Cross-Cultural Dynamics

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Professor

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***Assignment #1 – Core Essential Elements***

1. **Select One (1) Core Essential Element from the Syllabus Outline:**
2. Create a 350-word original discussion paper (with cited sources) during the first week of the term. Post this document in DIAL.
3. Professor will check for quality of content and word-count requirements. Grade assigned will be Credit or No Credit (CR/NS).

Essential Element: Interdisciplinary Cross-cultural Communication

At OGS students are charged to be scholar practitioners and world changers with families, friends, in workplaces, communities, nations and beyond. In the great commission, Jesus Christ states, “Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, *teaching* them to observe all that I have commanded you. And behold I am with you always, to the end of the age,” (Matthew 28: 19, 20). For the Christian believer, knowing one’s purpose and worldview enables them to appropriately meet all in their sphere of influence with the gospel of Jesus Christ and teach them to know Him. How this is accomplished is important. In his book, Duane Elmer suggests and rightly so, that it is necessary to make cultural transitions to effectively communicate, establish trust, and gain acceptance. To connect across ethnicities, the same skills are necessary for making cultural transitions with those around the world and they apply to domestic situations as well, (Elmer, 2002).

Multinational families are coming to the USA daily and in some public and private schools, diversity ranges from 30%-35% of the student body. Are schools resourced enough to meet the demands of students and families who do not speak and understand English? This primarily is the workplace of the author of this paper, private Christian school and the school is not ready with needed resources.

Communication is key. But how? Listening, being patient, asking questions, making relationship, and using practical wisdom will enable persons who are called to help. This is an on-going discipline that is necessary. Many may be called, but few will understand and go help here and abroad. What keeps a person unable to meet the challenge? Is it time? Lack of knowledge? Motivation? How is trust established? Time spent together, genuine interest in others and relationship building are effective ways to gain acceptance.

Living cross-culturally in China for two years, the author of this paper knows from first- hand experience. It was the most rewarding life-changing experience to live there training teachers in underground Christian churches’ schools. However, it was many times fearful, living moment by moment, totally dependent on Jesus’ experience, but one that this author would love to continue again someday. Learning from the Chinese culture and communicating with them was awe-inspiring as many questions were asked about understanding their culture. Teaching them American culture, as they asked, and knowing the cultures of scripture passages and Jesus’ in his teachings were important aspects of teaching them.

Watching the video, *The Danger of a Single Story*, identification in communicating was key to understanding. Everyone has perception of their own experiences. One single story can make stereotypes, without intentional listening. All persons need to take the time to listen with an intent to understand, (Adichie, 2024). This is where stories matter. Words have value. But persons do not know, what they do not know.

To conclude, this outcome of this course learning will continue to show the heart of what this author values: effectively communicating to establish trust and gain acceptance of all cultures within her sphere of influence. Living from the Life of Jesus enables one to communicate effectively regardless of how they are received. Will the Church go, from the love of Father, to communicate and teach His love and mercy to others, domestically, nationally, and internationally and be part of, “A new army of kingdom volunteers…?” (Winter & Hawthorne, 1999).

WORKS CITED

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