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CL 615 MS 653 ML 715 Cross Cultural Leadership

Russel W. West

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Cross Cultural Leadership (CL615-MS653-ML715)
Fall 2006, Tuesday 1:00 – 3:45, AD306
Professor: Russell W. West, Ph.D.

Description. 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. Dr. West will remain after class for up to one hour each week for class-related administrative conversations, as needed.

Course Objectives/Module. At successful completion, students will be able to:

1. Describe how biblical missiology creates a responsive framework for intercultural leadership competence for church citizens and workers.
2. Demonstrate how various layers of cultural influence—psychological, sociological, historicocultural, cultural--impact the leader/members relational exchanges.
3. Relate their own cultural self-identity to leadership expectations in the the present multicultural moment in society, especially in matters such as such as race, gender, religion, class and politics.
4. Generate reflexes for cultivating culturally appropriate contexts of shalom, inclusion, hospitality and reconciliation.

Terminal Objectives of the MACL/Missional Leadership. CL615 and ML 715 required courses within larger programs, (only offered as MS600 elective option to M.Divs). These programs have overall objectives. To review program objectives for each track respectively, see sections in current catalog entitled “Master of Arts in Christian Leadership” and “Doctoral Track in Missional Leadership.”

Required Texts for Course (CRIB Notes Due on “Read By” Dates Below)

Read By – Sep 12	<ul style="list-style-type: none"> • Book(s): <i>The Multicultural Leader: Developing a Catholic Personality.</i> Dan Sheffield, Clemments Publishing, 2005. • Article(s) “Body Rituals of the Nacerima” and “Mindlessness in America” 	
Read By – Oct 10	<ul style="list-style-type: none"> • Book(s): <i>Lifting the White Veil: An Exploration of White American Culture in a Multiracial Context.</i> Jeff Hitchcock. Crandall Dostie & Douglass, 2003. • Article(s): “How I Benefit from White Privilege,” “Just Beneath My Skin,” “A Prayer God Could Not Answer” 	
Read By – Oct 24	<ul style="list-style-type: none"> • Book(s): <i>Riding The Waves of Culture: Understanding Diversity in Global Business.</i> F. Trompenaars. McGraw-Hill, 1998. • Article(s): “Emics and Etics of Culturally Implicit Lp. Theories” and “Cultural Constraints in Mgmt Theories” 	
Read By – Nov 10	<ul style="list-style-type: none"> • Book(s): <i>Divided by Faith: Evangelical Religion and the Problem of Race in America.</i> M. Emerson, C. Smith. Oxford, 2001. • Article(s): “Harder than Anyone Can Imagine” and “God’s New Community: The Challenges and Hopes for Multi-racial Churches in America” 	
Read By – Nov 17	<ul style="list-style-type: none"> • Choose 1 of 4 Options (Graduate Participants) <ol style="list-style-type: none"> 1. <i>United by Faith: The Multiracial Congregation As an Answer to the Problem of Race</i> DeYoung et al. 2. <i>Marginality: Key to Multicultural Theology</i> J. Y. Lee 3. <i>Grace Matters: A Memoir of Faith, Friendship, and Hope in the Heart of the South,</i> Chris P. Rice 4. <i>Invitation to Lead: Guidance for Emerging Asian American Leaders.</i> Paul Tounaga 5. <i>Living in Color: Embracing God's Passion for Ethnic Diversity.</i> Randy Woodley, John Dawson 	<ul style="list-style-type: none"> • Choose 1 of 5: (Doctoral Participants) <ol style="list-style-type: none"> 1. <i>The Great Turning: From Empire to Earth Community</i> David C. Korten. 2. <i>Basic Concepts in Intercultural Communication: Selected Readings</i> Milton Bennett. 3. <i>Cultures Influence on Behavior</i> Richard Brislin. 4. <i>A Race Is a Nice Thing to Have: A Guide to Being a White Person or Understanding the White Persons in Your Life</i> Janet E. Helms. Content Communications, 1992 5. <i>The Nacirema : Readings on American Culture</i> James P Spradley; Michael A Rynkiewich. Publisher: Boston : Little, Brown, 1975.
Read By – Nov 28	<ul style="list-style-type: none"> • Book(s): <i>Robert Fuller, All Rise: Somebodies, Nobodies, and the Politics of Dignity.</i> Berrett-Koehler, 2006. • Article(s): “Why Do You Call Me Lord, Lord?” and “Is a Leader's Character Culture-Bound or Culture-Free?” 	

