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## CL 615 Cross Cultural Leadership

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# CL615 Cross Cultural Leadership

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This course is designed to examine the role of culture and cultural dynamics in the selection/emergence and functioning of leadership. Primary attention will be given to leadership dynamics within the multicultural North American context. Consideration will also be given to American theories and models of leadership and their usefulness in other cultural contexts.

## Learning Objectives of the Course

The course is discussional and interactive, designed around five books and related case studies. As this course is one of many in the Masters of Leadership, and is the only one to focus on intercultural aspect of leadership, the emphasis be on the impact of cultural variables on leadership practice, situations and participants within those contexts (leader/members).

1. Participants will articulate the role of a biblical missiology in the formation of a responsive framework for intercultural leadership competence and interaction for church workers. "*A Missions Theology*" (article) will form the basis of this conversation (Module One). It is attached to this syllabus and should be read BEFORE the first class session.
2. Participants will advance in the integration of their leadership knowledge by considering the intercultural relevance of core American leadership theories. *Leadership: A Communication Perspective* and selected articles will be distributed in class as key texts in the achievement of this objective. (Module One)
3. Participants will be able to demonstrate how various layers of cultural influence—psychological, sociological, historicultural, cultural--impact the leader/members relational exchange. *Communicating with Strangers* and selected articles will be key texts in the achievement of this objective. (Module Two)
4. Participants will be able to relate their own cultural self-identity to the the present multicultural moment in society, especially in matters such as such as race, gender, religion, class and politics. *Lifting the White Veil* and selected articles will be key texts in the achievement of this objective. (Module Three)
5. Participants will reflect on unconventional leadership competencies expected of intercultural ministry leaders, due to extremes of cultural differences found within the leadership situation and the interaction of cultural and racial histories. *Divided by Faith* and selected articles will be key texts in the achievement of this objective. (Module Four)
6. Participants will be able to select best practices for their own leadership ministries by selecting parallels in "the leadership/cultural integration challenge" found in the marketplace and ministry portrayals of the past and expected leadership opportunities. Participants will Explore cross cultural leadership ministry models. Selected articles will be key texts in the achievement of this objective. (Module Five)

## Terminal Objectives of the Master of Leadership Program

1. To articulate an understanding of the basic disciplines for cross cultural Christian leadership development.

2. To identify the most effective means for the development of a personal servant-hood leadership style while examining key strategies for developing other servant leaders,
3. To practice the basic disciplines for personal leadership development while participating in cross-cultural ministry and service,
4. To articulate key strategies for developing cross-cultural leadership and the basic awareness of the cultural dimensions of effective ministry,
5. To demonstrate an understanding of the four classic organizational frames
6. To recognize selected organizational change processes and how to resolve the inherent conflicts that accompany change
7. To lead individual Christians and Christian communities in responding to the needs, contexts, and insights of various cultural groups and marginalized communities in society and in the church.

