
Global Perspectives in Ministry Leadership for the 21st Century

I. DESCRIPTION

This course is an analysis of globalization and its implications for leadership. It includes an evaluation of the main components of key cultural theories, of cultural assumptions, and of how to manage cultural differences, and discusses global leadership strategies. Current literature on cross-cultural leadership is reviewed, and strategies of networking for the deployment of people and resources are discussed. Students are encouraged to think “outside the box” and explore the development of entrepreneurial ventures in ministry. 3 hours.

II. OBJECTIVES

At the conclusion of this course the student will...

1. Understand key historical and contemporary international events, trends, and processes that affect global ministry leadership in the 21st century. (Knowledge and Understanding)
2. Analyze the validity of recognized cross-cultural and entrepreneurial leadership theories in the context of globalization and ministry. (Judgment and Design)
3. Demonstrate knowledge and comprehension of effective leadership strategies used in various churches, para-church ministries, communities, organizations, and groups in selected areas of the world. (Performance and Action)
4. Articulate personal positions on religious, cultural, ethical, societal, economic, and political differences on the world stage that create differing cross-cultural organizational needs and differing social identity based leadership perspectives. (Judgment and Design)
5. Define a clear understanding of one’s own culture and identity through a cross-cultural lens, entrepreneurial ministry venture, and discussions. (Commitment and Identity)
6. Articulate Biblical answers to key theological questions raised by the church and/or the world that pertain to globalization and its implications for leadership. (Performance and Action)

III. TEXT AND SOFTWARE

Required:

Roberts, Bob. *Glocalization: How Followers of Jesus Engage the New Flat World*. Grand Rapids, Mich: Zondervan, 2007. ISBN: 9780310267188 pp. 208 \$18.99.

Crouch, Andy. *Culture Making: Recovering Our Creative Calling*. Downers Grove, Ill: IVP Books, 2008. ISBN: 9780830833948 pp. 284 \$26.00.

Plueddemann, Jim. *Leading Across Cultures: Effective Ministry and Mission in the Global Church*. Downers Grove, Ill: IVP Academic, 2009. ISBN: 9780830825783 pp. 230 \$20.00.

Goossen, Richard J., and R. Paul Stevens. *Entrepreneurial Leadership: Finding Your Calling, Making a Difference*. Downers Grove, Ill: IVP Academic, 2009. ISBN: 978083083773 pp. 180 \$18.00.

Logos Research Systems, Inc. *Logos Bible Software 5 – Silver Library*. Oak Harbor, WA: Logos Research Systems, Inc, 2012. <https://www.logos.com/product/24539/silver> \$499.

Recommended:

Corbett, Steve, and Brian Fikkert. *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor-- and Yourself*. Chicago, IL: Moody Publishers, 2012. ISBN: 9780802457066 pp. 274 \$14.99.

Haslam, S. Alexander, Stephen Reicher, and Michael Platow. *The New Psychology of Leadership Identity, Influence, and Power*. Hove, England: Psychology Press, 2011. ISBN: 9780203833896 pp. 267 \$26.46.

Ormerod, Neil, and Shane Clifton. *Globalization and the Mission of the Church*. London: T & T Clark, 2009. ISBN: 978056744005 pp. 217 \$44.95.

IV. REQUIREMENTS

A. EXAMS AND DISCUSSION BOARD (50%)

EXAMS: There are two exams. They include multiple choice questions, fill-in the blanks, matching key terms and ideas to people and places, questions requiring short answers and essay answers. The exams will be taken on **Oct 22, 2013** and **Dec 17, 2013**, and will cover lecture notes, narrated PowerPoints (NPPT), and textbook/supplemental readings. You will take the exam in Blackboard, so you'll need a consistent internet connection, etc. (Knowledge and Understanding) (Means of Assessment for Objectives 1, 2, and 6).

