



Virtual Campus
School of Humanities & Leadership

Wayland Baptist University Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

Course Name:

LDRS6302 Intercultural Leadership & Communication

LDRS 5302 Foundations of Intercultural Leadership

Term and Year: Fall 2024 VC01

Full Name of Instructor: Dr. Kimberlee Mendoza

Office Phone and WBU Email Address: (806) 291-1106

Office Hours, Building, and Location: by Appointment

Class Meeting Time and Location: Online

Catalog Description: An in-depth examination of various cultures, communication styles, and intercultural leadership theories as they apply to society, organizations, and the individual.

Required Textbook and Resources:

ALL STUDENTS (6302 & 5302):

- Livermore, D. (2024). *Leading with Cultural Intelligence*, 4th edition. ISBN: 978-1400247448
- Mendoza, K. (2021). *Teaching Squirrels*. ISBN: 979-8547971365
- Sinek, S. (2017). *Leaders Eat Last*. 978-1591848011

(DOCTORATE 6302 only):

- Richards, E.R. and Brandon, J.O. (2012). *Misreading Scripture with Western Eyes: Removing Cultural Blinders to Better Understand the Bible*. ISBN: 978-0830837823
- Middleton, J. (2020). *Cultural Intelligence*. ISBN: 978-1472971784

Additional Resources:

Jeffcoat, J. *Outsourced*, the film.

Various Articles within Blackboard

Articles

Anderson, J.A. (2008). Driving change through diversity and globalization: Transformative leadership. Styus Publishing. ISBN: 978-1-57922 099-0

- Beeley, C. & Britton, J. (n.d.). Introduction: Toward a theology of leadership. *Anglican Theological Review*.
- Coleman, M. (2010). Women only networks supporting women leaders in education. *Emerald Journal of Educational Administration*, Vol. 48, No. 6, pp. 769-781.
- Earley, C. P., & Mosakowski, E. (2004). Cultural intelligence. *Harvard Business Review*. 82 (10), 139-146
- Hilton, J. L., & Von Hippel, W. (1996). Stereotypes. *Annual Review of Psychology*, 47(1), 237–271. <https://doi.org/10.1146/annurev.psych.47.1.237>
- Mendoza, K. R. (2019). Engaging gen z: A case study on motivating the post-millennial traditional college student in the classroom. David Publishing. Retrieved from <https://davidpublisher.com/Public/uploads/Contribute/5cd383fedd216.pdf>
- Ng, K.Y., Van Dyne, L., & Ang, S. (2009). From experience to experiential learning: Cultural intelligence as a learning capability for global leader development. *Academy of Management of Management Learning and Education*, 8: 511-526.
- Strawbridge, J. (n.d). The word of the cross: Mission, power, and theology of leadership. *ATLAS*.
- Thompkins, S. (2023). Emotional intelligence and leadership effectiveness: Bringing out the best. Center for Creative Leadership. Retrieved from <https://www.ccl.org/articles/leading-effectively-articles/emotional-intelligence-and-leadership-effectiveness/>

Videos

- Revolutions: <https://www.youtube.com/watch?v=xkrJH9tt4qQ>
- Seven Revolutions TED Talk: <https://www.youtube.com/watch?v=mt117m8bi7o>
- Leadership TV – What Makes a Global Leader: https://www.youtube.com/watch?v=_pMGJ9KJvBU
- Ten Leadership Theories in Five Minutes: <https://www.youtube.com/watch?v=XKUPDUDOBVo>
- Not good with names – Local name customs in a global village <https://www.ted.com/watch/ted-institute/ted-state-street/ma-shwe-win-cynthia-not-goodwith-names-local-name-customs-in-a-global-village>
- How late is too late! <http://www.bbc.com/news/av/uk-42913594/how-late-is-too-late>
- Navigating Generational Differences: https://youtu.be/kzfAOc4L6vQ?si=wy_eiswIextSV6io

Course Outcome Competencies: Although the outcomes will be the same, the method of completion may vary according to the topic selected for the semester. Upon the conclusion of this course students actively engaged in learning will be able to:

1. Distinguish and assess the various cultural differences and communication styles within an organization.
2. Resolve how to navigate within a diverse workplace and embrace differences of culture.
3. Analyze intercultural leadership styles and determine ways to most effectively navigate a diverse organizational landscape.
4. Illustrate an increase in cross-cultural skills and competencies necessary for global leadership through an oral presentation.

5. Produce strategies that would enable a leader to successfully communicate with globally diverse teams.

Attendance Requirements: As stated in the Wayland Catalog, students enrolled at one of the University's external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy.

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Disability Statement: "In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations."

Course Requirements and Grading Criteria: (Fill in—include information about term papers, projects, tests, presentations, participation, reading assignments, etc. and how many points or what percentage of the final grade each of these components or assignments is worth)

Following statement must be included following Course requirements and grading criteria:
"Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation."

Reading

Each week, you will complete the assigned reading.

(ATTENTION DOCTORAL STUDENTS: It is expected that doctoral students always have extra research in EVERY assignment beyond the reading. It is also recommended that you consider your dissertation topic as you collect articles that may help you later.)

