

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	DEVELOPING INTERCULTURAL COMPETENCY FOR MINISTRY MISS 0688 / PAST 0658 1P
Date, Time, and Delivery Format	MAY 27 – 31, 2024 MONDAY– FRIDAY, 9:00 AM – 4:00 PM IN-PERSON ONLY
Instructor	DANIEL R SHEFFIELD, MRE Email: dsheffield@tyndale.ca
Class Information	The classes will be in-person from Monday to Friday from 9:00 AM – 4:00 PM. Office Hours: Available by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course seeks to develop intercultural competencies for Christian leaders. Students will learn how to develop greater cultural self-awareness, knowledge and skills, enabling them to serve more effectively in intercultural settings in North America or around the world.

God’s people are called to participate in God’s mission of blessing the nations of this world. With the movement of people, gateway cities like Toronto have become multicultural centers where nations are gathered in close geographical proximity. When we are going to engage in missional ministry, it will mean having to cross cultural boundaries to build trusting relationships.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Reflect on intercultural engagement through the lens of Christian theology
2. Recognize cultural differences and how they impact communication

3. Describe the processes involved in intercultural communication
4. Evaluate their self-awareness regarding their own intercultural competence
5. Apply adaptation processes for engaging in diverse cultural contexts
6. Display a willingness to develop effective intercultural relationships

III. COURSE REQUIREMENTS

A. REQUIRED READING

Hibbert, Evelyn and Richard. *Walking Together on the Jesus Road: Discipling in Intercultural Contexts*. William Carey Publishing, 2018. 206 pages. ISBN: 9780878080922.

Krause, Michael and Narry Santos, Robert Cousins (editors). *From the Margins to the Centre: The Diaspora Effect: A Collection of Essays to Celebrate the 20th Anniversary of the Tyndale Intercultural Ministry Centre*. Toronto: Tyndale Academic Press, 2018. 234 pages. ISBN: 9781999464608.

Reyes, Michelle Ami. *Becoming All Things: How Small Changes Lead to Lasting Connections Across Cultures*. Grand Rapids: Zondervan, 2021. 169 pages. ISBN: 9780310124566.

Sheffield, Dan. *The Multicultural Leader: Developing a Catholic Personality*. Toronto, ON: Clements Publishing, 2015. 146 pages. ISBN: 9781894667302.

The following articles will be placed on the course page on classes.tyndale.ca.

Bangura, Joseph B. 'The gospel in context: Hiebert's critical contextualisation and charismatic movements in Sierra Leone.' *In die Skriflig* 50(1), 2016.

Hiebert, Paul G. "Critical Contextualization." *Missiology*, Volume 12 (3): 10 – Jul 1, 1984.

Moe, David Thang. "Conceptualizing and contextualizing with and beyond Paul Hiebert's anthropological models: Toward a contextual trinitarian missiology in Myanmar." *Missiology: An International Review*, Vol. 47(2), 2019, 153-172.

A requirement of this course is each student will take an **online Intercultural Development Inventory (IDI)**. The cost of this assessment, debrief, and coaching guide is **\$40** (details in class).

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

- Berry, John W. "Living Together in Culturally Diverse Societies." Kingston, ON: Queens University, 2022. <https://www.youtube.com/watch?v=iNNinQc-6FE&t=312s>
- Branson, Mark Lau and Juan Martinez. *Churches, Cultures, and Leadership: A Practical Theology of Congregations and Ethnicities (2nd ed)*. Downers Grove, IL: Intervarsity Press, 2023.
- Brown, Austin Channing. *I'm Still Here: Black Dignity in a World Made for Whiteness*. London: Virago Press Ltd., 2021.
- Flanders, C. L. "About-face transformation: Learning to embrace honor, shame, and face." *Missiology*, 51(4), 309–320, 2023. <https://doi.org/10.1177/00918296231189118>
- Hyun, Jane, and Audrey S. Lee. *Flex: The New Playbook for Managing Across Differences*. New York: Harper Business, 2014.
- Livermore, David. [*Leading with Cultural Intelligence: The Real Secret to Success*](#). New York: American Management Association, 2015.
- Rah, Soong-Chan. *Many Colors: Cultural Intelligence for a Changing Church*. Moody Publishers, 2010. ISBN: 9780802450487.
- Shin, Sarah. *Beyond Colorblind: Redeeming Our Ethnic Journey*. Downers Grove, IL: InterVarsity Press, 2017.
- Twiss, Richard. *Rescuing the Gospel from the Cowboys: The Native American Expression of the Jesus Way*. Downers Grove, IL: Intervarsity Press, 2015.

