



Experiential Equipping
for
Cross-Cultural
Ministry

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A Ministry of



Cross-Cultural Communication RMC ICS250 - PBC IS351 - HCC ICS351 BC COMM/GLST 200 (3 Credits)

Prof. Dave Roberts
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Prof. Robert Cousins

November 4 – 8, 2014
Tue - Sat, 9:00 a.m. – 4:00 p.m.
Peoples Church
374 Sheppard Avenue East, Toronto, ON

Professors of Record
Brad Teigan (Rocky Mountain College)
EmmaKarin Emgard (Prairie Bible College)
Frank Vander Meulen (Heritage Baptist College)
Tim Stabell (Briercrest College)

I. Course Rationale

Understanding the challenges in cross-cultural communication is essential for developing bridges to people with cultural backgrounds different from your own. CrossTraining (CT) offers this course to provide the student with the basic materials for the bridge-building task of communicating effectively across cultures.

II. Course Description

The purpose of this course is to explore the cultural, theoretical, and practical aspects of effective cross-cultural communication.

Attention is given to the following:

- A. Accepting cross-cultural differences (values, attitudes, behaviours)
- B. Avoiding ethnocentrism
- C. Becoming aware of verbal and non-verbal communication
- D. Identifying the dynamics of change
- E. Building a personalized framework for effective cross-cultural communication.

III. Course Content

A. Cultural Understanding

- definition and models
- worldview
- understanding self

B. Cross-Cultural Conflict

- conflict of norm

- values clarification
- perception and reality
- conflict resolution

C. Community Context

- incarnation model
- prior question of trust
- social structures

D. Communication Dynamics

- ingredients of communication
- language of the heart
- non-verbal communication

E. Contextualizing the Message

- "The Medium is the Message"
- the gospel and culture
- the excluded middle

IV. Course Goals and Objectives

- A. To develop a greater understanding for the cultural diversities that exist in the world today and the factors involved in cross-cultural engagement.
1. Before the Modular begins, the student will read Lingenfelter and Mayers, *Ministering Cross-Culturally* and complete the profile, pp. 29-36. Further, the student will write an evaluation of what he/she has learned about himself/herself in terms of cultural assumptions, and what the possible challenges of those assumptions may be to successful cross-cultural communication. This evaluation may be personalized by referencing his/her learning to his/her Local Practicum or other cross-cultural experience.
 2. After reading Lane's *Crossing Cultures: Making Friends in a Multicultural World*, the student will write a personalized reflection paper focusing on the issues and ideas he/she felt best applied in his/her experience and context.
- B. To introduce students to the main areas of inquiry and the ideas currently being discussed in the broad field of cross-cultural communication
The student will keep a daily journal recording insights from the course and applications to his/her growth and ministry.
- C. To increase understanding of the role of a cross-cultural communicator and the skills and relationships that are necessary for effective interaction to take place.
1. The student will complete the 12 Signals Assignment with a Bridge Person.
 2. The student will incorporate ideas and understandings from the 12 Signals Assignment into his/her Reflective Summary assignment.
- D. To deepen the student's understanding of at least one ethnic community.
The student will complete the 12 Signals Assignment with a Bridge Person.

- E. To assist the students in developing their own methods of identification in another culture and the skills required for the effective communication across cultural barriers.
The student will write a Reflective Summary/Application which develops a personalized plan for effective cross-cultural communication.

