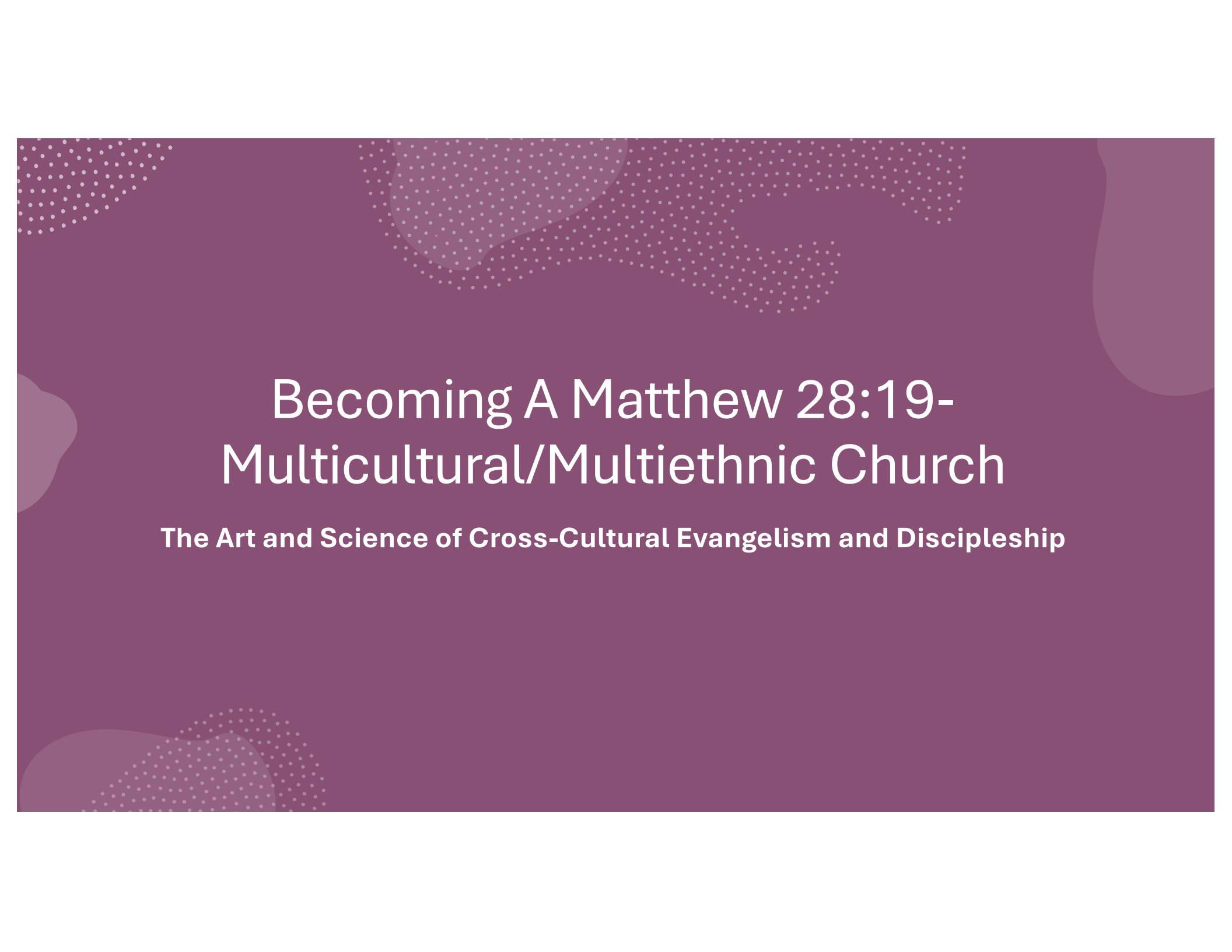




Multicultural/Multiethnic Multiplication

After this I looked, and there before me was **a great multitude** that no one could count, from **every nation, tribe, people and language**, standing before the throne and before the Lamb.....they cried out in a loud voice: “Salvation belongs to our God, who sits on the throne, and to the Lamb.”

REVELATION 7:9-10



Becoming A Matthew 28:19- Multicultural/Multiethnic Church

The Art and Science of Cross-Cultural Evangelism and Discipleship

Matthew 28

¹⁸ Then Jesus came to them and said, “All authority in heaven and on earth has been given to me.

¹⁹ Therefore, go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, ²⁰ and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.”

Matthew 28:19

Therefore go and make disciples of all nations

all nations (Πάντα τὰ ἔθνη)

ἔθνος (nations)

- *éthnos* (from *ethō*, "forming a custom, culture") – properly, people joined by practicing similar customs or common culture; *nation(s)*,
❖ People from all ethnicities and cultures

Jesus commissioned his followers to make disciples of...

- Make disciples of all nations
 - Make disciples of people from all ethnicities and cultures!

John Wesley

“I look upon all the world as my parish; thus far I mean, that in whatever part of it I am, I judge it meet, right, and my bounden duty to declare unto all that are willing to hear, the glad tidings of salvation.” – Journal, June 11, 1739.

World in My Parish:

Rethinking the Standard Missiological Model

-Michael Rynkiewicz



- Immigration
- Globalization
- Transnationalism

(8/14/24) 200 New US Citizen from 49 Different Countries



August 2023, 500 new candidates for US citizenship from 82 countries



According to MPI (Migration Policy Institute):

- “Worldwide, the United States is home to more international migrants than any other country”.
- As of 2024, the immigrant population numbered slightly more than 50.2 million people, or 14.8 percent of the country's 340.1 million residents.
 - <https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>

...Pew Research Center analysis of Census Bureau data finds that, as of June 2025:

- 51.9 million immigrants lived in the U.S., making up 15.4% of the nation's population.
- **Immigrants here means the foreign-born population**
 - <https://www.pewresearch.org/short-reads/2025/08/21/key-findings-about-us-immigrants/>

This immigrant population represents people from all inhabited continents of the world



**THE MODELS OF CULTURAL PLURALISM
AND
THE CURRENT STATE OF AMERICAN
SOCIETY**

Models of Cultural Pluralism

Melting Pot, Salad Bowl, and Mosaic



Mosaic Model of Cultural Pluralism

This model is now being abandoned in favor of a 'mosaic' model of cultural pluralism, where minority groups participate fully in society while retaining their distinctive cultural values and practices (Stockman, Boulton, & Robinson, 2004).



The 'Mosaic' Model of Cultural Pluralism



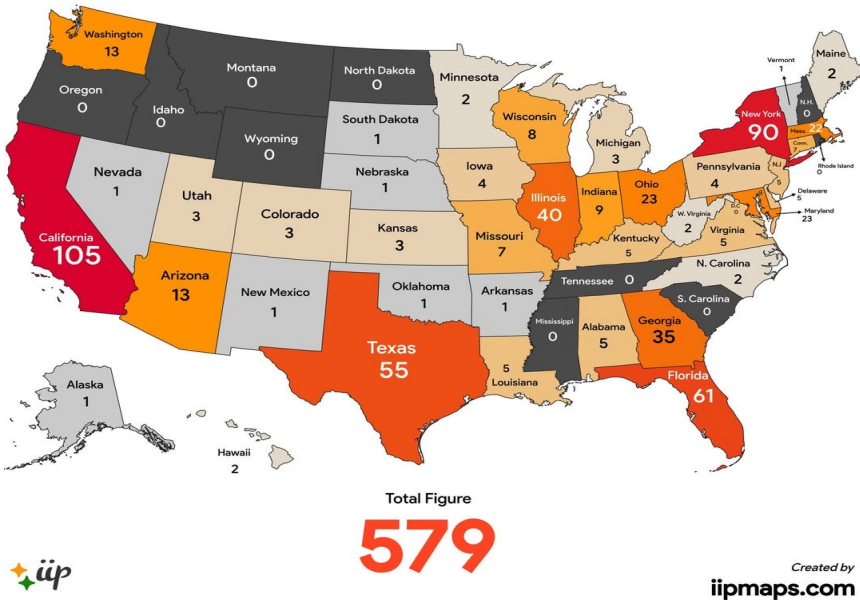
In this model, the diverse ethnic and cultural communities of America retain their cultural values and practices.

The 'Mosaic' Model of Cultural Pluralism

Number of Hindu Temples in the United States of America

Source

<https://directory.hua.edu/united-states-of-america>



According to some estimates, there are over 1000 Hindu temples across the United States. The New York and New Jersey region has the majority of the temples; Texas is reported to have around 128, and Massachusetts has 127 temples.



In this model, the diverse ethnic and cultural communities of America retain their cultural values and practices.

A '**mosaic**' **model of cultural pluralism** has significant implications for the Church in America as we are committed to the great commission of Jesus Christ, found in Matthew 28:19, to make disciples of ***all nations** (*ἔθνη/ethnē*).

***with diverse ethnicities and cultures**

A Golden Opportunity
No Passport, No Visa Needed

- We have a door wide open to reach out to our neighbors from diverse ethnic and cultural backgrounds with the gospel of Jesus Christ.

