

BGLOBAL STUDIES PROGRAM

PERSONAL & SOCIETAL TRANSFORMATION

SOCIAL – SPIRITUAL – EDUCATION – ECONOMIC

BECOMING A GLOBAL INFLUENCE



COURSE DESCRIPTION

The Bglobal Studies Program is designed to provide adult students, from multiple academic disciplines and levels (Bachelor or Master level), with global opportunities to see society in transformation. Each Bglobal Studies Program destination (China, Czech Republic, India, Israel & South Africa) examines the impact of ***S**ocial, ***S**piritual, ***E**ducation and ***E**conomic influencers on individuals and on society as a whole.

The *Bglobal Studies **SSEE** Transformation Model provides a framework to see God at work globally. The interdisciplinary nature of the Bglobal Studies Program enriches the students experience by equipping them to process transformation through multiple filters. The course is designed to encourage participants to explore their calling while serving where God has called them to serve

(The *Bglobal Studies Program **SSEE** Transformation Model can be found on page 7)

BGLOBAL STUDIES LOCATIONS

CHINA

China continues to be impacted daily through multiple global influences. The country is being reshaped and transformed through leaders in social, spiritual, educational and economic organizations. Participants learn about China's history as a past and present global leader while also experiencing the culture of this magnificent land.

CZECH REPUBLIC

Central Europe has been a key influencer on global culture, religion and business throughout history. In the heart of Central Europe, the Czech Republic is a young yet rapidly developing country (established in just 1993). Participants interact with social, political, religious and business leaders who are part of the transformation in this country.

SOUTH AFRICA

South Africa is experiencing dramatic societal transformation. Participants develop their own cultural intelligence as they interact with political, religious, business and educational leaders who are effecting change in this post-apartheid country.

ISRAEL

Israel is being impacted daily by its diverse religious, business, social and political influences. This unique experience provides individuals with opportunities to interact with transformational leaders from the country's various sectors. Participants explore their personal spiritual transformation as seen through scriptures of the Old and New Testaments.

INDIA

India is the most populous democracy in the world and a country which is being transformed by leaders of business, education, social and spiritual organizations. Participants examine the reshaping of this country and how India's rich culture is being impacted by its place in the world.

PROGRAM TOPICS (Bachelor and Master Level)

The topics to be covered in this Bglobal Studies Program include:

- The impact of globalization on society and individuals
- Best practices for understanding and developing Cultural Intelligence (CQ)
- Cross cultural communications
- Serving where God has called you to serve
- Models of personal and societal transformation

PROGRAM LEARNING OBJECTIVES (Bachelor and Master Level)

Upon completion of the Bglobal Studies Program participants will be able to:

- Identify assumptions related to the impact of globalization and cultural differences on him or her as an individual.
- Identify systems for improving cultural intelligence.
- Analyze the changes in their beliefs and assumptions gained through exposure to different cultures.
- Articulate how God uses people where they are called to serve
- Analyze the impact of social, spiritual, education and economic leaders on personal and societal transformation.

MASTER LEVEL PROGRAMS - LEARNING OUTCOMES

The following outcomes are expected of each graduate student in the Bglobal Studies Program:

- Through country specific resources, individuals will complete a journal which demonstrates a basic preparedness to participate in a Bglobal Studies Program.
- Based on current literature on CQ, participation in the Bglobal Studies Program and completion of the pre and post CQ Assessment, each participant will articulate the changes in his or her personal CQ Drive, Knowledge, Strategy and Action.
- Through country specific resources and completion of the Bglobal Studies Program, participants will develop a 15+ page “Personal & Societal Transformation Plan.” (Use the Bglobal Studies SSEE Model and interaction with various SSEE leaders.)

MASTER LEVEL - ASSIGNMENTS FOR EACH CLASS

Session	TOPIC	ASSIGNMENT	POINTS
ONE	CQ Knowledge	Pre-trip CQ assessment	40 POINTS – In Transformation Plan due in session 7.
	Foundational Knowledge Transformation & Country	Journal of readings (Globalization & SSEE Model)	80 POINTS - Journal due in session 7.
TWO	CQ Knowledge	Journal of CQ Readings	Cont. - Journal due session 7.
	Knowledge – Transformation & Country	Journal of readings (Globalization & SSEE)	Cont. - Journal due session 7.
THREE – FOUR	CQ Knowledge	Bglobal Studies Trip Journal of CQ Interactions	80 POINTS – Participation in Bglobal Studies Trip & Journal of interactions. Plan due in session 7.
	Knowledge – Transformation & Country	Bglobal Studies Trip– Journal of SSEE Interactions	
FIVE	CQ Knowledge	Post-trip CQ assessment	40 POINTS Plan due session 7.
		Begin CQ Analysis	Analysis of CQ Change. Plan due in session 7.
SIX-SEVEN	CQ Knowledge	Personal & Societal Transformation Plan -	160 POINTS - Personal & Societal Transformation Plan.
	Knowledge – Transformation & Country		

