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CL 615 Cross Cultural Leadership

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CL615 Cross Cultural Leadership

Dr. Russell W. West, Professor
Meeting Time/Location: Fall 2003, Wilmore
Wed. 1:00-3:45, M302

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. Tuesdays 1:00- 4:00 and other times by appointment. Call 858-22094. McPheeters Center, Level 3, Room 307. Email: russell_west@asburyseminary.edu

Course Objectives/Module Topics

The course is interactive, designed around five objectives which related 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 be 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. "*A Missions Theology*" (article) and biblical reflection will form the basis of this conversation. 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, historicocultural, cultural--impact the leader/members relational exchange. *Communicating with Strangers, Mindfulness* and selected articles will be key texts in the achievement of this objective.
3. Module Three ~ 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.
4. Module Four ~ 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, What Color is Your God?* and selected articles will be key texts in the achievement of this objective.
5. Module Five ~ Participants will strive for conceptual and practical integration by exploring cross cultural leadership identity development, ministry cases and models. Aassignments 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 means for the development of a personal servant-hood leadership style while examining key strategies for developing other servant leaders,
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: 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 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.

Assignments Calendar (Checklist)

- **Due: September 10: "Multicultural Leadership Manual" ~ Chapter Selections Due.** The class will develop a skills manual for ministry leaders better engage multicultural groups and settings. Each participant will be responsible for one chapter/section. Time is allotted week two to get organized. Note: Other benchmarks dates are below for your planning:

 - September 10 (Select Chapter Topic; Groups Gets Organized)
 - November 5 (Peer Review, Group Meeting Scheduled During Class Meeting Time)
 - December 3 (Final Draft, Present/Submit in Class) **Value: 25%**

- **Due: September 24. Nacirema Cultural Observation Field Trip.** The professor has arranged access to a distinct indigenous cultural group that lives in community in just beyond the greater Lexington area, the Nacirema Nation on September 24th. Class participants will take a field trip to the community during the class period. At the time of the syllabus' development, coordinators expected that at least one of the important religious rituals would be dramatized for our group. Both observations and brief interviews will be sensitively collected during this time. Brief participant observation oral reports will be presented the following week, October 1st. Professor will provide an observation form and discuss participant-observation technique. **NO WRITTEN REPORT DUE.** **Value: 5%**

- **Due: Dec 3. Comparative Leadership Models: Ethnographic Interview/Report.** Based on your learning from texts, articles, field trips and class discussions, you will conduct one ethnographic interview with a "stranger" someone (culture A) whose cultural matrix is reasonably different from yours (culture B). This of course implies that you will responsibly initiate a relationship; spend observational/conversational time together in their context; probe the concept of leadership values, models and theories in a way that allows you to glean a cogent comparison. You will also administer one of the diversity/culture assessments provided in the Newstrom/Pierce texts, professor, found online or developed by you. From this experience, you will develop a comparative ethnographic report that portrays the cultural differences to leadership between the two groups in a way that is scholarly, reflective and interesting (See useful "The Ethnographic Interview" materials: <http://ethnomed.org/ethnomed/about/ethnoint.html> and <http://www.umaryland.edu/cmchswe/html/ethnointerview.html>). We will discuss these reports in class. *Note: It would be ideal is you located a culture representative from Kentucky's ethnic groups, or a culture group that is likely to be proximal to where you (will) live/minister (during/after) seminary. See Census Data for Ministry: <http://www.ethnicarvest.org/regions/regionindex.htm> and http://www.namb.net/cp/Multiplication/How_multiethnic_CP.asp, see approaches to different church planting models. **Value: 25%**

- **Due: December 10. Cross-Cultural Leadership Training Encounter ~ New Pomona (Group Project)**
 Missiologists say: "America is one of the world's neediest mission fields." The question is raised, "How is the true in Small-town America?" Your task, beginning with the professor's backdrop scenario of a fictitious town called "New Pomona," and your recent employment in a consulting firm called "The Emergence Group" (a fictitious leadership and diversity management firm HQ'ed in New Pomona, you will: (1) Explore what are these culturally pluralistic shifts, demographic, and post-modern influences through cultural, demographic, intercultural and missiological research; (2) With group help, make a judgment of what they could mean at the pedestrian level of local American communities; (3) Present findings in a creative real-to-life case study through one of the institutions of the New Pomona community, e.g., news paper, town council, Churches, minister's association, school system, state college, Christian college, businesses, etc. Note: The professor will use "Cross Point Christian College" this way during the semester; (4) Present your work in class as a group. If designed well, professor will apply for a grant to develop a website similar to "Almond Springs" as www.christianleaders.organization. **Value: 20%**