DISCUSSION BOARD QUESTIONS [Six Total] – You are expected to participate in the discussion board (DB #) when assigned by responding to the posted question(s) and interacting with your fellow students. Post initial response beginning on Friday night and conclude your responses to other people's posts by Tuesday. Late initial discussion board posts will receive a 10% reduction in grade per day beginning on Saturday, up to a total of 30% off – after which posts

will not be accepted (questions will be posted in the Discussion Board section of Blackboard). (Knowledge and Understanding; Commitment and Identity) (Objectives 1, 2, 4, and 5)

Procedure:

1. Review the grading rubric and become familiar with its contents.
2. Complete the assigned **videos** and readings before answering the discussion questions. You may use material from your reading in your posts.
3. Answer the chosen discussion question; you are limited to 250 words in your post (150 words minimum). Your initial post must follow standard grammatical conventions; however, responses may progress at a more colloquial level.
4. Again, submit your initial post by Friday night.
5. Review the responses of your classmates and react appropriately. You are required to comment on a minimum of two of your classmate's posts. These responses must occur within the Friday-Tuesday timeframe. The responses do not have to be any specific length. As you respond to your classmates' posts, please keep these questions in mind: What did you like or agree with? What resonated with you? What are you wondering about or curious about? What would you like further clarification about?

When submitting discussion board posts, you will lose points for:

- Not following the format (over 250 words [under 150] and/or missing word count in both original and subsequent posts [NB: 250 word limit applied to subsequent posts but no minimum is required for those])
- Not answering the question asked
- Failing to engage with proper academic discourse on this topic
- Responses that only summarize a previous post and do not move the discussion forward
- Tones that are polemical in nature or disparage scholarship (these are likely to be deleted, including any subsequent responses to them)

B. WRITTEN ASSIGNMENTS:

GLOBAL-MINISTRY BRIEFING PROJECT (25%): Using the resources from The GLOBE Project, *Glocalization, Leading across Cultures*, and other supplemental material (*Globalization and the Mission of the Church*), put together a 'public briefing' on one of the country clusters/geographical areas of the world that informs leadership about doing ministry in that part of the world (including a US-based context that is dominated by one of these cultural contexts). The briefing will be appropriate for preparing leaders and ministry volunteers for their first-time encounter with the specific geographic area. The briefing should provide a substantial understanding of the international culture, social identities, politics/governance, economics, courtesies, sensitivities, etc. as necessary for them to lead effectively and engage in ministry in that context (as well as the nine cultural dimensions, six leader styles and prototype scales). This will be presented in class and should be a contextually appropriate production. (Performance and Action) (Means of Assessment for Objectives 3, 4, 6) **Due Nov 12, 2013 (for all students even if you are not scheduled to present that day, see course schedule for presentations).**

ENTREPRENEURIAL MINISTRY VENTURE (25%): Using the resources from *Entrepreneurial Leadership* and other supplemental material (*When Helping Hurts*), put together a prospectus for a unique ministry venture (i.e., one that has not yet been thought-of) for the same

geographical area of the world for which you presented a global-ministry brief. The prospectus must be culturally-appropriate, aware of the way existing social identities serve as connecting points for the gospel/project involved, and reflect engagement with the global and local context. This proposal must include the way your own cross-cultural awareness and social identities contribute to the likelihood of success for this venture (use the resources from the GLOBE Project). This will be presented in class and should be a contextually appropriate production. (Commitment and Identity) (Means of Assessment for Objectives 3-6) **Due: Dec 3, 2013 (for all students even if you are not scheduled to present that day, see course schedule for presentations).**

V. GRADING

A. Moody Theological Seminary Grading Scale

Letter Grade	Percentage Equivalent	Explanation
A	96-100	Exceptional Work
A-	94-95	Excellent Work
B+	92-93	Very Good Work
B	89-91	Good Work
B-	87-88	Above Average Work
C+	83-86	Average Work
C	79-82	Work Needs Improvement
C-	75-78	Minimally Acceptable Work
F	0-74	Unacceptable Work

B. Attendance Policy – attendance is expected in the class. The final grade will be reduced one level (e.g., A- to B+ or B to B-) for each *unexcused* absence beginning with the second unexcused absence. Students should contact the professor via e-mail before class in order to obtain and excused absence.

