



**DIVISION OF ADULT LEARNING**

**SYLLABUS**

**CLDR-430: Cross-Cultural Leadership**

Date: 12/13/2019

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**University Mission Statement:**

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

**Catalog Description:**

This course is a study of cross-cultural leadership methodologies that focus on applications within urban and mission settings. Principles of cross-cultural leadership theory will be examined, with emphasis placed on the concept that all social encounters and ministry settings present some need for applying cross-cultural approaches to ministry leadership.

**Required Text(s) and/or Supporting Resources:****Required Text:**

- Elmer, Duane. *Cross-Cultural Connections: Stepping out and Fitting In Around the World*. Downers Grove, Illinois: InterVarsity Press, 2002. **(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)**
- Elmer, Duane. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, Illinois: InterVarsity Press, 2006. **(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)**
- Plueddemann, James E. *Leading Across Cultures: Effective Ministry in the Global Church*. Downers Grove: InterVarsity Press, 2009. **(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)**
- Lingenfelter, Sherwood G & Marvin K. Mayers. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*. 3rd edition. Grand Rapids, Michigan: Baker Academic, 2003. **(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)**

**Additional Supporting Resources:**

Resources provided in the Learning Management System (LMS):

- Bosch, David J. *Witness to the World: The Christian Mission in Theological Perspective*. Atlanta: John Knox Press, 1980. (pages 239-248).
- Dye, Wayne T. "Toward a Cross-Cultural Definition of Sin" in *Readings in Dynamic Indigeneity*. Charles H. Kraft and Tom N. Wesley, Ed. Pasadena: William Carey Library, 1979. (pages 27-41).
- Kraft, Charles H. "Culture, Worldview and Contextualization" in *Perspectives on the World Christian Movement*. Ralph D. Winter and Steven C. Hawthorne, Eds. Pasadena: William Carey Library, 1999. (pages 384-386), (pages 389-391).
- Lingenfelter, Sherwood. "Power-Giving Leadership: Transformation for a Missional Church" in *Appropriate Christianity*. Charles H. Kraft, Ed. Pasadena: William Carey Library, 2005. (pages 275-290).
- Molloy, Michael. *Experiencing the World's Religions: Tradition, Challenge, and Change*, 3rd Edition. Boston: McGraw Hill Higher Education, 2005. (pages 431-452).
- Moodley, Edley. "How Should Anand be Buried?" (pages 1-4)

Moodley, Edley J. Shembe, Ancestors, or Christ? A Missiological Inquiry into the Status and Role of Jesus Christ in the Amanazaretha Church, Kwa Zulu Natal, South Africa (pages 285-295).

Neely, Alan. Christian Mission: A Case Study Approach. Maryknoll, New York: Orbis Books, 1995. (pages 13-19, 241-244).

Richardson, Don. "Redemptive Analogy" in Perspectives on the World Christian Movement. Ralph D. Winter and Steven C. Hawthorne, Eds. Pasadena: William Carey Library, 1999. (pages 397-403).

VanCise, Martha. Successful Mission Teams: A Guide for Volunteers. Birmingham: New Hope Publishers, 2004. (pages 7-47).

### Prerequisite Skills and Knowledge:

None

### Course Goals and Learning Outcomes:

#### PURPOSE

This course is intended to prepare participants for leadership ministry in cross-cultural settings.

#### General Objectives (Course Goals):

*This course seeks to:*

1. Articulate the basic disciplines for cross-cultural leadership development.
2. Identify the most effective means for the development of a personal servanthood leadership style while examining key strategies for developing other servant leaders.
3. Consider theological and biblical issues for cross-cultural leadership.
4. Emphasize contextualized ministry methodologies for cross-cultural settings.
5. Recognize all cultural encounters as being cross-cultural.
6. Incorporate missiological principles and practices into a leadership praxis.
7. Apprise students of the interrelationship between leading and following.
8. Provide theoretical and experiential tools from the Bible that inform leadership strategies.
9. Develop leadership education/training models, resources and programming strategies relevant to one's anticipated operational and cultural contexts.