TOTAL POINTS

400 POINTS

Grading Guidelines:

The following grading scale (%) will be used for this course:

100 - 97	A	76 - 74	C
96 - 92	A-	73 - 70	C-
91 - 88	B+	69 - 67	D+
87 - 84	B	66 - 64	D
83 - 80	B-	63 - 60	D-
79 - 77	C+	Below 59	F

Pre CQ Assessment	40 Points	10 %
Reading Journals	80 Points	20 %
Bglobal Studies Program Interactions	80 Points	20 %
Post CQ Assessment	40 Points	10 %
Personal & Societal Transformation Plan	160 Points	40 %

Journals

Based on CQ resources, country specific topics, globalization and transformation, participants should journal the highlights of key concepts. This will serve as a reference for the student as they proceed through the Bglobal Studies journey. The journals should contain the following:

1. Readings Journal
 - CQ Readings
 - Readings assigned on:
 - Country specific topics
 - Globalization topics
 - Personal or Societal Transformation

Based on Bglobal Studies in-country interactions, participants should journal key interactions. Categorize these interactions by one (or more) of the SSEE Model of Transformation filters.

2. Personal & Societal Transformation Journal
 - Interactions or events which developed participants CQ
 - Interactions or events which highlighted the elements in the SSEE Model of Transformation

Writing Your Plan

(Master Level Programs)

Personal & Societal Transformation Plan

Transforming Society

It's a simple fact: For better or worse, social, spiritual, educational and economic leaders influence the communities in which they operate. They are uniquely positioned to relate with employees, vendors, professional peers, and political and social leaders. Christian leaders have an additional opportunity to use this influence to share the gospel in highly practical ways.

One of the most effective avenues to 21st Century transformation will be through viable, sustainable organizations across the globe that are focused on living out Christian principles and bettering the communities they influence.

Guidelines for Developing a Transformation Plan-

Participants will develop a "Personal and Societal Transformation Plan" based on the following format:

- Cover*
 - Table of Contents*
 - Body (15 pages minimum; must include all 4 sections below)
 - Bibliography*
 - Journals* (6-8 pages)
- (*Not counted as part of 15 pages)

Section 1: Developing Your Cultural Intelligence (CQ) (4-5 pages)

- Read Dr. Livermore's book on Leading with Cultural Intelligence: The New Secret to Success.
- Complete a pre-trip CQ Assessment no later than two weeks prior to departing on the Global Experience.
- Analyze various learning elements of the Global Studies trip and their impact on improving your understanding of globalization and cultural intelligence.
- Complete a post-trip CQ Assessment within one week of returning from the Global Experience.
- Articulate your personal change in CQ.

Section 2: Identification Of Assumptions On How Society Is Transformed (3 pages)

- Identify specific ways (based on your readings) through which society is transformed. Use the Bglobal Studies SSEE Societal Transformation Model.
- Articulate assumptions from the literature on how individuals and organizations transformation of society.

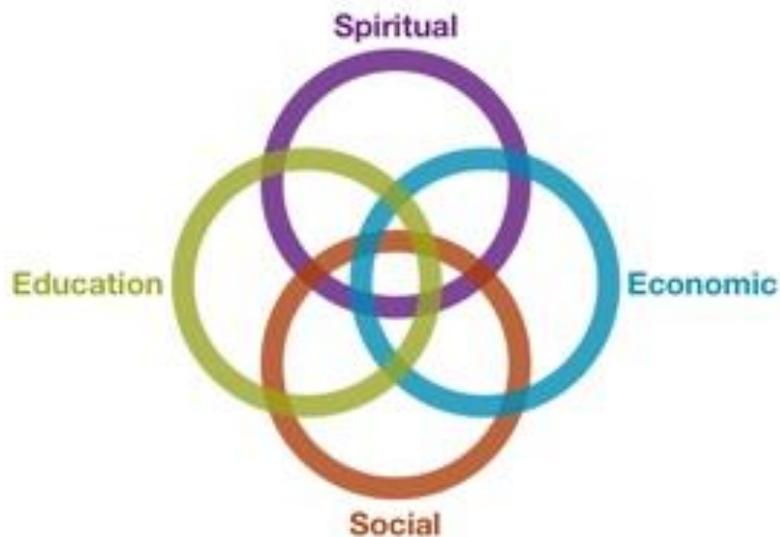
Section 3: Application of Transformation Through The Bglobal Studies Program (4-5 pages)

