Cross Cultural Dynamics

Rachel Gonatas

Omega Graduate School

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Dr. Jared Sorber, Ph.D.

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# Introduction

These courses emphasize the value of people skills, management theory, workgroup dynamics, and understanding an organization's relationship to society. Individuals may benefit from strengthening these abilities by becoming more successful leaders and collaborators by learning how to negotiate group dynamics, communicate effectively, and comprehend the larger social context of their jobs.

Christian missiology offers a unique perspective on developing global awareness and cross-cultural skills. It provides a framework for understanding and engaging with diverse cultures, religious traditions, and ideologies. Through this lens, one can explore the complexities of cultural interaction and learn valuable lessons in effective communication and empathy. Christian missiology recognizes the inherent dignity and value of every individual, regardless of their cultural or religious background, and emphasizes the importance of contextualization—adapting the message and communication methods to the cultural context of the audience.

# Personal Growth

          I have been pushed throughout this course by learning new writing styles and formatting techniques. It has enhanced my abilities and skills to structure my writing more professionally. I have been encouraged to improve and given direction on how to meet these requirements. These courses have pushed me to learn more about myself and my pursuits. They assisted me in sorting and funneling through the many concepts which I had, and have equipped me in how to acquire the information necessary to create more profound personal convictions and how to support the needs of my students and the school as a whole. The capacity to make use of the organizing abilities that were developed and that integrated the courage to attempt and to continue pushing forward even as I absorbed all of the questions and problems that were clouding my thoughts. While I learn more and read more the desire to think theologically through pedagogy and personal experiences is now something I want to incorporate daily through critical thinking that will benefit not just my own transformation but also enable me to lead others to do the same.  Reflecting on past experiences, both positive and negative, will help me learn what I can do better in the future or what didn’t work and how working with others can support better future outcomes. It has been enlightening and self-motivating.

# Reflective Entry

Working at a gifted school and throughout these course’s research, I noticed that gifted children are frequently disappointed and rejected by the educational system because it fails to meet their needs. Gifted students often lack executive functioning and organizational skills. Also, due to their unconventional interests outside the usual curriculum, they may exhibit anger, retreat, or act defensively. Teachers should know their students' circumstances to respond to and regulate their emotions more effectively. Recognizing structure and organizational needs, similarities, and variations in learning processes, environment needs, and views might aid in closing the engagement/disengagement gap.

Various elements, including a student's developmental stage, school order, and parental participation, all impact how disorganized a student is. They can pick up organizational skills, but it takes specific instruction, practice, and teachers who know how they prefer to learn. Some students need extra help developing organizing skills that fit their learning preferences. Despite the fact that they require specialized training, practice, and experienced teachers, they may learn organizing techniques. One of the necessary needs for gifted students is the significance of classroom organization, students who struggle with organization frequently exhibit forgetfulness, loss, and inconsistent material. It might be advantageous to include study and organizational skills in the curriculum because they are essential skills that have been neglected for too long. Determining societal issues and fostering constructive social change may both be accomplished via interdisciplinary sociological and religious analysis. Children can learn methods for living independently by being encouraged to organize and find order.

There may not always be a match between how instructors teach and how students learn, which can affect the level of learning and how engaged students are. This gap in naturalistic social theory is filled by a Christian view of culture, which encourages religious integration and social study to solve social problems. Understanding what students have been through helps teachers react to and control their feelings better and stop and encourage positive behaviors.  A cycle of continual disengagement will persist if teachers are expected to place more value on content understanding than on organizational and support abilities. Examining the sociological contexts of the family, school, church, and community is the basis of interdisciplinary social studies.

Cross-cultural understanding yields essential insights into our increasingly globalized society. By connecting with diverse cultures, investigating worldview viewpoints, and reflecting on cross-cultural encounters, gifted children may extend their minds and improve their ability to navigate intercultural contexts. Evaluating an organization’s culture and the surrounding communities, people, and entities can also support organizational dynamics.

# Future Expectations

My continued improvement as a writer is one of my primary objectives for the remainder of my graduate program. It has been challenging to connect two separate thoughts and articulate how the two subjects might be integrated into a single piece of writing. Even though both of these subjects are easy to comprehend, it was challenging to bring them together in a way that made logical sense and incorporate it while finding my true voice in writing. On many occasions, the feeling was that it was being delivered in two parts, each of which was distinct from the other. As I move forward in the graduate program, my goal is to keep developing my skills.

I hope to continue on the path to leadership by gaining critical thinking and understanding of differing dynamics and to have the potential to help lead others effectively or make a beneficial chang that would support others.  The Bible says, “be not be conformed to this world, but be transformed by the renewing of your mind, so that you may prove what the will of God is, that which is good and acceptable and perfect” (Rom. 12:2). Conformity is performance-based behavior and transformation is a work of God. I have always depended on the Spiritual leaders in my life to tell me what to believe.  My pursuit is motivated by the need to understand why I believe what I believe and the potential to be the leader who helps others become critical thinkers, good beings, and world changers for God. This program expects that it will assist this while developing cross-cultural empathy, supporting a culture, society, or any other social group, and investigating and addressing worldview questions as I would think a member of that group would connect.

In continuing and supporting the continuous growth of these personal beliefs, providing me with the ability to understand them more deeply, apply them in a way that can be shared with others, and integrate them into my daily life. I am motivated by the continuation of opportunities to develop my reading and writing skills with more research-based methods instead of just writing freely my understanding or view of a topic.  I hope to seek and receive possible training opportunities pertinent to my profession.  Lastly, I hope to improve my time management.  This program has made juggling a full-time career, family, and full-time graduate courses difficult.  It is challenging me, and I am thrilled and overwhelmed. “I can do everything through Christ who strengthens me” (Philippians 4:13).

# Conclusion

These courses aim to examine how effective communication in a pluralistic, postmodern society characterized by diverse worldviews and beliefs requires sensitivity to cultural nuances and the ability to navigate potential barriers. Students learn to perceive these barriers—whether they are linguistic, cultural, or ideological—and discover creative ways to overcome them. In essence, the interdisciplinary approach of Christian missiology equips students with the tools they need to engage meaningfully with different cultures and effectively communicate across diverse contexts. By cultivating skills in empathy, adaptability, and cultural sensitivity, students can overcome communication barriers and contribute to transforming individuals, families, and communities worldwide. Examining one's concerns, both personal and professional, has revealed that religious practices can fit more comfortably into a secular society.

My future goals and anticipated outcomes of this OGS program would consist of continuing to grow and learn to allow the capability to continue to strive for God’s purpose and plan in my life each day.  Knowing that you are called to fulfill a purpose, bringing honor to Christ, and finding His purpose for each day in your life is what establishes what we have been called to do by Him. I hope to support our gifted students in their continued progress in executive functioning to support their autonomy in the academic journey, and I desire to find approaches to connect our gifted students to a belief in Christ and to depend on His truth and love.