

**Associated Canadian Theological Schools  
CLD 535: Cross-Cultural Encounter**

Professor of Record: Brian Cooper, Ph.D.  
Instructor: Sherman Lau, MA  
Spring 2012  
1 credit hour  
Prerequisites: CLD 510

Email: sherman.lau@twu.ca  
Phone: 604.513.2133  
March 2-3, 2012  
Lab Fee: \$150.00 (see 3.)

### **I. Course Description**

Effective Christian leaders have an understanding of, and an appreciation for, the nature and role of Christian leadership and ministry in multicultural settings. This course provides first-hand exposure to leadership realities encountered in Canadian multicultural settings. The CLD student has now taken all of the Christian Leadership Development courses, dealing with such topics as the foundations of Christian leadership (CLD 510), personal dimensions of leadership development (CLD 531), power, change, and conflict (CLD 532), mentoring, team-building, and equipping (CLD 533), and establishing values, vision, and strategic planning processes (CLD 534). CLD 535 Multicultural Leadership Encounter explores these various foci as they relate to leadership in and among Canadian multicultural settings. The course includes readings and assignments in advance of the weekend, group discussion and journaling during the encounter, and analysis and personalization of the basic principles of Christian leadership in multicultural settings after the weekend. Assignments are reflective, observation based, ministry, corporate church focused, and application oriented.

### **II. Objectives**

By the end of this course, each student will be able to:

- 1) Appreciate the need for cross-cultural bridging skills;
- 2) Experience a variety of means by which to gain access into diverse cross cultural settings and people groups;
- 3) Identify practical issues arising from the dynamic of cultural interaction and be able to address in a positive way the value of diverse orientations, patterns of working, and styles of communication;
- 4) Gain an understanding of the way ethnic groups differ regarding their understanding of time, space, judgment, crises, goals, and self-worth;
- 5) Identify principles which relate to ministering cross culturally;
- 6) Discern, analyze, and personalize the implications of Christian leadership in Canadian multicultural settings.

### **III. Logistics**

Group size will be no less than ten (10) and no greater than twelve (12) participants. Students will be registered on a “first come, first served” basis. Priority will be given to students requiring CLD 535 in order to graduate in Spring 2012. CLD 535 will be offered each Fall and Spring semester.

Class will be in session ca. 9:00 a.m. to 7:00-8:00 p.m. Friday and Saturday (flexible ending time both days). Missing any portion of the two-day experience will result in failure of the course.

Participants will be responsible for their own transport to and from campus each morning and evening; transportation during the day will be provided by ACTS.

The noon and evening meals will be provided Friday evening and Saturday all day. Meals will be taken in “indigenous” settings—that is, we will eat the foods of the cultural group with whom we are interacting.

The lab fee will be applied toward transportation and meal costs.

### **IV. Course Textbooks**

Livermore, David A. *Cultural Intelligence: Improving Your CQ to Engage Our Multicultural World*. Grand Rapids, MI: Baker Academic, 2009

Plueddemann, James E. *Leading Across Cultures: Effective Ministry and Mission in the Global Church*. Downers Grove, IL: InterVarsity Press, 2009

## V. Course Assignments

- A. **Pre-Course Reading, Critical Reflection and Self-Assessment CQ (30%)**: Write a 1,000 word paper reflecting critically on the implications of the two course texts for Christian leadership in Canadian multicultural contexts. Be sure to identify the thesis and major supporting arguments of both texts. Students are also to complete Appendix B: Self-Assessment of CQ (pp. 259-267) in the course text, *Cultural Intelligence*, in preparation for in-class time. Integrate your results into the paper above in light of the views and principles expressed. If you do not live in and/or do not plan to minister in a Canadian context, write the paper reflecting on the implications of the texts for Christian leadership in your context.

**DUE: March 2, 2012**

- B. **Class Participation (15%)**: Students are expected to be fully engaged in group discussions and site visits that follow. Marks will be reduced for lack of participation. Class will be in session ca. 9:00 a.m. to 7:00-8:00 p.m. Friday and Saturday (flexible ending time both days). Missing any portion of the two-day experience will result in failure of the course. Do not ask to be excused early; if you have a schedule conflict, take the course next semester.

- C. **Journal (15%)**: Bring a notebook in which to keep a record of reflections and insights gained during the multicultural experience. These observations are intended to assist you in gaining cultural awareness and understanding. Topics to include in your journal are as follows:

- |                                      |   |
|--------------------------------------|---|
| ◇ basic religious tenets             | ◇ leadership development systems                        |
| ◇ lower mainland demographics        | ◇ view of, or responses to, power, change, and conflict |
| ◇ lower mainland sites of importance | ◇ mentoring, team-building, and equipping processes     |
| ◇ unique challenges in Canada        | ◇ values which shape identity                           |
| ◇ patterns of working                | ◇ means by which vision is established and realized     |
| ◇ styles of communication            |   |
| ◇ use of time and space              |   |
| ◇ sense of self and self-worth       |   |
| ◇ role of leadership                 |   |

Write a 500 word summary of your reflections and observations, with some attention given to how the experience affected you in developing cultural intelligence.

**DUE: March 9, 2012**

- D. **Growth and Integration Paper (40%)**: Using the CQ self-assessment, in-class discussions, journal and the course texts as your primary sources, write a 1,500-word paper outlining the impact, opportunities, and challenges of multiculturalism for you in your present or future ministry leadership setting. Integrate an action plan for developing your CQ.

**DUE: April 12, 2012**

### **Grading Scale**

Letter Grade	Percentage	Grade Point
A+	Superior	4.30
A	Excellent	4.00
A-	Very Good	3.70
B+	Proficient	3.30
B	Good	3.00
B-	Average	2.70
C+	Adequate	2.30
C	Acceptable	2.00
C-	Needs Work	1.70
F	Below Standard	0.00

### **VI. Course Outline**

Friday, March 2, 2012

9-12 Session 1 – Leadership, Cultural Values and the Bible

12-1 Lunch (on your own)

1-2 Guest Speaker: Dwayne Buhler (Missions Fest Vancouver)

2-5 Session 2 – Evaluate, Understand and Interpret Your CQ

5-6 Dinner

6-7:30 Panel Discussion: Leadership in a Multi-Cultural Context

Saturday, March 3, 2012

9:00AM-7:30PM Visiting religious and cultural sites around Lower Mainland

## ***Supplement: Important Academic Notes from ACTS***

### **Web Support – Student Portal <https://students.twu.ca>**

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

### **Campus Closure**

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page [www.twu.ca/library](http://www.twu.ca/library)) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the "student" side. A hard copy is given to incoming students in the fall.

**Please check with your professor to see which one he/she recommends you use!!**

### **Course Evaluations**

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link: [www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/Handbook.html).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

[http://acts.twu.ca/library/Plagiarism\\_Short.swf](http://acts.twu.ca/library/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.