

MIN 660: CULTURAL INTELLIGENCE

GRAND RAPIDS THEOLOGICAL SEMINARY

Fall 2008

Thurs., 12:00-02:40 p.m.

Classroom: Wood 105

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Description of course: This course is designed to give students an introductory grasp of Cultural Intelligence (CQ)—a person’s ability to adapt successfully to different national, organizational, and professional cultures. Students will examine literature and perspectives from the fields of anthropology, sociology, and organizational leadership as well as studying cultural engagement in light of the biblical narrative. The course is intended to serve ministry leaders in shepherding missional communities of incarnational ministry.

Objectives. Because of this course, students should be able:

- 1) To identify the key dimensions and processes involved in intercultural understanding as related to ministry leadership.
- 2) To gain consciousness regarding the ethnic and organizational cultures of one’s ministry context.
- 3) To discern the underlying assumptions of one’s own cultural perspective.
- 4) To strengthen one’s ability to discern the underlying assumptions of other cultures.
- 5) To promote the personal humility, sensitivity and mutual respect that mature, Christ-honoring relationships across cultures require.
- 6) To develop a plan for utilizing CQ in one’s own ministry.

Course Readings:

Bosch, D. (2001). *A Spirituality of the Road*. Eugene, OR: Wipf & Stock.

Emerson, M.O. & C. Smith (2000). *Divided by Faith : Evangelical Religion and the Problem of Race in America*. New York: Oxford University Press.

Lingenfelter, S. & M. Mayers. (2003). *Ministering Cross-Culturally: An incarnational model for personal relationships*. Grand Rapids: Baker Books.

Livermore, D. (2009—in press). *Cultural Intelligence: Improving Your CQ to Engage our Multicultural World*. Grand Rapids: Baker Books. **(A pre-publication manuscript is available for MIN 600 students only at the GRTS bookstore)**

Stewart, E. & M. Bennett. (1991). *American Cultural Patterns: A Cross-Cultural Perspective*. Yarmouth, ME: Intercultural Press.

Dooling, R. (1994). *White Man’s Grave*. New York: Picador.

OR

Kingsolver, B. (1998). *The Poisonwood Bible: A Novel*. New York, New York: Harper Collins.

Bibliography

- Ang, S. & L. Van Dine (eds.). (2008). *Handbook of Cultural Intelligence: Theory, Measurement, and Applications*. New York: M.E. Sharpe.
- Bolman, L. & T. Deal. (2003). *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco: Jossey-Bass.
- Bosch, D. (2001). *A Spirituality of the Road*. Eugene, OR: Wipf & Stock.
- Bosch, D. (1991). *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll, NY: Orbis Books.
- Collier, M.J. (1989). Cultural and intercultural communication competence: Current approaches and directions for future research. *International Journal of Intercultural Relations* 13, 287-302.
- Cultural Intelligence. (Special Issue—February 2006). *Groups and Organization Management*, 31:1.
- Dooling, R. (1994). *White Man's Grave*. New York: Picador.
- Earley, P. C. and Ang S. (2006). *CQ: Cultural Intelligence at Work*. Stanford, CA: Stanford University Press.
- Earley, P. C. & Ang S. (2003). *Cultural Intelligence: Individual Interactions Across Cultures*. Stanford, CA: Stanford University Press.
- Elmer, D. (2002). *Cross-Cultural Connections: Stepping out and Fitting in Around the World*. Downers Grove, IL: InterVarsity Press.
- Emerson, M.O. & C. Smith (2000). *Divided by Faith : Evangelical Religion and the Problem of Race in America*. New York: Oxford University Press.
- Fadiman, A. (1997). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Strauss, and Giroux.
- Hall, E.T. (1961). *The silent language*. Greenwich: Premier Books.
- Hiebert, P. (1994). *Anthropological Reflections on Missiological Issues*. Grand Rapids: Baker Publ.
- Hofstede G. (1980). *Culture's consequences: International differences in work-related values*. Newbury Park, CA: SAGE.
- Kluckhohn, C., & Kroeber, A.L. (Eds.). (1952). *Culture*. New York: Random House.
- Lingenfelter, S. & M. Mayers. (2003). *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*. Grand Rapids: Baker Books.
- Livermore, D. (2008 in press). *Cultural Intelligence: Improving your CQ to Engage our Multicultural World*. Grand Rapids: Baker Books.
- Livermore, D. (2006). *Serving With Eyes Wide Open: Doing Short-Term Missions with Cultural Intelligence*. Grand Rapids: Baker Books.

Livermore, D. (2004). American or American't: A critical analysis of western training to the world. *Evangelical Missions Quarterly*. (40) 4: 458-66.

