

Course: **IC-676 D(N) Leadership in Intercultural Contexts (Legacy)**
Credit: 3 Semester Hours
Semester: Summer 2025 Session 1 (May 12 – June 17, 2025)
Time: TBD
Instructor: Dr. Joshua Paxton, Joshua.paxton@calvary.edu, Office: CABRE 108
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I. DESCRIPTION

This course will examine differing leadership styles and cultural expectations on leadership roles. The student will be encouraged to develop the quality of interculturality and the ability to adapt their leadership style to differing cultural contexts. (Prerequisite ED610, IC636).

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments, and interaction outside of the class period are done in the learning management system.

II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Gain understanding of leadership style differences across the cultural landscape. (PLO 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
2. Describe how God has designed you to contribute to leadership differences. (PLO 2, 4) (A 1, 2, 3, 4, 5, 6, 7)
3. State your understanding of how a biblical approach to leadership and leadership development has the potential to enhance cultural transformation. (PLO 2, 3) (A 1, 2, 3, 4, 5, 6, 7)
4. Articulate your approach to leadership, and leadership development within your cultural context. (PLO 2, 3) (A 1, 2, 3, 4, 5, 6, 7)
5. Outline how you will adapt your leadership style to differing cultural contexts. (PLO 1, 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)

B. Specific competencies to be achieved. The student will:

1. Identify key leadership differences across the spectrum of cultural variance. (PLO 2, 3, 4) (A 4, 5, 6, 7)
2. Develop a biblical and culturally appropriate leadership style for Gospel-centered transformation. (PLO 2, 3, 4) (A 4, 5, 6, 7)
3. Create a project for presenting and educating upcoming leaders within a chosen cultural context. (PLO 2, 3, 4) (A 4, 5, 6, 7)
4. Explore a strategy for relational transformation through the practical application of leadership adaptation in your chosen cultural context. (PLO 2, 3, 4) (A 4, 5, 6, 7)

III. REQUIREMENTS

- 1.** Read through **all** of *Transformational Growth: Intercultural Leadership/Discipleship/Mentorship* according to the tentative Schedule. This reading is to be reported in Canvas when entirely completed as listed in the tentative schedule. Also write a 5-page reaction paper to this text. Non-research APA format. See the document "How to Write a Book Review."
- 2.** Read through **all** of *The Mentor's Guide: Facilitating Learning Relationships*. This reading is to be reported in Canvas when entirely completed as listed in the tentative schedule. Also write a 5-page reaction paper to this text. Non-research APA format. See the document "How to Write a Book Review."
- 3.** Read through **all** of *Leading Cross-Culturally: Covenant Relationships for Effective Christian Leadership*. This reading is to be reported in Canvas when entirely completed as listed in the tentative schedule. Also write a 5-page reaction paper to this text. Non-research APA format. See the document "How to Write a Book Review."

4. Annotated Bibliography

Conduct an additional 500 pages of reading / research on Intercultural or Relational Leadership. The professor will provide a recommended reading list. For all the reading (including course textbooks) write an annotated bibliography, instructions given in class.

4. Participation/Discussion

As a Legacy course most of the content will be through reading and individual research. However, the professor will arrange to meet with the student once/per week to discuss the material covered in the course textbooks and additional items. Participation in these meetings is required.

5. Final Project

Throughout the course students will be introduced to different concepts and principles involved in leadership and cross-cultural leadership styles. Students are encouraged to reflect on how these principles play out in practice within their own teaching or ministry context.

During the first week of class the student will decide on a culture to examine throughout the course. The student is highly encouraged to study a culture in which they currently work or minister. Also, as this course builds on IC 636 the student is encouraged to draw upon research previously conducted for that class and to utilize it in this assignment.

Option 1: Write a 20-page research paper in which you summarize the most important cultural principles relevant to leadership in your chosen context. What leadership styles are present, what cultural issues will help or hinder leadership and/or mentoring leaders? What are culturally appropriate leadership strategies? How does a relational approach the leadership help to solve these challenges?

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This paper should be in Research Paper, APA Format. With a minimum of 6 sources (3 from class and 3 additional). This paper builds on the research conducted in Intercultural Communication. The student is advised to reexamine that research and incorporate it into this paper.

Option 2: Alternatively, the student can also choose to create a Power Point or Prezi presentation. There is no slide limit, however you must effectively cover each topic from class, and add additional resources as necessary. The student is advised to begin this project as soon as possible. Presentations should be around 30 minutes in length and the student will present it to the professor and potentially an audience of other students.

IV. METHODS

A. In-class methods: listening to lectures, participating in class discussions, writing, and taking tests.

B. Out-of-class methods: reading, writing, research, and studying for tests.

1. Grading:

	<u>Points</u>
1. Lingenfelter Reading.....	100
2. Zachary Reading.....	100
3. Plueddemann Reading and Paper.....	100
4. Annotated Bibliography.....	200
5. Final Project.....	200
6. Attendance/Discussion.....	300

Total = 1000 Points

2. "See Grading Scale in college catalog"

C. The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

D. All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition. Unless otherwise indicated book reports and study questions may be in non-research format, interviews and other research papers should be in research paper format. A copy of the Turabian Style Guide is available on the Clark Academic Center page of Calvary's website.

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- E. Late Assignments:** Assignments will be penalized according to the professor's late policy as explained in Canvas.
- F. Plagiarism:** Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.
- Any assignment that includes plagiarism will receive a zero (0) grade. Students should note that papers will be submitted in Canvas via "Turn-It-In". This program automatically gives the student's work a plagiarism score, students should strive for a score less than 20.*
- G. Disabilities:** Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support
- H. The Clark Academic Center** (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.
- I. Attendance Policy** – Calvary has no official attendance policy, the attendance policy of the professor will be explained in class and in Canvas.

V. MATERIALS

A. Required

The Bible (Instructor will use ESV)

Lingenfelter, Sherwood G. *Leading Cross-Culturally: Covenant Relationships for Effective Christian Leadership*. Grand Rapids: Baker Academic, 2008. (Amazon \$16.14; Kindle \$12.99) ASIN: B00B85AFKQ

Wan, Enoch, Mark Hedinger, and Jon Raibley. *Transformational Growth: Intercultural Leadership/Discipleship/Mentorship*. Portland: Western Academic Publishers, 2023. (Amazon \$19.99; Kindle \$9.99) ISBN-13: 978-1954692183

Zachary, Lois J. *The Mentor's Guide: Facilitating Effective Learning Relationships*. 3rd Ed. San Francisco: Jossey-Bass, 2022. (Amazon \$42.00; Kindle \$34.00) ISBN-13: 978-1119838185

VI. TENTATIVE CLASS SCHEDULE

A schedule will be posted in Canvas prior to the start of class