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. ASSIGNMENTS AND GRADING

1. Reading Reflection: 20%; Due Date: June 21, 2024

In order to broaden and deepen knowledge regarding the topic at hand, students will engage with the required reading list. Describe 6 intercultural principles gained from your reading, showing how they might be applied to your personal and ministry contexts. 5-6 pages. This assignment is related to Learning Outcomes # 1, 2, 3, 4, 5.

2. Class presentation on critical contextualization: 20%; Due Date: May 31, 2024

In order to integrate and apply learnings from course content and readings, students will engage in a group learning and presentation project. The assignment will have two components, 1) a group presentation on the last afternoon of class, and 2) a written reflection paper handed in at end of last class. This assignment is related to Learning Outcomes #1, 2, 3, 5, 6.

- Each person reads Paul Hiebert’s article “Critical Contextualization,” then students choose one or another of the two related case studies (supplied) to read. Each group must ensure that both case studies are represented amongst their participants.
- Meet to discuss learnings from readings and identify elements of the “critical contextualization” approach (represent graphically).
- Your group will then choose a relevant case study (critical incident) from amongst group members that presents a cross-cultural, contextualization incident.
- Using the “Critical Contextualization” approach, show how you would address this critical incident and what possible solution(s) might honour both the local culture as well as fidelity to the Word of God
- Participants will write a 5-page reflection paper describing how your group applied the Critical Contextualization approach, conclusions you reached, and your personal reflection of this process. Marking: 10% for group work; 10% for reflection paper.

3. Personal Reflection on the IDI Assessment: 10%; Due date: June 15, 2024

In order to integrate and apply learnings from course content and readings, students will write a 3 page personal reflection paper engaging with the results of their IDI assessment. This assignment is related to Learning Outcome #4.

- **Intercultural Development Journey.** Identify your Perceived Orientation (PO) on the IDI continuum and compare it with the Development Orientation. Using insights from the IDI assessment and materials encountered in this course, describe the factors that have influenced your intercultural development journey to this point.
- **Interview and IC Development Plan.** Utilizing the IDI coaching plan and principles learned from this course, identify and describe what practical steps you will take in your personal life and ministry to develop your intercultural competencies. Interview one leader who is experienced in intercultural ministry and include his/her insights into your personal coaching plan. (“What is something that has helped develop your intercultural competency?”)

4. Research Paper: 40%; Due Date: July 26, 2024

In order to integrate course content and readings, students must produce a research paper 10 – 12 pages in length (*without bibliography or title page--double-spaced, font size 12*). Topics are of the student’s own choice, preferably related to a specific area of personal interest and/or experience. This assignment is related to Learning Outcomes #1, 2, 3, 5.

Research topics may include the following:

- Cross-cultural challenges facing refugees in Canada
- Reaching International Students living in Canada
- The missionary and the cross-cultural adjustment process
- Challenges facing the Intentional Multicultural Church in Canada
- Folk religion and its impact on Christian discipleship
- Challenges facing 1.5 & 2nd generation immigrants
- Diaspora ministry and connection with the Euro-Canadian Church
- Other topics approved by the instructor

This research paper should reflect attention to key library resources and literature on your chosen topic. Include personal interview insights. These interviews are for personal skill development and require explanation and written consent from interviewees. Sample consent form will be provided as reference.

Identify a clear thesis statement regarding the objective of the research paper. Integrate key intercultural principles discussed in class. Articulate your understanding of the barriers and bridges in communicating the gospel across cultural differences.