Newbigin, L. (1995). *The Open Secret: An introduction to the theology of mission*. Grand Rapids: Eerdmans.

Newbigin L. (1989). *The Gospel in a Pluralist Society*. Grand Rapids: Eerdmans.

Ramadachandra, V. (1996). *The Recovery of Mission: Beyond the Pluralist Paradigm*. Grand Rapids: Eerdmans.

Schein, E. (1985). *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.

Steffen, T. & L. McKinney Douglas. (2008). *Encountering Missionary Life and Work: Preparing for Intercultural Ministry*. Grand Rapids: Baker Books.

Stewart, E. & M. Bennett. (1991). *American Cultural Patterns: A Cross-Cultural Perspective*. Yarmouth, ME: Intercultural Press.

VanMaanen, J. (1978). People processing: Strategies of organizational socialization. *Organizational Dynamics*, 19-36.

Course Requirements:

1. Reading and Classroom Engagement (20%).

Students will complete the assigned readings according to the deadlines found in the "Class and Assignment Schedule" found at the end of the syllabus.

Please submit a reading log that lists the name of the reading and the date when it was completed. It's appropriate to respond to readings for some of the journal entries described in Course Requirement #3.

In addition, you are expected to be an active participant in the learning community for the week of the course. A community of learning encompasses both formal and informal interaction. It includes relationships between students just as much as the relationship between the teacher and each individual student. You are encouraged to be neither **invisible** nor **domineering** in this class. Hopefully we can construct a positive learning environment together.

While some students are adept at multi-tasking, students are to refrain from web-surfing, doing e-mail and other things that prevent us from fully engaging with one another during our brief time together. These kinds of parameters will help us construct a positive learning environment together.

Reading log due Nov. 13

2. CQ Personal Assessment (15%).

Students will complete the CQ Online Assessment (**cost is \$35**) and will find 5 peers to do so on their behalf **by September 11th**. More instructions will be given in class.

Upon receiving your CQ Profile/Feedback, complete the questions in the profile and devote at least one of your twenty journal entries to reflecting on your CQ profile.

Completion of CQ Online Assessment
(including getting 5 peers to do so on your behalf)
Due September 11

Response to CQ Profile
(through responding to questions in the profile)
Due October 09

3. CQ Journal (20%)

Complete 20 written journal entries, which include your personal observations, learning, questions, and/or theoretical insights, based on (1) the classroom meetings, (2) the course readings (3) your cross-cultural interactions and/or (4) your observations of cultural situations around you.

Of the 20 required journal entries:

- At least 5 and not more than 10 of the journal entries should be reflections done during or immediately after specific class times.
- At least 1 entry should be your reflections on your CQ Profile/Feedback Report
- At least 1 entry should be your reflections on the October 20th Talking Points
- Remaining entries can include the suggestions in the above paragraph.

Submit 10 typed journal entries by October 20
Submit the additional 10 typed journal entries by December 04

4. CQ Exemplar Report (10%)

Through some limited research (interviews, observation of previous encounters, referrals, etc.), students will select a cross-cultural ministry (an individual, team, and/or initiative) that exemplifies strong CQ service. Upon selecting a specific ministry/context, you need to gather some descriptive information about what is occurring in the ministry (either through previous experience with the ministry or through interviews etc.).

Part I of the report should be a brief description of the ministry and the context in which it occurs. Part II of the paper should describe why you think this individual/ministry positively exemplifies the four elements of CQ. In part II, be sure to walk through all four CQ elements specifically. You may also include some suggestions for how the individual/s could demonstrate even more cultural intelligence, but the primary emphasis is to seek an exemplar of CQ. Be sure to connect your reflections in Part II with content from classroom discussion and the course readings. Papers should be 4-5 pages.

Exemplar Report Due October 30

5. CQ Training Program (35%)

You will develop a CQ learning experience for use by a particular group (e.g. a short-term team, a group of inner city church planters, etc.) to brief and/or de-brief them for/from ministry among a particular cross-cultural group (e.g. the Dalit people, Uzbeks, seasonal farm workers in W. Michigan, etc.). The group you intend to train may be real or imaginary. Further, you may elect to work on this project independently or in pairs. The program should be designed in a way that it incorporates the seminal principles addressed in this course but don't simply take

class notes and re-package them. You need to “contextualize” cultural intelligence for the particular group being equipped.