C. Plagiarism – Plagiarism is taking the ideas or words of another person and presenting them as one’s own. Sometimes plagiarism is an intentional act of deception. Sometimes it is simply the result of ignorance, carelessness, or sloppy work. In either case it is unethical and constitutes a serious infraction of Seminary policy. When the words or ideas of others are used, proper credit must be given either in a footnote or in the text. Consequences of plagiarism will normally follow a three-step process:

First offence – a grade of F is given for the assignment; the professor must notify the Registrar and Dean of Students. A statement goes into the student’s file.

Second offence – a grade of F is assigned for the course; the professor must notify the Registrar and Dean of Students. A statement goes into the student’s file. The Dean of Students and/or Registrar will notify faculty of students who incur a second offense in this area.

Third offence – the professor must notify the Registrar and Dean of Students. The student may be suspended or dismissed from the Seminary. A statement goes into the student’s file.

Upon recommendation of the Academic Standards Committee faculty, consequences for plagiarism may include dismissal from the Seminary or the revocation of a degree.

D. Recording the Class – students may not record the class lecture in any form. Permission to use notes is granted only for the personal use of the student and cannot be reproduced or posted in any other format.

E. Learning Disability. - If you have a proven learning disability, please contact Student Services and afterwards present to the instructor a concrete course of action to address the challenging elements for you. All this should be negotiated before the 100% refund drop date for the class.

F. Connection to MAML Outcomes. – This course seeks to accomplish and evaluate part of the following MAML program outcome: *This outcome is based on a solid foundation of biblical, theological, and leadership studies that will enable students to articulate, critically analyze, and evaluate the historical, theoretical, practical, legal, and ethical aspects of ministry leadership, including the principles, processes, and strategies of ministry leadership in a local or global context.* The learning outcomes for this course support this program outcome for the MAML (esp. #2 and #3 above on p. 1). The ministry venture project (along with the contextualization brief presentation) explicitly deals with this. They measure an awareness of the historical and global developments with regard to cross-cultural leadership skills. A copy of these papers along with the grading rubrics should be included in the **student portfolio** as evidence that the outcome has been achieved.

VI. CLASS SCHEDULE

<u>Date</u>	<u>Class Subject</u>	<u>Assignment Due</u>
Aug 27	Introduction to Course	
Sep 3	Globalization, Part 1	Start Roberts; video & DB 1
Sep 10	Globalization, Part 2	Complete Roberts; video & DB 2
Sep 17	Culture Making, Part 1	Start Crouch; video & DB 3
Sep 24	Culture Making, Part 2	Complete Crouch; video & DB 4
Oct 1	Leading across Cultures	Start Plueddemann

Oct 8	Entrepreneurial Leadership	Complete Plueddemann; video & DB 5
Oct 15	Missions Conference – No Class	
Oct 22	Midterm Exam (globalization and culture making)	
Oct 29	Special Topics: Dr. Fuder	Start Stevens
Nov 5	Special Topics: Dr. Pflederer	Complete Stevens; video and DB 6
Nov 12	Global Ministry Briefing Presentations	All projects due; order TBD
Nov 19	Special Topics: Dr. Naaman	
Nov 26	Global Ministry Briefing Presentations	Order TBD
Dec 3	Entrepreneurial Ministry Venture Presentations	All projects due; order TBD
Dec 10	Entrepreneurial Ministry Venture Presentations	Order TBD
Dec 17	Final Examination (leading across cultures and entrepreneurial leadership)	

