best represents you, and use that as a point of comparison with the culture you have chosen.

The culture you choose will preferably be the culture in which you did your onSite experience or the culture to which you sense God may be leading you for ministry. So that you can reflect meaningfully, it must be a culture other than your own, a culture with which you already have significant experience.

#### Aspects of the topic that should be dealt with somewhere in the paper:

1. Your own DNA as a leader:
    - Reflect on your own DNA as a leader (using Tokunaga, especially Chapter 2, as a template):
      - In terms of culture
      - In terms of gifting
      - In terms of personality
  2. Concepts of model(s) of Westerns Leadership that make up your own personal understanding/philosophy of ministry leadership
  3. Understandings of leadership in the culture about which you are writing in terms of: (aspects that emerge In your reading and research)
  4. Of greatest importance, think through the IMPLICATIONS of working with, leading (or following, and providing leadership training in another (specific) culture. These implications and reflections will be collected across the entire semester in class and in your own research.
  5. Questions you might explore in developing the paper:
    - a. In what ways is being an (Asian-American) leader different from being a Caucasian leader?
    - b. Are (Asian-Americans, Jamaicans, Peruvians) so substantially different that the **leadership training** for the majority culture doesn't work that well for most of them (Asian-Americans, Thai , Peruvians)?
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c. “Difference” is most noticeable when in a leadership role . How might “difference” affect the way you lead?

d. A different leadership style is needed when leading people from different cultures.

6. Application question: How might the way you lead have to change when leading in Peru or Asia or Poland? Many more application questions will be provided across the semester.

**Resources:**

- You may interview leaders from the culture about which you are writing
- Minimally 8 (professor approved) Library Resources must be included in your research, among which must be:
  - Any of the GLOBE study books
  - *When Cultures Collide* by Richard D. Lewis
  - Others that the professor will highlight (adding to this list) throughout the course.

**The paper itself:**

- 1) Minimally 12 – 15 pages
- 2) Follow closely the Style and Format Guide for ICS/PST courses
- 3) Specific Guidelines will be handed out in class