Learning Activities and Assignments

1. **Intercultural Contact Rationale Paper.** This exercise asks “the whys” behind engaging in intercultural contact. This paper answers: *Why* should **anyone** get involved with others from different cultural groups? If involved, what can sustain this involvement beyond a “tourist” or “tolerance” posture? Note: The use of “*anyone*” implies you must appeal universally, not only to Christians -- so a Bible-only argument will be insufficient. What are the leadership implications of your answers? (1 page, single-space, Due: Sep 13)
2. **Cultural Identity Journey Paper.** Not a complete life history, this exercise invites you to reflect autobiographically on your own cultural identity and its development. Using concepts from Helms’ *Racial Identity Theory* (discussed in Hitchcock), follow instructions provided in the appendix. (7-10 Pages double-space, Due: Oct 17)
3. **Intercultural Leadership Context Paper.** Contexts convey cultural visions and values, but in the most subtle ways at times. This exercise invites you to discover how “organizational proxies” convey cultural values. You will select an organizational context, and conduct a culture audit based on your appreciation of the interaction of culture on organizational dynamics in Sheffield, Tropenaars and Fuller’s texts. (7-10 Pages double-space, Due: Nov 28)
4. **Intercultural Leadership Conversation Paper.** Through an extended immersion and in-depth interview, you will: (1) Responsibly initiate an exploratory conversational relationship; (2) Spend 8-10 hours together in *their* context (not in one session); (3) Probe *their* preferred leadership values and practices that allows a cogent comparison of both cultures from *their* point of view; (4) Develop a report that portrays the cultural differences to leadership between the two groups in a way that is scholarly, reflective and interesting. Note: **DO NOT** select your intercultural contact person from the seminary community; go beyond comfort zones. (7-10 Pages double-space, Due: Dec 5)
5. **“CRIB Notes.”** “C.R.I.B.” stands for “critique, reflection, integration with a book.” You will write a brief CRIB Note for **each book** (6 books). You will *read both* articles listed for each date, but write a CRIB Note for **only one article** (10 articles). These notes will form the basis of class discussions and peer instruction. The professor will review submissions, but not return these forms. (½ Page Each, Due: See “Read By Dates”)
6. **DOCTORALS ONLY ~ Qualifying Exam Questions.** Doctoral participants will submit two exam questions – one paragraph for each with cites from texts -- reflecting on substantive issues of the course to contribute to future qualifying examinations. This is a non-graded assignment. **Peer Instruction.** Doctoral participants may be invited to participate in peer instruction, e.g., small group, online discussion of textbooks, mini-lectures.

Assignment Checklist	Value	Description	
<input type="checkbox"/> Intercultural Contact Rationale	10%	1 Page, Scriptural Support	Sep 13
<input type="checkbox"/> Cultural Identity Journey Paper		7-10 Pages, Helm’s Stages	Oct 17
<input type="checkbox"/> Intercultural Leadership Context Paper	40%	7-10 Pages, Exhibits	Nov 28
<input type="checkbox"/> Intercultural Leadership Conversation Paper	10%	7-10 Pages, Questionnaire	Dec 5
<input type="checkbox"/> CRIB Notes (6 Books, 10 Articles)	40%	½ Page 5% per book. ½ Page 2% per article.	“Read By” Dates

Housekeeping Issues

- **Grading.** This course uses the Asbury grading scale as stated in the catalog. As a matter of grading philosophy, it is possible to receive FULL CREDIT (F/C) if you have complied with all instructions, demonstrated superior mastery and integration of course material and submitted it in scholarly and interesting ways. Under this philosophy, “A” quality grades are possible for an entire class; however, at Asbury a “B” quality grades are consider very good work. All submitted work is treated as “formative evaluation” material, therefore I may invite resubmissions (with instructions). I will take grading opportunities to reflect on who you are becoming personally, vocationally, professionally; I will offer comments on your performance to that end. I invite you join me by making use of the evaluation process to more deeply integrate your character, competence, confidence and credibility development processes (1 Tim. 2:15).
- **Note on Paper Submissions ~ Self-Addressed SPO Envelopes.** Since seminary policy does not allow graded material to be dropped in SPO without privacy protection, all work must be submitted in a SPO self-addressed

envelope large enough to contain the document without requiring folding. The professor will not return work which is not submitted in an envelope.

