



**CHANGED
FOR LIFE**

CULTURAL INTELLIGENCE

Session Four: Before the Trip

LEADER/TEAM

MATERIALS AND HANDOUTS

Kurt Ver Beek, JoAnn Van Engen, David Livermore, Lisa Van Engen

Session Four: Before the Trip

CULTURAL INTELLIGENCE

Goals

- ✦ Participants will learn about the four dimensions of cultural intelligence.
- ✦ Participants will identify areas they need to work on developing their cultural intelligence.
- ✦ Participants will set goals for growth and continued learning.
- ✦ Note: Many aspects of this session are focused on global cultural differences, but we believe that this session can be highly valuable to teams traveling domestically as well.

Prepare

- ✦ Read through Session 4.
- ✦ Watch the Session 4 Video.
- ✦ Make copies of Session 4 Handouts for STM team.
- ✦ Contact your host group or sending agency and ask for their help in filling in the information on Handout 4.3. Also, ask for any other suggestions your host might make about helping your team prepare.

Materials

- ✦ Handouts for Session 4 (paper or electronic)
- ✦ Video for Session 4
- ✦ Computer or projector for watching videos
- ✦ Newsprint or white board and markers
- ✦ Pens and pencils
- ✦ Bible

OPEN

Time: 10 minutes

After you've given the team time to greet you, greet each other, and grab a coffee and refreshments, gather in your circle or around a table and open with prayer. You may want to do the prayer popcorn-style, inviting team members to offer to God things about the trip that concern them or excite them. Close the prayer by asking God to open the eyes and ears of each person on your team to be sensitive and caring in your interactions with people from the culture you will visit together.

After prayer, invite the team to look at Handout 4.1. Tell the team that today's session will help prepare them to travel with cultural intelligence. Cultural intelligence begins with slowing down long enough to observe what's going on around us. Say: **Culture is powerful. It's continually shaping what we do and how we think. In fact, it's shaping what we're doing and thinking right now.**

Pair team members up to work on the Examine the Room exercise. Each pair should do the following together:

- ✦ Take a close look at the room where you are gathered. Notice where people are sitting. What spaces are left? How closely are people seated to one another? Who is sitting next to whom? What things did people bring with them today? Ask them to write all the things they observe on the left half of their paper (e.g., five people are wearing jeans; there aren't any windows in your room, and so on).
- ✦ Then, in the right column, suggest some interpretations of these observations. (Why do you think the room is set up the way it is, people are dressed as they are, and so on.)

Compare and share your reflections as a large group (use whiteboard or newsprint for this discussion.)

Point out that in the left column we can make safe assumptions based on what is empirically observable (e.g., there are twelve people in the room, the chairs are in a circle.)

In the right column, our statements are much more subjective. Our observations are not something we know for sure (e.g. people are wearing sweaters because they are cold; the chairs are in a circle so we can see one another better.)

Comment that even when we are comfortable and familiar with one another and our environment, our interpretations can still be subject to error. In a different culture it is even easier to make mistakes and form assumptions.

EXPLORE

Time: 25 minutes

Watch the Session 4 Video on cultural intelligence. After the video, read Handout 4.2. Work together to answer questions about the four capabilities of cultural intelligence:

CQ Drive: *Motivation and intentionality*

What was the motivation of the suburban church? What was behind their desire to make a difference in the world?

CQ Knowledge: *Understanding cultural differences*

Did the suburban church possess cultural intelligence about the area they were going to minister in? Did they understand the stresses and the cultural script many in the community experienced?

CQ Strategy: *Interpreting cues*

Was the suburban church mindful as they entered into the partnership? Did they first ask Jamar how they could best serve his congregation and area?

CQ Action: *Adapting appropriately*

When Jamar proposed an adapted version of the service project, was the suburban church open and willing to be flexible to best serve the people of the community? Could the dads and sons still have served together?

CONNECT

Time: 15 minutes

Use Handout 4.3 as the basis for sharing some of the things you learned from your hosts or partner agency as you corresponded this week. Since many of your team members will have begun to do their own research on your destination, challenge them to fill in as many of the

blanks as possible with their thoughts and suggestions before you tell them the things you learned from your host or partner agency.

Encourage group members to continue in the weeks ahead to discover as much as they can about the people and culture you will be visiting together.

CLOSE

Time: 10 minutes

Close your session with prayer, perhaps inviting team members to offer their own words to God and their requests for help in making their actions and words reflect the respect they have for the host group as a people.

Option: Journal

If your team members are using journals, give them a chance to share thoughts or observations they wrote down in the last week, but only if they are willing to. Comment that as each of you continue to grow in your knowledge of your calling and the people you will be visiting, you can help each other grow by sharing some of what you discover.

Some suggested sentence starters for this week:

This week I will practice empathy with people of other cultures by . . .

I will explore more details of the culture I am visiting by . . .

This week I will pray that . . .

Option: Resources

Today give team members time to share electronic resources they've discovered and may not have shared with the group. A great addition to the information you're gathering together would be some video segments filmed by your host or partner agency. If someone on that end has filmed activities and situations that will contribute to the cultural intelligence of your group, take time to view them together.

Make this initiative reciprocal if possible. Send video segments of your team, your church, and your community to better help your hosts get to know you.

HANDOUT SESSION 4.1

Examine the Room

Observations:

(ex. there are five people wearing sweaters)

Interpretations:

(ex. the temperature is cold)



HANDOUT SESSION 4.2

Case Study

(from *What Can I Do? Making a Global Difference Right Where You Are* by David Livermore.)

A suburban church in the Chicago area runs an annual Christmas program where dads and sons spend a December Saturday in an inner-city neighborhood distributing gifts to under-resourced kids there. One year, they decided to partner with Jamar's church on the south side of the city.

