

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

CLED 745

LEADERSHIP & CULTURAL CONTEXTUALIZATION

COURSE DESCRIPTION

This course assists leaders in defining “a vision for a preferred future” that is culturally and contextually appropriate. The course involves an analysis of the leader’s role as a communicator within and outside the organizational structure. It includes a focus on the role of public and private communication channels in moving the vision and mission of the organization forward. The course looks at communication success and failure in the context of culture, crisis and change. Skill sets are developed for leading people within the culture and ministry leadership context.

RATIONALE

Leadership no longer finds itself with the convenience of a single cultural environment. The global community has become a vital part of nearly every organizational environment. The Christian leader, by calling, must understand how the diversity of cultures can offer powerful opportunities to build community among leadership teams to accomplish the mission of the Christian ministry or organization with greater effectiveness.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Identify critical components of their leadership environment that help or hinder effective leadership. (PLO 2)

- B. Assess their personal cultural intelligence quotient. (PLO 2)
- C. Develop strategy for applying CQ insights to developing ministry leaders in the local church and/or Christian organization. (PLO 3)
- D. Explain the biblical foundations that require leaders to accurately understand the various and always changing cultural and ministry contexts both corporately and interpersonally. (PLO 1)

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Group Discussion Board Forums (4)

For this collaborative discussion board, the instructor will place the student into a group at the beginning of the course. The student is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 400 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be at least 200 words.

D. Book Critiques (2)

The student will write 2 Book Critiques that are 750–1,000 words and in current APA format. Book Critique 1 covers *Total Church: A Radical Reshaping around Gospel and Community*. Book Critique 2 covers *Driven by Difference: How Great Companies Fuel Innovation through Diversity*.

E. Leading in Cultural Context Paper – Proposal

The student will present a proposal for the Leading in Cultural Context Paper that identifies the specific topic of the paper, a suggested thesis statement for the paper, and at least 10 sources for the paper. The paper must address a topic related to leadership in diverse cultural environments. This assignment must be in current APA format.

F. Annotated Bibliography

The student will complete an Annotated Bibliography with at least 20 sources (including at least 5 articles, at least 5 books, and no more than 3 websites) in preparation for the Leading in Cultural Context Paper. The annotations must demonstrate how the resources are likely to be important to a thorough academic analysis of the student's topic or the application of cultural contextualization to one's leadership environment. The student will display critical analysis and interaction between writers rather than an "encyclopedic" listing style. Each annotation must be 150–200 words and in current APA format.

G. CQ Assessment

The student must complete the Cultural Intelligence Assessment online. Following the assessment, the student will write a reflection of at least 1,500 words. The report and reflection will be submitted in Blackboard.

H. Leading in Cultural Context Paper

The student will write a 4,000–5,000-word research-based paper in current APA format on a topic that focuses on leading a multicultural ministry team. The paper must include at least 15 sources in addition to the course textbooks and at least 20 citations in addition to at least 2 biblical references.

I. Reflection on Course

The student will write a 1,000–1,200-word reflection essay in current APA format. The essay will answer the question “How has this course shaped your thinking in the following areas related to leadership and cultural contextualization: 1) biblical community, 2) cultural intelligence, and 3) leading in a multi-cultural environment?”

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Group Discussion Board Forums (4 at 50 pts ea)	200
Book Critiques (2 at 100 pts ea)	200
Leading in Cultural Context Paper – Proposal	50
Annotated Bibliography	150
CQ Assessment	100
Leading in Cultural Context Paper	200
Reflection on Course	100
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Extra Credit

No additional “for credit” assignments will be permitted beyond those given in the course requirements stated above.

D. Course Changes

Course requirements are subject to change by the administration of the University at any time with appropriate notice.

E. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

CLED 745

Textbooks: Chester, Tim & Steve Timmis. *Total Church: A Radical Reshaping around Gospel and Community* (2008).

Hiebert, Paul G. *Transforming Worldviews: An Anthropological Understanding of How People Change* (2008).

Lingenfelter, Sherwood. *Leading Cross-Culturally: Covenant Relationships for Effective Christian Leadership* (2008).

Livermore, David. *Driven by Difference: How Great Companies Fuel Innovation through Diversity* (2016).

Livermore, David. *Leading with Cultural Intelligence: The Real Secret to Success* (2015).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Lingenfelter: Chs. 1-7 Hiebert: Chs. 1-4 2 presentations	Course Requirements Checklist Class Introductions Group DB Forum 1	10 0 50
2	Lingenfelter: Chs. 8-11 Chester: Chs. 1-13 1 presentation	Group DB Forum 2 Book Critique 1	50 100
3	Lingenfelter: Chs. 12-13 Hiebert: Chs. 5-8 1 presentation	Leading in Cultural Context Paper (Proposal) Group DB Forum 3	50 50
4	Hiebert: Chs. 9-11 1 presentation	Annotated Bibliography Group DB Forum 4	150 50
5	Livermore (2015): Chs. 1-5 Livermore (2016): Chs. 1-11 1 presentations	Book Critique 2	100
6	Livermore (2015): Chs. 6-7 1 presentation	CQAssessment	100
7	Livermore (2015): Chs. 8-9 1 presentation	Leading in Cultural Context Paper	200
8	1 presentation	Reflection on Course	100
TOTAL			1010

DB = Discussion Board

NOTE: Each week begins Monday morning 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.