CL 615 ML 715 Cross Cultural Leadership

Russell W. West

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The course examines 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.

Office Hours and Location. Wed. 9:30-12:30 and other times by appointment. Call 858-2094. McPheeters Center, Level 3, Room 307. Email: russell_west@asburyseminary.edu.

Course Objectives/Module Topics
The course is interactive, designed around five objectives which relate closely to the five modules. As this course is one of many in the M.A. in Leadership, and is the only one to focus on intercultural aspect of leadership, the emphasis being on the impact of cultural variables on leadership practice, situations and participants within those contexts (leader/members).

1. Module One ~ 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. Intercultural Motivation Paper and selected experiences will be key to the achievement of this objective. Participants will also expand their own leadership knowledge by considering the intercultural relevance of core American leadership theories. Selected articles will be distributed in class as key texts in the achievement of this objective.

2. Module Two ~ Participants will be able to demonstrate how various layers of cultural influence—psychological, sociological, historiocultural, cultural—impact the leader/members relational exchange. Inclusion and Mindfulness and selected articles will be key texts in the achievement of this objective.

3. Module Three ~ Participants will locate leadership in cultural processes as the basis of a core focus of the course. Using an intercultural values perspective, we will explore how cultural value systems affect the outworking of leadership. Building Cross Cultural Competence will help us facilitate this exploration and achieve this objective.

4. Module Four ~ 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, A Race is a Very Nice Thing to Have and selected articles will be key texts in the achievement of this objective.

5. Module Five ~ Participants will reflect on unconventional leadership skills 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 “You-Choose” Texts will be key texts in the achievement of this objective.

6. Module Six ~ Participants will strive for conceptual and practical integration by exploring cross cultural leadership identity development, ministry cases and models. Intercultural immersion interaction and related assignments will facilitate the achievement of this objective.

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 strategies for the development of a personal servant-hood leadership style while developing others.
3. To practice basic disciplines for personal leadership growth while participating in cross-cultural ministry and service.
4. To articulate key strategies for developing cross-cultural leadership and basic awareness of 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.

Note the “Small Print”: All seminary policies apply to this class, including required attendance and academic honesty. The professor reserves the right to alter syllabus to ensure the course objectives are satisfactorily met. This syllabus is considered unratified learning agreement until the class has met and adjusted it to actual learning needs. Participation grades include engaging constructive and integrative discussion of reading, personal experience and future implications for ministry and mission. It may be necessary for participants to interact as groups outside of class.
### CLT 15 Course Schedule of Assignments - At-a-Glance

<table>
<thead>
<tr>
<th>Due Dates</th>
<th>Books / Articles</th>
<th>Learning Activities</th>
<th>Assignment and Activities</th>
<th>Means of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MOD 1</strong></td>
<td>Read: All</td>
<td><strong>My Theological Motivation for Intercultural Leadership Contact</strong> Reflecting on readings such as Marginality, The Stranger, and A Theology of Mission</td>
<td>Book: My Theological Motivation for Intercultural Leadership Contact</td>
<td>1-Page Concept Paper, Due: Sep 13, Value: 5%</td>
</tr>
<tr>
<td><strong>MOD 2</strong></td>
<td>Read: All</td>
<td>Articles: Readings 1-2</td>
<td><strong>Observation</strong></td>
<td>2-Page Observation Paper, Due: Sep 20, Value: 10%</td>
</tr>
<tr>
<td><strong>MOD 3</strong></td>
<td>Read: All</td>
<td>Articles: Readings 3-5</td>
<td><strong>Leadership Rituals of the Nacirema</strong></td>
<td>2-Page Process Paper, Due: Oct 11, Value: 20%</td>
</tr>
<tr>
<td><strong>MOD 4</strong></td>
<td>Reading 6-10</td>
<td>Articles: Read Odd Chptrs</td>
<td><strong>My Cultural Identity Journey</strong></td>
<td>8/10 Page Concept Paper, Due: Nov 8, Value: 25%</td>
</tr>
<tr>
<td><strong>MOD 5</strong></td>
<td>Reading 6-10</td>
<td>Articles: Read Odd Chptrs</td>
<td><strong>Discovering Leadership in Cultural Process</strong></td>
<td>8/10-Page Comparative Leadership Study, Due: Dec 6, Value: 25%</td>
</tr>
<tr>
<td><strong>MOD 6</strong></td>
<td>Reading 11-12</td>
<td>Articles: Readings 11-12</td>
<td><strong>Notes and Quotes Reading Journal</strong></td>
<td>8/10 Page Reading Journal, Due: Dec 6, Value: 25%</td>
</tr>
</tbody>
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**CLT 15 Course Schedule of Assignments - At-a-Glance**

- **Notes and Quotes Reading Journal**
  - Using the form of a journal, you will capture “notes and quotes” from the assigned texts in succinct paragraphs. Each entry will be worth 5% of the final grade. You may use up to 10 pages for your entire journal, and articles throughout the semester. A schedule will be developed after final registration has occurred.

