

Unit Supervisor	Ian Dicks		
Lecturer	Ian Dicks		
Teaching Assistant			
Delivery	<p>28 July – 10 November</p> <p>Lectures: Asynchronous</p> <p>Tutorials: Weekly 1 hr Starting on Wednesday 30th July Time: 7:30-8:30 PM - Australian Central Standard Time (ACST)</p> <p>Fully Online</p>		
AQF Level	8 & 9	Credit Points	6
<p><i>Please note:</i> This unit is taught in parallel with an undergraduate equivalent. This means that you will share learning experiences with students completing an undergraduate award; however, the learning outcomes, work for assessment, and some other expectations will differ. Your requirements should be clearly articulated in this unit description. If you have any concerns or queries about Tabor's practice of parallel teaching, please speak to your lecturer.</p>			

UNIT DESCRIPTION

This unit aims to deepen the students' cultural intelligence (CQ), strengthen their skills for intercultural engagement and explore the practical implications for intercultural engagement both within Australia and internationally. More specifically students will explore: the Biblical foundations of cultural intelligence, the relationship between Christian faith and culture, as well as the complex of abilities, characteristics, dimensions of awareness, attitudes, skills and knowledge that are associated with cultural intelligence, and which are necessary for appropriate and effective ministry in culturally diverse contexts. This unit connects strongly with the MTC formation domain, Engaging the Stories Together in Reflection.

PREREQUISITES

LEARNING OUTCOMES

ON SUCCESSFUL COMPLETION OF THIS TASK THE STUDENT WILL BE ABLE TO:	RELATED CONTENT	RELATED ASSESSMENT
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1. Evaluate the relationship between culture and Christian faith, and the significance for Christian life, service and ministry	Weeks 1-12	1 & 4
2. Analyse critically the difficult issues raised by culture in diverse settings in order to identify possible solutions or ways forward	Weeks 1-12	2
3. Reflect critically on one's own personal culture and biases, and how to respond constructively to cultural diversity as a member of a local community and the global village in a culturally intelligent manner	Weeks 1-12	2 & 3
4. Reflect critically on specific cultural contexts, assessing cultural similarities and differences at a personal and societal level and the implications for intercultural engagement, and contextualization of the Christian message and forms	Weeks 1-12	2,3,4
5. Explain the nature of, and the value of contextualization to specialist and non-specialist audiences, utilising their written and oral communication skills	Weeks 1-12	1,2,3,4

CHANGES MADE SINCE LAST OFFERED

Some of the tutorials have been changed as the unit is now asynchronous with live/recorded tutorials

REQUIRED TEXTS (Students should purchase this/these texts)

Livermore, David. *Leading with Cultural Intelligence: The Real Secret to Success*. New York, NY: AMACOM, 2021

RECOMMENDED TEXTS/BIBLIOGRAPHY

The student is advised to purchase:

Lane, Patty. *A Beginner's Guide To Crossing Cultures: Making Friends In A Multicultural World*, Downers Grove: Intervarsity Press, 2009.

Further resources, including recommended texts, websites and an extended bibliography, are listed on the unit site.