VII. BIBLIOGRAPHY

Globalization

- Bolger, Ryan K. *The Gospel After Christendom: New Voices, New Cultures, New Expressions*. Grand Rapids, MI: Baker Academic, 2012.
- Goudzwaard, B., Mark Vander Vennen, and David Van Heemst. *Hope in Troubled Times: A New Vision for Confronting Global Crises*. Grand Rapids, Mich: Baker Academic, 2007.
- Goudzwaard, B., Brian Fikkert, Larry Reed, Adolfo García de la Sienna, and James W. Skillen. *Globalization and the Kingdom of God*. Washington, D.C.: Center for Public Justice, 2001.
- Jenkins, Philip. *The Next Christendom*. Oxford: Oxford University Press, 2007.
- Jones, Tony. *The New Christians: Dispatches from the Emergent Frontier*. San Francisco, CA: Jossey-Bass, 2008.
- Ott, Craig, and Harold A. Netland. *Globalizing Theology: Belief and Practice in an Era of World Christianity*. Grand Rapids, Mich: Baker Academic, 2006.
- Raschke, Carl A. *GloboChrist: The Great Commission Takes a Postmodern Turn*. Grand Rapids, Mich: Baker Academic, 2008.
- Rieger, Joerg. *Globalization and Theology*. Nashville: Abingdon Press, 2010.

Culture Making

- Carson, D. A. *Christ and Culture Revisited*. Grand Rapids, Mich: William B. Eerdmans Pub. Co, 2008.
- Carter, Craig A. *Rethinking Christ and Culture: A Post-Christendom Perspective*. Grand Rapids, Mich: Brazos Press, 2006.

- Hiebert, Paul G. *Transforming Worldviews: An Anthropological Understanding of How People Change*. Grand Rapids, Mich: Baker Academic, 2008.
- Howell, Brian M., and Jenell Williams Paris. *Introducing Cultural Anthropology: A Christian Perspective*. Grand Rapids, MI: Baker Academic, 2011.
- Lingenfelter, Sherwood G. *Transforming Culture: A Challenge for Christian Mission*. Grand Rapids, Mich: Baker Book House, 1992.
- Livermore, David A. *Cultural Intelligence: Improving Your CQ to Engage Our Multicultural World*. Grand Rapids, Mich: Baker Academic, 2009.
- Niebuhr, H. Richard. *Christ and Culture*. San Francisco: HarperSanFrancisco, 2001.
- Tanner, Kathryn. *Theories of Culture: A New Agenda for Theology*. Minneapolis: Fortress Press, 1997.

Cross-cultural Leadership

- Elmer, Duane. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, Ill: IVP Books, 2006.
- . *Cross Cultural Connections: Stepping Out and Fitting in Around the World*. Downers Grove, Ill: InterVarsity Press, 2002.
- . *Cross-Cultural Conflict: Building Relationships for Effective Ministry*. Downers Grove, Ill: InterVarsity Press, 1993.
- Lingenfelter, Sherwood G. *Leading Cross-Culturally: Covenant Relationships for Effective Christian Leadership*. Grand Rapids, Mich: Baker Academic, 2008.
- Livermore, David A. *Serving with Eyes Wide Open Doing Short-Term Missions with Cultural Intelligence*. Grand Rapids, MI: Baker Books, 2013.
- Moodian, Michael A. *Contemporary Leadership and Intercultural Competence: Exploring the Cross-Cultural Dynamics Within Organizations*. Los Angeles: SAGE, 2009.
- Shiraev, Eric, and David A. Levy. *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications*. Boston: Pearson Education, 2013.

Entrepreneurial Leadership

- Bacher, Robert, and Michael L. Cooper-White. *Church Administration: Programs, Process, Purpose*. Minneapolis: Fortress Press, 2007.
- Bygrave, William D., and Andrew Zacharakis. *Entrepreneurship*. Hoboken, NJ: Wiley, 2011.
- Cohen, Allan R., and David L. Bradford. *Influence Without Authority*. Hoboken: John Wiley & Sons, Inc, 2011.
- DuBrin, Andrew J. *Leadership: Research Findings, Practice, and Skills*. Australia: South-Western Pub, 2013.
- Fitch, David E., and Geoff Holsclaw. *Prodigal Christianity: 10 Signposts into the Missional Frontier*. Hoboken, N.J.: Wiley, 2013.
- Hisrich, Robert D., Michael P. Peters, and Dean A. Shepherd. *Entrepreneurship*. New York, NY: McGraw-Hill/Irwin, 2013.
- Roxburgh, Alan J., and Fred Romanuk. *The Missional Leader: Equipping Your Church to Reach a Changing World*. San Francisco, CA: Jossey-Bass, 2006.