- **Leader Development**
  - **My Theological Motivation for Intercultural Leadership Contact**
    - Reflecting on readings such as Marginality, The Stranger, and A Theology of Mission, this paper will have a 1-page (single space) concept paper on some experience with intercultural contact, especially in leadership expressions.

- **Observation**
  - Articles from the course readings are scheduled for each week. These articles will be assigned for the class to read and discuss in class. Your instructor will assign many of these articles to read during the week and may use them in class discussions.

- **Leadership Rituals of the Nacirema**
  - As the group performs its various rituals, you are to focus upon its leadership functions and practices. The professor expects each person to find the Nacirema group on their own; you have difficulty finding the article, you may contact him for mapping instructions, but you have read the article. Each selected article will write up a leadership case study using the Cultural Mirror from Building Cross-Cultural Competence. You will analyze briefly, in the paper, the leadership implications of this text for me. How will this book impact my leadership practice in ministry communities? For accountability, the professors will conduct “spot checks” throughout the semester, sometimes calling for all or some to submit their journals by email. The entire journal will be turned in at the end of the semester.

- **My Cultural Identity Journey**
  - Using concepts from Helms’ Book: Lifting the White Veil, you will sketch (8-10 pages). Not a complete life history, but one limited to a survey identity development. See Appendix B for suggested outline of paper.

- **Discovering Leadership in Cultural Process**
  - Basic to our coursework is a discovery of leadership as a cultural process. Using Building Cross-Cultural Competence, each student will write up a leadership case study using the Cultural Mirror from Building Cross-Cultural Competence. You will analyze briefly, in the paper, the leadership implications of this text for me. How will this book impact my leadership practice in ministry communities? For accountability, the professors will conduct “spot checks” throughout the semester, sometimes calling for all or some to submit their journals by email. The entire journal will be turned in at the end of the semester.

- **Notes and Quotes Reading Journal**
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- **Divided by Faith: A Leadership Response**
  - You will read Emerson and Smith’s Divided by Faith and conduct a two-stage study: (1) Render a 1-page (single-space) analysis of the text’s challenge to Evangelical leadership perspectives learned from your choice book. (2) From this experience, develop a comparative ethnographic report (8-10 pages) that portrays the cultural differences to leadership between the two groups in a way that leads to new insights.

- **Notes and Quotes Reading Journal**
  - Using the form of a journal, you will capture “notes and quotes” from the assigned texts in succinct paragraphs. Each entry will be worth 5% of the final grade. You may use up to 10 pages for your entire journal, and articles throughout the semester. A schedule will be developed after final registration has occurred.
Appendix A

Reading Discussion List ~ Dates*

<table>
<thead>
<tr>
<th>Texts</th>
<th>Articles (Located in “Lectures” Folder)</th>
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Choose One ~ Responsive Reading to “Divided By Faith.” Class will form huddle groups around these texts:


Obtain Readings in Professor’s “Lecture Notes/Powerpoints” Folder in First Class.

Appendix B

“My Cultural Identity Journey” ~ Instruction Sheet

Instructions. Using concepts from Helms’ Racial Identity Research (provided by professor, discussed in Hitchcock), write an autobiographical sketch (8-10 pages). Not a complete life history, but one limited to a survey identity development. The sketch should include:

1. Introduction, Offer a discussion of the six stages as presented by Helms. Demonstrate you understand these.

2. Current Stage, Offer a paragraph-long statement about which stage you are currently in, offering at least the evidence of one convincing incident to support your self-assessment. State how long you may have been in this stage, relative stability of the stage, e.g., Discoveries? Reversions? Advancements? Aimlessness?

3. Your Identity Development, Offer a stage by stage discussion of how you have navigated the stages (beginning with the CONTACT Stage), leading up to the present stage in which you find yourself. Note: you must provide CONCRETE incidents and examples from your life that illustrate each of the stages. Note: A focus on “transition points” might be most helpful in your reflection, e.g., what incidents or individuals triggered stage changes? Note: It is best assume you’re not in the autonomy stage, and to focus on understanding what transpired in the earlier stages. Please provide thematic headings for your movement the stages.

4. Cultural Analysis, Offer a critique of your heritage (the historical aspects informing your identity) from a biblical perspective, e.g., How does being Anglo-American, African-American, Korean, Japanese, African matter in light of the histories of privilege, wealth, oppression, exploitation, etc. Where have you struggled as a faithful Christian who is also a cultural participant, how have you reconciled this?

5. Leadership Analysis, In light of your cultural identity journey, and particularly the current stage in which you find yourself, what are leadership intelligence, identity and development issues for you? How might your cultural identity impact individuals or communities you may find yourself leading? What concerted effort would be required of you to intentionally move to the next stage? What might you do as a leader to assist people (members/followers/constituents in your charge) through their growth stages? What motivations would you offer for the advancement toward higher stages?