SEMESTER PROGRAM

Week beginning OR actual Date	Week	Lecture / Workshop Topic	Readings
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30/7/25	1	<p>1a. What is CQ & Why is CQ important today? Multicultural world, country, church.</p> <p>2. The CQ Framework</p> <ul style="list-style-type: none"> • What knowledge do we need for CQ? • What behaviours, skills do we need for CQ? • What motivation do we need for CQ? <p>Tutorial 1</p> <ol style="list-style-type: none"> 1. Overview of the Unit 2. Assignments/Assessments 3. Activity: CQ Assessment 	<p>Core Reading</p> <p>David Livermore, Leading with Cultural Intelligence; The Real Secret to Success, "What is Cultural Intelligence" New York, NY: AMACOM, 2015. Pp. 25-40.</p>
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06/08/25	2	<p>3. Knowledge: What is Culture and how does it impact interaction and relationships?</p> <p>4. Knowledge: Theology of Culture & CQ</p> <p>Tutorial 2</p> <ul style="list-style-type: none"> • Discussion of Lectures 1 & 2 • Reaching Consensus Exercise 	<p>Core Reading</p> <p>Brian Howell & Jenell Paris, "The Concept of Culture" in <i>Introducing Cultural Anthropology: A Christian Perspective</i>, Grand Rapids: Baker, 2011, pp. 25- 44.</p> <p>Charles Kraft, "God, Human Beings, Culture And the Cross-cultural Communication of The Gospel", in <i>Culture Communication & Christianity</i>, Pasadena: William Carey Library, 2001, 19-43.</p> <p>Reaching Consensus Exercise</p> <p>Adapted from Robert Kohls in, L. Robert Kohls and John M. Knight, <i>Developing Intercultural Awareness: A Cross-Cultural Training Handbook</i>, 2nd ed., Yarmouth Maine: Intercultural Press, 1994, pp., 25,26</p>
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13/08/25	3	<p>5. Knowledge: Understanding Our Australian Histories</p> <p>6. Knowledge: Challenging, Ethnocentrism, Racism, Misattribution, etc.</p> <p>Tutorial 3 : Cultures Collide</p> <ul style="list-style-type: none"> • Discuss lectures 3 & 4 (15 min) • Watch video and Discuss (45 min) 	<p>Core Reading</p> <p>Soong Chan Rah, "Understanding Our History", <i>Many Colours</i>, Chicago: Moody, 2010, pp. 40-59.</p> <p>Ingrid Piller, "Intercultural Communication & Exclusion" in <i>Intercultural Communication</i>, Edinburgh: Edinburgh University, 2011, pp. 143.</p> <p>Watch Video in Class together</p> <p>https://www.australianstogether.org.au/ches/resources/episode-2/</p> <p>Table Discussions/ Breakout Room Discussions</p>
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20/08/25	4	<p>7 Knowledge: Understanding our Own Cultural Backgrounds</p> <p>8 Knowledge: Exploring Who Am I in a Multicultural World?</p> <p>Tutorial 4</p> <ul style="list-style-type: none"> • Discuss lectures 5 & 6 • Watch Mark Yettica Paulson Ted talk and discuss 	<p>Core Reading</p> <p>David Thomas and Kerr Inkson, "Cultural Knowledge", in <i>Cultural Intelligence : Surviving and Thriving in the Global Village</i>, 3rd ed., Oakland: BK Publishers, 2017, pp. 18-38.</p> <p>Mark Yettica Paulson, <i>Inter-cultural-Framework.pdf</i></p> <p>Watch in class - Working Inter-</p> <p>culturally: Mark Yettica Paulson at TEDx Alice Springs</p> <p>https://www.youtube.com/watch=ZQZcWT7gSgw</p> <p>15 min video + 10 min Table Discussions & Breakout Room</p>
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27/08/25	5	<p>9 Knowledge: Language & CQ</p> <p>10 Knowledge: Paralanguage - Non- verbal; facial expressions, space</p> <p>Tutorial 5</p> <ul style="list-style-type: none"> • Discussion of lectures 7 & 8 • – Body language 	<p>Core Reading</p> <p>Richard Trudgen, "The Essence of Human Interaction – Communication: A Crisis in Being Understood", in <i>Why Warriors Lie Down & Die</i>, Parap NT: ARDS, 2000, pp. 68-80.</p> <p>Tucker, Frank, "Communication Through Verbal And Non-Verbal Language", in <i>Intercultural Communication for Christian Ministry</i>, Adelaide: Frank Tucker, 2013, pp. 167-201.</p> <p>Tutorial Video Clips</p> <p>***Advice for teachers working with Yolngu - Part 2 (Answering time differences)</p> <p>https://youtu.be/h46ooLoMnjM</p> <p>***Advice for teachers working with Yolngu - Part 4 (correct use of body language)</p> <p>https://youtu.be/wl-S_8LqEJ4</p>
