

## Next Steps in Cultural Competency

### Post-GFM National Staff Meetings 2014

#### Individual Next Steps (to be completed between now and June 30<sup>th</sup>).

This should take 3-4 hours to complete.

- Pay attention to situations when you are outside of your comfort zone in some way. Situations outside of your *cultural* comfort zone would be most helpful, but situations involving gender, class, age, and personality type can all work. If you have not completed the cross-cultural learning experiences in the GFM National Meetings pre-course assignment, pay attention as you complete these. Practice noticing when you are “redlining” and “greenlining” (from *Approaching Differences* Diagram). Make note of the assumptions and ideas that come up for you about others when you are redlining **(about 1 hour)**.
- Identify a relationship or ongoing situation in your life where you experience some confusion or lack of understanding. Try to identify a personal cross-cultural relationship, if possible. If you can’t identify one, think about another relationship where there has been tension. Seek a conversation to pursue greater understanding and utilize the three-step approach for navigating cultural differences (*What? So What? Now What?*) to learn more about the other person’s actions, values and feelings. Think about what it means to be a good host and guest in this conversation. **(about 1 hour)**
- Identify a way to utilize the three-step approach for navigating cultural gaps (*What? So What? Now What?*) with students and/or faculty in a ministry setting. **(about 1 hour)**  
Possibilities include:
  - Using this approach to help student leaders understand what each one thinks about a challenging issue in the chapter.
  - Using the process to open a conversation about style of worship, communication, prayer or socializing with a small group of students in your chapter.
  - Responding to a movie, article, current event or campus event by listening.
- Sometime this spring, on your next retreat day or in your end-of-year reflections, take some time to complete the *Cross-Cultural Reflection Guide* (p. 5) as you think about your experiences. Record your responses for a later team conversation in the summer/early fall. (You will be asked to choose what to share from your reflections, but will not be required to turn in the sheet.) **(about 1 hour)**

**Next Steps with GFM Teams** –This should take about 3 hours of team time plus whatever time you decide to devote to your team goal over the next nine months.

- Have each individual on the team share about their learning experiences using the questions below. If time allows, share additional observations about the process of individual learning this semester. What have you heard as a team as you shared this information?  
**This exercise should be done over the summer or early in the fall. (60-75 minutes)**
- Set a learning goal for your team using the *Suggestions for Team Learning from the Cultural Competency Wheel* (pp. 3-4). Weave your learning goal into your team plans for 2014-15 in a way that fits with other commitments but allows you to keep learning together. You can decide how much your team can take on and how you will process this learning together. **This plan should be done by August 20<sup>th</sup> but the learning does not need to be completed until February 1, 2015. (30 minutes plus whatever amount of time you decide to devote between now and February 1<sup>st</sup>.)**
- Return to one of the questions identified by the team at the Wednesday evening team discussion (during National Meetings) and use the three-step approach (*What? So What? Now What?*) to learn more about each other. This conversation should be solely about listening to each other and learning about others' perspectives. At the end of the process, reflect together on what you learned about each other and your team that you did not know before. **This exercise could be done over the summer or anytime in the fall. (60-75 minutes)** The team may want to return to this topic later or in the future to discuss how the team might work together more effectively.
- Choose one person on your team to record your team plans and send them to Kathy Cooper by August 20<sup>th</sup>. We will share all of the Area or Regional Team plans with you early in the fall.
- Assign one or several people to keep track of where you see the Holy Spirit at work in your learning about diversity on your team and on campus. Include prayer for your team and for future staff in your prayer times.

**For ALL Team Leaders: RD's, SD's, and leaders of other staff teams  
(aligned with team assignments above)**

- Set up a time this summer/early fall when your team can take an hour to share from their individual reflections. Group questions are included in the *Cross-Cultural Reflection Guide*. Area Directors and Regional Directors should coordinate to decide whether this exercise will take place at a regional gathering in small groups or in area teams.
- Help your team arrive at a shared learning goal using the *Cultural Competency Wheel Suggestions for Teams*. This goal should be able to be completed between now and February 1<sup>st</sup>. Put this goal into your 2014-15 team plans. Delegate someone to send your goal to Kathy Cooper by August 20<sup>th</sup>.
- Lead a discussion sometime in the summer or fall using one of the questions identified in the Wednesday evening session at GFM National Meetings for team discussion utilizing the 3 step approach to navigating differences (*What? So What? Now What?*).