Appendix – Grading Rubrics

Global Perspectives in Ministry Leadership for the 21st Century

Grading Rubric for Exams (Mid-Term and Final) (Means of Assessment for Objectives 1, 2, and 6)

Total Possible Points: 50

Evaluation Criteria	Advanced	Proficient	Not Yet There	Not There at All
Organization 15 points	Information is organized and clearly addresses the questions asked. Reflects thought and new knowledge gained in this course. 13-15 points	Information is organized and answers questions. Shows some theological reflection, but overlooks advanced information. 10- 12 points	Information is organized but not well-constructed and lacks reflection on what was supposed to be learned. 8-9 points	Information is disorganized, rambling and lacks consideration for the requisite learning. 0-7 points
Quality of Information 15 points	Information clearly relates to the questions. Essay and short answer questions include supporting content, and details indicate learning has occurred and are supported by scripture references where appropriate. 13-15 points	Information remains on the topic and contains some supporting information from scripture for its contention. It is clear learning has occurred. 10- 12 points	Information, while good, lacked details and no examples were given from scripture. 8-10 points	Information has nothing to do with what was taught in the lectures, the reading, or the class discussion. 0-7points
Mechanics 10 points	No grammatical, spelling, or punctuation errors. Sentence structure reflects standard English usage. Handwriting is clear and there are no problems in determining what was intended by the student. 9-10 points	Minimal grammatical, spelling, or punctuation errors. Sentence structure contains errors. Handwriting a problem. 6-8 points		Too many grammatical, spelling, sentence structure, or punctuation errors for a graduate student. Handwriting unacceptable. 0 points
Timeliness 10 points	Exam was turned in on time. 9-10 points	Problems with timeliness, i.e. had to be warned. 6-8 points		Did not complete the exam before the time limit. Exam had to be taken from student. 0 points

Grading Rubric for the Discussion Boards (Objectives 1, 2, 4, and 5)

Total Possible Points: 25

Evaluation Criteria	Advanced	Proficient	Not Yet There	Not There at All
Development of Ideas 8 points	Well-developed ideas; introduces new ideas; stimulates discussion 8 points	Developing ideas; sometimes stimulates discussion 7 points	Poorly developed ideas which do not add to discussion 6 points	May post some comments but comments are off topic 0-5 points
Evidence of Critical Thinking 8 points	Clear evidence of critical thinking-- application, analysis, synthesis and evaluation. Postings are characterized by clarity of argument, depth of insight into theoretical issues, originality of treatment, and relevance. Sometimes include unusual insights. Arguments are well supported. 8 points	Beginnings of critical thinking; postings tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts rather than address issues. 7 points	Poorly developed critical thinking. Did not answer the question posed. Did not move the discussion forward. Posts were returned for content related reasons. 6 points	Little to no evidence of critical thinking about the question. 0-5points
Response to Other Students and Instructor 5 points	Interacts at least twice with other students and/or instructor. Used proper academic discourse. 5 points	Interacts at least once with other students and/or instructor. Post showed sub-academic language and/or disparaged theological endeavors. 4 points		Does not enter discussion. Tones were polemical and unacceptable. Posts were deleted and/or returned for unacceptable discourse. 0 points
Timeliness and Mechanics 4 points	Individual message and at least two responses posted before deadline. Standard English mechanics and grammar were used in the initial post. Included word count (WC 250). Did not quote others (only paraphrased) 4 pts	Noticeable problems with mechanics or late postings. Did not include word count. Quoted others rather than paraphrased. 3 points		No messages posted (or no acceptable posts were able to be posted because of moderating processes) 0 points

