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 one’s 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**


**COURSE SCHEDULE**

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

Grading Scale

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<tr>
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<td>C</td>
<td>80-83</td>
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<tr>
<td>A-</td>
<td>95-97</td>
<td>C-</td>
<td>77-79</td>
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<td>B+</td>
<td>93-94</td>
<td>D+</td>
<td>75-76</td>
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<td>89-92</td>
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<td>D-</td>
<td>70-71</td>
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<tr>
<td>C+</td>
<td>84-86</td>
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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


* Present in GGBTS Library in one or multiple listings.
** Present in GGBTS Library in earlier edition.
Writing and assessing course-level expected learning outcomes. Although the term “Expected Learning Outcome” may be new, the process of identifying the key concepts or skills that students are expected to learn during specific courses is not. Many people are more familiar with the terms “course objective” or “course competency.” Expected learning outcomes are really very similar to both of these concepts, so if you The learning outcomes for this accounting course might be: Learners are able to generate invoices. Learners understand how to process income tax payments. Learners can demonstrate how to properly set up payroll. Student Learning Outcomes are statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a Course or Program. SLO's specify an action by the student that must be observable, measurable and able to be demonstrated. Grades are objectives. SLO's are measurable and observable outcomes. Objectives - Grades. Outcomes - SLO's. Objectives are intended results or consequences of instruction, curricula, programs or activities. Learning outcomes are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program, and help students understand why that knowledge and those skills will be useful to them. They focus on the context and potential applications of knowledge and skills, help students connect learning in various contexts, and help guide assessment and evaluation. Good learning outcomes emphasize the application and integration of knowledge. Course Learning Outcomes (CLO) are nested within Program Learning Outcomes (PLO), as we explored in Step 1.12. Learning outcomes should align with the key course components of curriculum content, learning and teaching activities, and assessment. How to write learning outcomes Use these criteria as a guide when developing your learning outcomes. 168 People Used View all course á€œá€. á¨ Visit Site. Writing and Assessing Course-Level Student Learning Outcomes. Good www.depts.ttu.edu.