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CL 615 Cross Cultural Leadership

Christina Tellechea Accornero

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Cross Cultural Leadership

CL615/MS653 Syllabus (Spring 2005)
Christina T. Accornero, Ph.D.
Enrollment limit: 22
Prerequisite: IS501

Email Address: chris_accornero@asburyseminary.edu
Phone: 859-858-2205 (office)
Fax: 859-858-2015
Office Hours: will be arranged with each student as needed

Welcome:
It is my hope that you will find this course, its content and its structure, to be engaging. By that I mean, I want you to come in and chat with me and the others who will be online. I want the materials presented here to cause you to think critically and write creatively. It is my further hope that you will actually become a better leader in your current and future ministry context, having taken the time for self-assessment and reflection as the course progresses. This syllabus outlines the course structure and assignments, gives learning objectives, and details how you can receive a certain grade. Those details are important in order to create a learning environment that is consistent and gives equal opportunity for success to all learners. It is equally important to me, however, that we help each other learn—that is a core value of cross cultural leadership.

• The course begins on Monday, February 7th. On that day, the first module will be accessible within the Course Center by noon (EST).

This syllabus may be amended prior to the beginning of class.

Contact Information:
There are a variety of options for contacting me so differing schedules will not be an obstacle to communication.
• Post a question to the class discussion center;
• Ask “private” questions via my online “office”;
• Make a phone appointment for us to talk directly;
• Send all email to “My Office” icon or to my Asbury Seminary email address. If you are using FirstClass just enter my name, Chris Accornero, and click send.
• Please make sure the “subject” line in your email helps me to identify you and the topic of your note.
• Attaching files: Send attached files saved ONLY as “RTF” files (Rich Text Format).

Don’t hesitate to post questions or concerns at any time, day or night. I will check email each day, Tuesday thru Friday. If you find that you cannot meet the deadlines for assignments, let’s talk about that as soon as you know. Don’t wait until the due date to express a concern.

ExL Support Team:
1. For technical support contact, library research support, library loans, and ExL media contact Information Commons: Info_Commons@asburyseminary.edu (859-858-2233 or 866-454-2733).
2. For general questions and administrative assistance regarding the ExL program, contact Dale Hale Exl_Office@asburyseminary.edu (859-858-2393).

Accessing Information Commons Material:
1. General Questions: the Information Commons is a “one-stop shop” for all student research, circulation and technical needs. The Information Commons hours are posted here: http://www.asburyseminary.edu/icommmons/hours.shtml
2. Materials Requests: to search the library catalog for available materials, go to: http://www.asburyseminary.edu/icommmons/index.shtml
3. You may request books, photocopies or emailed attachments of journal articles/reference books from Asbury Seminary’s library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests. You are encouraged to make use
of local library resources. If you live within a 50 mile radius of either our Florida or Kentucky campus, you should come to campus to obtain your materials.

4. Research Questions: you are encouraged to contact the Information Commons for research assistance including help choosing a research paper topic, determining the best sources to use for a research paper, finding book reviews, or research questions about using the online databases or any other library materials.

5. Online Databases: to access the online library resources including the library catalog and full text journal databases, go to: [http://www.asburyseminary.edu/icommons/hours.shtml](http://www.asburyseminary.edu/icommons/hours.shtml) and enter your 10-digit student ID# in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0’s to the front to make a 10-digit number (20000XXXXX where XXXXX = your student ID).

Course Window and Icons:

1. The **Course Center** will contain a copy of the syllabus as well as all class modules (No interaction takes place here. This is where I, as the professor, will posts course materials only).

2. The **Discussion Center** will be used for all public, class communication. Anytime you have a question or comment about the course, the modules, the assignments, or anything else which would be of interest to your classmates and me, your professor, you should post to the Discussion Center.

3. The **CL615/MS653 Office** is for private correspondence between you, as the student, and me, as the professor. This will contain items that you do not want to appear publicly before all of your classmates, including assignments, papers, projects, and personal correspondence. This should not be used to ask general course-related questions.

4. The **Archives Center** will be used for storing conversations that have already taken place during the course of the semester. This keeps the Discussion Center from becoming too unmanageable.

