LDR454 Cultural Intelligence Strategies

For the Acadeum Course Sharing Consortium

We're delighted to have you study at RMC! Please note the following policies:

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback!

Online Courtesy

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

RMC Grading Policy

Grade GradePoint

Grade	GradePoint	Description
A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A–	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B–	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C–	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D–	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass /Fail grading.
IN	Incomplete	
VW	Voluntary Withdrawal from a course before the course withdrawal deadline.	
AU	Audit - No grade awarded. Indicates that a minimum of 75% of classes have been attended.	

Grading Scale

A+ 97-100	A 93-96	A- 89-92
B+ 85-88	B 80-84	B- 76-79
C+ 72-75	C 67-71	C- 60-66
D 55-59	F 0-54	

Plagiarism & Academic Misconduct at Rocky Mountain College

A. Plagiarism Defined

Plagiarism - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

B. Penalties

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.
2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.
3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.
4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

C. Penalties and Their Application

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.
2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

Copies of the official policy regarding Plagiarism and other academic offenses can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."

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LDR454 Cultural Intelligence Strategies
Rocky Mountain College
Credits: 3

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Course Description & Purpose

With the changing nature of the world due to globalization and the direct impact this has on ministry, this course will help students better navigate strategically within ministry. Cultural Intelligence, (CQ) is a scientific model for developing effective influence within transnational environments, and therefore is essential for the ever-changing cultural landscape of the church.

This course will study the historical and developmental realities of CQ, and develop personal tools for the implementation of strategically intelligent plans. It will cause the student to master the concept of CQ, and be able to bring culturally intelligent leadership to any place of work or ministry.

The course is broken up into five main areas:
A.   The history of Cultural Intelligence
B.   The scientific model of Cultural Intelligence
C.   Mastering Cultural Intelligence
D.   Strategic Initiatives
E.   Implementation of Cultural Intelligent strategies

Course pre-requisites: HTH274, ICS150

Texts

Ang, Soon and Linn Van Dyne, eds. *Handbook of Cultural Intelligence: Theory, Measurement, and Applications*. London: Routledge, 2008.

Livermore, David. *Leading with Cultural Intelligence: The New Secret to Success*. 2nd ed. New York: AMACOM, 2015.

Course Objectives
At the end of this course, students will be able to,
- Implement the concepts of and relating to Cultural Intelligence
- Adapt their strategic skill-set according to their context
- Communicate and create a culture of culturally intelligent skills related to strategic initiatives to their peers within a ministry context.
- Exhibit effective cross-cultural presentation skills.
- Implement culturally intelligent training for an organization.

Course Outline

Module	Topic	Time Expectations	Textbook Reading	Assignment Due

1	Conceptualization of Cultural Intelligence (CQ)	7-9 hours	Handbook preface, p. 3-15	All Module Requirements
2	Developing Cultural Intelligence	7-9 hours	Handbook p. 56-68	All Module Requirements
3	The Cultural Intelligence Scale	7-9 hours	Handbook p. 16-36; 71-87	All Module Requirements
4	The 4-Factor Model of CQ	7-9 hours	Handbook p.41-53	All Module Requirements
5	Culturally Intelligent Leadership	7-9 hours	Leading by Cultural Intelligence	All Module Requirements
6	Culturally Intelligent Ministry	7-9 hours	Handbook p.271-288	All Module Requirements
7	CQ as Strategy	7-9 hours	Handbook p.91-106; 356-374	All Module Requirements
8	Contextualizing CQ	7-9 hours	Handbook p.243-256; 257-270	All Module Requirements
9	Culturally Intelligent Thinking	7-9 hours	Handbook p. 375-387	All Module Requirements
10	Culturally Intelligent Communications	7-9 hours	N/A	All Module Requirements

Course Requirements and Grading

Module Requirements

Each module is divided into 3 main categories, each requiring work by the student.

1. Information
   a. You are required to complete all reading prior to starting your module.
   b. You are required to complete each modules knowledge quiz as part of the information. **Grade 25%**

2. Imitation
   a. For each module, you are required to interact with a CQ-cohort (by your creation), to communicate the information you studied in a culturally appropriate way. Your objective is to learn how to communicate the information in culturally strategic methods, and then have your cohort report back to you how well you accomplished this task. **Grades are**

Complete/Incomplete with 2% on your final grade to be docked for incomplete work per module.

      b. Upon completing the required dialogue for a module, complete an analysis of effective cross-cultural dialogue and prepare a 1-2 page report to fulfill your Module requirements. (specific requirements can be found in your module.) **Grades are Complete/Incomplete with 2% on your final grade to be docked for incomplete work per module**.

   3. Innovation

      a. As part of a module, you are required to understand the general objectives of the content you studied and practiced. Your synthesis should include how you plan to incorporate your new learning into your life rhythms. You should include any adjustments you should make in your life to fully incorporate the new learning into your culturally intelligent lifestyle. **Grades are Complete/Incomplete with 2% on your final grade to be docked for incomplete work per module**.

      b. Reflect on a personal area of understanding or growth that you experienced during the learning objectives of this module. **Grades are Complete/Incomplete with 2% on your final grade to be docked for incomplete work per module**.

Assignments

1. History and Scientific Model of CQ Paper 20% - Due End of Course

You must research and prepare a 8-10 page paper evaluating the history and scientific model of Cultural Intelligence. This paper must show the short history of CQ and understand key individuals in the development of the model. Please note what cultural background these individuals come from and how this could influence their own cultural intelligence.

You must research the scientific model of CQ as per the main text for this class. You must master the scientific expectations of CQ and grasp the nature of intelligence measurement.

2. Strategic Implementation Paper 20% - Due End of Course

You must research and write an 8-10 page paper on the strategically implementing CQ in your current leadership or ministry role. This paper should show that you have mastered the concept of strategy and be able to communicate the difference between strategy and tactics.

3. CQ Measurement 10% - Due End of Course

You must complete Appendix A from the Handbook and have 4 people from different cultures then your own, complete Appendix B for you and submit.

4. Reading 25% Due as per Module assignment.

Course Grading:

Model of CQ paper	20%
Strategic implementation paper	20%
Quizzes	25%
CQ measurement	10%
Reading	25%

RMC uses APA style for all courses. Our latest style guidelines are available on our website (rockymountaincollege.ca under "Resources" – "RMC Writing Support")

College policy states that faculty may not receive assignments after the time of the last exam for that semester, unless an "Incomplete Grade" has been approved by the Academic Dean.

Facilitator Expectations of Students

What is expected of the student who wishes to succeed in this course.

- Effective time management
- Regular participation in discussions;
- regular logging in to course webpage to:
    - o check due dates,
    - o keep up with readings/videos
    - o check messages and announcements;
- seek feedback or clarification from facilitator regarding questions about assignments, extensions, technical difficulties etc.;
- ability to communicate effectively in writing
- ability to regularly access the internet

Student Expectations of Facilitators

What students can expect from you.

- Prompt response to email messages
- Clear communication about your availability for consultation
- Timely turn around for assignment grading
- Constructive feedback on assignments
- Regular communication
    - o Weekly announcements
    - o Personal emails
    - o Bulletins about recent advances in the field of study
    - o Live chat sessions

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