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## APPENDIX #4

### BIBLIOGRAPHY for Cross-Cultural Leadership ICS 310

- Ao, Louis M. and David R. Penley. 2006. *Cross-Cultural Leadership: Ministering to a Multicultural community*. Xulon Press (Requested this be ordered for the Library)
- Banks, Robert and Bernice M. Ledbetter. 2004. *Reviewing Leadership: A Christian Evaluation of Current Approaches*. Grand Rapids, MI: Baker Academic. (BV 4597.53.L43.B36 2004)
- Bucher, Richard D. 2008. *Building Cultural Intelligence: Nine Megaskills*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Cha, Peter, S. Steve Kang and Helen Lee. 2006. *Growing Healthy Asian American Churches: Ministry Insights from Groundbreaking Congregations*. Downers Grove, IL: InterVarsity Press
- Chhokar, Brodbeck & House. 2012. *Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies*. (HM 1261.C85)
- 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.] (BV652.1.C56 1988)
- Clinton, J. Robert. 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. (HF 5386.C735 1995)
- Collins, James. *Great by Choice: Uncertainty, Chaos and Luck (Harpercollins, 2011)*
- Collins, James. *Good to Great: Why Some Companies Make the Leap. . . and others Don't (Ask the Library to Order) Harper Collins 0-06-662099-6*
- Connerley, Mary L. and Paul B. Pedersen. 2005. *Leadership in a Diverse and Multicultural Environment: Developing Awareness, Knowledge and Skills*. Thousand Oaks, CA: Sage Publications. (Requested this be ordered for the library)
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- Earley, P. Christopher 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 Books. (Required text for course; BT 738.4.E46 2006)
- Elmer, Duane H. 1993. *Cross-Cultural Conflict: Building Relationships for Effective Ministry*. Downers Grove, Ill: InterVarsity Press.
- Enlow, Ralph E. 2013. *The Leader's Palett: Seven Primary Colors*. Bloomington, IN: WestBow Press. (Requested this be ordered for the library)
- 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.
- House, Hanges, Javidan and Dorfman. 2004. *Culture, Leadership and Organizations: The GLOBE Study of 62 Societies*. (HD57.7.C85 2004)
- Hybels, Bill. 2002. *Courageous Leadership*. Grand Rapids, MI: Zondervan.
- Lewis, Richard D. 2006. *When Cultures Collide: Leading Across Cultures*. Finland: WS Bookwell – personally ordered on August 3<sup>rd</sup>, 2013. Available on internet through Library; requested that Library order it on Aug 3, 2013
- Lingenfelter, Sherwood G. 2008. *Leading Cross-Culturally: Covenant Relationships for Effective Christian Leadership*. Grand Rapids, MI: Baker Academic. (BV652.1.L57 2008)
- Livermore, David. 2010. *Leading with Cultural Intelligence*. New York, NY: AMACOM, American Management Association. (HD57.7.L589. 2010)
- \_\_\_\_\_. 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. (ITHINK it's BR 115.C8 L58 2009 but not sure)
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- Maxwell, John. 2008. *The 17 Essential Qualities of a Team Player*. Thomas Nelson (HD66.M374 2007)
- Moodian, Michael A (Ed.) 2009. *Contemporary Leadership and Intercultural Competence: Exploring the Cross-Cultural Dynamics Within Organizations*. Thousand Oaks, CA: Sage Publications. (ordered for the library)
- Moran, Robert T., Philip R. Harris, Sarah V. Moran. 2011. *Managing Cultural Differences: Leadership Skills and Strategies for Working in a Global World (8<sup>th</sup> Ed)*. Burlington, MA: Butterworth-Heinemann (Ordered for Library)
- 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: IVPress.
- Rosinski, Philippe. 2003. *Coaching Across Cultures: New Tools for Leveraging National, Corporate and Professional Differences*. Yarmouth, MA: Nicholas Brealey Publishing.
- Sandberg, Sheryl. 2013. *Lean In: Women, Work and the Will to Lead*. Toronto, ON: Random House. (Ordered for the library)
- 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. (HD 62.4.S677 2009)
- 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 21<sup>st</sup> Century*. New York, NY: John Wiley & Sons, Inc.
- Stanley, Andy. 2003. *Next Generation Leader*. Colorado Springs, CO: Multnomah Books. (BV6521.S69 2003)
- Stanley, Paul and Robert Clinton. 1992. *Connecting: The Mentoring Relationships You Need to Succeed in Life*. Colorado Springs, CO: NavPress.
- Tokunaga, Paul. 2003. *Invitation to Lead: Guidance for Emerging Asian American Leaders*. Downers Grove, IL: InterVarsity Press. (ordered for Library)
- Trompenaars, Fons and Ed Voerman. 2010. *Servant-Leadership Across Cultures*. New
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York, McGraw Hill. (HM 1261.R757. 2010; also HD 30.5S.T76. 1993)

Trompenaars, Fons and Charles Hampden-Turner. 2012. *Riding the Waves of Culture: Understanding Diversity in Global Business*. New York, NY: McGraw Hill.

Yep, Jeanette, Peter Cha, Susan Cho Van Riesen, Greg Jao & Paul Tokunaga. 1998. *Following Jesus Without Dishonoring Your Parents*. Downers Grove, IL: InterVarsity Press (BR 563.A82.F65 1998)

Websites to consult: [www.societyforglobalcitizens.com/](http://www.societyforglobalcitizens.com/)

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

Globally Responsible Leadership (see my email in which I ordered it)

Richard D. Lewis. 2006. *When Cultures Collide: Leading Across Cultures* (ordered; please put on reserve).

The Oxford Handbook of Leadership – edited by Michael G. Rumsey (asked library to order)

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## Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. 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.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### 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 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](mailto: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 deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control".

### Appeal of Grade

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.

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**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 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. Students are expected to be familiar with the policies in the current Academic Calendar 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.