Grading Rubric for Global Briefing Presentation (Means of Assessment for Objectives 3, 4, 6)

Total Possible Points: 50

Evaluation Criteria	Advanced	Proficient	Not Yet There	Not There at All
Development of Ideas 15 points	Well-developed glocal perspective. Leadership and ministry context clear. Reflects course books, lectures, and relevance to the church. 13-15 points	Developing glocal perspective. Leadership and ministry context evident (somewhat). Generally reflects course books, lectures, and relevance to the church. 10- 12 points	Poorly developed glocal perspective. Leadership and ministry context minimal. Reflects little from course books, lectures, and relevance to the church. 8-9 points	May contain some glocal perspective but not much. Leadership and ministry context missing. Does not reflect course books, lectures, and relevance to the church. 0-7 points
Evidence of Critical Thinking 15 points	Clear evidence of critical thinking-application, analysis, synthesis and evaluation. paper is characterized by clarity of argument, depth of insight into issues, originality of treatment, and relevance. Sometimes include unusual insights. Arguments well supported. 13-15 points	Beginnings of critical thinking; paper tends to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts rather than address issues. 10- 12 points	Poorly developed critical thinking. Demonstrates minimal knowledge and comprehension of the glocal context being studied. 8-10 points	Little to no evidence of critical thinking about the glocal context. It is not clear if the student even knows which issues are to be addressed. 0-7points
Oral Presentation 10 points	Presentation exceeded expectations. Answered questions correctly. 9-10 points	Presentation met expectations and did a good job answering most of the questions. 6-8 points		Presentation did not meet expectations. Questions were not answered. 0-5 points
Timeliness and Mechanics 10 points	Position paper was turned in on the deadline. ESV employed. Standard English mechanics and grammar were used, Turabian followed. 9-10 points	Noticeable problems with mechanics or late. Turabian problems, wrong version of the Bible used, did not follow page length restrictions. 6-8 points		Not turned in on time, mechanics unacceptable, page limit exceeded, wrong version used, grammar unacceptable. 0-5 points

Grading Rubric for Ministry Venture Presentation (Means of Assessment for Objectives 3-6)

Total Possible Points: 50

Evaluation Criteria	Advanced	Proficient	Not Yet There	Not There at All
Development of Ideas 15 points	Well-developed ministry venture; supports ideas properly; Reflects reflection on glocal setting. 13-15 points	Developing ministry venture; supports ideas; Reflects some reflection on glocal setting. 10- 12 points	Poorly developed ministry venture; little support for ideas; Reflects minimal reflection on glocal setting. 8-9 points	May contain some ideas about the ministry venture; no support for ideas; Reflects reflection on glocal setting is missing. 0-7 points
Evidence of Critical Thinking 15 points	Clear evidence of critical thinking-application, analysis, synthesis and evaluation. paper is characterized by clarity of argument, depth of insight into theological issues, originality of treatment, and relevance. Sometimes include unusual insights. Arguments well supported. 13-15 points	Beginnings of critical thinking; paper tends to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts rather than address issues. 10- 12 points	Poorly developed critical thinking. Demonstrates minimal knowledge and comprehension of the ministry idea being developed. 8-10 points	Little to no evidence of critical thinking about the ministry venture. It is not clear if the student even knows the purpose of the assignment. 0-7points
Oral Presentation 10 points	Presentation exceeded expectations. Answered questions correctly. 9-10 points	Presentation met expectations and did a good job answering most of the questions. 6-8 points		Presentation did not meet expectations. Questions were not answered. 0-5 points
Timeliness and Mechanics 10 points	Position paper was turned in on the deadline. ESV employed. Standard English mechanics and grammar were used, Turabian followed. 9-10 points	Noticeable problems with mechanics or late. Turabian problems, wrong version of the Bible used, did not follow page length restrictions. 6-8 points		Not turned in on time, mechanics unacceptable, page limit exceeded, wrong version used, grammar unacceptable. 0-5 points