## **Suggestions for Team Learning (from InterVarsity's Cultural Competency Wheel)**

*Prayerfully choose and engage one of these activities with your team. Please note that the views in the film suggestions are not representative of InterVarsity's overall stance on the various issues, but are meant as tools for discussion.*

### **Personal Awareness Quadrant**

1. Share your cultural autobiographies at team meetings. This will require a long-term commitment for the area director but can be done over the course of a semester or year. Each person may have 20-30 minutes to share their story and invite team members to respond with additional questions for 10 minutes. See attached for resources.
2. Read, reflect, and engage with "Pondering Privilege: Toward a deeper understanding of whiteness, race relations, and faith" packet as a team.
3. Generate a list of some of the gifts that are valued in the cultures represented on your team, OR listed as Asian American, African American, European American, Hispanic American and Native cultures. For further discussion, consider how communication differences may arise in the expression of these gifts. ([Gifts from Different Cultural Groups](#))
4. Building from the National Meetings' pre-course assignment of getting to know our neighbors, have each team member commit to a long-term (at least 3 months) experience of displacement, in other words, making a commitment to attend something outside of your cultural comfort zone regularly. Discuss your reflections and lessons learned during your team meeting.

### **Biblical Understanding Quadrant**

1. Engage in one of the attached Bible studies (see Luke 4 and biblical basis suggested bible studies attachment).
2. Take a survey of the professors, church leaders, authors, theologians and theological streams of influence on your staff team. Reflect on the cultural backgrounds of the major theological influences of your team. Discuss possible gaps and how your team can learn from a different theological tradition coming from a non-represented culture after watching [Rev. Dr. Soong-Chan Rah's sermon on The Next Evangelicalism](#).

### **Historical Awareness Quadrant**

1. Watch a video from the following list and regardless of your political stances, discuss the racial disparities highlighted in the film. Discuss the impact of these realities on various racial groups. Discuss how this applies to our context with GFM. Please note that the documentaries do not represent InterVarsity's national stance. These resources are meant to serve as discussion starters and to offer another perspective.

- a. [PBS Series - Race: The Power of Illusion](#) (Episodes 2<sup>1</sup> and 3<sup>2</sup> are recommended. This link leads to a discussion guide, but the team will need to borrow the video from a local library.)
  - b. [Video on Emerson's Divided by Faith](#)<sup>3</sup>
  - c. [The House I Live In](#)<sup>4</sup> (you *will not* need to purchase this movie in order to view it)
  - d. [Lost in Detention](#)<sup>5</sup> and [Return to Sender](#)
  - e. [Legacy of Heart Mountain](#)<sup>6</sup> and [Unknown Warriors](#)<sup>7</sup>
  - f. [Photo Journalism: No Place for Your Kind](#) and [AAPI Resistance](#) and [Filipino American Experience](#)
2. Read and discuss Peggy McIntosh's Article, "[White Privilege: Unpacking the Invisible Knapsack](#)." Specifically discuss what historical factors contribute to this list. Facilitate a time of prayer in response to the team's discussion.

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<sup>1</sup> "The Story We Tell" is an eye-opening tale of how deep social inequalities came to be rationalized as natural - deflecting attention from the social practices and public policies that benefited whites at the expense of others.

<sup>2</sup> "The House We Live In" focuses not on individual behaviors and attitudes, but on how our institutions shape and create race, giving different groups vastly unequal life chances.

<sup>3</sup> This video is based on Michael Emerson and Christian Smith's *Divided by Faith: Evangelical Religion and the Problem of Race in America*.

<sup>4</sup> *The House I Live In* is "a penetrating look inside America's criminal justice system, revealing the profound human rights implications of U.S. drug policy."

<sup>5</sup> "FRONTLINE and the Investigative Reporting Workshop explore the secretive world of immigration detention and examine the Obama administration's controversial get-tough immigration policy."

<sup>6</sup> *Legacy of Heart Mountain* is about a Japanese concentration camp in Wyoming. An article with more information can be found here: [David Ono Interview on AA Documentaries](#)

<sup>7</sup> *Unknown Warriors* is a documentary about Japanese American Heroes from WWII.

## **Cross-Cultural Reflection Guide**

Reflect on the experiences you have had this semester doing the cross-cultural assignments and in other cross-cultural settings. Ask the Lord to be present as you enter this reflection.

What kinds of experiences triggered “greenlining” for you in cross-cultural relationships and settings? Ask the Lord to speak to you about what is going on for you when this happens. Are there common elements to be observed? Are there hopes or attitudes that you can identify in yourself? Spend some time listening to God about next steps in openness in conversations and relationships.

What helped you to be a good guest this semester in conversations and interactions? A good host?

When have you experienced yourself “redlining”? What kinds of experiences triggered redlining for you in cross-cultural relationships? Ask the Lord to speak to you about what is going on for you when this happens. Are there common elements to be observed? Are there anxieties, fears or attitudes that you can identify in yourself? Spend some time listening to God about the things that close you down in conversations and relationships.

What inhibited you from being a good guest this semester in conversations and interactions? A good host?

