

LDR 810-42, Cross-Cultural Dynamics, Assignment #2

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Assignment #2

Developmental Reading

Assignment #2 – Developmental Readings (Cross-Cultural Dynamics)

1. Create Developmental Readings from seminal sources and scholarly peer-reviewed journal articles. Review instructions for Assignment #3, the course essential elements, and course readings to identify selections of books and journals to create entries.
 - a. Refer to the "Student Guide to Developmental Readings" in the General Helps folder for updated information on sample comments, the grading rubric, and key definitions related to developmental readings

Course Essential Elements

1. Interdisciplinary Cross-cultural Understanding
2. Interdisciplinary Cross-cultural Communication
3. Interdisciplinary Cross-cultural Missions in a Global Society
4. Cultural Adjustment Map

Source One: Richter, N. F., Martin, J., Hansen, S. V., Taras, V., & Alon, I. (2021). Motivational configurations of cultural intelligence, social integration, and performance in global virtual teams. *Journal of Business Research*, 129, 351-367.

Comment 1:

Quote/Paraphrase: “First, our findings suggested that social integration plays an important role and directly impacts team performance or mediates it. Hence, activities and programs that promote social integration (e.g., informal meetings and events that provide opportunities for getting to know co-workers and building stronger social ties) might be useful. These are, of course, difficult to implement in the GVT (Global Virtual Teams) environment, as sometimes physical meetings are not possible or too expensive. Online collaborative tools, social media connections, mentoring programs, games, and apps could promote social integration in GVTs” (Richter, 2021, p. 35).

Essential Element: The essential element is Interdisciplinary Cross-cultural Understanding.

Additive/Variant Analysis: This is an additive analysis to my knowledge because the workplace is cross-cultural, such as with both staff and students, in K-12 schools.

Contextualization: While the global virtual teams were the primary study, this article sheds light on the need for more cultural education for any team. In applying it to school systems in America, there has been an influx of highly educated staff

from all over the world bringing their religions and customs with them demanding equal access to the school calendars, curriculum, and hires.

Comment 2:

Quote/Paraphrase: “There is a need to ensure that the team does not consist solely of those with little CQ (Cultural Intelligence). If the members fall below these standards, investing in training programs to improve CQ is advised. Of particular importance is cross-cultural training for the team leader, whose lack of motivational CQ could create an insurmountable bottleneck. In summary, when constructing GVTs, management should ensure that culturally intelligent leaders are in charge of the team, the team consists of some culturally intelligent members and additional training is provided to the team members who score low on CQ” (Richter, 2021, p. 35).

Essential Element: The essential element is Interdisciplinary Cross-cultural Understanding.

Additive/Variant Analysis: This is an additive analysis to my understanding of the need for cross-cultural training with staff.

Contextualization: There is a focus on training involving diversity, equity, and inclusion in school systems across America. Multiple groups from all perspectives are sitting at the table to voice their opinions and fight to have their agenda included in educational policies and curricula. Christian ideals and principles are often challenged without adequate representation.. There is a need for Christian representatives with skill and diplomacy, unattached to the school system’s

payroll, to align with Christian educators, principals, and workers, who are on the school system's payroll, to help us, protect our rights, and speak for our interests.

I believe this is a ministry need.

Source Two: Wang, K. T., & Goh, M. (2020). Cultural intelligence. *The Wiley Encyclopedia of Personality and Individual Differences: Clinical, Applied, and Cross-Cultural Research*, 269-273.

Comment 3:

Quote/Paraphrase: “Today's workplace is more global than ever. Whereas, expatriates were the primary population working with people from other cultures just one to two decades ago. Today, a much larger group of employees does so daily. As well-documented in management research, working across cultures can be challenging (Gelfand, Erez, & Aycan, 2007). As a result, global companies struggle to identify global talent. For example, in a recent survey of 441 global executives from across the world, 70% said that scarcity of global talent is likely to affect their bottom line in the next five years (EIU, 2011). Thus, understanding why some people can function more effectively in intercultural contexts than others has never been more crucial than today” (Wang, & Goh, 2020, p. 273-274).

Essential Element: The essential element is Interdisciplinary Cross-cultural Understanding.