- **Due: Day Before Appointed Class. "CRIB NOTES" ~ Text Interaction Report.** "CRIB Notes" are due in the professor's box at 12:00 noon on the day before selected class dates. You will *complete a "CRIB Note"* for each assigned text. Generally, no reporting is due for articles; however, participants may be asked to sign honor card at the end of semester. Dates are indicated next to text/article. **Value: 25% for CRIB Notes, 5% per text.**

Texts	Articles	Prof's Film Cases
<ul style="list-style-type: none"> • <i>Mindfulness.</i> 10/14 • <i>Lifting the White Veil</i> 10/21 • <i>Divided By Faith.</i> 11/11 • Communicating with Strangers. Due: 11/18 • <i>What Color is Your God?</i> 12/2 	<ul style="list-style-type: none"> • "A Theology of Mission" • "Body Rituals of the Nacirema" • "Cultural Constraints in Management Theories" • "Emics and Etics...Culturally-Endorsed Lp Models" • "How I Benefit from White Privilege" • "The Stranger" 	<ul style="list-style-type: none"> "A Class Divided" "Remember the Titans" "Free Indeed" "World 101 ~ Oprah Show" "A Time to Kill" "Miracle in Memphis/Noble Desire" "Gung Ho" "Sound and Fury"

Class Sessions and Schedule

Dates	Topics	Assignments
September	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. <i>"A Missions Theology"</i> (article) and biblical reflection will form the basis of this conversation. 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 to achieve this objective.	
3	~ Discuss: Introductions, Course/Syllabus Overview, ~ Discuss: "Doxological Leadership in this Multicultural Moment"	Exercise: "A Leadership Test" Distributed by Email: "A Theology of Mission" and "The Stranger" (Read by 9/10)
10	~ Discuss: Working Concepts in Leadership Studies (Orientation) ~ Discuss: The Intercultural Motive: Believers & Other Xenophiles Watch in Class: "Oprah: World 101"	Reading Assignment: "Cultural Constraints in Management Theories" and "Emics and Etics" (Read by 9/17) Exercise: "Get Organized for Manual Chapters" (Group Time)
17	~ Discuss: "Cultural Constraints in the Leadership Process" ~ Discuss: "Ethnographic Interviewing Methods" Watch in Class: "Gung Ho"	Reading Assignment: (1) Scan Ethnographic Interviewing Articles; (2) Complete Parts 1, 2 of <i>Communicating with Strangers</i> — CRIB Due 11/18 , 12:00 PM!!!
24	~ Field Trip: Participant-Observation/Car Pool to Lexington ~	Reading Assignment: "Body Rituals of the Nacirema," Exercise: "Ethnographic Interviewing/Reporting"
October	~ Module Two. Participants will be able to demonstrate how various layers of cultural influence—psychological, sociological, historicocultural, cultural—impact the leader/members relational exchange. <i>Communicating with Strangers, Mindfulness</i> and selected articles will be key texts in the achievement of this objective.	
1	GROUP A Facilitates <i>Mindfulness</i> ~ Discuss: Becoming Mindful of Core, Cultural & Leadership Identity Watch in Class: "A Class Divided"	Reading Assignment: Part One of <i>Mindfulness</i> . CRIB due on 10/14 , 12:00PM!!!
8	GROUP B Facilitates Part 3 of <i>Gudykunst/Kim</i> ~ Discuss: Revising the Mindless Ministry Leadership Scripts	Reading Assignment: Part 3 of <i>Communicating with Strangers</i> , CRIB Due 11/18 , 12:00 PM!!!
15	~ Discuss: Revising Profiles: Reading Episodically, Reading Culturally	Reading Assignment: Part Two of <i>Mindfulness</i> . CRIB due on 10/14, 12:00PM!!!
	~ Module Three. 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. <i>Lifting the White Veil, A Race is a Very Nice Thing to Have</i> and selected articles will be key texts in the achievement of this objective.	
22	GROUP C Facilitates <i>Hitchcock</i> ~ Discuss: How Does White Privilege Affect Me/Them? Watch in Class: "Free Indeed"	Reading Assignment: "How I Benefit from White Privilege" Due to Discuss: <i>Lifting the White Veil</i> , 12:00PM Watch Before Class: "A Time to Kill"
29	~ Discuss: Revising Profiles: Cultivating Culturally Rich Teams/Community Watch in Class: "Sound and Fury"	Reading Assignment: Watch Before Class: "Remember the Titans"
November	~ Module Four. 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. <i>Divided by Faith, What Color is Your God?</i> and selected articles will be key texts in the achievement of this objective.	
5	Class Meeting: Organize/Review Final Draft of Manual	Reading Assignment: Peer Review of Chapters Due to Discuss: Format, Compliance, Content, Final Plan
12	GROUP D Facilitates <i>Emerson/Smith</i> ~ Discuss: Revising Profiles: Leading Conflict and Peace Watch in Class: "Miracle in Memphis" and "Noble Desire" Clips	Reading Assignment: <i>Divided By Faith</i> . 11/11, 12:00PM,
19	GROUP E Facilitates <i>Breckenridge/Breckenridge</i> 1-5, 12 ~ Discuss: Revising Profiles: Foster Leadership Emergence	Reading Assignment: Part 4 of <i>Communicating with Strangers</i> , CRIB Due 11/18, 12:00 PM
26	Fall Break ~ Happy Thanksgiving!	
December	~ Module Five. Participants will strive for conceptual and practical integration by exploring cross cultural leadership identity development, ministry cases and models. Assignments will facilitate the achievement of this objective.	
3	GROUP F Facilitates <i>Breckenridge/Breckenridge</i> 6-11 Ethnographic Reports	Due to Discuss: <i>What Color is Your God?</i> 12/2, 12:00PM, Final Draft of Manual, Ethnographic Reports
10	"New Pomona" Project Presentation	Due: All Work
17	Grades Due to Registrar	