Participants will journal their Global Studies Program to:

- Articulate cases or examples of individuals and businesses transforming society.
- Analyze specific elements which have contributed to transformation (using the Bglobal Studies Program SSEE Societal Transformation Model).

Section 4: Articulate A Personal or Societal Transformation Plan (4-5 pages)

- Articulate a Personal or Societal Transformation Plan. Be sure to include:
 - Why do you think God has placed you where you are?
 - How you can be transformational in:
 - Personal influences (family, friends, etc.)
 - Society (neighborhood, work, church or the broader community)
 - Any unique way God is leading you to be transformational?



*Bglobal Studies Program
SSEE Societal Transformation Model*

Bglobal Studies Program

(Master Level)

Cultural Intelligence (CQ) Assessment

Cultural Intelligence Assessment

Measure your CQ pre
& post Global Studies
Program

Develop Your:

CQ Drive

CQ Knowledge

CQ Strategy

CQ Action

The **Bglobal Studies Program** is an important component of the educational programs for students at many universities. This experience creates an environment for students to examine how our world is changing through the integration of economics, cultural, political and social systems across geographical borders. Students observe the impacts of globalization first hand as they are exposed to varying cultures in a global setting.

The Bglobal Studies Program can be a transformative experience. A significant part of the transformation comes from students developing their Cultural Intelligence (CQ). According to author, Dr. David Livermore, *CQ is the capability to function effectively in a variety of national, ethnic, and organizational cultures*. It focuses specifically upon the skills and competencies needed to succeed in BOTH international and multicultural, domestic environments.

To assist students in developing their CQ, **all program participants are required to complete the CQ Assessment**, an evidence-based assessment developed by the Cultural Intelligence Center.

The process includes the completion of two online assessments, one pre-departure and the second after returning from the trip. Each student will receive a feedback report after each assessment. Feedback reports include information on their intercultural capabilities as well as questions for reflection that provide guidelines for including a personal CQ development plan into their **Personal and Societal Transformation Plan**.

For the CQ component of the Bglobal Studies Program, students will need to complete the following steps:

Step One: Complete the pre-departure online CQ assessment.

The pre-departure assessment takes approximately 20-25 minutes to complete. Prior to participating in a Bglobal Studies Program, a link, along with instructions, will be sent to students. Students must complete the pre-assessment **two weeks prior to the trip**. Upon completion of the assessment, a personal feedback report will be emailed directly to each student.

Step Two: Complete the second online CQ assessment.

Shortly after returning from the trip, students will complete the post-trip CQ assessment (20-25 minutes). A link, along with instructions, will be sent to students. The second assessment must be completed **no later than one week after returning from the trip**. Results from the second assessment will be emailed directly to each student.

Step Three: Include in their **Personal and Societal Transformation Plan** an analysis of their CQ capabilities as well as a personal plan for growth.

Students will also have as part of their global experience recommended reading, Dr. Livermore's book; *Leading with Cultural Intelligence*. It is ideal to have the book read **prior to the trip and **before** completing the pre-departure online assessment.

BACHELOR LEVEL PROGRAMS - LEARNING OUTCOMES

The following outcomes are expected of each bachelor student in the Bglobal Studies Program:

- Through country specific resources, individuals will complete a reading journal which demonstrates a basic preparedness to participate in a Bglobal Studies Program.
- Based on current literature on CQ, participation in the Bglobal Studies Program and completion of the pre and post CQ Assessment, each participant will articulate the changes in his or her personal CQ Drive, Knowledge, Strategy and Action.
- Through country specific readings and completion of the Bglobal Studies Program, participants will complete a 12 page “Bglobal Studies Experience Reflection Report.” The report should include an overview of learning activities experienced on the journey and the impact the interactions made on the student. (Use the Bglobal Studies SSEE Model to classify the various interactions on the journey.)

