GOLDEN GATE BAPTIST THEOLOGICAL SEMINARY
Northern California Campus
I1511-11 Global Leadership
Thursday, 8:00-10:50 am
(2 hr credit)
Dr. Lisa M. Hoff
Spring 2016
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COURSE DESCRIPTION

This course presents a framework of biblical and cultural leadership models, values and skills for leadership influence in multicultural settings by providing practical insights and tools that impact global leadership effectiveness in non-traditional, cross cultural and multicultural contexts.

COURSE LEARNING OUTCOMES

Upon completion of the course the student will:
1. Compare and contrast cultural leadership theory with biblical leadership models and evaluate the importance of biblical principles in cross-cultural leadership around the globe (J1, J3, J4, C7, C10, F11, R19, M15).
2. Gain an understanding of cultural and emerging leadership practices, and how such practices can be applied cross-culturally (J5, C9, C10, F12, M16, R18).
3. Develop multicultural awareness along with the knowledge and skills required to direct positive and productive relationships and change within culturally diverse groups (J3, J5, C6, C7, C9, F13, M17, R20).
4. Adapt the personal leadership model for future work in globalizing ministry contexts (J3, C6, C8, C10, F11, F12, F13, M15, R19, R20, R21)
5. Demonstrate the ability to create appropriate leadership strategies necessary for the effectiveness in the rapidly changing multi-cultural ministerial contexts (J2, J5, C6, C9, F12, F14, M16, R19, R21).

MINIMUM COURSE COMPONENTS:

The student will be exposed to the following basic subject areas:
1. Basics of leadership theory from a Christian perspective including how spiritual leaders emerge and how they may be developed.
2. Culture and leadership issues such as the anthropological bases for leadership, organizational culture, team leadership, cross-cultural leadership, leadership emergence patterns and the introduction of change.

The student will be expected to master the following skills/ minimum content:
1. Understanding of foundational biblical values for Christian leaders in multi-cultural settings.
2. Apply and effectively evaluate global leadership values and theories to the multi-cultural ministry contexts to improve leadership effectiveness.
3. Develop coaching and cross-cultural communication skills relevant to leadership.

The student will be expected to develop a conceptual framework for:
1. An understanding of the connection between worldview, culture and leadership.
2. The development of biblical leadership in cross-cultural and multicultural contexts.

The student will demonstrate affective growth in the following areas:
1. Clarifying their own understanding of global leadership through experiencing different cultural values and models of leadership.
2. Analyze and articulate strengths and biases of ones own leadership style and to gain appreciation for the role of culture in group dynamics.
3. Critically reflect on their own capacity for global leadership and improving leadership effectiveness in multi-cultural settings.

Class Values and Expectations

- Attendance: Class attendance is mandatory and is considered by the professor to be a reflection of your willingness to learn. It is understood that unusual circumstances arise; however, every effort needs to be given to being in class each week. Missed class will mean a deduction in your participation grade and only two missed classes will be allowed during the semester. *More than two missed classes will mean a failing grade in this class.*
- Class Participation: Students are expected to bring their best to each class and participate fully in discussion. Every student brings a unique perspective and is an intricate part of the learning process. The professor will determine a score for you at the end of the class.
- Technology in the Classroom: Please turn off your cell phones (or smart phones, etc.) before each class. The use of laptops and tablets in the classroom is only allowed for the purpose of note taking. If you fail to abide by this and, for example, surf the web during class time, you will lose participation points. These points will be deducted without notification.
- Academic Excellence: This is a Master's level course. All work will be evaluated with this academic expectation. All work should be typed in Turabian format. Meeting deadlines, attention to details, and high standards are all considered in grading at this level of education.
- Professional Courtesy: Students are expected to show respect for instructors and classmates regardless of opinion, value, and cultural differences. Students should give one another equal opportunity to express opinions, experiences, and ideas. All students should be supportive of a cooperative learning environment and provide a "safe place" for others to process and grow in his or her thinking.

- Plagiarism: There is a *no tolerance* policy for plagiarism in this class. In the Webster's Dictionary plagiarism is defined as "to steal and pass off (the ideas or words of another) as one's own; to use (another's production) without crediting the source; to commit literary theft; present as new and original an idea or product derived from an existing source." If a student is caught plagiarizing the ideas or writings of another he or she will *receive an F for the class*.

REQUIRED TEXTS

Bordas, Juana. *Salsa, Soul, and Spirit: Leadership for a Multicultural Age*. San Francisco, CA: Berrett-Koehler Publishers, Second Edition, 2012.

Lingenfelter, Sherwood. *Leading Cross-Culturally: Covenant Relationships for Effective Christian Leadership*. Grand Rapids, MI: Baker Academic, 2008

Plueddemann, James. *Leading Across Cultures*. Downer's Grove, Ill: IVP, 2009

COURSE SCHEDULE

Date	Topics	Readings
February 4	Understanding Global Leadership Kingdom Values and Vision	Lingenfelter Ch.1-3
February 11	A New Era of Leadership Creating Covenant Community	Plueddemann Intro, 1&2 Lingenfelter Ch. 4-7
February 18	Power Distance and Worldview **Book Review**	Plueddemann Ch. 4-6 Lingenfelter Ch.8-11
February 25	Individual vs. Communal Identity	Plueddemann Ch. 7&8
March 3	**Mid-term**	
March 10	Contextualized Leadership	Plueddemann Ch. 9-12 Bordas (pgs. 45-57)
March 17	Cross-Cultural Leadership **Cultural Leadership Patterns**	Lingenfelter Ch. 12&13 Plueddemann Ch. 3
March 24	Diversity in Transformational Leadership Leadership Styles in Minority Communities	Bordas Principle 1, 3-6

March 31	Spring Break	
April 7	Integrating Leadership Perspectives	Bordas Parts 3-4
April 14	**Final Exam**	

Course Evaluation and Grading

Weekly Attendance/Participation	75 pts	(20%)
Cultural Leadership Patterns	125 pts	(25%)
Book Review	100 pts	(15%)
Mid-Term Exam	100 pts	(20%)
Final Exam	100 pts	(20%)

Class Total: 500 points

<u>Grading Scale</u>

A	98-100		C	80-83
A-	95-97		C-	77-79
B+	93-94		D+	75-76
B	89-92		D	72-74
B-	87-88		D-	70-71
C+	84-86			

Late Work Policy: Assignments will be collected by the end of class on the date they are due. Any class assignments turned in after that class will receive a 10% reduction in points. Any class assignments turned in over one week late will receive only half credit (a 50% reduction). No assignments will be accepted after they are 10 days late.