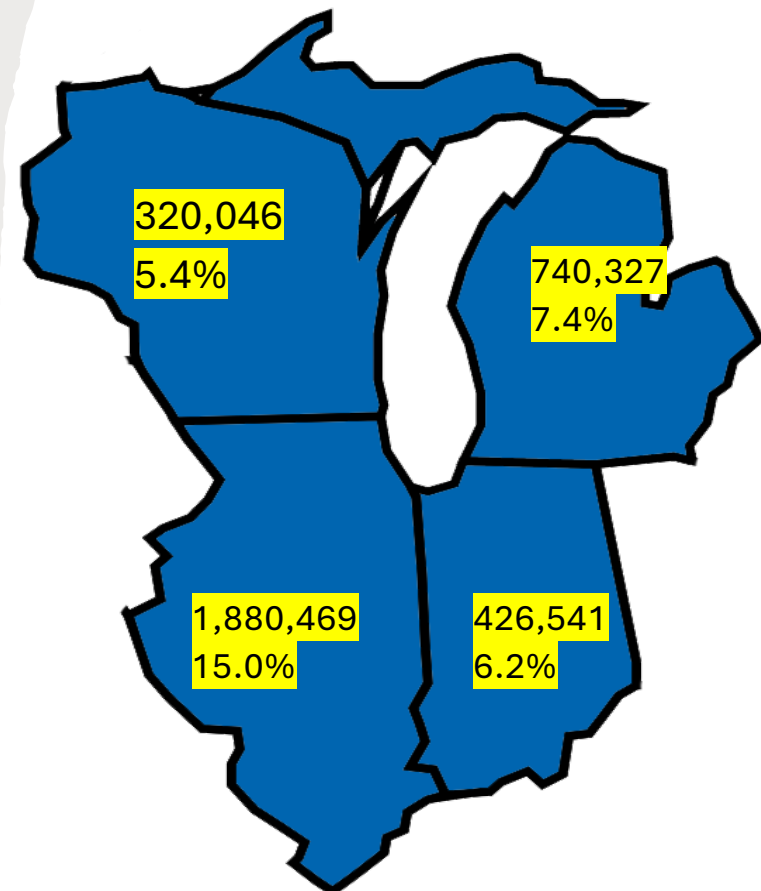
Great Lakes Annual Conference



Number of Immigrants



Immigrant Share of Population (%)



American Immigration Council

https://data.americanimmigrationcouncil.org/map-the-impact/?gad_source=1&gad_campaignid=21637717080&gclid=CjwKCAjwttvvPBhBuEiwAPMijr80auR7KNn00SG0u8Cnd7OpVoljevqFlZpDw4B61vLYbCRt9YpHZ1hoC-CkQAvD_BwE

Understanding The Paradigm Shifts in the History of Christian Mission

Paradigms of Christian Mission...

- “West-to-the-Rest”
- Mission from everywhere to everywhere (Mutuality of Mission)
- Diaspora Missiology
 - Mission to and through the Diasporas

Diaspora Missiology

As People are moving
from one place to
another, God is on the
move too...

In 2024, a record 304 million
people lived in a country other
than their country of birth

<https://www.migrationpolicy.org/article/top-statistics-global-migration-migrants>



What is An Effective Approach to Reach The First-Generation Immigrants?

A culturally appropriate approach will prove to be effective in:

- 1) Connecting with people, showing hospitality, and building friendships,
- 2) Introducing them to Christ, welcoming them to church,
- 3) and walking and growing with them in Christian discipleship.

*Of course, there is always some exception here and there...

It is not relevant to me/us (Objections)

- **Not all our communities and churches are experiencing cultural diversity.**
 - **We are a 100% white church in a rural community.**

- It is just a matter of time before we face someone from another culture and ethnic background.
- Or, we might happen to move to a culturally and ethnically diverse town or city.
- **Experts monitoring demographic changes predict that by 2050, minorities will comprise close to 50% of the national population** (Caesar & Williams, 2002; Nelson, Palonsky, & McCarthy, 2004).

Objection

- Why should I have to learn their culture?
 - They are here in America, so they should learn American culture.
- For the sake of the gospel!
 - We are the messenger...
 - My experience in South Korea:
 - Hospitality and building relationships

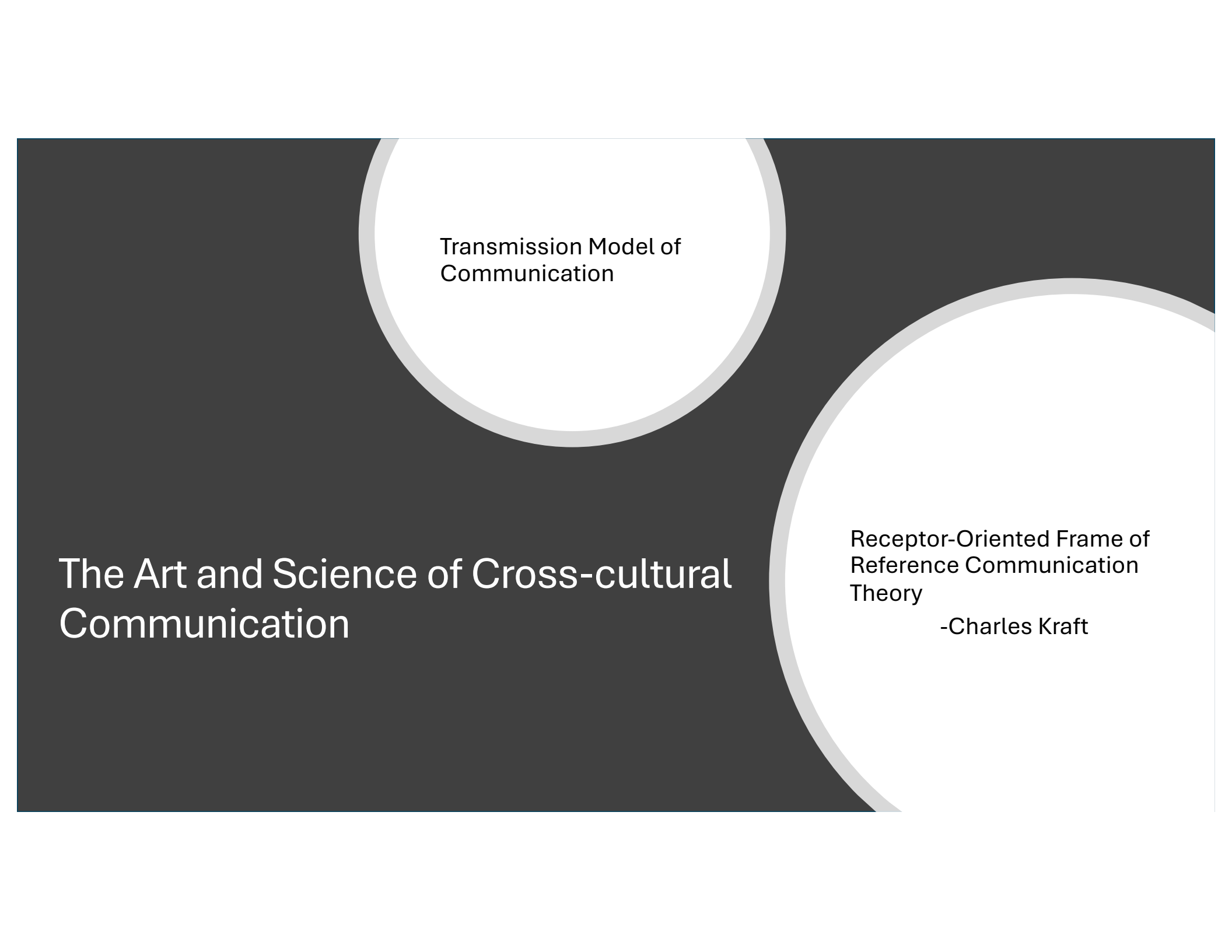
Objection

- **Cultural differences do not matter when it comes to the gospel; preach the simple gospel. That's it!**
- Understanding the religio-cultural worldviews of your audience is important when sharing the gospel.
- **Catholic** and **Protestant** (e.g., Same words, different meanings)
 - **Mary,**
 - **Confession,**
 - **and Saint**

Apostle Paul in Athens, Acts 17



- Paul's knowledge of the Athenians' religious and cultural worldview, philosophies, and literature.



Transmission Model of
Communication

The Art and Science of Cross-cultural Communication

Receptor-Oriented Frame of
Reference Communication
Theory

-Charles Kraft

Becoming A
Matthew
28:19-
Multicultural/
Multiethnic
Church

- Learning the Art and Science of Cross-Cultural Evangelism and Discipleship
- 



Art: The Practical
Application



Science: The Underlying
Principles

Culture

- A dominant pattern of thinking and behavior by a group of people/society/community, and/or a nation that seems normal, natural, and right to them.

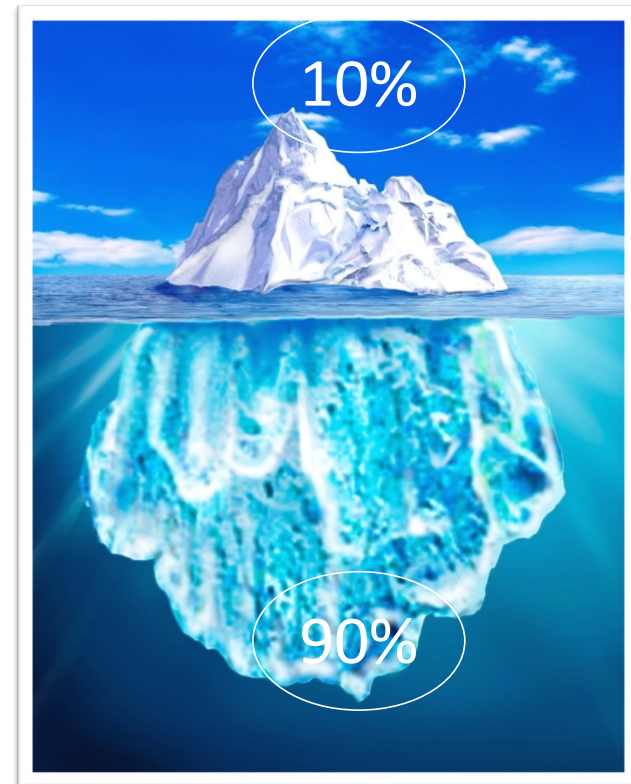
Culture is an Iceberg!