V. Required Textbooks

- A. Lingenfelter, Sherwood and Marvin Meyers
1997 *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*. Grand Rapids: Baker Book House
- B. Lane, Patty
2002 *Crossing Cultures: Making Friends in a Multicultural World*. Downers Grove, IL: Intervarsity Press

VI. Supplementary Texts

- Elmer, Duane.
2006 *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, IL: Intervarsity Press
- Hess, J. Daniel.
1980 *From the Other's Point of View*. Scottsdale, Pennsylvania: Herald Press
- Hesselgrave, David.
1991 *Communicating Christ Cross-Culturally*. Grand Rapids: Zondervan Publishing House
- Hesselgrave, David J. and Rommen, Edward.
1989 *Contextualization: Meanings, Methods, and Models*. Grand Rapids, MI: Baker Book House
- Hiebert, Paul G.
1994 *Anthropological Insights for Missionaries*. Grand Rapids: Baker Book House,.
- Kraft, Charles H.
1983 *Communication Theory for Christian Witness*. Revised Edition. Maryknoll, New York: Orbis Books
- Lingenfelter, Sherwood.
1995 *Transforming Culture: A Challenge for Christian Mission*. Grand Rapids: Baker Book House
- Smith, Donald K.
1992 *Creating Understanding: A handbook for Christian communication across cultural landscapes*. Grand Rapids: Zondervan,

VII. Course Requirements

A. Reading Assignments

30%

1. Read Lingenfelter and Mayers, *Ministering Cross-Culturally* and complete the profile, pp. 29-36, before the first class. Further, write a 2-page evaluation of what you have learned about yourself in terms of cultural assumptions, and what the possible challenges of those assumptions may be to successful cross-cultural communication. This evaluation may be personalized by referencing your learning to your Local Practicum and/or other cross-cultural experiences you have had.
2. Read Lane's *Crossing Cultures: Making Friends in a Multicultural World*. Make notes that will help you write a personalized reflection paper in response to Ms. Lane. This 3-4 page paper will include quotes or citations from the text (ideally one per chapter) that show (a) the issues and ideas presented in the text that most catch your attention, (b) your analysis of how these ideas fit with your understanding of reality (how doable are they?) and (c) how you see yourself actually making them a part of your skill set and practice going forward. Section (c) should be the main focus of the paper.
See http://www.ryerson.ca/arts/downloads/Student_Reflection_Tip_Sheet.pdf for additional ideas about how to write a reflection paper.

B. Journal

10%

Keep a daily journal (maximum 2 pages per day) indicating new insights from the course, and possible application for your growth personally and in ministry.

(If not done electronically, scan and submit.)

C. Bridge Person 12 Signals Assignment

35%

See Appendix I: *Pilgrimage with Your Bridge Person (BP)* in this syllabus.

Explore the 12 signal systems with your BP (Bridge Person). Submit a six to eight (6-8) page typed summary of the cultural insights you have gained by understanding your BP's communication signal systems. Please use the 12 titles as headings for each section of the paper.

1. Verbal: use of specific vocabulary; frequency of use indicating importance, tone and intonation used
2. Written: meaning of letter shapes, alphabet, importance of written materials
3. Numeric: significance of different numbers
4. Pictorial: ask your bridge person to draw a picture symbolic of him or her as an individual, or representing his or her extended family, (can be quite personal), ask them to explain the meanings in the drawing. What symbols are portrayed in their art forms? What types of drawings/paintings, etc. portray sadness, joy, etc?
5. Audio: what are their structured uses of sound? i.e. music, types, ask them to sing or play a variety of traditional songs for you. If possible, bring a sample to class to share with the rest of our group. What sound symbols do they use such as whistles, sirens, etc?

6. Artifacts: clothing worn/personal jewellery - purposes? furnishings in a room/building - functions? transportation items - purposes, types? equipment used - tools, tableware, etc.
7. Kinesic: various hand signals, body postures, facial expressions, and their meaning? body posture in worship to God? What does it signify? What types of body posture are offensive?
8. Optical: what colors are preferred culturally? meaning and significance of various colors? What is your BP's favourite color and why? What colors would your BP use to convey various emotions?
9. Tactile: examples of appropriate touch/inappropriate touch cross gender, same sex, cross-generational, etc.
10. Spatial: casual interaction, intimate interaction, professional interaction, high/low status (various genders), use of space in the home
11. Temporal: traditional ways of measuring time, using western systems? What does it mean to arrive 15 min early? Exactly on time? 15 min late? 30 min late, etc? Importance of time sequences in the past, present, future?
12. Olfactory: What types of food speak to your BP of their homeland? Can they teach you how to prepare a traditional meal? Bring some samples to class! What is a pleasant smell, repulsive? What smells remind your BP of their homeland, or someone significant in their past?