ASSESSMENT & BASIC ASSIGNMENTS

Book Review
Write and submit an academic book review of *Leading Across Cultures*. A book review of this nature should include the following:

1. Identifying the author's intent and purpose in writing the book.
2. Determining whether the author achieved his/her objectives in the book and specifically outlining how this was or was not accomplished.
3. Critiquing the strengths (or weaknesses) of the author's argument/ presentation, (i.e. the review will engage in a critical evaluation of the text.)
4. Evaluating or at least making relevant observations as to the usefulness or practical application of the material in this book.

Due Date: February 18
Length of Review: 5 pages

Cultural Leadership Patterns:*
Interview three ministry leaders involved in multi-cultural or cross-cultural leadership. The interviews should include questions regarding how they serve the needs of a diverse community; what activities, if any, are done to cultivate greater ethnic awareness and understanding, as well as how they deal with conflict that may result from prejudices, stereotypes, or difference in cultural values. Use specific instances to draw upon as well as the literature from class. It is required that you also provide adequate reflection upon the three interviews and give your perspective on what you have heard.

Due Date: March 17
Length of Paper: 6-8 pages

ePORTFOLIO

Reflections
All degree-seeking students must reflect on the work completed as part of this course and the manner in which the course contributed to his/her growth in relation to the five Essential Leadership Characteristics referenced in the syllabus under Course Learning Outcomes. These reflections must be recorded in the student's ePortfolio and a copy emailed to the professor no later than the last class period.

Artifacts
This class contains assignments that are due both for a grade and are required to be be attached to your ePortfolio as a "learning artifact." GGBTS reviews these artifacts as a way of judging the effectiveness of the Seminary's academic program. The review normally occurs after the student's graduation and without reference to student identity. Students are encouraged to remove title page or header/footer containing their name prior to attaching the artifact to their ePortfolio.

*upload paper to e-Porfolio

Bibliography

* Barna, George. *Leaders on Leadership: Wisdom, Advice, and Encouragement on the Art of Leading God's People.* Ventura, CA: Regal Books, 1994.

Brislin, R.W. *Understanding Culture's Influence on Behavior* (2nd ed.). Fort Worth, TX: Hartcourt College Publishers, 2000.

Clinton, J.Robert. *Coming to Conclusions on Leadership Styles*. Altadena, CA: Barnabas Publishers, 1986.

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* Covey, Stephen R. *Principle-Centered Leadership*. New York: Summit Books, 1990.

* De Pree, Max. *Leadership Is An Art.* New York: Doubleday, 1989.

* _____. *Leadership Jazz.* New York: Currency/Doubleday, 1992.

* Drucker, Peter. *Managing the Non-Profit Organization*. New York: Harper Business, 1992.

* Gibbs, Eddie. *Church Next: Quantum Changes in How We do Ministry*. Downers Grove: InterVarsity Press, 2000.

Hagberg, Janet. *Real Power: Stages of Personal Power in Organizations.* Minneapolis, MN: Winston Press, 1984.

* Helgesen, Sally. *The Web of Inclusion*. New York: Currency/Doubleday, 1995.

* Hesselbein, Goldsmith, and Marshall. *The Organization of the Future.* San Francisco: Jossey-Bass, 1997.

* Hesselbein, Frances, Marshall Goldsmith, Richard Beckard *The Leader of the Future: New Visions, Strategies, and Practices for the Next Era*. Drucker Foundation Leadership Series. San Francisco: Jossey-Bass Publishers, 1999.

* Hiebert, Paul G.. *Cultural Anthropology*. Grand Rapids, MI: Baker. 1983.

* Kouzes, James M. and Barry Z. Posner. *The Leadership Challenge*. San Francisco: Jossey-Bass Publishers, 1987.

LeBaron, M. *Bridging Cultural Conflicts: A New Approach for a Changing World*. San Francisco: Jossey-Bass, 2003.

* Luzbetak, Louis J. *The Church and Cultures: New Perspectives in Missiological Anthropology.* Maryknoll NY: Orbis,1990.

Lyon, David. *Jesus in Disneyland: Religion in Postmodern Times*. Cambridge, UK: Polity Press, 2000.

Nisbett, R.E. *The Geography of Thought: How Asians and Westerners Think Differently…and why*. New York: Free Press, 2003.

* Ortiz, Manuel. *One New People: Models for Developing a Multiethnic Church*. Downers Grove: InterVarsity Press, 1996.

Peterson, Brooks. *Cultural Intelligence: A Guide to Working with People from other Cultures*. Yarmouth, ME: Intercultural Press, 2004.

* Rhodes, Stephen A. *Where the Nations Meet: The Church in a Multicultural World*. Downers Grove: InterVarsity Press, 1998.

* Voges, Ken. *Understanding How Others Misunderstand You.* Chicago: Moody Press, 1990.

* Present in GGBTS Library in one or multiple listings.
** Present in GGBTS Library in earlier edition.