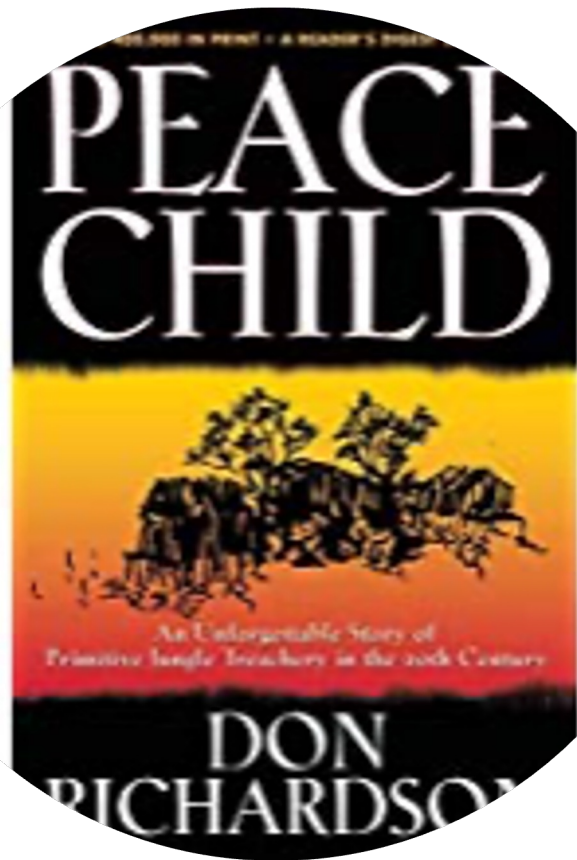
Visible and obvious:

Art, music, clothing, food, buildings, language, observable behavior: greetings, gestures

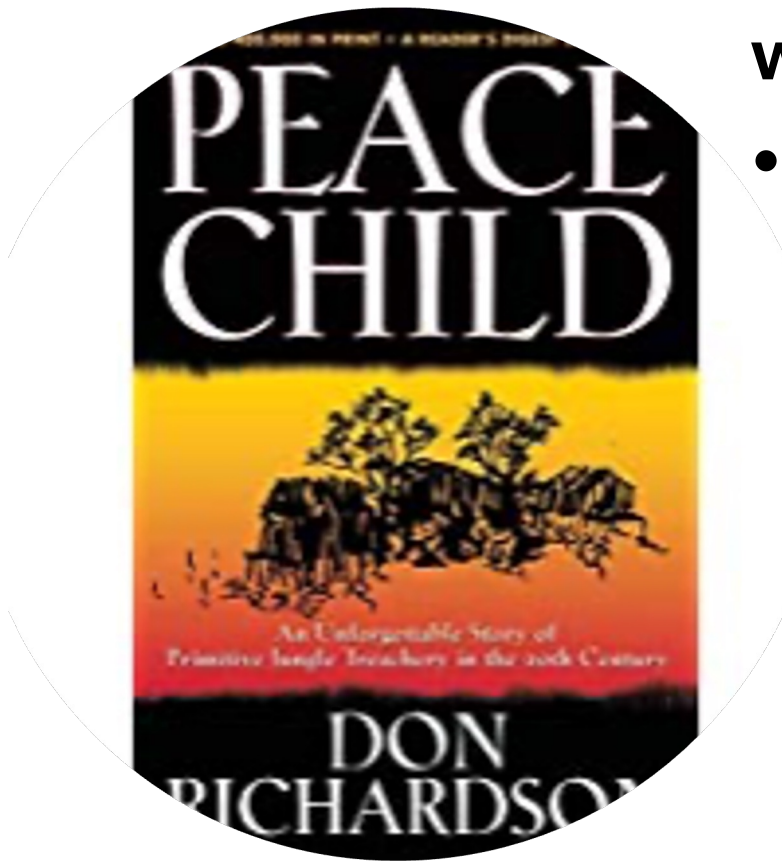
Hidden from view:

- Beliefs
- Values
- Non-verbal behavior
- Behavioral norms and expectations
- Social role and social rituals
- Power
- Influence
- Decision making
- Conflict resolution
 - *A metaphor, introduced by anthropologist Edward T. Hall,*



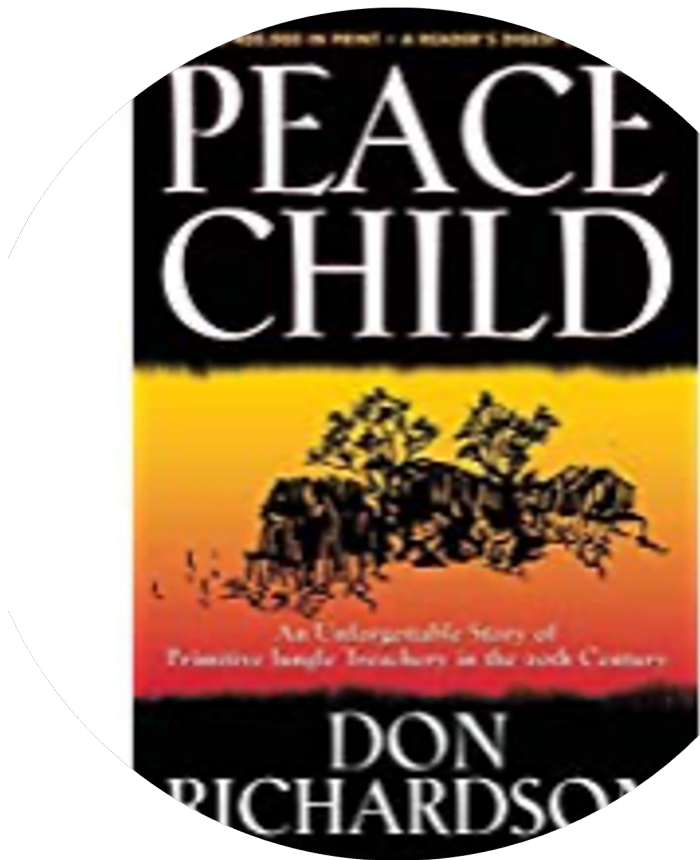


- In 1962, he and his wife, Carol, and their seven-month-old baby went to work among the Sawi tribe of what was then Dutch New Guinea in the service of the Regions Beyond Missionary Union.
- The Sawi were known to be cannibalistic headhunters. Living with them in virtual isolation from the modern world involved exposure to malaria, dysentery, and hepatitis, as well as the threat of violence.



Missionary historian Ruth A. Tucker writes:

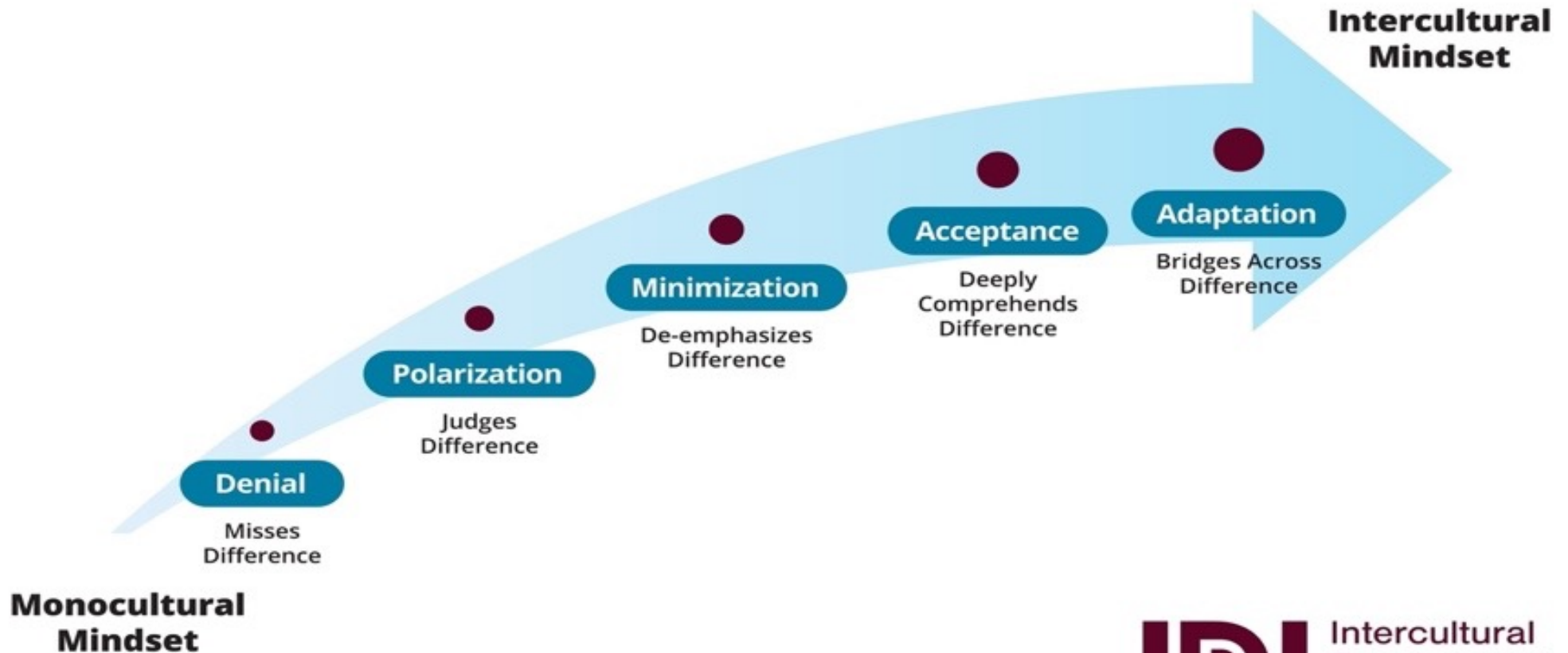
- As he learned the language and lived with the people, he became more aware of the gulf that separated his Christian worldview from the worldview of the Sawi: "In their eyes, Judas, not Jesus, was the hero of the Gospels, Jesus was just the dupe to be laughed at."



Missionary historian Ruth A. Tucker writes:

- Eventually Richardson discovered what he referred to as a Redemptive Analogy that pointed to the Incarnate Christ far more clearly than any biblical passage alone could have done. What he discovered was the Sawi concept of the Peace Child.