<b>Texts (Due: August 31)</b>	<ul style="list-style-type: none"> <li>• Michael Z. Hackman, Craig E. Johnson. <i>Leadership: A Communication Perspective</i>. Waveland Press; 3rd edition (June 8, 2000). ISBN: 1577660692</li> <li>• William B. Gudykunst, Young Yun Kim. <i>Communicating with Strangers</i>. McGraw-Hill Humanities/Social Sciences/Languages; 4th edition (August 1, 2002) ISBN: 0072321245</li> <li>• Jeff Hitchcock. <i>Lifting the White Veil: An Exploration of White American Culture in a Multiracial Context</i>. Crandall Dostie &amp; Douglass Books; (January 2003). ISBN: 0971901708</li> <li>• Michael O. Emerson, Christian Smith. <i>Divided by Faith: Evangelical Religion and the Problem of Race in America</i>. Oxford University Press; (November 2001) ISBN: 0195147073</li> </ul>
<b>Articles</b>	<ul style="list-style-type: none"> <li>• John V. York. "A Missions Theology" site: <a href="http://www.enrichmentjournal.ag.org/enrichmentjournal/199801/084_missions_theology.cfm">www.enrichmentjournal.ag.org/enrichmentjournal/199801/084_missions_theology.cfm</a></li> <li>• Horace Minor. "Body Rituals of the Nacirema"</li> <li>• Cary McClaren. "Ellen Langer's Mindlessness in America" site: <a href="http://www.stayfreemagazine.org/archives/16/mindlessness.html">www.stayfreemagazine.org/archives/16/mindlessness.html</a></li> <li>• "Bona Fide Racists in Recovery" site: <a href="http://www.rrnet.org/answers.htm">http://www.rrnet.org/answers.htm</a></li> <li>• Laura Douglas. "How I Benefit from White Privilege" site: <a href="http://www.rootswoman.com/articles/whitebenefits.html">http://www.rootswoman.com/articles/whitebenefits.html</a></li> </ul>
<b>Videos (Presented in Class)</b>	<ul style="list-style-type: none"> <li>• <i>A Class Divided</i></li> <li>• <i>A Time to Kill</i></li> <li>• "A Miracle in Memphis" - Prof Provides Copy</li> <li>• <i>Gung Ho</i></li> </ul>

## Anatomy of a Module

The course is comprised of five modules (one for each day). Each module will be staged around three learning activities, each culminating in some kind of written activity: (1) *Journal Reflection*; (2) *Text Report*; and, (3) *Team Project*. Note: In addition to these learning activities, certain "housekeeping" assignments may be necessary, such as *orientation, pre and post leadership knowledge quiz, course evaluations, etc.*

## Assignments and Grading

1. *Cultural Self Identity Paper*. Using concepts from Hitchcock, develop a 3-page reflection paper that charts your development of racial/ethnic/cultural identity. Be prepared to discuss the outline on the final day of class. Final paper will be submitted by email on the August 31. Value: 20%
2. *Intercultural Leadership ~ Video Case Study*. Until we can see intercultural leadership themes and implications in the natural context of chaotic lives, much of our cognitive learning will be minimal. You will select a 3-5 minute film which illustrates several principles of leadership in intercultural perspective. Be ready to present the film's plot orally, key characters and "set up" the clip we will watch together. You must prepared 3-5 questions to ask peers about the clip which will help them better assimilate the class discussion, articles and texts. You will have a total of 10 minutes to complete your presentation, clip and questions/answer discussion. Your case study must clearly refer to you leadership studies reading, e.g., "I selected this case because it illustrate Hackman's perspective on leadership and communication (p. 37). Due on the last morning of the class (Friday). Value: 25%

3. *4-Mat Reading Leading Logs*. Complete a 4-Mat Reading Report for each assigned text. No reports are due for the articles, rather these will be discussed in the dialogues. 35% for 4-Mat Reports, 7% per text. Due: August 31, as one single document, emailed to the professor's email. You are to read each of your peer's reports, and engage in serious discussion, posing critical questions and replying to peer interaction. Value: 40%
4. Article Discussion/Participation. Class attendance is required. Participation in the class includes attendance, presentations, field trips, contributing to the constructive engagement/improvement of the learning situation for all.