BACHELOR LEVEL - ASSIGNMENTS FOR EACH CLASS

Session	TOPIC	ASSIGNMENT	POINTS
ONE	CQ Knowledge	Pre-trip CQ assessment	40 POINTS – Assignments included in experience Reflection Report which is due in session 7
	Foundational Knowledge Transformation & Country	Journal of readings (based on SSEE Model)	80 POINTS- Journal due in session 7
TWO	CQ Knowledge	Journal of CQ Readings	Cont. - Journal due session 7
	Knowledge – Transformation & Country	Journal of readings (Globalization & SSEE)	Cont. - Journal due session 7
THREE - FOUR	CQ Knowledge	BGlobal Studies Experience Journal of CQ Interactions	80 POINTS – Participation in Bglobal Studies Experience & Journal of interactions. Report in session 7
	Knowledge – Transformation & Country	BGlobal Studies Experience Journal of SSEE Interactions	
FIVE	CQ Knowledge	Post-trip CQ assessment	40 POINTS Report due session 7
		CQ Critical Analysis	Analysis of CQ change in report session 7
SIX-SEVEN	CQ Knowledge	Bglobal Studies Experience Reflection Report	160 POINTS – Bglobal Studies Experience Reflection Report
	Knowledge – Transformation & Country		
TOTAL POINTS			400 POINTS

Grading Guidelines:

The following grading scale (%) will be used for this course:

100 - 97	A	76 - 74	C
96 - 92	A-	73 - 70	C-
91 - 88	B+	69 - 67	D+
87 - 84	B	66 - 64	D
83 - 80	B-	63 - 60	D-
79 - 77	C+	Below 59	F

Pre CQ Assessment	40 Points	10 %
Reading Journals	80 Points	20 %
Bglobal Studies Trip Interactions	80 Points	20 %
Post CQ Assessment	40 Points	10 %
Bglobal Studies Experience Reflection	160 Points	40 %

Journals

Based on CQ resources, country-specific topics, globalization and transformation, participants should journal the highlights of key concepts. This will serve as a reference for the student as they proceed through the Bglobal Studies journey. The journals should contain the following:

1. Readings Journal
 - CQ Readings
 - Readings assigned on:
 - Country specific topics
 - Globalization topics
 - Personal or Societal Transformation

Based on Bglobal Studies in country interactions, participants should journal key interactions. Categorize these interactions by one (or more) of the SSEE Model of Transformation filters.

2. Personal & Societal Transformation Journal
 - Interactions or events which developed participants CQ
 - Interactions or events which highlighted the elements in the SSEE Model of Transformation

Bglobal Studies Program

(Bachelor Level)

Cultural Intelligence (CQ) Assessment

Cultural Intelligence Assessment

Measure your CQ pre
& post Global Studies
Program

Develop Your:

CQ Drive

CQ Knowledge

CQ Strategy

CQ Action

The **Bglobal Studies Program** is an important component of the educational programs for students at many Universities. This experience creates an environment for students to examine how our world is changing through the integration of economics, cultural, political and social systems across geographical borders. Students observe the impacts of globalization first hand as they are exposed to varying cultures in a global setting.

The Bglobal Studies Program can be a transformative experience. A significant part of the transformation comes from students developing their Cultural Intelligence (CQ). According to author, Dr. David Livermore, *CQ is the capability to function effectively in a variety of national, ethnic, and organizational cultures*. It focuses specifically upon the skills and competencies needed to succeed in BOTH international and multicultural, domestic environments.

To assist students in developing their CQ, **all program participants are required to complete the CQ Assessment**, an evidence-based assessment developed by the Cultural Intelligence Center.

The process includes the completion of two online assessments, one pre-departure and the second after returning from the trip. Each student will receive a feedback report after each assessment. Feedback reports include information on their intercultural capabilities as well as questions for reflection that provide guidelines for including a personal CQ development plan into their **Bglobal Studies Experience Report**.

For the CQ component of the Bglobal Studies Program, students will need to complete the following steps:

Step One: Complete the pre-departure online CQ assessment.

The pre-departure assessment takes approximately 20-25 minutes to complete. Prior to participating in a Bglobal Studies Program, a link, along with instructions, will be sent to students. Students must complete the pre-assessment **two weeks prior to the trip**. Upon completion of the assessment, a personal feedback report will be emailed directly to each student.