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			<p>***Advice for teachers working with Yolngu - Part 5 (learn to communicate without eye contact)</p> <p>https://youtu.be/9tWOOIm7YZ4</p> <p>**Advice for teachers working with Yolngu - Part 7 (learn what is appropriate body stance and spacing)</p> <p>https://youtu.be/o3jKsU29A8</p> <p>View each video followed by 10 min Table Discussions/ Breakout Room</p>
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03/09/25	6	<p>11 Knowledge: Lens 1: High & Low Context</p> <p>12 Knowledge: Lens 2: Collective & Individual</p> <p>Tutorial 6</p> <ul style="list-style-type: none"> • Discussion about lectures 9 & 10 • Lens 3: Hierarchical & Egalitarian (watch video in tutorial & discuss) 	<p>Core Reading</p> <p>Edward Hall, "Contexts, High & Low", <i>Beyond Culture</i>, New York: Anchor Books, 1981, pp. 105- 116.</p> <p>S Moreau, E. Campbell, S. Greener, "Individualism And Collectivism", in <i>Effective Intercultural Communication</i>, Grand Rapids; Baker, 2014, pp. 154 -164.</p> <p>Tutorial Video Egalitarian vs Hierarchical Culture, Culture Academy, 2021</p> <p>https://youtu.be/UWmeIMyfNBU</p>
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10/09/25	7	<p>13 Cultural Strategic Thinking: Awareness & Empathy</p> <p>14 Cultural Strategic Thinking: The Role of CST</p> <p>Tutorial 7 Discuss lectures 11 & 12 Watch Greeting & Leave Taking video</p>	<p>Core Reading</p> <p>David C Thomas & Kerr Inkson, "Mindfulness And Cross-Cultural Skills", <i>Cultural Intelligence: Surviving and Thriving in the Global Village</i>, 3rd ed. Oakland: Berret- Koehler, 2017, Chapter 3</p> <p>Michael Angrosino, <i>Projects in Ethnographic Research</i>, 2004, Ch, 4</p> <p>or</p> <p>Core Video</p> <p>Participation Observation video – Dr Moerman</p> <p>Greeting Leave taking video.</p> <p>https://vimeo.com/1090367902?share=cop&y#t=0</p> <p>**Explain Participant Observation Exercise for assessment</p> <ul style="list-style-type: none"> - public transport - Religious ritual
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17/09/25	8	<p>15 Knowledge: Lens 4 Being & Doing</p> <p>16 Knowledge: Lens 5 Time Abundant & Limited</p> <p>Tutorial 8 Lens 6: Reality</p> <ul style="list-style-type: none"> • Discuss lectures 13 & 14 • Essential and Non Essential Activity 	<p>Core Reading</p> <p>S. Sherwood G. Lingenfelter and Marvin K. Mayers, <i>Ministering cross-culturally ; an incarnational model for personal relationships</i>, Grand Rapids, Baker, 2003, Chapter 6, "Tensions Over Goals, pp. 77-89</p> <p>Edward Hall, "Time Talks: American Accents", in <i>The Silent Language</i>, New York: Anchor Books, 1973, pp. 140-161.</p> <p>Essentials vs Non Essentials activity</p> <p>+ Table Discussions & Breakout Room</p>
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24/09/25	9	<p>17 CST - How People Categorise Their Reality</p> <p>18 Cultural Strategic Thinking: Category Width - Learning to live with paradox, tensions</p> <p>Tutorial 9 Core Vs Flex</p> <ul style="list-style-type: none"> • Discuss lectures 15 & 16 • Core and Flex video + Discussion 	<p>Core Reading</p> <p>David Livermore, "Being Ok With Gray", <i>Cultural Intelligence</i>, Grand Rapids: Baker, 2009, pp. 178 -190.</p> <p>C. Earley, S. Ang & J. Tan, "Directing Your Energy: The Motivational Basis of CQ", in <i>CQ: Developing Cultural Intelligence At Work</i>, Stanford: Stanford Business Books, 2006, pp. 61-81.</p> <p>Tutorial Video</p> <p>Julia Middleton, Core vs Flex https://youtu.be/izeiRjUMau4?feature=shared + Table Discussions & Breakout Room</p>
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01/10/25	10	<p>19 Behaviour/Action: Taking CQ Public - Engaging With Others</p> <p>20 Behaviour/Action: Persevering & learning when to flex and when to be rigid.</p> <p>21 Motivation/Drive: Motivation & CQ</p> <p>Tutorial 10 Drawing CQ together - Where to from here?</p>	<p>Core Reading</p> <p>C. Earley & S. Ang, "Behavioural Cultural Intelligence", in <i>Cultural Intelligence</i>, Stanford: Stanford University Press, 2003, pp. 155 – 167.</p> <p>Duane Elmer, "Serving: Becoming Like Christ To Others", in <i>Cross-cultural Servanthood</i>, Downers Grove: IVP, 2006, pp. 144-152.</p>
08/10/25	11	<p>22 Migration Museum</p> <p>Address: 82 Kintore Avenue, Adelaide</p> <p>Or as per discussion with lecturer for your location</p>	<p>Level 8 & 9 (optional level 5 & 7)</p>
15/10/25	12	<p>24 - Tjilbruke Dreaming Story</p> <p>Address: Tjilbruke Spring, Kingston Park SA 5049</p> <p>Or as per discussion with lecturer for your location</p>	<p>Level 8 & 9 (optional level 5 & 7)</p>