#### Specific Objectives (Learning Outcomes):

*As a result of the activities and study in this course, the student should be able to:*

1. Understand missiological issues for leadership in a cross-cultural setting.
2. Differentiate cross-cultural ministry settings from those for a non-cross-cultural setting.
3. Compose a biblical-based strategy for leadership development in a cross-cultural ministry context.
4. Justify contextualization for cross-cultural leadership.
5. Appreciate the role of servanthood for leaders and followers.
6. Gain pertinent models to analyze leadership and followership in organizational settings.
7. Appreciate the complexity (for leaders and followers) of bringing change to an organization.
8. 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.
9. Model increasing growth in self-leadership development practices reflective of Christian, Biblical and Pentecostal spiritualities.

### Major Topics:

- A. Understanding cross-cultural ministry
- B. Biblical/theological issues of cross-cultural ministry
- C. Theological basis of contextualized ministry
- D. Cross-cultural communication
- E. Leadership issues in a cross-cultural setting
- F. Missiological methodologies in ministry leadership
- G. Cross-cultural conflict management
- H. Developing team ministry
- I. Urban ministry settings

### Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of “a” and “b” above) and then response posts interacting to other students’ initial posts (evaluation of “c” above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.
- C. **Course Project (Questions).** You will provide answers to some Reading Review Questions that will show your comprehension of the reading material for the units indicated.
- D. **Course Project (Case).** For this case study students are required to write 6-7 pages, 12-point Times New Roman font and double spacing on the assigned topic. This response paper should follow the steps outlined in Alan Neely’s *Christian Mission: A Case Study Approach* pages 13-19 and 241-244 as included in the course reading.
- E. **Course Project (Reflection).** There is 1 critical book reflection for which students are responsible. Students will respond in a written essay to Duane Elmer’s *Cross-Cultural Connections*, Section Three, “Attitudes and Skills for Cultural Adjustments,” which comprises four chapters 9-12. This assignment is intended to apprise students of the necessary skills for cross-cultural effectiveness. The response paper should span approximately 6-7 pages assuming a 12-point Times New Roman font double spaced. Format for citations follow the Turabian (SOR Manual of Style) format. This response paper should take into consideration the author’s review questions and exercises at the end of each of the chapters.
- F. **Exam.** There will be 1 comprehensive Final Exam given at the end of this course. The exam will be drawn from the lectures and required readings. The best way to prepare for the exam is to pay close attention to the “Learning Objectives” section identified at the end of each lesson, and the “Final Exam Study Guide” provided. While these sections are not meant to be exhaustive and questions can come from material not specified in these sections, they provide a reliable guide that helps ensure students are grasping the main points.

### Evaluation:

A. Threaded Discussion	360
B. Course Projects	340
C. Exam	300



<b>Grading Scale:</b>		
The standardized grading scale provides a uniform foundation from which to assess your performance.		
Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
C-	1.7	700 – 729
D+	1.3	670 – 699
D	1.0	600 – 669
F	.0	0 - 599
<b>Letter Grade Equivalencies:</b>		
<b>A</b> = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.		
<b>B</b> = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.		
<b>C</b> = Quality and quantity of work in and out of class is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.		
<b>D</b> = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.		
<b>F</b> = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.		
<b>Unit and Time Distribution:</b>		
The time to complete each unit is approximately 17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.		

## POLICIES

### Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

### Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

### Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be



accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion)

- No late assignments will be accepted after the close of the final Unit.

## EXPECTATIONS

### Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

### Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)

- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

## IMPORTANT STUDENT INFORMATION

### Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email [academicsupport@leeuniversity.edu](mailto:academicsupport@leeuniversity.edu). It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

## BIBLIOGRAPHY

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- Bakke, Ray. *A Theology as Big as the City*. Downers Grove, Illinois: InterVarsity Press, 1997.
- Bakke, Ray & Jim Hart. *The Urban Christian: Effective Ministry in Today's Urban World*. Downers Grove, Illinois: InterVarsity Press.
- Bate, Stuart C. *Human Life is Cultural*. Pietermaritzburg, South Africa: Cluster Publications, 2002. Print.
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