## Appendix A: The Schedule of Assignments

Learning Activities	Module #1 Day One	Module #2 Day Two	Module #3 Day Three	Module #4 Day Four	Module #5 Day Five
Group Devotional and Journal Reflections	<p>Morning Group Discussion</p> <p>Read: Mark 10:34-37</p> <p>Luke 10:25-37 Luke 17:12-19 John 8:48 John 4:4-24 Philippians 2:1-11</p> <p>Beyond this text, establish a theology of biblical leadership in scripture? Does "servant leadership" capture everything?</p>	<p>Morning Group Discussion</p> <p>Review: "A Class Divided"</p> <p>Read: "Theology of Mission" and "Mindlessness in America" and Scriptures: Gen. 12:3 Matt. 28:18-20 Rom 12:8 Rev. 5:8,9</p> <p>Reviewing these texts, what motive drives intercultural leadership interest for believers? What motivates non-believers? Why do people adversely discriminate on the basis of differences?</p>	<p>Morning Group Discussion</p> <p>Review: "A Time to Kill"</p> <p>Read: "Bona Fide Racists in Recovery" and "How I Benefit from White Privilege" and Acts 10:1-34.</p> <p>What personal incidents caused you to revise your personal/social/cultural worldview? What do you value of your culture or yourself that the present organizational culture frustrates or forbids?</p>	<p>Morning Group Discussion</p> <p>Review: "The Miracle in Memphis ~ CBN News"</p> <p>Read: "Paper Thin Concern" and Scriptures: Acts 11:19-26 Acts 15:1-33 Gal 2:1-14</p> <p>What roles do ministry leaders play in cultivating intercultural ly diverse communities? What are the social competencies, theological commitments and operational procedures?</p>	<p>Morning Group Discussion</p> <p>Review: "Gung Ho"</p> <p>Read: Philipplians 2 and "Cultural Constraints in Managerial Theories" (to be handed out in class).</p> <p>What insights can be applied form your reading of the scripture and the articles to the film's situation, characters and outcomes. What advice would you give to participants in this town, this corporation?</p>
Text: Reading Log	<i>Leadership: Communication Reading Log Due by Aug 31</i>	<i>Communicating with Strangers Reading Log Due by Aug 31</i>	<i>Lifting the White Veil Reading Log Due by Aug 31</i>	<i>Divided by Faith Reading Log Due by Aug 31</i>	<i>Reading Log Due by Aug 31</i>
Team Problem	~ Prepare an Intercultural Leadership Seminar on for Your Client	~ Write a Diversity Management Policy Consistent with Biblical Values for Your Client	~ Design a Media Crisis Response for Your Client Regarding their Recently-Publicized and Controversial Interracial Dating Policy	~ Plan a Racial Reconciliation Event Proposal for Your Client	~ Present Video Case Studies
Assignments Checklist	<ul style="list-style-type: none"> <li>~ Review CD</li> <li>~ Take Leadership Quiz</li> <li>~ Read Scriptures</li> <li>~ <i>Team Makes Leadership Seminar</i></li> <li>~ 4-Mat Due by Aug 31</li> <li>~ Overnight, Read Article</li> </ul>	<ul style="list-style-type: none"> <li>~ Read 2 Articles</li> <li>~ Read Scriptures</li> <li>~ 4-Mat <i>Gudykunst</i> by Aug 31</li> <li>~ Post Text Dialogue</li> <li>~ Team Writes Diversity Policy</li> <li>~ Overnight, Read Article</li> </ul>	<ul style="list-style-type: none"> <li>~ Rent/Review Video</li> <li>~ Read Scriptures</li> <li>~ Read Case Study</li> <li>~ 4-Mat Read <i>Hitchcock</i> by Aug 31</li> <li>~ Team's Media Crisis Plan</li> <li>~ Overnight, Read Article</li> </ul>	<ul style="list-style-type: none"> <li>~ Review Video</li> <li>~ Read Scriptures</li> <li>~ Read Case Study</li> <li>~ 4-Mat <i>Emerson</i> by Aug 31</li> <li>~ Team Race Rec. Event</li> <li>~ Overnight, Read Article</li> </ul>	<ul style="list-style-type: none"> <li>~ Review Video</li> <li>~ Read Scriptures</li> <li>~ Post Reflections</li> <li>~ 4-Mat <i>Hackman</i> by Aug 31</li> <li>~ Post Text Dialogue</li> </ul>

## Getting the Help You Need

**REACHING ME:** You may always contact me by posting questions to our class discussion center. You may also contact me for private questions via my online "office." If you feel more contact is needed to clarify your question, I am also happy to make phone appointments. Know that each of us in this class will probably be on different schedules, so go ahead and post anytime night or day, and folks will get back to you as they are able. I will be checking your discussions and e-mail to me Tuesday through Friday, one hour per day. In case of emergencies, simply use my "office" or personal e-mail address. I can almost always work around crises.