Additive/Variant Analysis: This is an additive analysis to my understanding of the need for more cultural intelligence training for Americans to stay ahead as leaders in the world.

Contextualization: This scholarly work is critical for today's global society. I started an International Studies Program and led in creating a global curriculum, organizing a Model UN and global trips. There is a need for this kind of emphasis in our schools while uplifting America and its border. Societal leaders in all sectors must demonstrate highly effective cultural competence to build good relationships.

Comment 4:

Quote/Paraphrase: "To address this need, Earley and Ang (2003) introduced the concept of cultural intelligence (CQ). They defined CQ as the capability to function effectively in intercultural contexts. Since its initial conception, research on CQ has evolved rapidly. In our journey over the past 10 years, CQ has developed from a theoretical concept to a measurable construct with strong psychometric properties and evidence of construct validity. Accumulating empirical evidence of predictive and incremental validity has pushed CQ from an academic construct to a practical framework for global selection, training, and development that organizations in over 60 countries have applied. Recognizing this evolution, two recent reviews of predictors of intercultural effectiveness both identified CQ as particularly promising (Leung, Ang, & Tan, 2014; Matsumoto & Hwang, 2013)" (Wang, & Goh, 2020, p. 274).

Essential Element: The essential element is Interdisciplinary Cross-cultural Understanding.

Additive/Variant Analysis Jesus reminds us of this when he said to love your neighbor as yourself (Mark 12:30). There are two things I want to point out, first, to love your neighbor is to know your neighbor. This is why cross-cultural education is crucial to increasing CQ in all professions. This was my focus for many years as I led cross-cultural training. Second, the verse said to love your neighbor as yourself, which led us to know that we should not degrade our own culture and government to increase CQ.

Source Three: van Helden, D. P. (2022). Let's talk about it: the importance of communication and translation in interdisciplinary cooperation. In *Forum Kritische Archäologie* (Vol. 11, pp. 80-92).

Comment 5:

Quote/Paraphrase: "So far, I have argued that real cultural differences exist between disciplines and that these get added to the cultural spectrum of bringing together an international group of scholars when working on interdisciplinary projects. I also maintain that most problems of interdisciplinarity ultimately reduce to communication problems. The only solution to communication problems is more (and better) communication (cf. Laneri 2002; Watkins 2006; Harding 2007; Holtorf 2007 for similar approaches to specifically archaeological versions of this problem). The most important practical improvement to interdisciplinary cooperation lies in more and better intercultural communication" (van Helden, 2022, p. 86).

Essential Element: The essential element is Interdisciplinary Cross-cultural Communication.

Additive/Variant Analysis: This additive analysis demonstrates the need for effective cross-cultural communications worldwide in all disciplines.

Contextualization: The Bible teaches us that we are to live in peace with our neighbors (Romans 12:18). This article has a focus on academia, and archeology, in particular, but understands its need in all professions. The first step in authentic and progressive communication is genuine respect and value.

Comment 6:

Quote/Paraphrase: “Interdisciplinary collaboration will still require hard labor from all parties, including the translators, although the latter’s presence has the potential to smoothen the process. Furthermore, the problem of publishing the results of interdisciplinary research will not be remedied by the mere presence of translators. I am convinced, however, that a broader (inter)disciplinary mindset is advantageous to most research teams as well as outside academia. Our times call for more sensitive attention to cultural differences whatever their source, and paying explicit attention to such differences in the training of students will help the human pursuit of knowledge, whether or not these students end up in academia” (van Helden, 2022, p. 89).

Essential Element: The essential element is Interdisciplinary Cross-cultural Communication.

Additive/Variant Analysis: This is an additive analysis because I agree with the authors that there has never been a more critical time for attention to be paid to cross-cultural differences and the skills needed to communicate effectively.

Contextualization: “Our times call for more sensitive attention to cultural differences whatever their source, and paying explicit attention to such differences in the training of students will help the human pursuit of knowledge, whether or not these students end up in academia” (2022). American schools need to follow the example of other countries by hiring teachers from around the world to teach their young their language and culture. Imagine hiring Arabic and Chinese teachers for that one purpose.