Discussion

DOCTORAL (DSL) STUDENTS: Each student will be given a week to lead the discussion. You are expected to come up with a question for the week NO LATER THAN Wednesday, and then respond to students as they respond. (Assignments will be in Blackboard Week 1.) In addition, on the week that you aren't leading, you should respond with quality responses that include citations (250 words or longer)

MASTERS (MA) STUDENTS:

Each week on Wednesday, you will be given a topic. You must respond (250 words or longer) to the topic, including citations from the reading and videos for the week by Friday at midnight, and then comment on three peers with more than “I agree” responses by Sunday at midnight.

Assignment

These will vary each week. See the specific week for more information. They should always be formatted in APA formatting (TimesNewRoman 12-point font, double-spaced, with cover sheet, and one-inch margins).

Article Review

Each week you will review an article from a different culture. The link to the articles will be included in the week. You should treat this like a literature review. It should have a simple summary, a qualified opinion, and an evaluation. It is encouraged that you read the article a few times before critiquing. Garner an argument and then proceed to write it, citing the article.

Reflection

Each week you will personally reflect on the learning (any videos, lectures, reading, and discussion) and write into a document that you will turn in on Week 8. There is not word count for this assignment, but they must have depth. Reflections that seem to be written at the last moment will be marked down. They should adhere to APA formatting.

Table 1 Assignment Scores

ASSIGNMENT	POINTS	DUE
Discussions	800	Each week
CQ/EQ Quizzes	80	Week 1/4
Video on Stereotypes	200	Week 2
Generational Memo	100	Week 3
Reading Review	200	Week 4
SWOT Analysis	300	Week 5
Study Project	200	Week 6
Annotated Bibliography	200	Week 7
Reflections (60 pts each)	420	Week 7
Diversity Training Proposal	500	Week 8

TOTAL SCORE 3,000

SCHEDULE

WEEK ONE—Worldviews & Cultural Intelligence (CQ)

Reading:

MA: Read Livermore Pages 1-64

DSL: Livermore Pages 1-155; find two additional articles on worldviews and start reading the Richards & Brandon book.

Lecture: Watch the lecture on worldviews and culture.

Videos:

Culture and Leadership - <https://www.youtube.com/watch?v=fuHj3jsBdKE&t=8s>

Worldview Alters our View of the World - https://www.youtube.com/watch?v=7xqz4_tDOOO

Discussion: See instructions above.

Assignment:

Open CQ quiz in Blackboard. Take the quiz. No formal assignment this week, but you will need to complete the reflection below.

Reflection: Open a Word document and write a reflection on this week's content (should cite the reading, the lecture, and the videos). *In addition*, after you have rated your own CQ, answer the following questions in your reflection: How did you do? Where do you need to improve? Are you shocked by your rating? Why or why not?. It may be written in the first person. You will turn this in Week 7, but reflections that were clearly written in one sitting will be marked down.

MA: 500 words or longer; **DSL:** 1,000 words or longer

WEEK TWO—Categorizing & Stereotypes

Reading: Hilton & Von Hippel (article found in Week 2); Additional articles needed (see assignment)

Lecture: Watch the lecture in Blackboard.

Videos:

Don't Put People in Boxes - <https://www.youtube.com/watch?v=zRwt25M5nGw>

Social Experiment: <https://www.youtube.com/watch?v=nDuM7758SXI>

Do you judge me? https://www.youtube.com/watch?v=e_QsI0hU_g

I am not your Asian stereotype - https://www.youtube.com/watch?v=_pUtz75lNaw

Discussion: See instructions above.

Assignment: This week, you will be creating a video on stereotypes. Read the 1996 article provided this week. Then research more current articles on the topic. Does the 1996 article hold up, or is it lacking? Explain why or why not. Be sure to discuss both the research with the reading, and the videos this week. Then, explain your collective understanding of stereotypes and categorization. As a leader, what can you do to avoid both? Is there such a thing as overcompensating? Explain. Your discussion must include citations from all aspects of the learning. Considering Mendoza's lecture, show items (or photos) that demonstrate your three selves. There should be a clear understanding of each part. Lastly, explain God's view on stereotypes, using examples and scripture. Then explain how God's view conflicts with society's view. Lastly, explain how your view of yourself and others will affect your leadership.

MA: 5-10 minutes; **DSL:** 15-20 minutes

Reflection: Open a Word document and write a reflection on this week's content.

MA: 250 words or longer; **DSL:** 500 words or longer

WEEK THREE—Generational Differences & Intercultural Communication

Reading:

MA Mendoza Part Two and Thompkins article

DSL Mendoza's book and Thompkins article

Lecture: Watch the lecture in Blackboard.

Videos:

Navigating Generational Differences - https://youtu.be/kzfAOc4L6vQ?si=vZqpr_N0oDHxNHYP

How cross-cultural understanding can help - <https://www.youtube.com/watch?v=XvjaIrYlkIg>

Lost in Translation - <https://www.youtube.com/watch?v=QjEDxlzZnIo>

Discussion: See above.