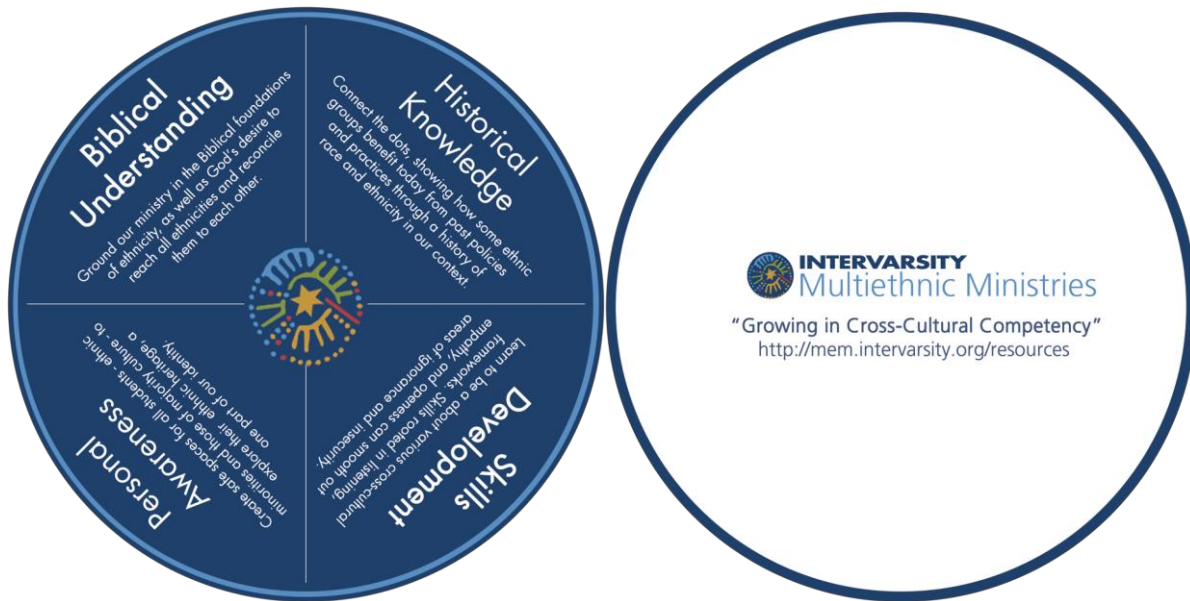
Is it easier for you to be a guest or a host? What do you need to practice in order to be able to do both?

### **For team sharing:**

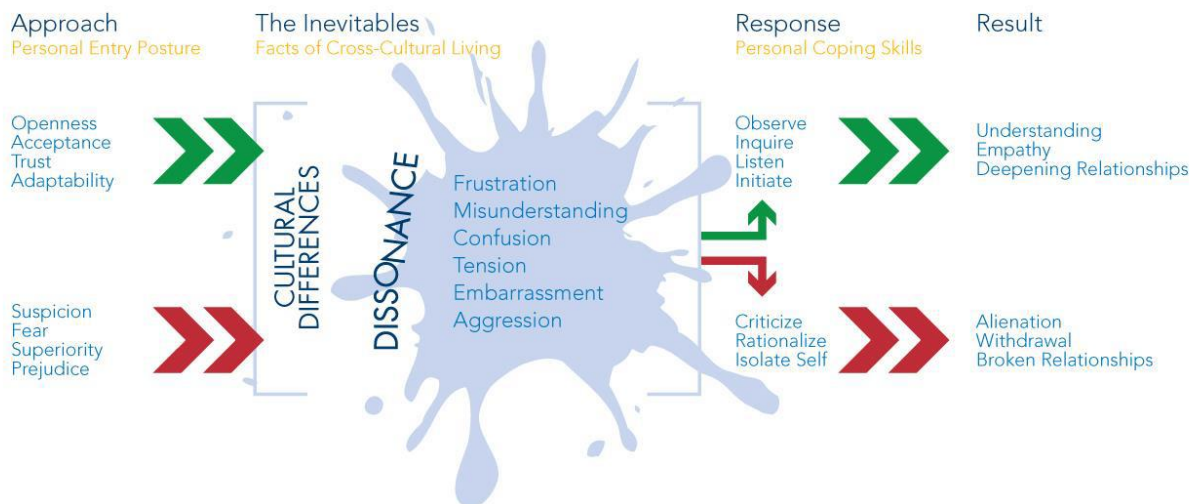
What did you learn about yourself this semester as you observed your interactions and as you brought your reflections to God?

- Greenlining
- Redlining
- Identifying your own attitudes
- Being a good host or guest

Where would you like to take next steps to grow?



## APPROACHING DIFFERENCES



This diagram is available as a bookmark through the InterVarsity Store at [tiny.cc/bkmlk](http://tiny.cc/bkmlk)

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