Source Four Lansford, J. E. (2022). Annual research review: Cross-cultural similarities and differences in parenting. *Journal of Child Psychology and Psychiatry*, 63(4), 466-479.:

Comment 7:

Quote/Paraphrase: “Understanding cross-cultural similarities and differences in parenting has been applied to the development and implementation of parenting interventions in many cultural contexts, particularly as a way of deciding which aspects of parenting programs are transportable across cultures and which aspects need to be adapted to work in specific cultural contexts (Mejia et al., 2017). Parenting programs generally aim to change parents’ knowledge, attitudes, and behaviors in specific ways that are ultimately intended to foster children’s physical, cognitive, social, and emotional development, but barriers can

complicate their implementation (Weisenmuller & Hilton, 2021)” (Lansford, 2022).

Essential Element: The essential element is Interdisciplinary Cross-cultural Understanding.

Additive/Variant Analysis: This is an additive analysis to raise consciousness for sensitivity and understanding of parental differences across cultures.

Contextualization: I appreciate this article. There is a need for more cross-cultural research and cross-cultural training. The United States is a melting pot of people from all over the world. Cross-cultural training needs to be prioritized in all professions.

Source Five: Weisenmuller, C., & Hilton, D. (2021). Barriers to access, implementation, and utilization of parenting interventions: Considerations for research and clinical applications. *American Psychologist*, 76(1), 104.

Comment 8:

Quote/Paraphrase: “It should be noted that multiple barriers may be present and interact with individual family needs and contexts to impact the accessibility of BPT (Behavioral Parenting Training). Finally, specific recommendations are offered to address the barriers described and increase the accessibility and responsiveness of BPT for diverse family contexts. In addition to the systemic barriers that interfere with access to evidence-based BPT, there are other important factors to consider that limit effective delivery and parental utilization

in communities where BPT is available. The current review will focus specifically on the variables of culture (Bornstein, 2012)” (Weisenmuller & Hilton, 2021).

Essential Element: The essential element is Cross-cultural Communication.

Additive/Variant Analysis: This article is an additive analysis to understand the barriers to educating parents across cultures, ethnicities, and socio-economic status.

Contextualization: “It should be noted that multiple barriers may be present and interact with individual family needs and contexts to impact the accessibility of BPT” (2021). There are indeed multiple barriers present to the accessibility of BPT. Some are cultural, economic, and time barriers, but in addition to the training, we need more social workers, teachers, therapists, counselors, ministers, children parenting, and children programs in all churches and agencies everyone to eradicate hopelessness and poverty. Jesus said, “The harvest truly *is* plentiful, but the laborers *are* few (Matthew 9:37).

Comment 9:

Quote/Paraphrase: “A number of behavioral parenting training (BPT) programs have been developed to remediate disruptive, noncompliant, or dysregulated child behavior from early childhood (e.g., Parent-Child Interaction Therapy (McNeil & Hembree-Kigin, 2011)), through childhood (e.g., Incredible Years (Webster-Stratton, 2001), Triple P Positive Parenting Program (Sanders, Markie-Dadds, & Turner, 2003)) and adolescence (e.g., Coping Power (Wells, Lochman, & Lenhart, 2008), Defiant Teens (Barkley & Robin, 2014)). Although these are distinct

programs that vary in their scope and application, BPT programs share common targets such as improving the quality of parent-child interactions, increasing reliance on positive reinforcement to motivate desired behavior, and using effective alternatives to physical discipline (Barkley & Robin, 2014; McNeil & Hembree-Kigin, 2011; Sanders, Markie-Dadds, & Turner, 2003; Webster-Stratton, 2001; Wells, Lochman, & Lenhart, 2008). Recommended effective alternatives to physical discipline typically include removal of parent attention (i.e. selective ignoring), time-out, loss of privileges, loss of rewards (such as tokens or allowance), or assigning additional chores or tasks” (Weisenmuller & Hilton, 2021, p. 3-4).

Essential Element: The essential element is Cross-cultural Communication.

Additive/Variant Analysis: This is an additive analysis because the psychological needs of students require educating parents of all backgrounds.

