**Course Learning Journal**

**LDR 810-42 Cross-Cultural Dynamics**

**Assignment No. 4**

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**Course Learning Journal**

The journal is a written reflection of one’s journey while working on each course at Omega Graduate School. The Learning Journal integrates the essential elements of the course within the professional field of interest. The objective of the course journal is to produce a degree of acculturation, integrating new ideas into your existing knowledge of each course. This is also an opportunity to communicate with your professor insights gained as a result of the course. The course learning journal should be 3-5 pages in length and should include the following sections:

1. Introduction –Summarize the intent of the course, how it fits into the graduate program as a whole, and the relevance of its position in the curricular sequence.

2. Personal Growth - Describe your personal growth–how the course stretched or challenged you– and your progress in mastery of course content and skills during the week and through subsequent readings – what new insights or skills have you gained?

3. Reflective Entry - Add a reflective entry that describes the contextualization (or

adaptation and relevant application) of new learning in your professional field.

What questions or concerns have surfaced about your professional field as a result

of your study?

4. Conclusion – Evaluate the effectiveness of the course in meeting your professional,

religious, and educational goals.

**Course Learning Journal (CLJ)**

**1) Introduction:** The Course Learning Journal (CLJ) is a record of learning, lectures, and research studies in LDR 810-42, Cross-Cultural Dynamics, the fourth Assignment. Cross-cultural dynamics consists of four levels of study/assignment which are likened to exams, comprising 1, 2, 3, and 4 assignments. The CLJ presents a summary record of what the author has learned, observed, and researched during synchronous or asynchronous studies, virtual classes, group interactions, and personal research studies. Cross Cultural Dynamics (CCD, for short) is a “colloquium that analyzes the concept of relationships as it relates to the Christian faith in varied cross-cultural contexts. In a global postmodern society, cross-cultural skills prepare students to professionally analyze and cross barriers within their own and other cultures. Various cultures, religious traditions, cults, and ideologies are critiqued to develop a framework for understanding how to be psychologically prepared to enter another cultural system” (OGS.edu, 2024). Introduction. CCD is structured along the Socrates model of critical thinking in response to philosophical and research questions demanding relevant, creative, and innovative answers. “Socratic questioning is used to enhance the process of guided discovery sessions.- The approach relies on integrating the research evidence" (Overholser & Beale, 2023). The CLJ is a “written reflection of the student’s learning journey while working in each course. It is an integration of the essential elements of the course within one’s professional field of interest; to produce a degree of acculturation, -to communicate with the professor consistent with the tutorial methodology, and to express insights gained” (OGS.Edu, 2023). CCD is a broad spectrum of multidimensionality and interdisciplinarity of studies in four core, essential elements, or areas namely: i) Interdisciplinary Cross-cultural Understanding. ii) Interdisciplinary Cross-cultural Communication. iii) Interdisciplinary Cross-cultural Missions in a Global Society. iv) Principles of Community Development. Moreover, the course offers the opportunity and the resources to foster community engagement through social, Christian, and secular organizations, sociocultural adaptation, and cultural intelligence (Arli et al., 2023).

**2) Personal Growth:** Personal growth is apparent based on the study outcomes. Paramount is the leadership study model, experience, and challenges which are crucial and designed to “mobilize others to -transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards” (Kouzes & Posner, 2023, para. 1) Thereby, becoming an agent of change which incorporates a “democratic concept,-especially in group interaction focusing on a cause” (Fullan, 2023, p. 5 and 6, para 1 and 2), and courses of action, and outcomes. Fullan, Kouzes, and Posner in the two citations above seem to attain the triads of transformational leadership values and the democratic concept, leaning on employees' participatory competencies. They reflect some exciting study initiatives and spectra of inspiring, practicable strategies and innovations. The author’s CLJ records a broad spectrum of academic and experiential growth from the school professors' broad pool of learning and education. The professors are some rare intellectual breeds; they channel their Christian and family virtues and integrity to the students in every lecture. They encourage, bolster, and challenge them to be innovation-driven within critical, analytical, and study contextualization parameters. A vast expanse of pedagogical and epistemological resources are open for critical thinking and analytics. These are likened to some heuristic value that allows us to discern and work with micro dialogues—and micro-processes. (Schnitman, 2023). During studies, emphasis is often placed on the multidimensional characteristics of culture in servant and transformational leadership (Allen et al., 2016). Others include Kingdom leadership (Keith, 2023), and incarnation Leadership which is immersed into the culture (Wells, S. (2017; Lawson, 2016). In cross-cultural dynamics, study shows that the community and people matter most in a biblical worldview (Myers, J., 2017). People in society have cultural traditions, norms, and values they subscribe to in a community. To enable them to identify with these values, form their opinions, and create the Christian worldviews, ideas, and ideals they adopt in their religious maturity and growth.

