

Conflict Resolution 2021  
Session 3  
Cultural Implications  
Pastor Sharan Trotter



Blessed are the peacemakers, for  
they will be called children of God.

Matthew 5:9



**Key Scripture**

Live in harmony with one another. Do not be haughty, but associate with the lowly.<sup>[a]</sup> Never be wise in your own sight (Rom 12:16 ESV).

**Instructional Overview****Big Ideas**

- Peacemakers seek to resolve conflicts understanding the cultural implications of an urban diverse church community.

**Essential Questions**

- In what ways do culture and conflict resolution connect?
- How does understanding another's point of view support peacemaking?

**Learning Outcomes**

- Identify impact of culture on understanding and resolving conflict.
- Interpret case studies, recognizing diverse points of view and peacemaking principles.

**Paired Discussion****Directions**

- Students will come together in a circle to discuss the following prompt.
- Everyone must participate in the discussion.
- Please be mindful of how long you speak so everyone can participate.

**Prompt:**

- Define what it mean to season our words with wisdom and grace?

**Notes:**

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## The Iceberg Concept of Culture

Like an iceberg, the majority of culture is below the surface.

### Surface Culture

Above sea level

Emotional load: relatively low

food ▪ dress ▪ music ▪  
visual arts ▪ drama ▪ crafts  
dance ▪ literature ▪ language  
celebrations ▪ games

### Deep Culture

Unspoken Rules

Partially below sea level

Emotional load: very high

Unconscious Rules

Completely below sea level

Emotional load: intense

courtesy ▪ contextual conversational patterns ▪ concept of time  
personal space ▪ rules of conduct ▪ facial expressions  
nonverbal communication ▪ body language ▪ touching ▪ eye contact  
patterns of handling emotions ▪ notions of modesty ▪ concept of beauty  
courtship practices ▪ relationships to animals ▪ notions of leadership  
tempo of work ▪ concepts of food ▪ ideals of childrearing  
theory of disease ▪ social interaction rate ▪ nature of friendships  
tone of voice ▪ attitudes toward elders ▪ concept of cleanliness  
notions of adolescence ▪ patterns of group decision-making  
definition of insanity ▪ preference for competition or cooperation  
tolerance of physical pain ▪ concept of “self” ▪ concept of past and future  
definition of obscenity ▪ attitudes toward dependents ▪ problem-solving  
roles in relation to age, sex, class, occupation, kinship, and so forth

Indiana Department of Education ▪ Office of English Language Learning & Migrant Education ▪ [www.doe.in.gov/englishlanguagelearning](http://www.doe.in.gov/englishlanguagelearning)