"C.R.I.B. Notes" ~ Text Interaction Report

Name: _____ SPO: _____ Course No: _____ Book's Author: _____ Date: _____

Instructions. "CRIB" stands for critically, reflective and interactive book notes. Write succinctly (9 point type) below. Submit by 12-noon day before class.

<p>Grasping It. First, list the author, book title, publisher, and date of publication. Next, write a tight abstract--no bullets or quick lists and not a review--but the essence of the issue(s) as if YOU were the author. Your summary paragraph should complete the sentence: "WHAT I MEANT TO SAY, QUITE SIMPLY, WAS..."</p>	<p>Connecting It. Recall a brief story from your own experience that demonstrates how you connect with the book. Tell it in first person as a brief case study. Does the book shed light theoretically what happened to you? Does it correct something? Does it add to the problem? How is it useful in the real world, your real world?</p>
<p>Book/Publisher Information</p> <p>"AS THE AUTHOR, WHAT I MEANT TO SAY, QUITE SIMPLY, WAS..."</p>	
<p>Engaging It. Where does the author have it right, wrong or incomplete? What questions are left unanswered? When disagreeing, you are obligated to "fix" the author, by restating the matter to your liking, with supportive reasoning. Any "Notable Quotables?" End by posing a critical question for the class. Include page numbers.</p>	<p>Owning It. Beyond praying, reflecting or repenting, what actions do I need to take to respond to this book's key points? Where was God in this for me? What 3 steps can you take in the next 90 days to make a 50% difference in your current situation in light of this book?</p>
<p>Required: "The one question I want to discuss with my peers in class is..."</p>	<p>Required: My Next-Step Strategy:</p>

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<p>Book/Publisher Information</p> <p>"AS THE AUTHOR, WHAT I MEANT TO SAY, QUITE SIMPLY, WAS..."</p>	
<p>Engaging It. Where does the author have it right, wrong or incomplete? What questions are left unanswered? When disagreeing, you are obligated to "fix" the author, by restating the matter to your liking, with supportive reasoning. Any "Notable Quotables?" End by posing a critical question for the class. Include page numbers.</p>	<p>Owning It. Beyond praying, reflecting or repenting, what actions do I need to take to respond to this book's key points? Where was God in this for me? What 3 steps can you take in the next 90 days to make a 50% difference in your current situation in light of this book?</p>
<p>Required: "The one question I want to discuss with my peers in class is..."</p>	<p>Required: My Next-Step Strategy:</p>