Assignment: Let's assume that your company has had a problem with communicating across generations in the workplace. Write a 3-page memo to your employees on this topic. Be sure to make it formal. It should include citations. Upload Sunday by midnight.

Reflection: Open a Word document and write a reflection on this week's content.

MA: 250 words or longer; **DSL:** 500 words or longer

WEEK FOUR—Developing & Leveraging EQ for Leading

Reading:

DSL Middleton book;

MA Middleton book Part 1

Lecture: Watch the lecture in Blackboard.

Videos:

Emotional Intelligence in Leadership - <https://www.youtube.com/watch?v=6bbLWsvDW5o>

Discussion: See above.

Assignment:

- 1) BOTH: Take the EQ quiz https://greatergood.berkeley.edu/quizzes/ei_quiz/take_quiz.
- 2) **MA:** Then write a review on your reading that is 4-6 pages.
- 3) **DSL:** Write a book review on the Middleton book, highlighting the relevant details and the main argument. You should include citations throughout the review. This review should be 8-10 pages.

Reflection: Open a Word document and write a reflection on this week's content. Make sure to include the results of your quiz, and how EQ affects leadership. Use research in your response.

MA: 250 words or longer; **DSL:** 500 words or longer

WEEK FIVE—Work Culture

Reading:

MA Sinek Part 6 - 8

DSL Sinek Book; plus find two additional articles on work culture

Lecture: Watch the lecture in Blackboard.

Videos:

Three Ways to Create a Work Culture - <https://www.youtube.com/watch?v=2y8SA6cLUys>

Work Culture - <https://www.youtube.com/watch?v=ROVid3KE0WI>

Discussion: See instructions above.

Assignment: In a PowerPoint or Prezi, create a S.W.O.T. (strengths, weaknesses, opportunities and threats) analysis of your own work culture. (If you are not currently working, evaluate your church or former job.) Include a minimum of 8 each. Then explain a summary of the analysis. You will need to be on the slide speaking for each one. If you don't know how, go [HERE](#).

Reflection: Open a Word document and write a reflection on this week's content.

MA: 250 words or longer; **DSL:** 500 words or longer

WEEK SIX—Global Leadership

Reading:

DSL Richards & Brandon Book

MA Article: <https://hbr.org/2022/07/as-the-world-shifts-so-should-leaders>

Lecture: Watch the lecture in Blackboard.

Videos:

What Makes a Global Leader - <https://www.youtube.com/watch?v=hZhUAtoK9o>

Influential Leader - <https://www.youtube.com/watch?v=YLZ0Tkpls94>

Discussion: See instructions above.

Assignment:

MA Conduct an informal study of 10 to 20 people who are not the "same" race as you. Then create a chart, diagram, or graph that displays the data you collected. Write a short summary of what you discovered and any conclusions. (Note: You are coming up with your questions. Probably just 5-10.)

DSL Create a book review on your reading this week. What does Christian Global Leadership look like in context to the book?

Reflection: Open a Word document and write a reflection on this week's content.

MA: 250 words or longer; **DSL:** 500 words or longer

WEEK SEVEN—Intercultural Leadership

Reading: Reflect on all your reading and collect articles for your final paper

Lecture: None

Videos: None

Discussion: See instructions above.

Assignment: Collect articles for each topic: 1. Generational differences in the workplace, 2. Leading different cultures, ethnicities, and race in the workplace, 3. Overcoming gender bias, and 4. Supporting

International employees. You will create an APA annotated bibliography with four citations for each topic. Next week, you will be putting together a four-hour diversity training for your company (see Week 8 for full instructions.)

DSL: 2 articles for each one; **MA:** 1 article for each one

Reflection: Open a Word document and write a reflection on this week's content.

MA: 250 words or longer; **DSL:** 500 words or longer

WEEK EIGHT—DIVERSITY TRAINING

Reading: None

Lecture: None

Discussion: None

Assignment: You will create a plan for leading a four-hour diversity training in the workplace at your current organization. (If you are currently not working, you can create a workshop that you would share as a guest speaker at another organization.) Assume the supervisor has already approved this workshop, but needs to see the final presentation in *written* form. (Note: You will NOT be giving the 4-hour presentation; you are just creating the plan/schedule.) PLEASE use the headers I provided below, so that it is easily navigated.

You should include the following:

- 1) **SCHEDULE:** Create a complete schedule of activities for four hours (please include times, and don't forget a break and any time for refreshments).
- 2) **ICE BREAKER:** Create a short activity to "break the ice" with complete instructions and a list of any materials needed.
- 3) **SYNOPSIS:** Organize how you want to cover all four topics (from Week 8), and write a synopsis for each one. All resources from last week should be integrated. Be sure to include an activity that drives home your message in at least one of the topics.
- 4) **NEEDS:** List all supplies, technology, etc. that will be needed for the full event.
- 5) **RESOURCES:** List your resources (and any additional) from last week, without the annotation, in APA format.

Note: Make this your own. The list above is just the required content, but feel free to adjust and add to the project as you deem necessary. Keep it professional, but it can be formatted in a creative way.