The development of this training program should include a *participant’s guidebook* or notetaking guide, a *facilitator’s manual*, and all the materials you plan to use with your learning experience. The *participant’s guidebook* may include, but not be limited, to the following:

- Overview
- Objectives
- Inventories, assessments, tests, etc.
- Content (readings, handouts, exercises, descriptions of content, simulations)
- References as appropriate

The *facilitator’s manual* should include an introductory section, which includes:

- Target Training Group: Identify the prospective participants going through this training (e.g. a short-term team, a group of inner city church planters, etc.)
- Target Culture: Identify the culture for which this training is preparing people to work (e.g. Dalit people, Uzbeks, seasonal farming workers in W. Michigan, etc.)
- Format: Describe the format in which you envisage using these lessons (e.g. a weekend retreat; 1/month for 6 months, etc.). In addition, be explicit about whether this guide is for use in pre-encounter training, for use during the encounter, and/or post-encounter debriefing. Any of the above are fine. Your intended purpose should just be clear.
- Summary Outline: Provide a **brief** outline that summarizes what will be covered in each session

Following the introductory section, the *facilitator’s manual* should provide teaching notes for the content that will be covered. The notes can be in outline form but they do need to be complete enough that someone else could teach from them.

Other elements to consider for the *facilitator’s guide* may include, but not be limited, to the following:

- Objectives for each lesson
- Learner Characteristics
- Detailed lesson plans
- Instructional methods, materials, and/or media
- Time parameters
- Evaluation process (including assessments)
- References as appropriate

Again, the facilitator’s guide should include enough detail so that someone else could teach from it.

The training itself should be at least 5 hours and not more than 8. You should NOT plan to simply lecture. Rather, the guide needs to reflect active learning strategies with a high level of interaction.

You will be evaluated for the content, the degree to which you draw upon class texts and concepts, clarity, the flow, the form (grammar, lack of typos, etc.), and creativity in learning exercises.

While the training should prepare individuals for ministry in a specific context, you may want to incorporate some cultural-general approaches to the training as well as cultural-specific.

Due November 20th.

Student Evaluation: The final grade will be determined in light of the proportions indicated next to the assignments above.

Grading Scale

A	96-100	C+	77-79
A-	91-95	C	72-76
B+	87-90	C-	70-71
B	84-86	F	0-69
B-	80-83		

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Cornerstone University will make reasonable accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. (See Cornerstone University Undergraduate Catalog p.51). Students asking for disability accommodation should identify themselves to the professor at the beginning of the semester.

Tentative Class and Assignment Schedule

[* Assignments, including reading, are to be completed by 12:00 p.m. on the day they are due.]

DATE	FOCUS	ASSIGNMENT DUE *
Aug. 28	01. WHY CQ? Sociological Perspective	
Sept. 04	02. WHY CQ? Theological Perspective	<input type="checkbox"/> Complete Livermore Ch 1-2
Sept 11	No Class Meeting	<input type="checkbox"/> Complete Lingenfelter & Mayers <input type="checkbox"/> Complete Online CQ Assessment
Sept 18	No Class Meeting	
Sept 25	03. CQ Overview	<input type="checkbox"/> Complete Livermore Ch 3-4
Oct 02	04. Knowledge CQ: Culture and Language	<input type="checkbox"/> Complete Livermore Ch 5-7 <input type="checkbox"/> Complete Stewart & Bennett
Oct 09	05. Knowledge CQ: Values	<input type="checkbox"/> Complete Livermore Ch 8 <input type="checkbox"/> Submit CQ Profile Responses (and write 1 journal entry in your CQ journal where you reflect upon the results of your CQ Assessment)
Oct 16	06. Interpretive CQ: Awareness	<input type="checkbox"/> Complete Livermore Ch 9 <input type="checkbox"/> Submit 10 journal entries
Oct. 20	<u>Talking Points: Multicultural Min.</u>	<input type="checkbox"/> Complete Emerson & Smith <input type="checkbox"/> Complete 1 journal entry in response to Talking Points (hand in with remaining journal entries on Dec. 07).
Oct 23	No Class Meeting	
Oct. 30	No Class Meeting	<input type="checkbox"/> Complete Bosch <input type="checkbox"/> Submit CQ exemplar report (via e-mail)
Nov 06	07. Interpretive CQ: Logic Sets	<input type="checkbox"/> Complete Livermore Ch 10-12
Nov 13	08. Perseverance CQ	<input type="checkbox"/> Complete Livermore Ch. 13 <input type="checkbox"/> Complete Kingsolver OR Dooling <input type="checkbox"/> Submit Reading Log
Nov 20	09. Behavioral CQ	<input type="checkbox"/> Complete Livermore Ch 14 <input type="checkbox"/> Submit Training Program
Dec 04	10. Advancing CQ	<input type="checkbox"/> Complete Livermore Ch 15 <input type="checkbox"/> Submit second 10 journal entries