## Cross-Cultural Key Points

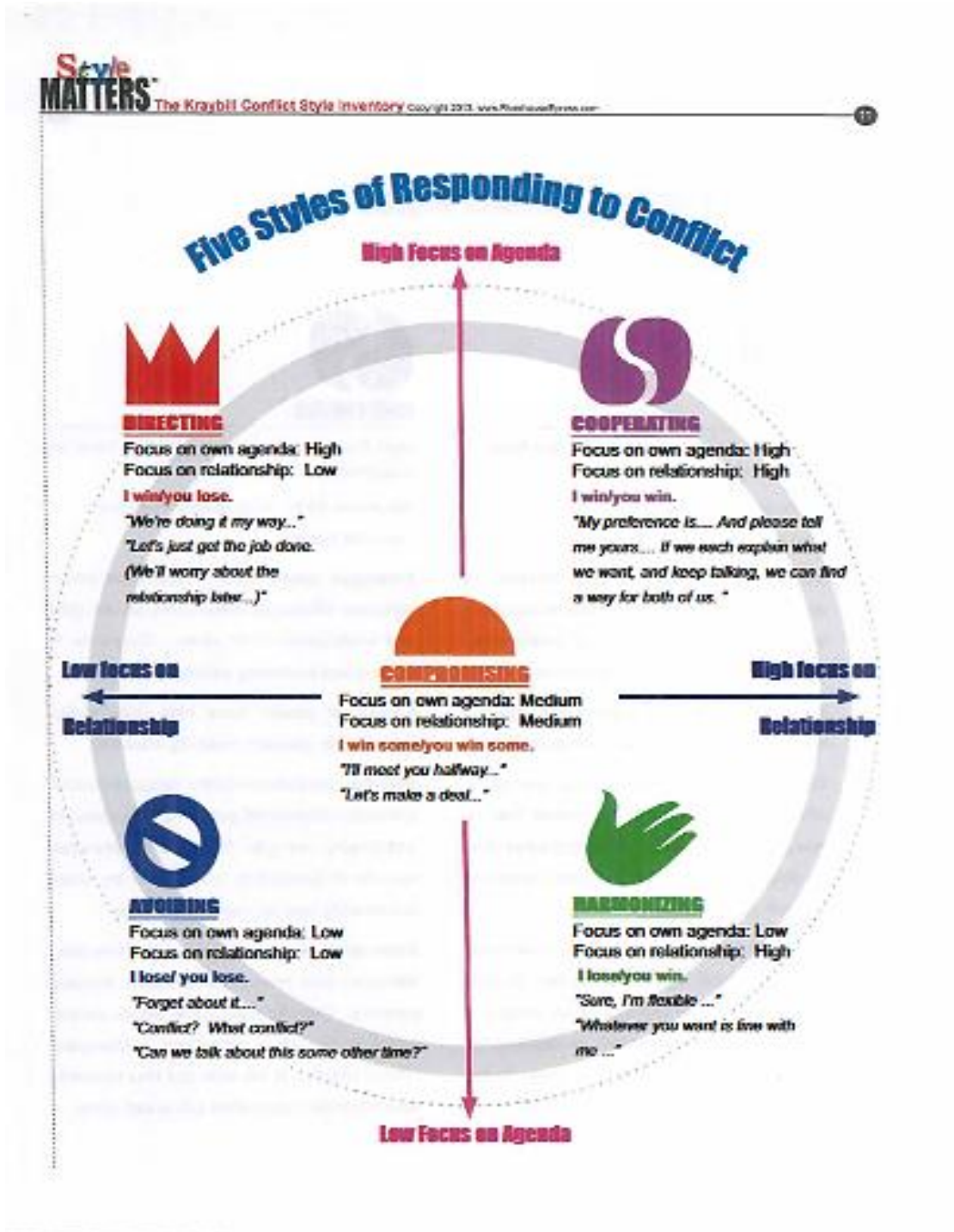
- Culture is a system of thinking and acting taught and reinforced by a group of people
- Influences the way people make meaning of a message and how they respond to it

## Examine Your Own Cultural Landscape Map

10%-- EXTERNAL		
(Conscious—Behaviors and Patterns apparent to the observer)		
<b>See</b>	<ul style="list-style-type: none"> <li>• Dress, visual arts, games, drama</li> <li>• Family, work, ministry schedules</li> </ul>	
<b>Hear</b>	<ul style="list-style-type: none"> <li>• Language and vocabulary</li> <li>• Verbal style, expressions, patterns, and modalities</li> <li>• Music, celebrations</li> </ul>	
<b>Touch</b>	<ul style="list-style-type: none"> <li>• Informal and formal physical interactions, space</li> <li>• Food</li> </ul>	
90%-- INTERNAL		
(Unconscious—Way daily life reflect core values: unspoken and unconscious)		
<b>Beliefs</b>	<ul style="list-style-type: none"> <li>• Definitions of sin, time, conduct rules, facial expressions, food preferences, family values, and consumption practices,</li> </ul>	
<b>Values</b>	<ul style="list-style-type: none"> <li>• Worldview, purpose, expectancy, courtesy, space, body language, touching, eye contact, modesty, beauty, leadership, childrearing</li> </ul>	
<b>Thought Patterns</b>	<ul style="list-style-type: none"> <li>• Patterns of handling emotions, work tempo, nonverbal patterns and gestures</li> </ul>	
<b>Myths</b>	<ul style="list-style-type: none"> <li>• Passed down stories or heroes, religious beliefs of the supernatural,</li> </ul>	

**Reflection:** How do the internal, unspoken and unconscious deep cultures affect your own conflict and how you manage conflict?