5. The **Chat Center** is intended primarily for real-time interaction among students. You can get together with other members to study, ask questions, or to explore topics. **Remember:** None of the conversations carried on in this location are ever saved.

6. The **Resource Center** provides access to a number of specific tools available to all ExL students. These include access to the B.L. Fisher Library, chapel services in Estes Chapel, ExL Updates, Guidelines for Success, Helpful Hints, Interesting Links, a Powerpoint Viewer, and a Real Audio Player.

7. The **Team Folder** represents a limited version of the Discussion Center. As a class, we will divide into teams of between four and six. The Team Folder is where team members place class work requested to be done with a Team oriented component in mind. As well, the Team Folder is a place for discussions that arise – beyond other class discussions – both spontaneously and out of Team oriented assignments that will in turn add to the robustness of individual learning and to the class discussion as a whole. The Team Folder is outside of the purview of the Discussion Center…it is only available for the team members assigned to it. Often, assignments will involve your Team Folder.

Course Description:

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 and their usefulness in other cultural contexts.

Learning Objectives for the Course:

This course is intentionally discussion/dialogue oriented, with an emphasis on the interactions between student, required readings, and professor. The content is designed around seven books, chapters from others, and some journal articles. Although one of many courses in the Masters of Christian Leadership degree program, this is the only one to focus on issues of diversity and the cultural variables that impact the practice of leadership in a variety of contexts. The course is designed, therefore:

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.

**Course Modules**
The course is comprised of five modules, each approximately three weeks long. Each module is formed around assignments and activities that require reading, writing, and interaction with other class participants. The details of each module, including due dates and assignments, can be found in the Course Schedule. A new module will be accessible on Mondays by 12 noon (EST). Upon opening each module, you will find detailed instructions pertaining to the particular focus of that week of study. These modules can be found in the Course Center.

**Course Assignments and Grading:**
1. **Leadership in Changing Communities Paper.** Using the guide for assessing congregational culture in Dudley and Ammerman’s, *Congregations in Transition: A Guide for Analyzing, Assessing, and Adapting in Changing Communities*, develop an integration paper of 20-25 pages in length. Using the format provided by the professor, demonstrate knowledge of the assigned readings, course discussions, and careful assessment of a congregation or ministry that represents a cross-cultural context different from your own. You are expected to enter into and access a group that is VERY different from your own, completely new to you. The format for conducting interviews, sample questions, and other assessment tools are provided in Dudley and Ammerman’s extensive guide. This will constitute 40% of your grade. An “A” paper will use the Dudley/Ammerman materials, cite other references, incorporate course readings, and draw insightful conclusions. Send an e-copy to the professor’s mailbox for grading by Monday, May 16th.
2. **Reading Reports.** Using the Book Review format provided by the professor, demonstrate an understanding of the thesis, major sections, and the importance of the book for the field of leadership studies. Each Book Review will be 5% of your grade, for a total of 20%. An “A” review will follow the format exactly and will demonstrate an insightful and critical review of the text. Send an e-copy to the professor’s mailbox for grading. DePree and Wright reviews are due Sun., Feb. 27th. Ortiz and Law reviews are due Sun., May 1st.
3. **Reflections & Journal Entries.** Journal entries and reflections are expected during each Module. Entries should be kept in one MSWord document, organized by date of entry. These are to be kept for the whole semester, with each entry reflecting the assignment in scripture or other readings. The Journal Entries will be 20% of your grade. An “A” journal will have numerous entry dates during each Module, show an interaction with the readings, and be reflective on both a personal and professional level. Send an e-copy to the professor’s mailbox for grading by Monday, May 15th. Send as one document.
4. **Team Participation.** It is expected that each student will participate in the class dialogues in their Teams and contribute to the discussion questions and topics. It is also expected that the contributions will be made out of an understanding of the readings and lectures for each Module. Team participation will be 20% of your grade. An “A” for participation will be given for weekly dialogue with other team members, interaction with topics and questions, and careful adherence to the “rules” as outlined by the professor.

**Required Reading:**
Recommended Reading:
- A list of recommended readings will be added as a separate document and can be found in the Course Center. It is expected that supplemental readings will be referenced in your major paper.

Required Videos/Media:
Video/Media clips will be sent to you on CD/DVD by the ExL staff. Instructions about when you will be required to watch and interact with a specific video or clip will be given in each Module/section.