**3) Reflective Entry:** Cross-cultural dynamics, CCD is thoughtful and revealing of multidimensional academic and professional research studies. There are online scholar porch exchanges of writing between students to critique and demonstrate lines of thought about a subject and its objectivity including journals on specific, core elements of studies. Some reflective entry experiences are derived from either an asynchronous program of learning (without formal classes) or a synchronous program of learning, (with virtual lectures) from OGS professors via the OGS/Dial download or upload. The participatory learning style and the group interactions with the professors and fellow students make some creative, innovative impact on the students. In addition, any topics discussed are analyzed as a group and given critical assessment and evaluation individually during assignment-study research. Some significant takeaways include contextualizing sociological theories of society and people, mainly how sociology contributes to a hermeneutical framework (McPherson, 2017), interpreting culture, and enhancing Christian discernment in social research. Some studies show that academic, rational, and pragmatic strategies can be applied to solve social, Christian, and even secular problems to promote social change (Zastrow C. et al., 2019). and development in a community of people. The purpose of diversity initiatives is to help groups that face a disadvantage in society achieve better organizational outcomes. Still, they do not work as intended (Leslie et al., 2019). However, there is a need to explore the possibilities for consistent productive outcomes despite the risk factors.

The program may be challenging, and the research study and mastery time-consuming, but it’s also exciting, there is the initiative for conflict resolution. Notable is the “conflict theory, and styles: the integrating, obliging, dominating, avoiding and compromising” (Rahim, 2023) certainly make huge differences in study contextualization and outcomes.  Like the OGS systems of communication and study schemes, the “Operational performance is explained significantly by the quality of information and its association with dialogic - communication (Behl et al., 2023). Dialogic communication is an approach that focuses on promoting a dialogue between a speaker and their audience, it encourages speakers to be assertive (calm, respectful, and open) in presenting their ideas to an audience. This is a huge plus in the author’s academic archives. Faith learning integration (FLI) is crucial and also stands out remarkably in the program study. It enables the student to engage in "interdisciplinary integration of cross-cultural dynamics in comparative religious orthodoxies, and praxis, secular and religious anthropology, micro and macro-sociology, secular and the Christian worldviews, etc. FLI helps to increase the organization' and the author’s “capacity and effectiveness” (Pedraza et al., 2023, para. 3) in a given study or working environment. Apart from active nonprofit and profit organizational involvements, the author intends to publish books about management and leadership presenting a basic understanding of societies, social structures, and socialization and the issues often associated with cross-micro and macro-sociological systems in the US and around the world.

**4) Conclusion:** The scripture, study to show yourself approved, 2 Timothy 2:15: resonates with the author. It portrays some elements of stoic fortitude and the mantra for perseverance and courage to venture into complex-looking study research tirelessly. Part of this laudable venture will be to lend a voice to the downtrodden minorities due to gender inequity and syncretism. Syncretism is “inappropriate articulation and applications of Scripture” (Nel, 2023; Häde, 2023) can create some issues. This author supports vibrant institutions that cultivate professional practices, friendships, and strategies to enable people to have strong character and flourish (Jones, 2023), even when they adopt a complex adaptive systems perspective to communicate and facilitate change processes (Koh et al., 2023). The course learning journal CLJ reveals areas of conflict in modern organizations and the strategies of interventions to deal with issues like “Incivility in workplace dysfunction, cyberloafing, and bullying behaviors which have increased while mobbing and emotional intelligence have declined (Henry, Croxton, & Moniz, 2023). "There is a positive correlation between organizational commitment and the indicators of organizational citizenship behaviors (Zayas-Ortiz et al., 2015). Zayas is right about "organizational citizenry, commitment, and the altruism dimension” (Love and empathy dimensions). The Contextualization of Christology: and theology in Christ's dual nature and practice (Lett, 2023; Alamo, 2018; Alapo, 2018) will require continual research to advance the seeming indisputable doctrinal divinity amid the logical arguments of some secular theologians. Discipleship in local, virtual, and global formats will be explored and promoted to create environments for missional engagements (Branson & Martinez, 2023). A valid approach to contextualization demands a commitment to biblical authority ((Bayes, 2010; Martin, 2022), and cross-cultural dynamics in global diversities and inclusion, to foster world peace.

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