## Review: Kraybill's Five Styles of Responding to Conflict



## Directing and Cooperating Styles

### Directing

--Characteristics: task oriented, productive, concerned to get the job done

--Many feel deeply responsible for those around them and may feel quite bad if they realize they have wounded others since their task focus makes it easy to forget the feelings and needs of others

--Can be in your face when angry

- Engage them and let them know you have a commitment to the task at hand or want to resolve the issue satisfactorily
- Look for ways to engage them about the needs of others
- Don't withdraw without giving your intentions as lack of information increases their anxiety and anger
- Ask for a chance to cool off and think often helps with an emotionally healthy person, so long as you state clearly your intention to return and work on things
  - \*\*If this person has a history of abusing others emotionally or otherwise and holds more power than you, look for a path to safety or shelter

### Scenario 1

Kiki and Carolyn continue to resolve the bake sale problem.

Carolyn has a directing style, while Kiki a cooperating.

What course of action should Kiki take?

What course of action should Carolyn take?

What underlying issues clashes in cultural beliefs, values, and thought patterns from the cultural iceberg come into play here?

Remember the strengths of both women, and keep in mind actions of a peacemaker.

## Cooperating

--Cooperators respond particularly well to efforts to structure conversation around listening.

--Value directness

- Hear the individual out and the person will listen
- Remain polite
- Say what you want with an attitude of providing information of what matters to you rather than criticizing or making demands

## Scenario 2

Kiki continues to explain why she arrived late to no avail with Carolyn. She holds her child's needs as important, and feels Carolyn should have more understanding of the situation. While Carolyn remembers raising children, especially as a single mother, she feels Kiki should have kept family demands in mind before volunteering.

What course of action should Carolyn take?

What course of action should Kiki take?

What underlying issues/clashes in cultural beliefs, values, and thought patterns from the cultural iceberg come into play here?

Remember the strengths of both women, and keep in mind actions of a peacemaker. Both need to resolve the situation!

- Discuss a time when you resolved conflict with someone with either a directing or cooperating style. How did you resolve the conflict as a peacemaker?
- How does understanding the below surface cultural beliefs, values, thought patterns, and myths of people in your ministry help you as a leader better serve them?

## **Conflict Resolution 2021 — Homework, Session 3**

**Due February 11, 2021**

**Complete Parts A, B, and C** following APA format and SBL scripture citation. See ANLI Writing Guide for more information.

### **Part A. (500-700 words) Cultural Implication Essay**

Describe how understanding and appreciating cultural diversity, cultural implications, and the cultural landscape map are all key components to resolving conflict. Support your key points with scripture. Include one quote from the book. Rate the essay with the full, writing self-evaluation sheet. Turn in the sheet with the essay.

### **Part B. (500 words)**

Believers in Christ intentionally respond to conflict with peacemaking attitudes and actions. Support your key points with scripture. Include one quote from the book.

**Prompt:** Discuss the experience of intentional peacemaking.

### **Part C. Preparation Session 4:**

Read Part 4 from *The Peacemaker* by Ken Sande. Please be prepared to share highlights from the reading that spoke to your heart!

### **Part D. Silencing the White Noise Challenge**

For two days, shut out all the noise (voices) from getting into your head (from the culture, the devil, or your flesh) so you can hear the gentle whisper of God speak to your mind and heart concerning you!

Read Jas 4:1-3. Remember, Ken Sande (2004) said, “the X-ray questions reveal the true condition of your hearts” (p. 105). Focus on the X-ray questions.

Be prepared to share your experience in class next week.