Contextualization: This article reflects one of the greatest needs in schools. BPT is needed for parents to work alongside teachers and principals in schools. There was a time when teachers trained and then went into the classroom with general education students. Now, teachers and staff receive special training to interact with students with severe special needs. Children with trauma, ADHD, oppositional defiance, and other severe disabilities are often aggressive and use abusive language, causing fear and anxiety among teachers and students. The simple fact is it also causes fear and anxiety in families. This research is crucial to finding answers in educating and supporting families.

Source Six: Shiraev, E. B., & Levy, D. A. (2020). *Cross-cultural psychology: Critical thinking and contemporary applications*. Routledge.

Comment 10:

Quote/Paraphrase: “How is cross-cultural psychology different from cultural psychology? First and above all, cultural psychology seeks to discover meaningful links between culture and the psychology of individuals living in this culture. The main message of cultural psychology is that human behavior is meaningful only when viewed in the sociocultural context in which it occurs (Segall et al., 1999). For instance, a cultural psychologist may be interested in describing how particular religious views on divorce affect both the behavior and attitudes of young parents in a country. A scientist may be interested in investigating how fundamental principles of Islam are incorporated into an individual’s consciousness and personality traits (Monroe & Kreidie, 1997). Overall, the main focus of cultural psychology is to study whether, when, and how individuals growing up in a particular culture tend to internalize that culture’s qualities (Cole, 1996). Cultural psychology advocates the idea that mental processes are essentially the products of an interaction between culture and the individual” (Shiraev & Levy, 2020).

Essential Element: The essential element is Cross-cultural Understanding.

Additive/Variant Analysis: This is an additive analysis to help understand psychology from a more cultural and global perspective.

Contextualization: Cultural psychology should be a required class for everyone in public service and ministry. Understanding individual's backgrounds and cultures is necessary to help make decisions impacting people's lives. For Christians, developing a cross-cultural lifestyle is a part of the Great Commission (Matthew 28:18-20), whether at home or abroad.

Comment 11:

Quote/Paraphrase: "Cultures can be described as having both explicit and implicit characteristics. Explicit characteristics of culture are the set of observable acts regularly found in this culture. These are overt customs, observable practices, and typical behavioral responses, such as saying "hello" to a stranger. Implicit characteristics refer to the organizing principles that are inferred to lie behind these regularities based on consistent patterns of explicit culture. For example, grammar that controls speech, rules of address, hidden norms of bargaining, or particular behavioral expectations in a standard situation may be viewed as examples of implicit culture. No society is culturally homogeneous. There are no two cultures that are either entirely similar or entirely different. Within the same cultural cluster there can be significant variations and dissimilarities" (Shiraev & Levy, 2020).

Essential Element: The essential element is Cross-cultural Understanding.

Additive/Variant Analysis: This is an additive analysis and is crucial to cross-cultural relations and understanding explicit and implicit characteristics.

Contextualization: As a leader, understanding explicit and implicit behaviors is important, especially in working with people different from diverse communities around the globe. Developing a safe culture that allows for conversations for people to get to know each other will build a culture of trust.

Source Seven: Anderson, D. A. (2023). *Gracism: The art of inclusion*. InterVarsity Press.

Comment 12:

Quote/Paraphrase: Dr. Anderson, “defines racism as speaking, acting, or thinking negatively about someone else solely based on that person’s color, class, or culture. A common definition of grace is the unmerited favor of God. Extending such favor and kindness to other human beings is how we Christians demonstrate this grace practically from day to day. When one merges the definition of racism, which is negative, with the definition of grace, which is positive, a new term arises, which is gracism. I define gracism as the positive extension of grace to others regardless of and sometimes because of their color, class, or culture (Anderson, 2023).

Essential Element: The essential element is Cross-cultural Understanding, Communication, and Missions in a Global Society.

Additive/Variant Analysis: This book is an additive analysis to understanding the biblical principles of adopting a lifestyle of inclusion, representing the Kingdom of God.

Contextualization: Acts 17:26 teaches us that, “And He has made from one blood every nation of men to dwell on all the face of the earth, and has

determined their preappointed times and the boundaries of their dwellings. The true miracle of Jesus is how our hearts are transformed, and as our hearts are transformed, so is our behavior and love for one another.

Works Cited

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