**CLASS CALENDAR:** Course begins (the flag will drop) on Monday, February\_\_, noon (ET). On that Monday the first module will be accessible within the Course Center.

**MODULES:** A new module will be accessible every Monday by 12 noon (ET). Upon opening each module, you will find detailed instructions pertaining to the particular focus of that week of study. As was stated previously, these modules will consistently be found within the Course Center. In addition to posting each module on Monday of each week, I will be online throughout each week to answer any of your questions and respond to your comments.

**SENDING EMAIL:** Send ALL email to "My Office" icon. DO NOT Send to my personal email address. This instruction is related to my file and grade management plan.

**ADDRESSING MAIL:** In the "Subject" line, address all messages with the following 3-Part formula and order: 1. Module Number; 2. Professor's Assignment Description, 3. LAST NAME in Parenthesis, e.g., "Module 07, Case Study/Analysis, (Jones) "

**ATTACHING FILES:** Send attached files saved ONLY as ".RTF" files (Rich Text Format). RTF Files tend to transcend different software and formatting types (Apple, IBM, MSWord, Word Perfect). To find the "Save As" function, select "Control+S," then look for "File Name" window. Name your document according to the 3-Part formula. Then place your cursor in the window called "Save as Type." Select "Rich Text Format."

**EXL SUPPORT:**

- Technical Difficulties: [exl\\_support@asburyseminary.edu](mailto:exl_support@asburyseminary.edu) or 859.858.2035
- ExL Academic Coach: Amy Jo Adams, [exl\\_coach@asburyseminary.edu](mailto:exl_coach@asburyseminary.edu)
- General Information: Kevin Osborn [exl\\_director@asburyseminary.edu](mailto:exl_director@asburyseminary.edu) or 859.858.2191
- Interlibrary Loan Information: [dorothy\\_james@asburyseminary.edu](mailto:dorothy_james@asburyseminary.edu)
- Library Reference: [hannah\\_kirsch@asburyseminary.edu](mailto:hannah_kirsch@asburyseminary.edu) or 859.858.2189
- Bookstore: [exlbooks@asburyseminary.edu](mailto:exlbooks@asburyseminary.edu) or 859.858.4242

### OBTAINING LIBRARY MATERIALS AND REFERENCE HELP

ExL students are encouraged to make use of local libraries. However, if they are unavailable or inadequate, you can also obtain library books and journal articles by mail from Asbury's B. L. Fisher Library. All requests for books and journal articles should be emailed to the ExL Reference Librarian, Hannah Kirsch ([Hannah\\_Kirsch@asburyseminary.edu](mailto:Hannah_Kirsch@asburyseminary.edu)). Hannah will also assist ExL students with reference requests, using various online databases, or in doing research on a specific topic.

To request material from the B.L. Fisher Library, begin by searching the library's WebPac (online catalog of the library's holdings) or one of the journal databases available on the ExL Virtual Library web page (found in the Resource Center of your ExL classroom). Then send an email to Hannah citing the sources that you would like to request. If you need help searching the databases, do not hesitate to ask. Please allow 5-10 business days for all requests to be filled. ExL students are billed for the cost of photocopies (5 cents per page) and the cost of shipping. Express mail services (price varies according to weight) and faxing (\$1.50 for the first page and 25 cents for each additional page plus photocopy charges) are also available, but it will generally take 1-2 days from the receipt of the request for it to be processed, so it is important to plan ahead and make your requests early.