ASSESSMENT TASKS**Due Dates Summary:**

Assessment	Words	Value	Due Date
1. 4 x Critical Reading Reviews	1500	20%	Week 5 – August 15th
2. Cultural values paper (Own Cultural Community's values)	1500	20%	Week 7 – September 8
3. Thin & Thick Description from Participant Observation Exercise	700 (equivalent to 2,000)	30%	Week 10 – October 13
4. Research paper	2000	30%	Week 13 - November 3

HOW DOES AI RELATE TO THIS UNIT:

No AI generated content is allowed in the final submission.

Students may:

- Use in-built generative AI to improve the grammar, spelling or other written clarity of their own work.

Students may NOT:

- Use AI to reword their work to the extent of changing their own writing 'voice'.

Task Description:**ASSESSMENT TASK 1****Four Critical Reading Reflections**

20 %

Due: Week 5 – August 15th

Words **1500**

AI Level: 2

Instructions

Livermore, David. *Leading with Cultural Intelligence: The Real Secret to Success*. New York, NY: AMACOM, 2021

Rationale and Expectations

Read the assigned chapters and write a critical reflection. Include the following in your reflection:

1. A summary in your own words of the major themes or ideas presented in the chapter.
2. Evaluate the main themes or ideas of the chapter. Evaluation includes telling about what you appreciate, and what you have questions and concerns about.
3. Propose action/s that you would consider in your ministry in response to this reading.

****Upload the assignment as a single paper with four parts, referencing the book or article correctly at the beginning of each of the four parts.**

Part A – 400 words

Chapter 3: CQ Drive: Discover The Potential

Part B – 400 words

Chapter 4 CQ Knowledge Part 1 Know What Differences Matter

Part C – 350 words

Chapter 6 CQ Strategy: Don't Trust Your Gut

Part D - 350 words

Chapter 7 CQ Action: Be Yourself, Sort Of

Rationale and Expectations

The emphasis of the reflection is for the student to evaluate and respond in their own voice and not just restate the reading. To produce a good reflection requires the student to spend an adequate amount of time reading, analysing and reflecting on the article or chapter.

ASSESSMENT TASK 2

Cultural values paper (Own Cultural Community's values)

20 %

Due: Week 7 – September 8

Words **1500**

AI Level: 2

Instructions

Using the six cultural value lenses (High & Low Context; Being & Doing; Hierarchical & Egalitarian; Collective & Individual; Time Abundant & Limited; Reality), that were presented in the unit and describe the cultural values of your own language and cultural community. Where possible give short examples from personal experience of each value.

Refer to lecture notes and the book, Lane, Patty. *A Beginner's Guide To Crossing Cultures: Making Friends In A Multicultural World*, Downers Grove: Intervarsity Press, 2009.

Rationale and Expectations

This assignments helps the student to become self aware of cultural differences through reflecting and explaining their own cultural values with reference to the 6 cultural lenses mentioned in the lectures and in Patty Lane's book.

ASSESSMENT TASK 3

Participant Observation Exercise

30 %

Due: Week 10 – October 13

Words **700**

AI Level: 2

Instructions

Choose one of the Participant Observation Exercises mentioned below.

Participant Observation Exercises

- What Transport Do People Use And How Do They Use It?
- What Are People's Rituals, Ceremonies and Religious Activities

This exercise requires the student to do the participant observation exercise, make thin description notes, talk to someone who is a regular attendee and then write a thick description. Every element is essential, including the interview. **Note this exercise will need to be done after the lectures and tutorial on Participant Observation in week 7.

Rationale and Expectations

This exercise teaches the student the power of observation and interviewing, and will help the student to understand that people can do actions that be misinterpreted if viewed through one's own cultural and worldview.

ASSESSMENT TASK 4**Research Paper**

30 %

Due: Week 13 - November

Words **2,000**

AI Level: 2

Instructions

Write an essay on one of the following topics below. Follow the traditional requirements for writing an academic paper, including the citing of sources of information and the inclusion of a Bibliography. It is strongly encouraged that you reference at least 8 books or peer reviewed articles in the bibliography, which that you have quoted or alluded to in your essay.

1. Outline the ways in which Paul and Barnabas' engagement lacked cultural intelligence in Lystra as mentioned in Acts 14:8-20 and the ways Paul showed a growth in cultural intelligence in his engagement with people in Athens as mentioned in Acts 17:16-34, and discuss the relevance of his CQ learnings for your own ministry context. Your reflections should address the specific situation and needs of your context.
2. Outline your specific cultural context and discuss how Cultural Intelligence could help the church that you attend engage more appropriately and effectively with non-dominant culture Australians in your context, as well as how you could equip and train your church to be more Culturally Intelligent.

Rationale and Expectations

This assessment will develop the students research and writing skills and assist them to integrate theory and practice.

OTHER IMPORTANT INFORMATION ABOUT ASSESSMENTS

Please refer to this Unit's website tile *Assessments* for further information about assignments, assessment criteria, grading scale, and the process for late submission of assignments.

Refer to the [Student Academic Toolkit](#) for information about academic integrity and avoiding plagiarism, referencing, formatting, and for relevant links to Tabor and faculty policy. If you are unsure, consult your lecturer or program coordinator for advice.

FURTHER INFORMATION AND REQUIREMENTS UNIQUE TO THIS UNIT

Participation in two self-directed external excursions in week 11 & 12 to the SA Immigration Museum and to an Indigenous heritage site, Tjilbruke Spring, Kingston Park SA 5049 are required. For students in other states, alternative locations will be discussed with the lecturer.