Be prepared to share cultural insights during class time.

D. Reflective Summary:

20%

Identify a cultural context and develop a personalized plan for effective cross-cultural communication, (5-7 pages) which will include:

- a) a recognition of the challenges you will face in cross-cultural communication, (identify areas of personal cultural baggage along with value differences and related potential implications for tension)
- b) practical tools which you can use as bridges in developing cross-cultural friendships, (lessons learned in overcoming noted challenges)
- c) steps you intend to take in becoming more effective change agents, and
- d) in what ways you can communicate with cultural insiders for the purposes of creating understanding.

E. Course Evaluation

5%

Complete the Course Evaluation included with this syllabus.

VIII. Course Assignment Summary

Assignment	Value	Due Date
Lingenfelter Profile (p. 29-36)		Tuesday, November 4
Lingenfelter: Evaluation	15%	Monday, November 17
Lane: Reflection	15%	Monday, November 17
Journal	10%	Monday, November 10
Bridge Person 12 Signals System	35%	Monday, November 17
Reflective Summary	20%	Monday, November 24
Course Evaluation	5%	Monday, November 24

Note: No extensions granted

Assignments for this course:

- E. Type all papers with 1" margins, 12 pt. font and double-spacing.
- F. Use a cover page (see the following example).
- G. Use missiological style for works cited and works consulted (see bibliography).

IX. Bibliography

Axtell, Roger E.

- 1991 Gestures: The Do's and Taboos of Body Language Around the World. New York: Wiley

Brislin, Richard W. and Tomoko Yoshida

- 1994 Improving Intercultural Interactions: Modules for cross-cultural training programs. Thousand Oaks, CA: Sage Publications

Elmer, Duane

- 1993 Cross-cultural Conflict: Building relationships for effective ministry. Downers Grove, IL: InterVarsity Press

Hesselgrave, David J.

- 1991 Communicating Christ Cross-Culturally: An Introduction to Missionary Communication. Grand Rapids, MI: Zondervan.

Hesselgrave, David J.

- 2000 Planting Churches Cross-Culturally. Grand Rapids, Michigan: Baker Books

Lingenfelter, Sherwood G.

- 1996 Agents of Transformation: A guide for effective cross-cultural ministry. Grand Rapids, MI: Baker Books
- 1992 Transforming Culture: a Challenge for Christian Mission. Grand Rapids, MI: Baker Books

Roembke, Lianne

- 2000 Building Credible Multicultural Teams. Pasadena, California: William Carey Library

Scollon, Ronald and Suzanne Wong Scollon

- 1995 Intercultural Communications: A discourse approach. Oxford: Cambridge, MA: Blackwell

- Smith, Donald K.
1992 Creating Understanding: A handbook for Christian communication across cultural
landscapes. Grand Rapids: Zondervan
- Staddel, Erik S.
1982 Communicating the Gospel to Every People. Ann Arbor, MI: UMI [Microform].
- Ting-Toomey, Stella and Felipe Korzenny. eds.
1991 Cross-cultural Interpersonal Communication. Newbury Park, CA: Sage Publications

Thanks to Andy Woodland and Len Nation for the bibliography

APPENDIX I

Pilgrimage with Your Bridge Person (BP)

Choosing a Bridge Person

- You need someone who is willing to introduce you to his/her people and their activities.
- He/she will be your primary initial bridge in informing you as to what is happening and guide you in the correct behaviour in that setting. It is around him/her that your 3rd culture will begin to develop.
- Your attempts at developing a relationship with a BP during the fall term is a small taste of what you will develop to a fuller extent in your significant cross-cultural friendships during your internship.