Jamar was grateful for their generous spirit, but he asked the men from the suburban church to help him set up a temporary store at his church instead. This would be a place where Jamar's church could sell the donated gifts at seriously reduced prices to the neighborhood parents. As a result, the parents in the neighborhood would have the honor of buying gifts for their own kids.

The suburban church said no. Having their dads and sons personally deliver the gifts was too important to them. This part of the program was what made the experience such an annual highlight for them. Jamar was disappointed, but he later said to me, "The last thing I need is one more message to kids in our neighborhood that says, 'These white people got you a better gift than your parents could.'"

CQ Drive: *Motivation and intentionality*

What was the motivation of the suburban church? What was behind their desire to make a difference in the world?

CQ Knowledge: *Understanding cultural differences*

Did the suburban church possess cultural intelligence about the area they were going to minister in? Did they understand the stresses and the cultural script many in the community experienced?

CQ Strategy: *Interpreting cues*

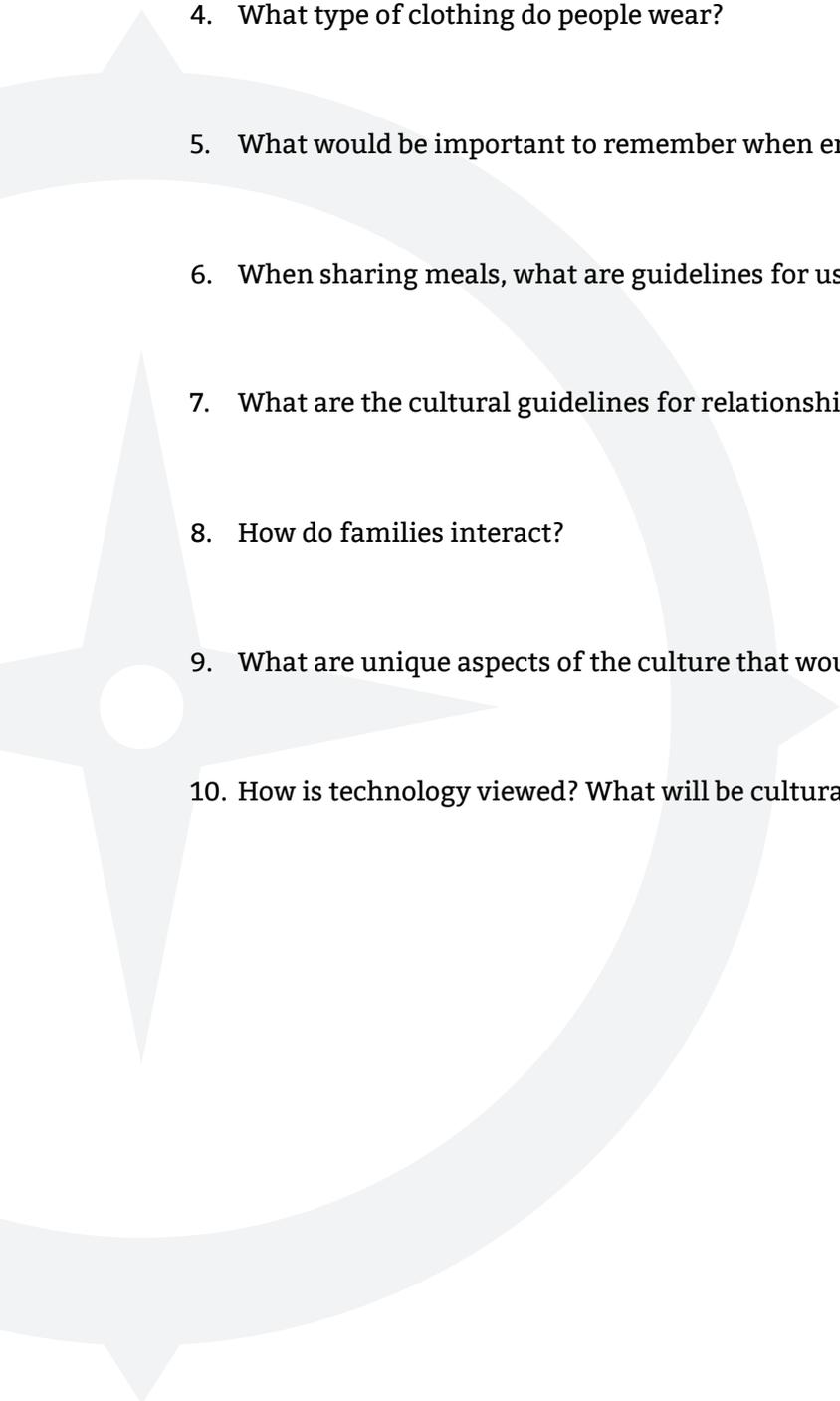
Was the suburban church mindful as they entered into the partnership? Did they first ask Jamar how they could best serve his congregation and area?

CQ Action: *Adapting appropriately*

When Jamar proposed an adapted version of the service project, was the suburban church open and willing to be flexible to best serve the people of the community? Could the dads and sons still have served together?

HANDOUT SESSION 4-3

Cultural Intelligence for Host Location

1. How do people like to be greeted?
 2. How do people approach time?
 3. Are there any gestures considered to be offensive?
 4. What type of clothing do people wear?
 5. What would be important to remember when entering a home?
 6. When sharing meals, what are guidelines for us to understand?
 7. What are the cultural guidelines for relationships between men and women?
 8. How do families interact?
 9. What are unique aspects of the culture that would be helpful to know?
 10. How is technology viewed? What will be culturally acceptable?
- 

Additional thoughts:



WWW.BECHANGEDFORLIFE.ORG