Component	Mark (40)
Use of reading resources; citations; bibliography	5
Clear thesis statement regarding research topic	10
Personal interview insights	5
Barriers/bridges to gospel communication	10
Use of intercultural principles applied to topic	10

5. Class Participation 10%

Developing intercultural competence requires intentionality in communication. Therefore, class participation is an important component of this in-person intensive. Student participation will be graded on a scale of 1 to 5: 1) present, but no participation; 2) present, not disruptive; responds when called on but does not offer much; infrequent involvement; 3) adequate preparation, but no evidence of interpretation or analysis; offers straightforward information; contributes moderately when called upon; 4) good preparation, offers interpretation and

analysis, contributes well to discussion in on-going fashion; 5) excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion. This assignment is related to Learning Outcomes #1-6

E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Participation	10 %
Reading Reflections	20 %
Group Presentation/Paper	20 %
IDI Reflection Paper	10 %
Research Paper	40 %
Total Grade	100 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the Chicago Manual of Style or reference the [tip sheet, “Citing Sources in Theology”](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

1. Overview of Intercultural Communication/Competence

- a. *Reading: Cousins, "Blessed to Be a Blessing..." From the Margins to the Centre*
 - Trends leading to Intercultural Communication
 - Missional Framework for Intercultural Ministry
 - Developing a theology of cultural diversity
 - Administer Intercultural Development Inventory (IDI)

2. Defining and understanding Models of Culture

- a. *Reading: Sheffield, The Multicultural Leader*
 - Exploring hidden dimensions of culture
 - Ethnocentrism. Prejudice and stereotyping
 - Uncertainty Avoidance
 - The DMIS model and the Intercultural Development Inventory

3. Engaging across cultures

- a. *Reading: Hibbert, Walking Together, p.39-59*
 - Understanding identity formation
 - DIE – Describe, Interpret & Evaluate
 - Cultural Value Orientations
 - High & Low Context; Non-Verbal Behaviour

4. Adapting to another culture

- a. *Reading: Reyes, Becoming All Things, p.23-67*
 - CQ factors; Contact Theory/Deardorff
 - Intensity Factors in Adaptation
 - Culture Shock
 - Berry's Model of Adaptation
 - Multiculturalism- How Churches Adapt to Culture

5. Developing Competence for Ministry

- a. *Reading: Hibbert, Walking Together... p.137-154*
- b. *Reading: Heibert, "Critical Contextualization"*
 - The Gospel and Culture
 - Contextualizing the Gospel
 - Class Presentation

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Aldred, Raymond and Matthew Anderson. *Our Home and Treaty Land: Walking Our Creation Story*. Kelowna, BC: Woodlake Publishing, 2022.

Augsburger, David. [Conflict Mediation Across Cultures](#). Louisville, KY: Westminster John Knox, 1992.

- Berry, John W. *Acculturation: A Personal Journey Across Cultures*. Cambridge, UK: Cambridge University Press, 2019.
- Bosch, David J. *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll, NY: Orbis Books, 1991.
- Cook, Charles and Lauren Goldbeck, Lorajoy Tiri-Dimangondayo. *Beyond Hospitality: Migration, Multiculturalism and the Church*. Toronto: Tyndale Academic Press, 2020.
- Elmer, Duane H. [Cross-Cultural Conflict: Building Relationships for Effective Ministry](#). Downers Grove, IL: InterVarsity Press, 1993.
- _____. *Cross-Cultural Connections: Stepping Out and Fitting In Around the World*. Downers Grove, IL: InterVarsity Press, 2002.
- Engel, James F. *Contemporary Christian Communications: Its Theory and Practice*. Nashville, TN: Thomas Nelson, 1979.
- Gray, Derwin L. *Building a Multiethnic Church*. Nashville: Thomas Nelson, 2021.
- Hall, Edward. [Beyond Culture](#). New York: Anchor Books, 1976.
- _____. *The Hidden Dimension*. Reprint, New York: Anchor, 1969.
- Hall, Edward and Mildred R. Hall. *Understanding Cultural Differences: Germans, French and Americans*. Yarmouth, ME: Intercultural Press, 1989.
- Hess, J. Daniel. *The Whole World Guide to Culture Learning*. Yarmouth, ME: Intercultural Press, 1994 (see also 1997 abridged edition).
- _____. *From the Other's Point of View: Perspectives from the North and South of the Rio Grande*. Scottsdale: Herald Press, 1980 (Wipf & Stock reprint, 1999).
- Hesselgrave, David J. *Communicating Christ Cross-Culturally: An Introduction to Missionary Communication*. 2nd ed. Grand Rapids: Zondervan, 1991.
- Hiebert, Paul G. *Anthropological Insights for Missionaries*. Grand Rapids, MI: Baker Book House, 1985.
- _____. *Anthropological Reflections on Missiological Issues*. Grand Rapids, MI: Baker Book House, 1994.