Step Two: Complete the second online CQ assessment.

Shortly after returning from the trip, students will complete the post-trip CQ assessment (20-25 minutes). A link, along with instructions, will be sent to students. The second assessment must be completed **no later than one week after returning from the trip**. Results from the second assessment will be emailed directly to each student.

Step Three: Include in their **Bglobal Studies Experience Report** an analysis of their CQ capabilities as well as a personal plan for growth.

Students will also have as part of their global experience recommended reading, Dr. Livermore's book; *Leading with Cultural Intelligence*. It is ideal to have the book read **prior to the trip and **before** completing the pre-departure online assessment.

Writing Your Report

(Bachelor Level Programs)

Experience Reflection Report

Reflection Transforming Society

Social, spiritual, educational and economic leaders influence the communities in which they operate. Christian leaders have an additional opportunity to use this influence to share the gospel in highly practical ways.

One of the most effective avenues to 21st Century transformation will be through viable, sustainable organizations across the globe that are focused on living out Christian principles and bettering the communities they influence.

Guidelines for Writing your Experience Reflection Report -

Participants will develop a Personal Reflection Report based on the following format:

- Cover*
 - Table of Contents*
 - Body (12 Pages minimum; must include all 4 sections below)
 - Bibliography*
- (*Not counted as part of 12 pages)

Section 1: Developing Your Cultural Intelligence (CQ) (3-4 pages)

- Read Dr. Livermore's book on Leading with Cultural Intelligence: The New Secret to Success.
- Complete a pre-trip CQ Assessment no later than two weeks prior to departing on the Global Experience.
- Articulate how various learning elements of the Global Studies trip impacted and improved your cultural intelligence.
- Complete a post-trip CQ Assessment within one week of returning from the Global Experience.
- Identify the change in the change in your CQ.

Section 2: Identification Of Assumptions On How Society Is Transformed (2-3 pages)

- Participants will identify their assumptions on the influencers which transform society and individuals. (Prior to participation in the Bglobal Studies Program).
- Articulate assumptions from the literature on how both individuals and organizations play a part in the transformation of society.

Section 3: Application of Transformation Through The BGlobal Studies Program (3-4 pages)

Participants will journal their Bglobal Studies Program to:

- Articulate interactions of individuals and businesses transforming society.
- Identify one or more specific area which has contributed to transformation listed above.
 - Education
 - Business
 - Social Organizations
 - Spiritual

Section 4: Bglobal Studies Experience Reflection Summary (4-5 pages)

- Reflect on the Bglobal Studes Experience. Be sure to include:
 - Changes in beliefs and/or assumptions regarding societal and personal Transformation.
 - Why do you think God has placed you where you are?.
 - Summary of your personal experience.



*Bglobal Studies Program
SSEE Societal Transformation Model*

CHINA

RESOURCES

Bachelor and Master Level

1. Livermore, David A. (2010). *Leading with Cultural Intelligence: The New Secret to Success*. ISBN: 978-0-8144-1487-3
2. Thong, Chan Kei. (2009) *Finding God in Ancient China*. Zondervan. ISBN:98-0-310-2938-8

Master Level - Additional resources

1. Engardio, Pete. (2007). *CHINDIA: How China and India are Revolutionizing Global Business*. McGraw Hill. ISBN: 978-0-07-147657-7
2. Additional resources as assigned.

WEB RESOURCES

Bachelor and Master Level –

1. China Facts - CIA Website - <https://www.cia.gov/library/publications/the-world-factbook/geos/ch.html>
2. World-Class Poverty - <http://www.economist.com/blogs/analects/2013/02/chinas-poor>

Master Level – Additional Resources

1. PBS Online Video Series. (2002). *Commanding heights: The battle for the world economy* [Online video]. Boston: WGBH Studios. (Episodes One–Three at <http://www.pbs.org/wgbh/commandingheights/hi/story/index.html>)
2. Additional resources as assigned

CZECH REPUBLIC

RESOURCES

Bachelor and Master Level

1. Livermore, David A. (2010). *Leading with Cultural Intelligence: The New Secret to Success*. ISBN: 978-0-8144-1487-3
2. Bazant, Jan. Bazant, Nina. (2010). *The Czech Reader: History, Culture, Politics*.