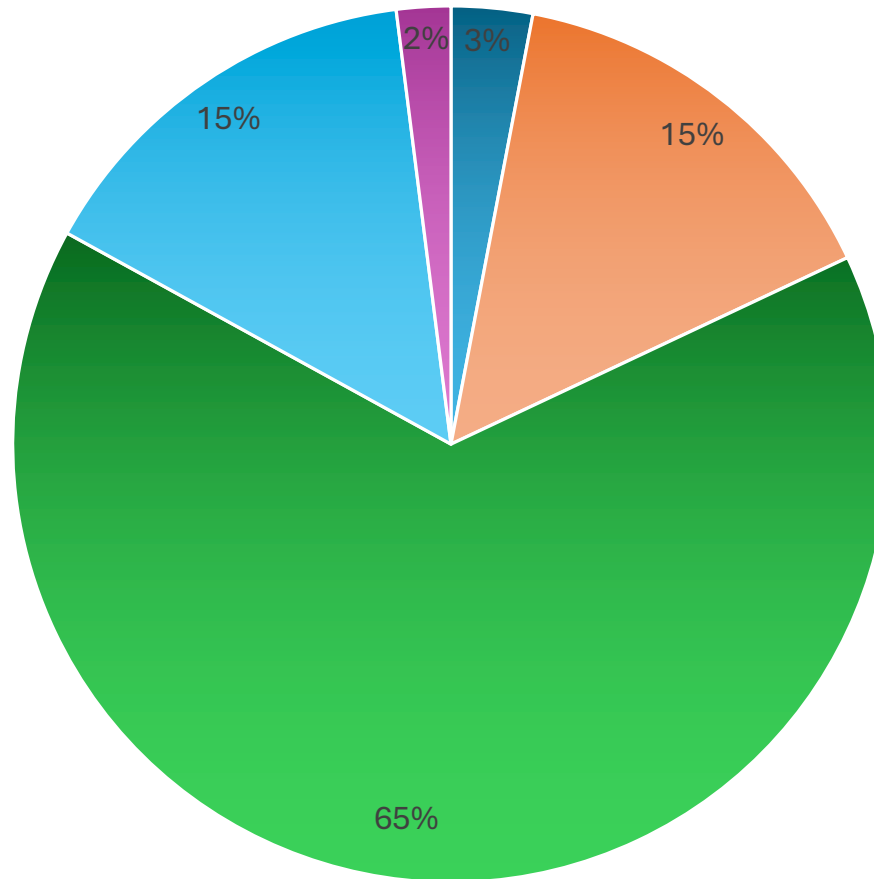
Intercultural Development Continuum (IDC)®



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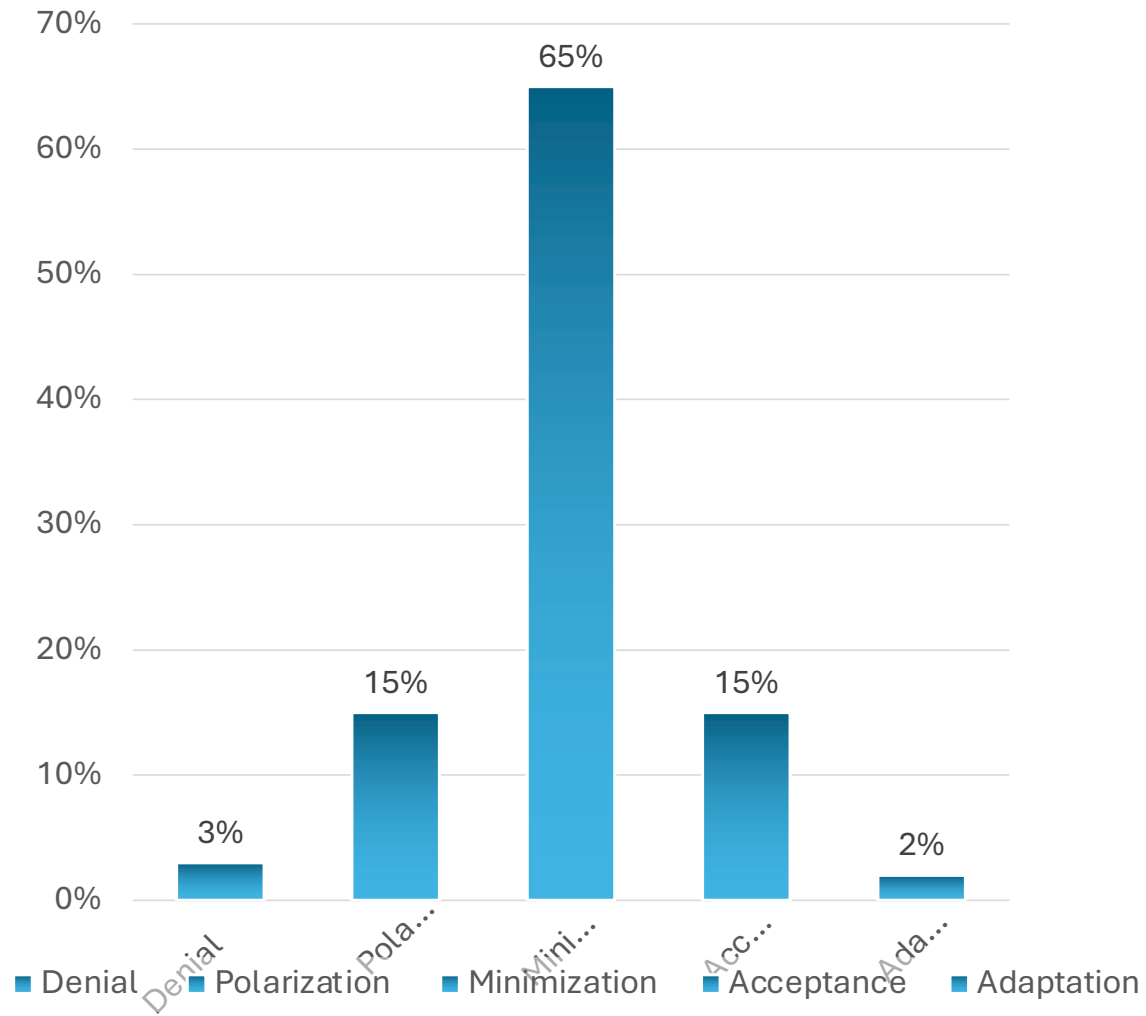
IDI Intercultural
Development
Inventory®

Intercultural Development Continuum (IDC)

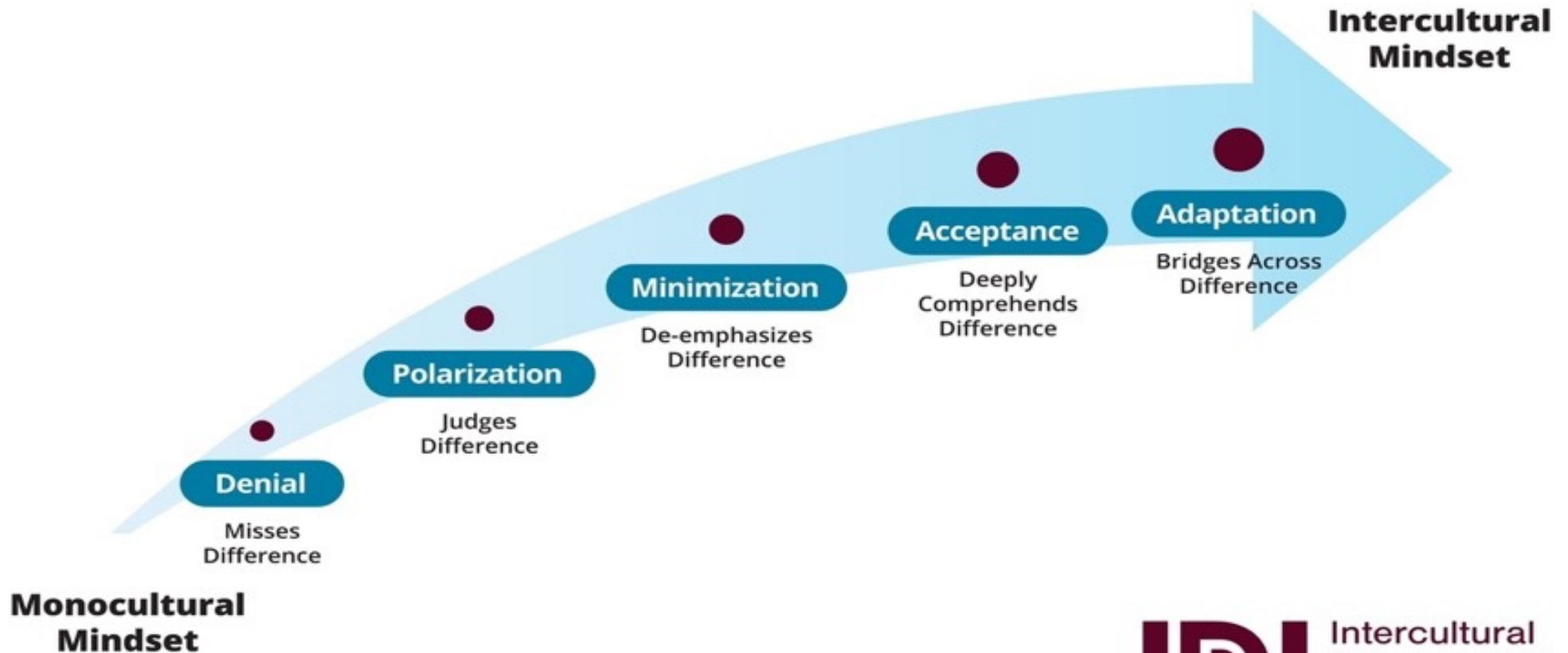


■ Denial ■ Polarization ■ Minimization ■ Acceptance ■ Adaptation

Intercultural Development Continuum (IDC)



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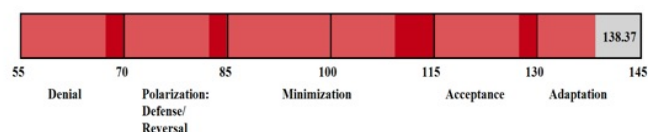
IDI Intercultural
Development
Inventory®

The IDI® is a useful assessment tool to help us learn about...

1. The Perceived Orientation (PO), where we think we are on the Continuum
2. The Developmental Orientation (DO), where we are on the continuum
3. Orientation Gap (OG) between the perceived and developmental orientations
4. The Leading Orientation (LO), meaning what are the next steps for developing intercultural competence

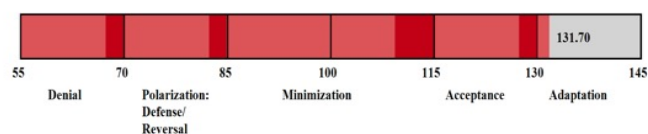
IDI Individual Profile

Perceived Orientation (PO)



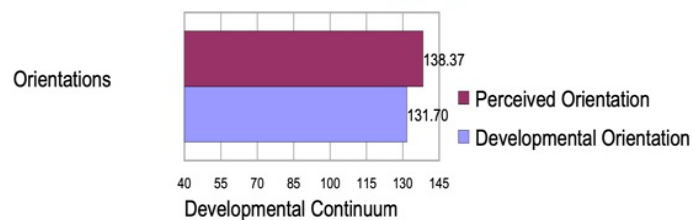
Your Perceived Orientation Score indicates that you rate your own capability in understanding and appropriately adapting to cultural differences within Adaptation, reflecting a capability to deeply understand, shift cultural perspective, and adapt behavior across cultural differences and commonalities. This capability may be reflective of individuals and groups who are bi-cultural in their experiences.

Developmental Orientation (DO)



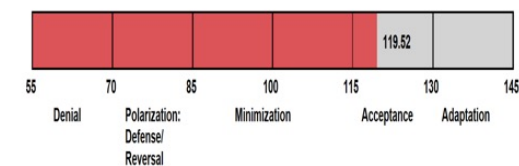
Your Developmental Orientation Score indicates that your primary orientation toward cultural differences is within Adaptation, reflecting a capability to understand, shift cultural perspective, and adapt behavior across cultural differences. This capability may be reflective of individuals and groups who are bi-cultural in their experiences.

Orientation Gap (OG)

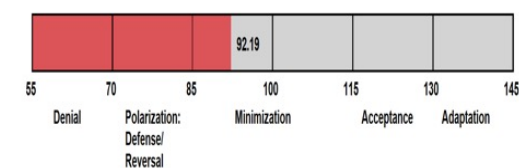


IDI Group Profile

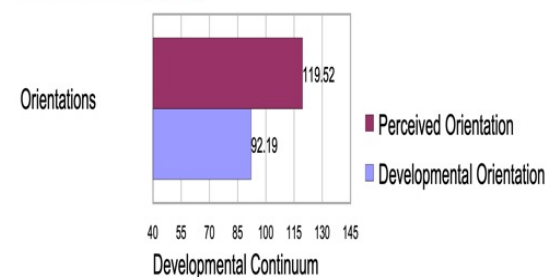
Perceived Orientation (PO)



Developmental Orientation (DO)



Orientation Gap (OG)



L

5

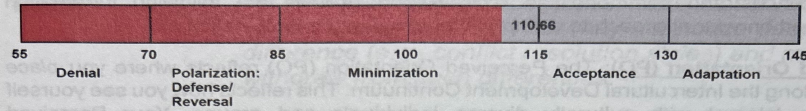
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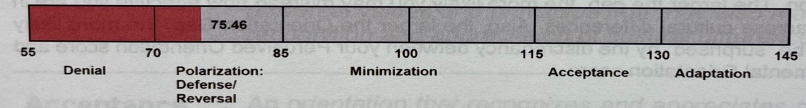
IDI Individual Profile

Perceived Orientation (PO)



Your **Perceived Orientation Score** indicates that you rate your own capability in understanding and appropriately adapting to cultural differences within **Minimization**, reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions and behaviors.

Developmental Orientation (DO)



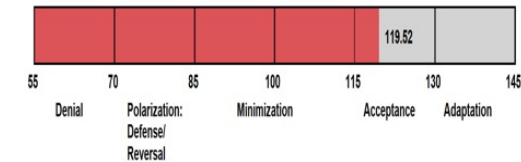
Your **Developmental Orientation Score** indicates that your primary orientation toward cultural differences is within Polarization, reflecting an "us and them" judgmental viewpoint toward cultural differences, that can take form of (1) Defense, in which different values, perceptions and behaviors associated with a culturally different group of people tend to be evaluated negatively and values, perceptions and behaviors of "my" group are judged more favorably, or (2) Reversal, in which other cultural practices are less critically evaluated and cultural practices within one's own group are likely to be judged from an overly critical standpoint. Both Defense and Reversal, however, share the same underlying reliance on an evaluative stance toward differences.

More specifically, your responses to the IDI indicate the degree to which your Polarization orientation is more Defense, Reversal or an equal combination of both. Your results indicate that your judgments are:

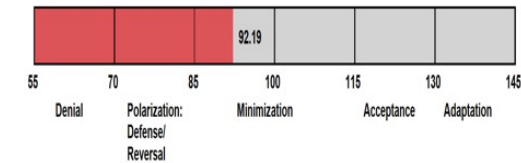
More **Defense-like** and less Reversal.

IDI Group Profile

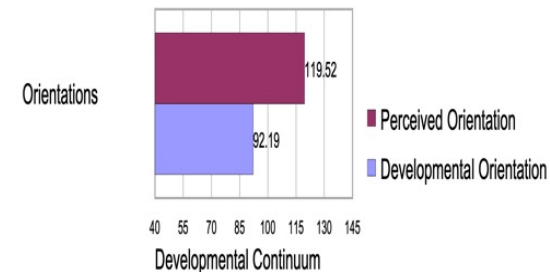
Perceived Orientation (PO)



Developmental Orientation (DO)



Orientation Gap (OG)



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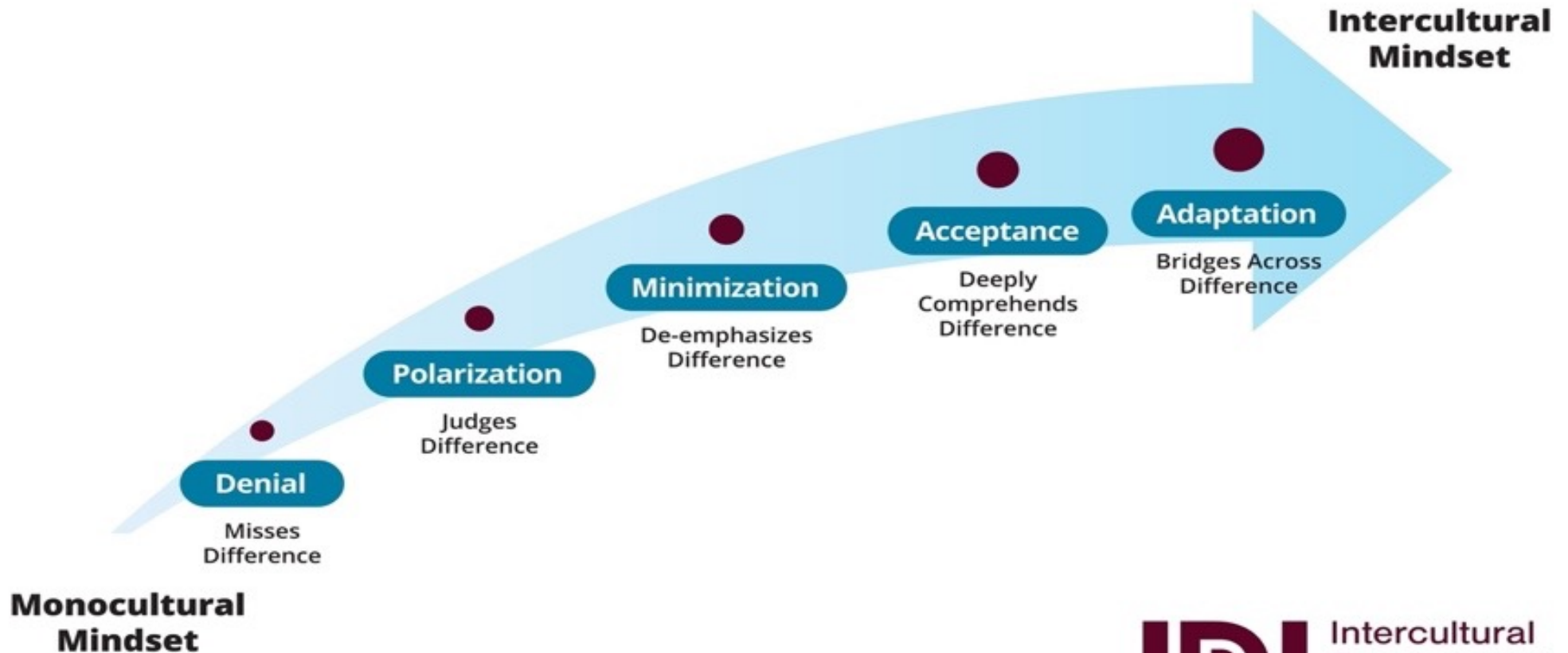
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IDI Intercultural
Development
Inventory®

Becoming A Matthew
28:19-
Multicultural/Multiethnic
Church

- **Learning the Art and Science of Cross-Cultural Evangelism and Discipleship**

- **Art:** The Practical Application
- **Science:** The Underlying Principles





Ingredients of a Intercultural/ Global-cultural Mindset

Ingredients For Developing An Intercultural/Global-Cultural Mindset

Cultural Self-Awareness

Example:

Do you belong to
an individualistic
culture? Or,

A Collectivist
culture?

(Beliefs and Values)

Knowledge about other cultures

Knowing the
dimensions of
culture, how other
cultures differ in
beliefs, values,
and patterns of
behavior in
different aspects
of life.

Cross-cultural/ Inter-cultural Communication Theory and Skills

Using the Receptor-
Oriented Frame of
Reference
Communication
Theory for culturally
relevant perception
and effective
response.

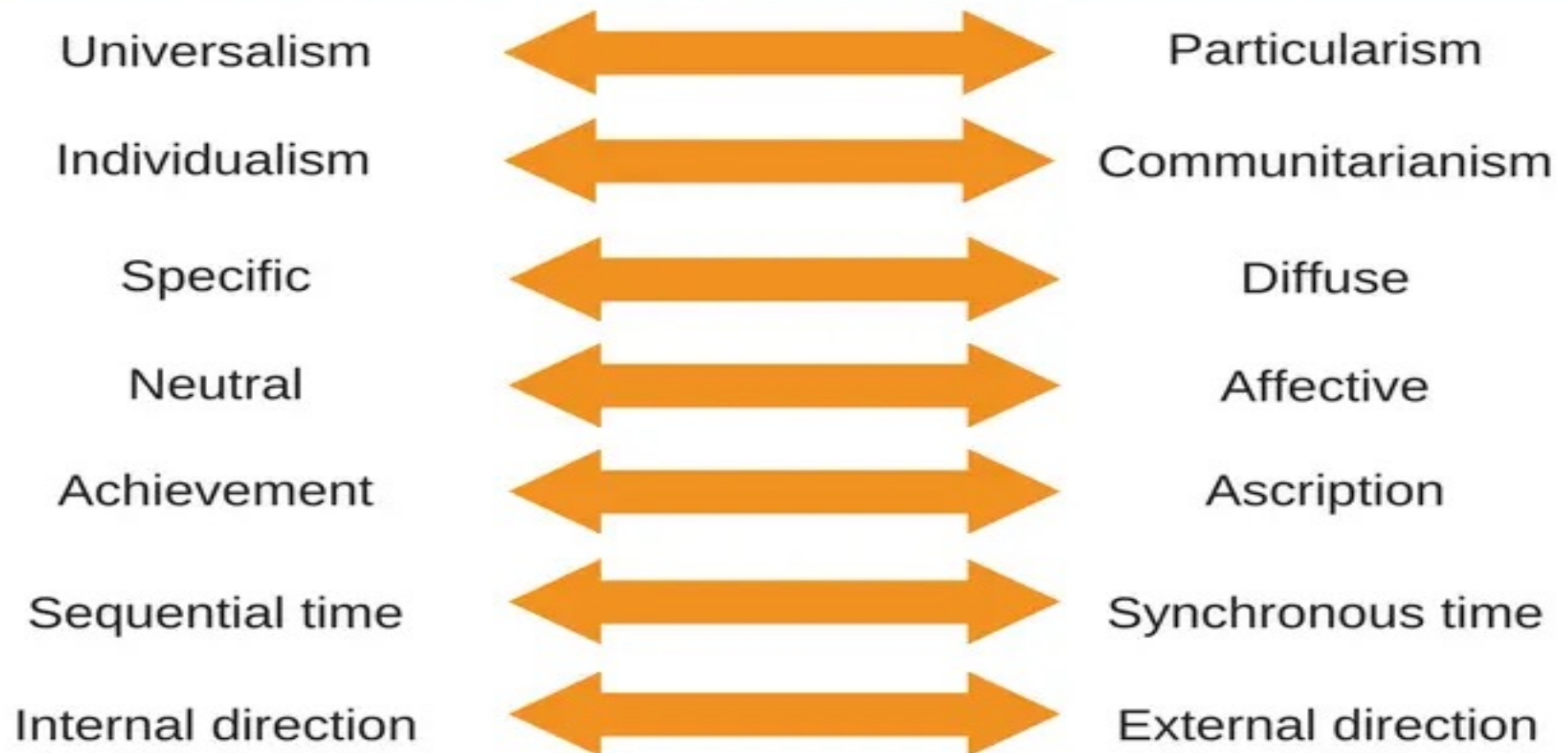
Example: What would be a
culturally appropriate
approach in a particular
complex scenario?

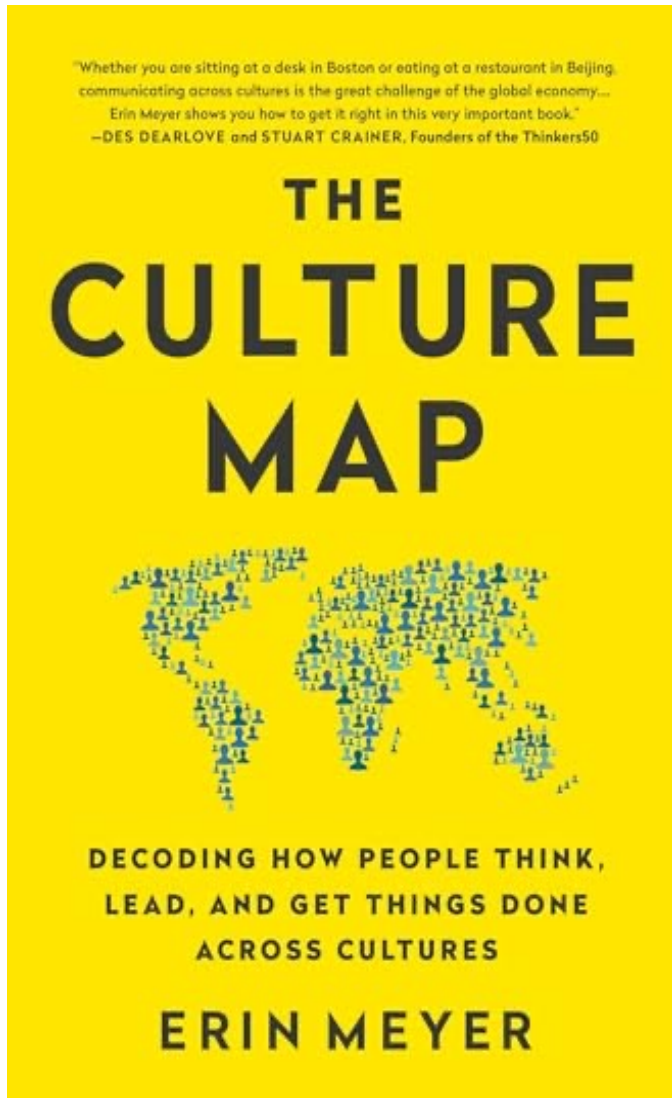
HOFSTEDE'S Cultural Dimensions

Strategic planning model used by businesses to understand cultural differences between various countries



Trompenaars Cultural Dimensions





Learning the Culture Map: Understanding Cultures

8 Scale Model of Erin Meyer

***Remember the Cultural Relativity when you
look at the scale.**

Knowledge About Other Cultures

How is my culture different from other cultures

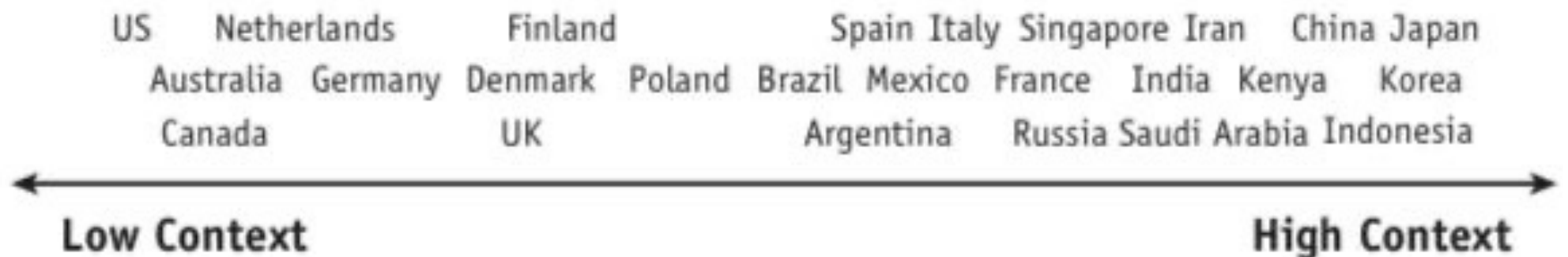
- Cultural Orientation (Individualistic vs. Collective)
- High Context Culture vs. Low Context Culture
- Chronemics: Cultural Perspective on Time
- Religion and Spirituality (Theism...Non-Theism...Atheism)
- Rites of passage

Ingredients For Developing A Global-Cultural Mindset

The Lowest Context Culture

- **The United States is the lowest context culture in the world**, followed by Canada and Australia, the Netherlands and Germany, and the United Kingdom.
- **Motto: “Say what you mean and mean what you say.”**
- Successful transfer of a message: “Tell them what you are going to tell them, then tell them, then tell them what you’ve told them.”

FIGURE 1.1. COMMUNICATING



Low Context Good communication is precise, simple, and clear. Messages are expressed and understood at face value. Repetition is appreciated if it helps clarify the communication.

High Context Good communication is sophisticated, nuanced, and layered. Messages are both spoken and read between the lines. Messages are often implied but not plainly expressed.

Did you know?

- If you are from a low-context culture, you may perceive a high-context communicator as secretive, lacking transparency, or unable to communicate effectively.
- Your personal beliefs from your low cultural context perspective can lead you to conclude something that may not be the case for the people coming from a high-context culture.
 - “I have always believed that people say what they mean and mean what they say –and if they don’t, well they are lying.”

MR. DIAZ: It looks like some of us are going to have to be here on Sunday to host the client visit.

MR. CHEN: I See.

MR. DIAZ: Can you join us Sunday?

MR. CHEN: Yes, I think so.

MR. DIAZ: That would be a great help.

MR. CHEN: Yes, Sunday is an important day.

MR. DIAZ: In what way?

MR. CHEN: It's my daughter's birthday.

MR. DIAZ: How nice. I hope you all enjoy it.

MR. CHEN: Thank you. I appreciate your understanding.

- In a collectivist culture, indirect communication is used to avoid conflict and maintain group harmony, particularly to prevent anyone from "losing face," or feeling embarrassed or disrespected
- Instead of a direct and potentially confrontational "no," people communicate through nonverbal cues, hints, and polite ambiguities.

Culture and the Perception of “Time”



MONOCHRONIC
versus
POLYCHRONIC



Russia	France	Italy	US	UK	Brazil	India	Saudi Arabia	Japan
Israel	Germany	Norway	Australia	Canada	Mexico	China	Korea	Thailand
Netherlands	Denmark	Spain		Argentina		Kenya	Ghana	Indonesia



Direct negative feedback

Indirect negative feedback

Direct negative feedback

Negative feedback to a colleague is provided frankly, bluntly, honestly. Negative messages stand alone, not softened by positive ones. Absolute descriptors are often used (totally inappropriate, completely unprofessional) when criticizing. Criticism may be given to an individual in front of a group.

Indirect negative feedback

Negative feedback to a colleague is provided softly, subtly, diplomatically. Positive messages are used to wrap negative ones. Qualifying descriptors are often used (sort of inappropriate, slightly unprofessional) when criticizing. Criticism is given only in private.

FIGURE 8.1. SCHEDULING



Linear time Project steps are approached in a sequential fashion, completing one task before beginning the next. One thing at a time. No interruptions. The focus is on the deadline and sticking to the schedule. Emphasis is on promptness and good organization over flexibility.

Flexible time Project steps are approached in a fluid manner, changing tasks as opportunities arise. Many things are dealt with at once and interruptions accepted. The focus is on adaptability and flexibility is valued over organization.

Outreach to the International Teachers at Decatur Public School District



International Teachers and the Collective-Cultural Patterns

- Rich Hospitality
- Strong Social life
- worship music and dance
- Strong sense of religious/denominational affiliation
- Respectful of spiritual leadership
- Use of Titles and Honorifics

Ingredients For Developing A Global-Cultural Mindset

Cultural Self-Awareness

Tell me one weird/unusual thing about your culture.

Tell me one good thing about your culture.

Cultural Knowledge and a good attitude towards other cultures

Prevents Stereotyping, prejudice, and bias towards other cultures/ethnicities

Protects from ethnocentrism

Curiosity

Humility

Field Experience

Inter-cultural Communication Skills

Understanding the dimensions of cultures: cultural beliefs, values, and patterns in different aspects of life.

- How is my culture different from the other culture(s) in a particular aspect of life?
 - Greetings, marriage, raising children, old-age home, funeral, etc.
- What would be a culturally appropriate approach in a particular complex scenario?
 - Cultural complexity: Stuck between two opposite cultural contexts

Transmission Model of
Communication

Receptor-Oriented Frame of
Reference Communication
Theory

-Charles Kraft

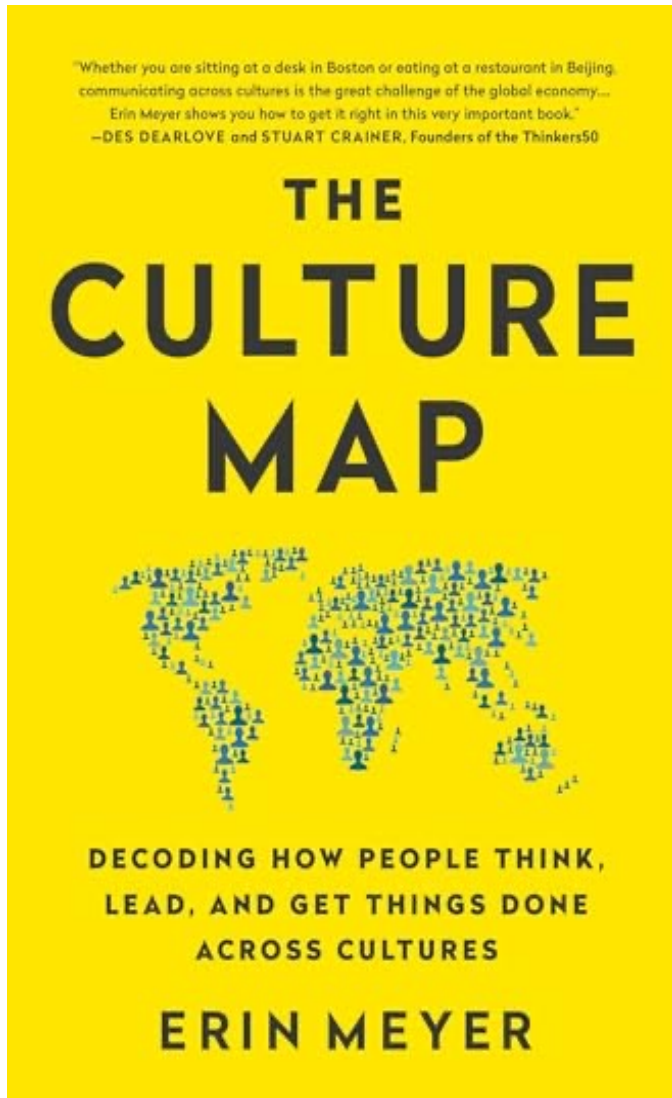


What do you make of these pictures?



What do you make of these pictures?





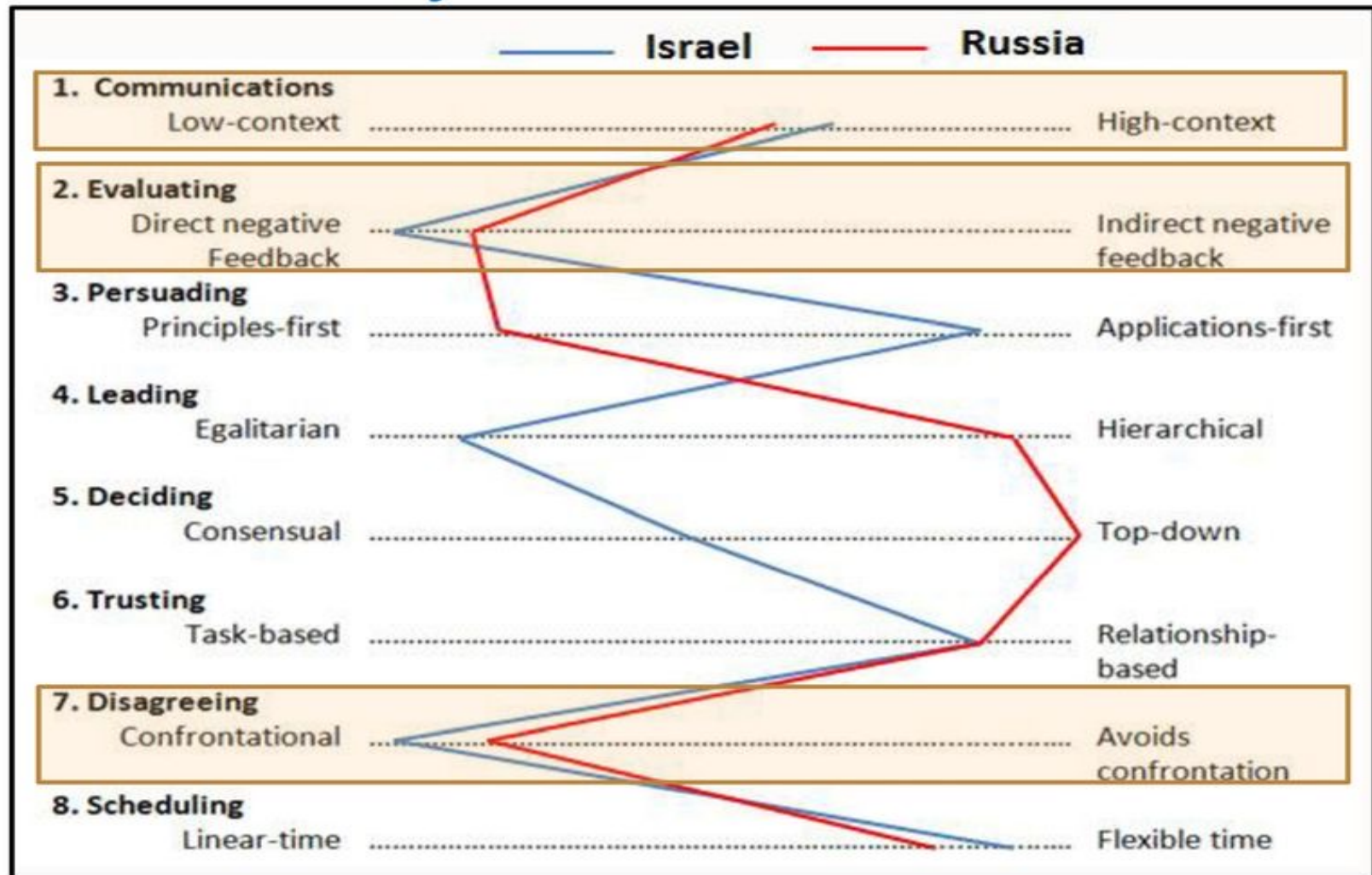
Learning the Culture Map: Understanding Cultures

8 Scale Model of Erin Meyer

***Remember the Cultural Relativity when you
look at the scale.**

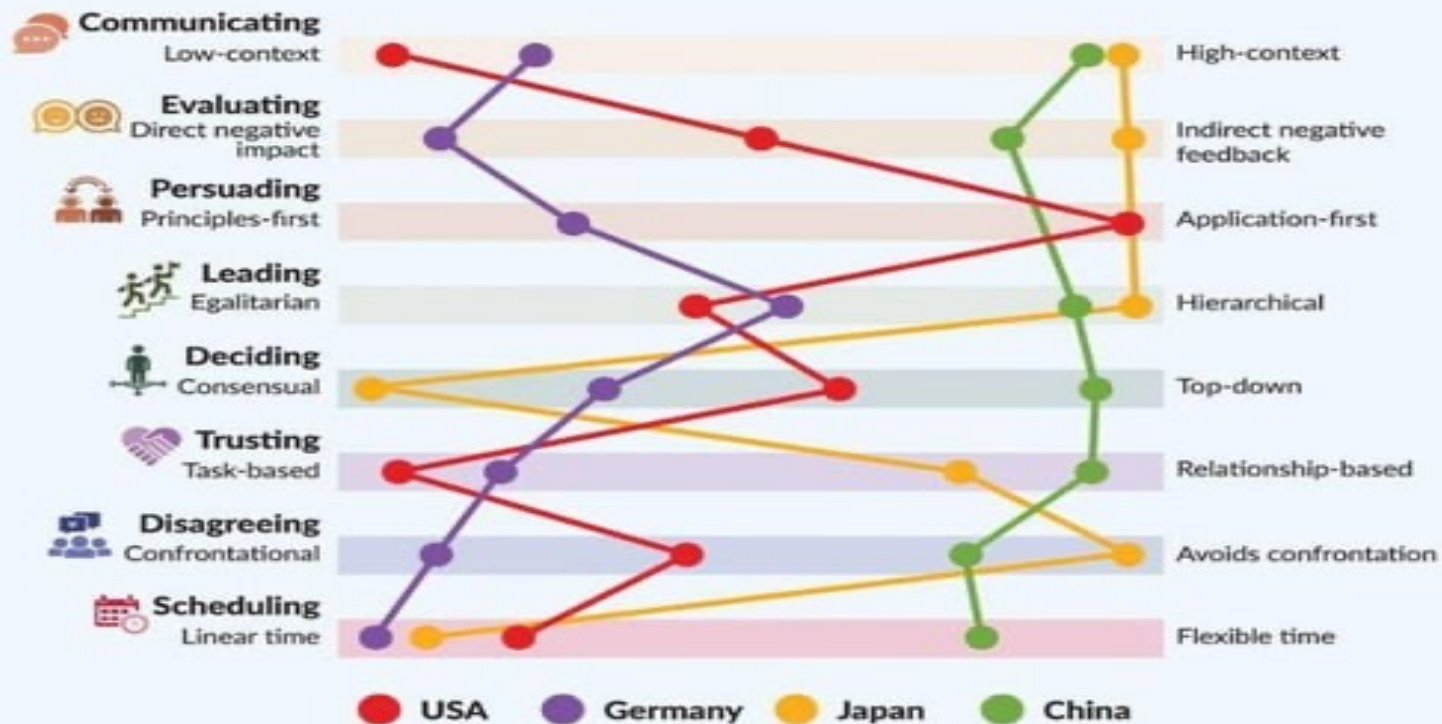
1. Communications		
Low-context		High-context
2. Evaluating		
Direct negative Feedback		Indirect negative feedback
3. Persuading		
Principles-first		Applications-first
4. Leading		
Egalitarian		Hierarchical
5. Deciding		
Consensual		Top-down
6. Trusting		
Task-based		Relationship-based
7. Disagreeing		
Confrontational		Avoids confrontation
8. Scheduling		
Linear-time		Flexible time

Erin Meyer's 8 Culture Scales



Erin Meyer's 'The Culture Map': An Example of How Cultural Differences Stand Out When Compared Side by Side

Look at **cultural relativity** so we understand how people from one culture might see another culture differently. Check out this example:



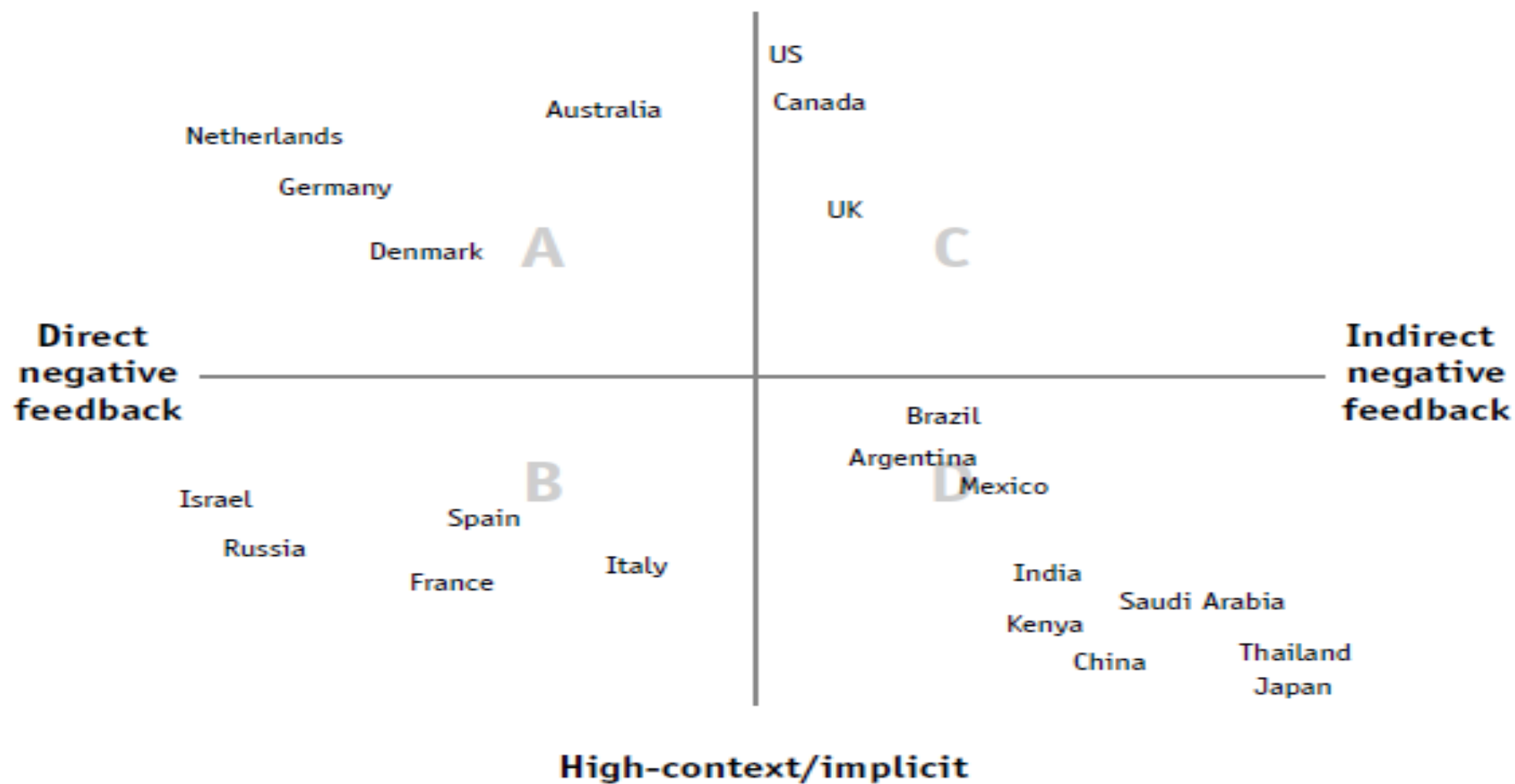
- **Israel** is considered a high-context culture with a direct communication style, which can seem contradictory but is actually rooted in shared cultural understanding and a value for efficiency over politeness
- . Because of the deep, shared knowledge within the culture, there's a high degree of implicit understanding, but when a specific point needs to be made,
- Israelis are known for being very direct, blunt, and even confrontational to get to the point quickly. This **"dugri"** **style** is not intended to be rude but is valued for its honesty and efficiency, and it can lead to stronger relationships in the long run by preventing resentment

Russia Germany Spain USA UK India China Korea Japan
Netherlands France Australia Canada Brazil Mexico Zimbabwe Indonesia
Israel Finland Italy Kenya Saudi Thailand
Denmark Sweden Turkey Peru Philippines

DIRECT NEGATIVE FEEDBACK

INDIRECT NEGATIVE FEEDBACK

Low-context/explicit



Go and Make Disciples of People from all Ethnicities and Cultures....

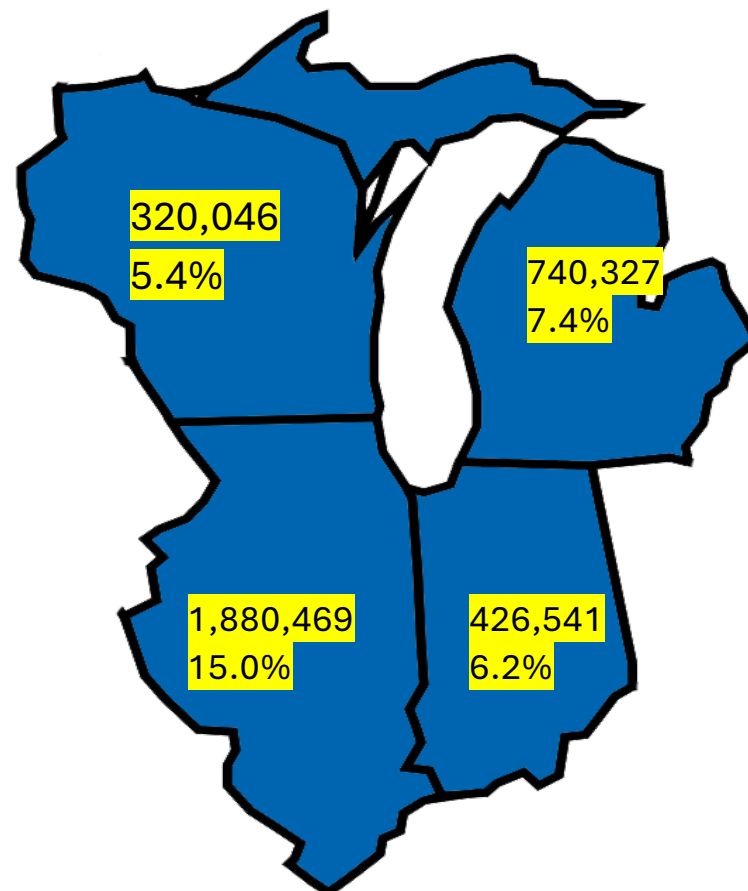
Great Lakes Annual Conference



Number of Immigrants



Immigrant Share of Population (%)



Knowledge About Other Cultures

How is my culture different from other cultures

- Cultural Orientation (Individualistic vs. Collective)
- High Context Culture vs. Low Context Culture
- Chronemics: Cultural Perspective on Time
- Religion and Spirituality (Theism...Non-Theism...Atheism)
- Rites of passage

Ingredients For Developing A Global-Cultural Mindset

Ingredients For Developing An Intercultural/Global-Cultural Mindset

Cultural Self-Awareness

Example:

Do you belong to
an individualistic
culture? Or,

A Collectivist
culture?

(Beliefs and Values)

Knowledge about other cultures

Prevents Stereotyping,
prejudice, and bias
towards other
cultures/ethnicities

Protects from
ethnocentrism

Curiosity

Humility

Field Experience

Cross-cultural/ Inter-cultural Communication Theory and Skills

Using the Receptor-
Oriented Frame of
Reference

Communication
Theory for culturally
relevant perception
and effective
response.

Example: What would be a
culturally appropriate
approach in a particular
complex scenario?

Ingredients For Developing A Global-Cultural Mindset

Cultural Self-Awareness

Cultural Identity

Collectivist or
Individualistic?

Cultural Knowledge (Knowledge about other cultures)

Significance of
knowing about
other cultures and
languages (as
language carries
cultures within it)

Multicultural Skills

How is my culture different from the other culture(s) in a particular area of life? Greetings, Marriage, raising children, old age home, funeral, etc.

What would be a culturally appropriate approach in a particular complex scenario?