# Appendix: Bibliography

- Adler, Ronald B. and Jeanne Marquardt Elmhorst. *Communicating at Work* (5<sup>th</sup> edition, 1983)—comprehensive textbook on oral communication in professional settings, with a particular focus on meetings and presentations.
- Baldrige, Letitia. *Complete Guide to Executive Manners* (1985)—guide to American corporate protocol, including proper forms of address, executive communications and international business manners.
- Milton Bennett, ed. *Basic Concepts in Intercultural Communication* (1998)—selected readings from both classical and contemporary authors on cross-cultural communication.
- Francis Fukuyama. *Trust* (1995)—a wide-ranging intercultural study of the connection between social trust and economic prosperity.
- Hall, Edward T. *The Silent Language* (1959)—the father of cross-cultural communication studies and developer of the “high-context-low context” theory analyzes the many aspects of non-verbal communication.
- \_\_\_\_\_. *The Hidden Dimension* (1966)—explores how the use of space differs from culture to culture and how it can affect personal and business relations.
- \_\_\_\_\_. *Beyond Culture* (1976)—an examination of the manner in which culture binds people to deeply ingrained attitudes and behaviors that may be destructive if not overcome.
- Harris, Philip R. and Robert T. Moran. *Managing Cultural Difference* (4<sup>th</sup> edition, 1996)—textbook on managing, marketing and negotiating across cultures; valuable synopses on doing business with specific nationalities.
- Hofstede, Geert. *Cultures and Organizations* (2<sup>nd</sup> edition, 1998; also available in Korean)—the classic on the five-dimension model of cultural difference.
- Lewis, Richard. *When Cultures Collide: Managing Successfully Across Cultures* (1996)—specific, tip-based approach to working and communicating with other nationalities.
- Lumsden, Gay and Donald. *Communicating with Credibility and Confidence* (1996)—textbook for building oral and non-verbal communication skills in any context, from building personal relationships to public speaking.
- Storti, Craig. *Figuring Foreigners Out* (1999)—a self-help cross-cultural training manual and workbook.
- Tannen, Deborah. *Talking from Nine to Five* (1994)—examination of the differences between male and female communication styles and rituals in the workplace.
- Trompenaars, Fons and Charles Hampden-Turner. *Riding the Waves of Culture* (2<sup>nd</sup> edition, 1998)—classic examination of the link between ethical systems, national behavior and corporate culture, with advice on managing within them.

Website: [www.culturebank.com](http://www.culturebank.com)

# The 4-MAT System Instructions

Instruction: *The 4MAT System* by Bernice McCarthy offers readers a chance to explore a text both critically and reflectively. It also demands that readers summarize their interaction succinctly and in a way that the restatement may become useful for future application and implication. Write two-three paragraphs, using 9 or 10 point type, in each box below. Try not to exceed a single page per text.

<p><b>Grasping It.</b> In the first paragraph, list the author, book title, publisher, and date of publication. In the next paragraphs, write a tight/clear summary or abstract. Not a review, but the essence of the book or issue (s) as the author or originator of the issue would describe it. You may choose to write as if you were the author or originator, in first person voice instead of third person. No bullets or quick or quick lists. Give a deep, insightful summary or abstract.</p>	<p><b>Connecting It.</b> From the summaries, write concrete stories or your own memories in anecdote: What personal life story or memory did the books spark in you. Tell it in first person as a self-authored parable or brief case study. Does the book shed light theoretically what happened to you? Does it correct something? Does it add to the problem, represent a faulty approach to the matters with which your case deals?</p>
<p><b>Engaging It.</b> When did I find the author saying what I wished I had said first? Where does the author have it right? What questions popped to mind as I read the books? What bothered me about them? Where do my experiences disagree with or confirm the insights? What questions are left unanswered? On the points with which I disagree, how might I have said things differently? What is only partially true, or incomplete? Be specific.</p>	<p><b>Owning It.</b> What do I need to do about these questions and learnings. Beyond praying, thinking, reading or reflecting, what actions do I need to take? Maybe it means changing a habit. Possibly it demands a phone call or conversation with someone. Maybe its time to start your book. Maybe it means making an accountability covenant with someone to ensure application of the principle(s) gleaned.</p>