Master Level - Additional resources

1. Holy, Ladislav. (1996). *The Little Czech and the Great Czech Nation. National Identity and Post-Communist Transformation of Society*. The University of Cambridge Press. 0-521-55584-1
2. Additional resources as assigned.

WEB RESOURCES

Bachelor and Master Level

1. History of the European Union
http://europa.eu/about-eu/eu-history/index_en.html
2. CIA Website - - <https://www.cia.gov/library/publications/the-world-factbook/geos/ez.html>
3. General Report on the Activities of the European Union 2011.
http://europa.eu/generalreport/pdf/rg2011_en.pdf

Master Level – Additional Resources

1. PBS Online Video Series. (2002). *Commanding heights: The battle for the world economy* [Online video]. Boston: WGBH Studios. (Episodes One–Three at <http://www.pbs.org/wgbh/commandingheights/hi/story/index.html>)
2. Additional resources as assigned.

INDIA

RESOURCES

Bachelor and Master Level

1. Livermore, David A. (2010). *Leading with Cultural Intelligence: The New Secret to Success*. ISBN: 978-0-8144-1487-3
2. Storti, Craig. (2007). *Speaking of India: Bridging the Communications Gap When Working With Indians*. ISBN:13-978-1-931930-34-5

Master Level - Additional resources

1. Engardio, Pete. (2007). *CHINDIA: How China and India are Revolutionizing Global Business*. McGraw Hill. ISBN: 978-0-07-147657-7
2. Additional resources as assigned.

WEB RESOURCES

Bachelor and Master Level

1. CIA Website - - <https://www.cia.gov/library/publications/the-world-factbook/geos/in.html>
2. India Profile and History - - <http://www.india.gov.in/india-glance/profile>

Master Level - Additional resources

1. PBS Online Video Series. (2002). *Commanding heights: The battle for the world economy* [Online video]. Boston: WGBH Studios. (Episodes One–Three at: <http://www.pbs.org/wgbh/commandingheights/hi/story/index.html>)
2. Additional resources to be assigned.

ISRAEL

RESOURCES

Bachelor and Master Level

1. Livermore, David A. (2010). *Leading with Cultural Intelligence: The New Secret to Success*. ISBN: 978-0-8144-1487-3
2. Senor, Dan. (2011). *Start-up Nation: The Story of Israel's Economic Miracle*. ISBN: 978-0-446-54146-6

Master Level - Additional resources

1. Additional resources as assigned.

WEB RESOURCES

Bachelor and Master Level

1. CIA Website - -
<https://www.cia.gov/library/publications/the-world-factbook/geos/is.html>
2. Israel 101 Booklet link - -
http://www.cufi.org/site/PageServer?pagename=Israel_101
3. Israeli Ministry of Foreign Affairs Web Site
<http://www.mfa.gov.il/mfa/facts%20about%20israel/2010edition/>

Master Level - Additional resources

1. PBS Online Video Series. (2002). *Commanding heights: The battle for the world economy* [Online video]. Boston: WGBH Studios. (Episodes One–Three at:
<http://www.pbs.org/wgbh/commandingheights/hi/story/index.html>
2. Additional resources as assigned.

SOUTH AFRICA

RESOURCES

Bachelor and Master Level

1. Livermore, David A. (2010). *Leading with Cultural Intelligence: The New Secret to Success*. ISBN: 978-0-8144-1487-3
2. Mandela, Nelson (1994). *Long Walk to Freedom*. ISBN: 0-316-54818-9

Master Level - Additional resources

1. Mahajan, Vijay (2009). *Africa Rising*. ISBN: 13-978-0-13-233942-1.

WEB RESOURCES

Bachelor and Master Level

1. China Storms Africa (6 parts) <http://www.fastcompany.com/chinastormsafrica>
2. Faith and Economic Transformation in South Africa - - http://www.cde.org.za/article.php?a_id=276

Master Level - Additional resources

1. Foreign Investment Cushions Downturn in Africa
http://online.wsj.com/article_email/SB124607031091264351-1MyQjAxMDI5NDE2MzAxNzMwWj.html
2. CIA Website - - <https://www.cia.gov/library/publications/the-world-factbook/geos/sf.html>
3. PBS Online Video Series. (2002). *Commanding heights: The battle for the world economy* [Online video]. Boston: WGBH Studios. (Episodes One–Three at: <http://www.pbs.org/wgbh/commandingheights/hi/story/index.html>)
4. Additional resources to be assigned.