Course Assessment:
Student's fulfillment of the course requirements will contribute to their course grade in accord with the following percentages:
1. Leadership in Changing Communities Paper – 400 pts.
2. Reading Reports – 200 pts.
4. Interaction Papers and participation in discussion in their Team folders – 200 pts.

Discussion in the Team folders will be evaluated as follows:
1. Did you give a succinct, understandable statement that reflected your understanding of the course material and its relationship to the question posed?
2. Did you reflect critically on the interface between course content and personal experience?
3. Did you post your own answers/responses in a timely way, so as to promote conversation among the members of your team?
4. How effective were you in generating ideas/proposals for group interaction?
5. How effective were you in your engagement with the ideas/proposals generated by your Team?
6. Did you respond to your Teammates as per the instructions for the exercise?
7. Did you attend to issues of form and style appropriate to academic writing?
   - It is expected that we all use proper English grammar. This includes complete sentences, punctuation, capitalization, and spelling. Let me know if you need help in this area. If you consistently utilize poor grammar you can expect it to be reflected in your final grade.
   - Specifically, for your papers, you may put documentation in parentheses, e.g., (DePree, 121).
   - Also include a bibliography at the end of your document so your readers will know to what exact source the parenthetical reference refers – even if the references are to the course texts.

Course Grading Criteria:
Asbury Seminary defines grades using the following criteria (from ATS 2004-06 Catalog, p. 29):

A= Exceptional work: surpassing, markedly outstanding achievement of course objectives
B= Good work: strong, significant achievement of course objectives
C= Acceptable work: basic, essential achievement of course objectives
D= Marginal work: inadequate, minimal achievement of course objectives
F= Unacceptable work: failure to achieve course objectives

A plus (+) or minus (−) indicates positions between categories (for example, B+ = very good; C– = slightly below acceptable, etc.).

Incomplete Work:
“A grade of ‘I’ denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of the course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as ‘F.’ ” (From ATS 2004-06 Catalog p. 29)
Course Expectations:

What you can expect of me

1. Prompt replies to questions and postings (i.e., usually generated during my next office hours after receiving the posting).
2. Interaction, participation, and direction in the ongoing discussions that will occur over the course of the semester.
3. Prompt feedback and assessment on assignments.
4. Occasional bloopers as we together navigate this mode of teaching & interacting.
5. My energy and excitement as we engage in studying and learning the material at hand.

What I expect of you

1. Participation in online discussion both in the Discussion Center, in your Team Folder.
2. On time completion of assignments.
3. Your honest questions when you don’t understand the material or the instructions.
4. Your patience as we work together in this medium.
5. Your willingness to engage in issues you may find stretching and challenging.

What I expect us to get personally from the class

1. A new, different, and expanded understanding of the way God is working in the world through the Church and through ourselves as part of the Church.
2. Some possible witness and relationship procedures that will give us more confidence and effectiveness in our relationships and as leaders in our respective communities.
3. Insight into how leadership is defined, how it looks, and how leaders function in various contexts.
4. A team of prayer supporters and colleagues that may last beyond the boundaries of this class.

Course Online Etiquette:

[Note: these guidelines reflect the assessment criteria stated above and will bear upon grading]
1. Please limit each general posting (whether initial offering or response) to between 50 and 75 words [unless instructed to do otherwise]. My posts to you may often be longer.
2. Remember that your team members and colleagues do not have the benefit of your non-verbal cues – hearing your tone of voice and seeing your body language.
3. As per ATS guidelines, utilize gender inclusive language in all of your posts. Only specify gender when a topic is meant to specifically apply to a particular gender.
4. Employ appropriate grammar in your posts…much more so in your papers, but even while accentuating brevity, it is also important in your ongoing e-discussions.

Course Schedule: February 7th to May 15th

1. Module #1 – February 7th to February 27th
2. Module #2 – February 28th to March 20th
3. Spring Break – March 21st to March 27th
4. Module #3 – March 28th to April 10th
5. Module #4 – April 11th to May 1st
6. Module #5 – May 2nd to May 15th

Note: A detailed reading and assignment schedule for each Module will be listed in a separate “Course Schedule” that will be posted to the Course Center on the first day of the semester.