Hofstede, Geert, Gert Jan Hofstede and Michael Minkov. *Cultures and Organizations: Software of the Mind* (3rd ed.). New York: McGraw Hill, 2010.

Kendi, Ibram X. *How to Be an Antiracist*. New York: One World/Penguin Random House, 2019.

Kraft, Charles H. *Anthropology for Christian Witness*. Maryknoll, NY: Orbis Books, 1996.

_____. *Communication Theory for Christian Witness* (2nd ed.). Maryknoll, NY: Orbis Books, 2002.

Lingenfelter, Sherwood. *Transforming Culture: A Challenge for Christian Mission*. 2nd ed. Grand Rapids, MI: Baker Book House, 1998.

_____. *Ministering Cross-Culturally*. 2nd ed. Grand Rapids, MI: Baker, 2003.

Mayers, Marvin K. [*Christianity Confronts Culture: A Strategy for Cross-Cultural Evangelism*](#). Grand Rapids, MI: Academic Books, 1987.

Myers, Bryant L. *Walking with the Poor: Principles and Practices of Transformational Development*. Maryknoll, NY: Orbis Books, 1999.

Meyer, Erin. *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*. New York: Public Affairs, 2014.

Newbigin, Lesslie. [*The Gospel in a Pluralistic Society*](#). Grand Rapids: Eerdmans, 1989.

Salter McNeil, Brenda. *A Credible Witness: Reflections on Power, Evangelism and Race*. Downers Grove, IL: IVP Books, 2008.

Samovar, L.A. and R.E. Porter. *Intercultural Communication: A Reader*. 9th ed. Belmont, CA: Wadsworth Inc., 2000.

Smith, Donald K. [*Creating Understanding: A Handbook for Christian Communications Across Cultural Landscapes*](#). Grand Rapids, MI: Zondervan, 1992.

Stewart, Edward C., and Milton J. Bennett. *American Cultural Patterns: A Cross-Cultural Perspective*. Yarmouth, ME: Intercultural Press, 1991.

Storti, Craig. *Figuring Foreigners Out*. Yarmouth, ME: Intercultural Press, 1999.

_____. *The Art of Crossing Cultures*. Yarmouth, ME: Intercultural Press, 1990.

- Taylor, Charles. *Multiculturalism: Examining the Politics of Recognition*. Princeton, NJ: Princeton University Press, 1994.
- Taylor, William D., ed. *Global Missiology for the 21st Century: The Iguassu Dialogue*. Grand Rapids, MI: Baker, 2000.
- Thomas, David C. and Kerr Inkson. *Cultural Intelligence: People Skills for Global Business*. San Francisco: Berrett-Koehler Publishers, 2004.
- Trompenaars, Alfons. *Riding the Waves of Culture: Understanding Diversity in Global Business*. Burr Ridge, IL: Irwin Professional Pub, 2012.
- Volf, Miroslav. *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*. Nashville: Abingdon Press, 1996, 2019.
- Woodley, Randy. *Indigenous Theology and the Western Worldview: A Decolonized Approach to Christian Doctrine*. Grand Rapids: Baker Academic, 2022.