- **Style Stuff.** Work All work must be typed, 12 pt Times or Arial Font, Black Ink, Double-Spaced on White 8.5/11 Paper following the style manuals recommended by the seminary program to which you are apart.
- **Note on Proofreading.** At the graduate and doctoral levels, all work should be proofread. Clear attribution must be made when using others' work with due citation. The professor may return papers with glaring proofing and presentation errors as unread, unmarked and graded accordingly. Resubmission option may be offered.
- **Note on Extensions.** Occasionally, academic priorities have to be sacrificed for personal priorities, e.g. personal, family, financial, physical responsibilities and abilities. While the professor is disposed toward a gracious understanding when this occurs, notifying the professor of your need does not change responsibilities or penalties that fairness to all other participants who have met deadlines may demand. Best policy: Do work early and often.

Appendix A: CRIB Notes

Name

Book Title:

Date

Instructions. "C.R.I.B. Notes" stands for *Critical, Reflection, Integration of Book Notes*. CRIBs are for participation, class discussion and peer instruction exercises. CRIBS are not returned. Note: Write a 1/2 page interaction of the text. Use 10-point, Times font.

<p>Understanding It – Descriptive Summary. 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, answering: "What I simply meant to say was..." Note: No bullets or quick or quick lists. Be insightful, extensive, summative. Impress me and your peers with your ability to say a lot with few words, leaving nothing out!</p>	<p>Connecting It - Personal Relating. In the third paragraph, write concrete stories or your own memories in anecdote: What personal case study, life story or memory did the book spark in you. You may present this as an unresolved "case study" with which you can engage your classroom peers, asking "having heard my case, what would YOU do in my position now that you have read this book?"</p>
<p>Engaging It - Critical Engagement. What questions popped to mind as I read the books? What bothered me about the book? Where do my experiences disagree with or confirm the insights? What questions are left unanswered? What might I add to this book to correct the places I disagree? You must present your supported corrective on places you express criticism. Note: You must end this paragraph with a critical question to ask the class about the text. A good question will not ask for knowledge, but will stimulate your peers to reflect on some of the mysteries, assumption, shortcomings, mysteries, opportunities found within the book.</p>	<p>Owing It – Next Step Action Planning. Beyond praying, thinking, reading or reflecting, what creative actions do I need to take? List one to three things you must do in the next 90 days to make a 50% difference in your situation as it relates to your learning from this book. Note: Make these steps CONCRETE. Each next step action must have answer "how" you are going to do it, and by "when." Example: "I intend to influence the district supervisor about lay mobilization strategies by (the how statement) by sending a copy of this book to her and planning a lunch time to discuss it.</p>

Appendix B: Cultural Identity Journey Paper ~ Guide

Not a complete life history, this exercise invites you to reflect autobiographically on your own cultural identity and its development. While Janet Helm's racial identity theory emphasizes the experiences of Americans of European descent, she makes analogies to other American cultural groups, such as persons from African and Asian descent. No typology is going to be appropriate for each person in the class, especially international participants. However, you are invited to make as much use of the Helms materials as possible, and offer correction, extension and critique as well. For more complete treatments, obtain Janet E. Helm's (brief but pricey!) *A Race Is a Nice Thing to Have: A Guide to Being a White Person or Understanding the White Persons in Your Life*. Using concepts from Helms' *Racial Identity Theory*, (found in summary form within Hitchcock's *Lifting the White Veil*) your life sketch should include sections entitled:

- **Introduction**, Offer a demonstration you understand the six stages as presented by Helms. Note: Helms' theory offers descriptive materials for persons of European, African and Asian descent. The construct is not likely to be generalizable to all peoples, especially those who are not America. Use the construct as a mere guide. Feel free to discuss points where you take exception, BUT offer a constructive alternative that is contextually satisfactory to your personal theory on this matter.
- **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?
- **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.
- **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?
- **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?