Positive Attributes to look for in a Bridge Person

- He /she needs to be someone who is firmly a part of their own culture, accepted by their own group.
- It is especially helpful if the bridge person is of the same age set / and gender as you.
- Someone active in the regular activities of the group.
- Someone able to speak a language which you are also able to speak (possibly learned outside their own culture, but they have remained very much a part of their culture.)
- Someone who has the time to volunteer to meet with you for 2 hours each afternoon or evening during the course.

Cautions in choosing a Bridge Person

- Beware of fringe people or marginals (Those who are on the fringes of their own cultural groups.) These folks will likely be the ones who most eagerly want to connect with cultural outsiders, for a variety of reasons. They may be able to communicate very well with you, but they are not really active in their own people's activities nor completely accepted by their own people.
- Be cautious of someone with wide experience outside their own cultural group. They may well be able to connect with other cultures, but have become disconnected from their own cultural roots.
- Be especially sensitive about young single adults who are fringe people, not well respected or established within their own groups. They will most likely bond quickly with outsiders, with a variety of motivations behind their open friendliness. They may want a ticket out of their cultural world, trying to solicit sponsors for further education, try to snuggle up to what they perceive to be an alternate power and knowledge source (important for animistic thinking peoples), etc. He/she may have become a bridge which is broken at one end.
- Keep the relationship on a volunteer basis. While occasional gifts of appreciation are appropriate, avoid situations where it may appear you are paying them for their time. It may be the easy way to begin, but it immediately reduces your shared experiences to a business transaction. This tends to eliminate the possibility of genuine friendships which foster reciprocity. It destroys the development of a 3rd culture with mutual respect and contributions. It does not encourage healthy interdependence.

Life Skills being developed throughout the Bridge Person experience

- You will be developing a personal language learning strategy.

- You will be learning how to embrace and value cultural differences without prejudging.
- You will be developing tools for building communication bridges between home and host cultures.
- You will be building significant 3rd culture relationships with cultural insiders.

Character Formation (Reflecting Christ-like attitudes and actions)

- Integrity/Authenticity—maintaining open and honest relationships (Psalm 15).
- Perseverance (James 1:1-12; II Peter 1:6; Romans 5:3-4)
 - Staying engaged in significant relationships
 - Language learning every day (yes, **EVERY** day!)
- Willingness: to adapt/flex, to serve, to be risk-takers, to respond to correction, to learn, etc.
- Demonstrating the Fruit of the Spirit: (Gal. 5:22-23...love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control).
- Selfless in reaching out/communicating to a lost and dying world.

Sample Cover Page Format

Centred throughout

Paper Title

by

Your Name

(The Name of your College)

Assignment Title

Cross Cultural Communication

Instructors Name

Number of Hours:

CrossTraining Global
Toronto, ON

Date Due:

Date Submitted:

Graded by:

Grade:

Course Evaluation (5%)

Name of the Course: Cross Cultural Communication

Your Name:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1. The Course provided/was					
a. an excellent course					
b. appropriate practical skills					
c. clear requirements					
d. clear grading system					
e. stimulation to learn more about this subject					
f. assignments that aided in learning					
g. reading material that aided in learning					
h. help in understanding issues I might face					
2. The Instructor					
a. was knowledgeable and well prepared					
b. explained the material clearly					
c. answered questions adequately					
d. encouraged me to participate					
e. was personally helpful					
f. was interesting					
g. connected theoretical and practical					
3. I					
a. was challenged intellectually					
b. was challenged spiritually					
c. worked harder in this course than in other courses					
d. was able to interact with the instructor					

I was challenged in the following ways in this course:

The Instructor passed on a passion for this topic in the following areas:

I see the following issues that I need to keep in mind or even do more study on: