



Support Raising Leaders Conference

CROSS CULTURAL VALUES CHART



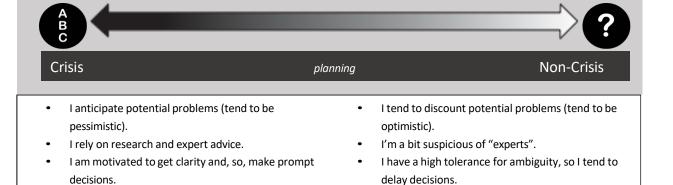
- My identity comes from my individual characteristics.
- I believe that, for the most part, my choices determine my destiny.
- I'm responsible for my own failures.
- I value my independence.
- I am responsible for my own decisions and how they impact me.
- I believe that I have distinctive and unique qualities.

I stick to the plan when the crisis hits.

 My relationships evolve based on my location, job, and circumstances.

- My identity comes from membership in a group (family, tribe, or community).
- My destiny is most often the result of my circumstances and background.
- Circumstances and destiny are often responsible for failure.
- I value the interdependence and dependence in my group/community/tribe.
- Making decisions is best done in my family/community/tribe, benefitting all.
- Harmony and fitting in with others are most important.
- My relationships are stable; most come from family/tribe/community.

I improvise when a crisis hits.







Status

 $organizational\ arrangements$

Equality

- I think life is a non-level playing field
- My identity comes from my family/birth/social status/role.
- Learning is best guided by a mentor.
- Don't openly challenge your leader: subordinates should follow instructions.
- It is important to give respect regardless of performance or character.
- I will sacrifice for higher rank.
- I hold and use the authority given to me by my role to care for those that are weaker or subordinate.
- Men and women are treated differently.

- I think life is a fairly level playing field.
- My identity comes from what I've made of my life: my achievements
- The best learning is self-discovery.
- Leaders can, and sometimes should, be challenged; subordinates should take initiative.
- Respect is determined by accomplishments, successes, and character.
- I will sacrifice for greater achievement.
- I share power with those under me and expect them to take responsibility for themselves.
- Women and men are equal.





Concealment

communication

Vulnerability

- I hold back until I can trust.
- One needs to protect one's image and maintain a proper public face.
- I'm a bit reluctant to try things I'm not sure I'll be successful at.
- Avoiding shame and error is important; I don't tend to expose my own and other's mistakes.
- It's better not to criticize or disagree openly.

- I trust quickly and share openly.
- My self-image is resilient and my private and public faces are congruent.
- I like to challenge myself and to try things I might fail at.
- I just admit it when I'm wrong, there's no shame in that; my own and other's mistakes are an opportunity to learn.
- Disagreement and constructive criticism are good things for a team.



Task purpose Relationship

- I find satisfaction in attaining goals.
- Task or business first.
- I pursue friends with similar goals.
- I will sacrifice for a project/goal.
- It's all about what you do or accomplish with what you are given.
- I make connections with new people quickly but not always deeply.
- I value external, measurable rewards.

- I find satisfaction in interaction.
- Relationship first.
- I pursue friends who value connection.
- I will sacrifice for people/interaction.
- It's all about who you are in relation to others.
- I make connections with new people slowly, but I go deep.
- I value inward and relational rewards.



- What is said is what is important.
- I am frank and straightforward.
- I tend to confront difficult issues directly.
- I express concerns frankly.
- There is no need to interpret my non-verbals; I'll say what I mean.
- How the message is said is important.
- I am discreet and diplomatic.
- I tend to avoid contention and difficult issues.
- I express concerns tactfully.
- It's important to listen with all your senses for the hidden meanings behind words.

The Cultural Values Chart draws from many sources, most notably Sherwood G. Lingenfelter and Marvin K. Mayers in *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships* (Grand Rapids: Baker Academic, 2007).