



# Working in multicultural teams and environments

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# Managing in multicultural environments: global leadership?

Muriel Durand, PhD

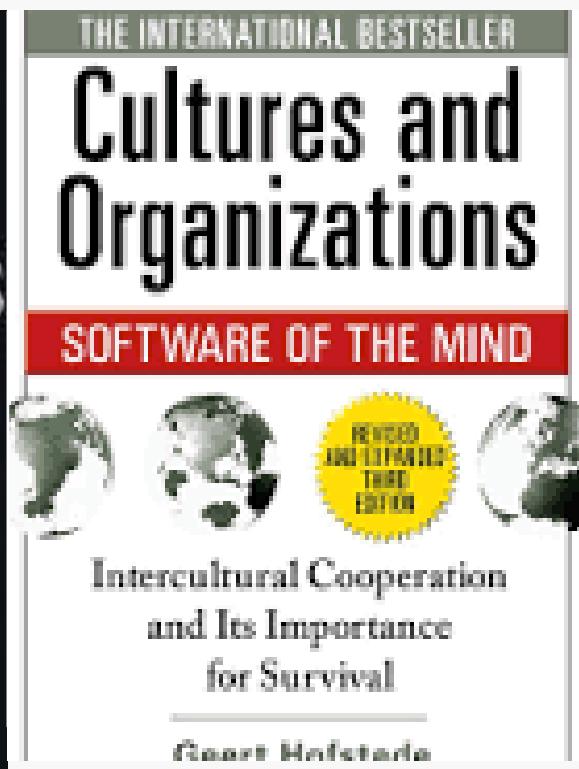
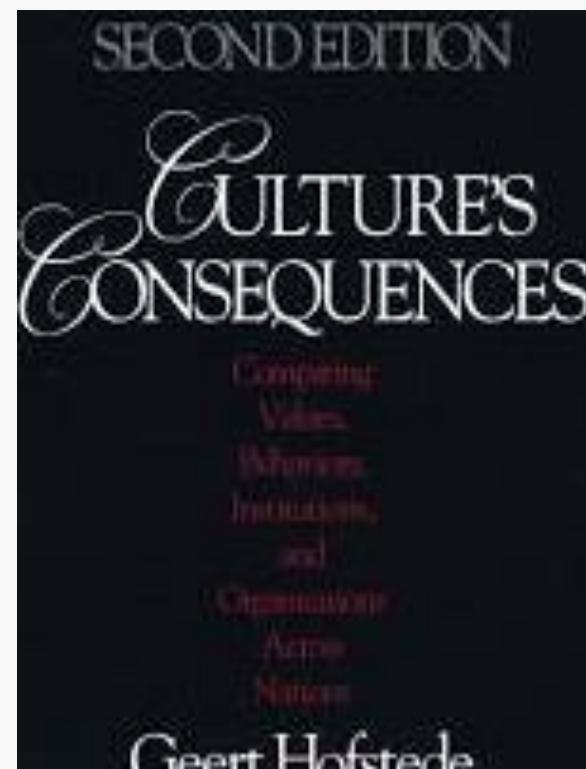
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# COPING WITH CHALLENGES IN AN INTERNATIONAL ENVIRONMENT

- Key tools for analyzing culture and understanding how it affects leadership and practices



# Understanding key dimensions

- **Do not confuse!! Cultural profiles & Stereotypes**
  - **Avoid: stereotypes**
  - **They reinforce discrimination and barriers to successful cross-cultural interactions**
- **A cultural profile**
  - **Not only to describe**
  - **Analytic tool to use in cross cultural situations**
- **Helps to develop expectations—i.e., a cultural context—about doing business in an international setting**

# Understanding key dimensions

## What do you know?

- Who?
- What?
- What for?
- Not only to describe!
  - To analyze
  - To use in cross cultural settings



# Understanding key dimensions

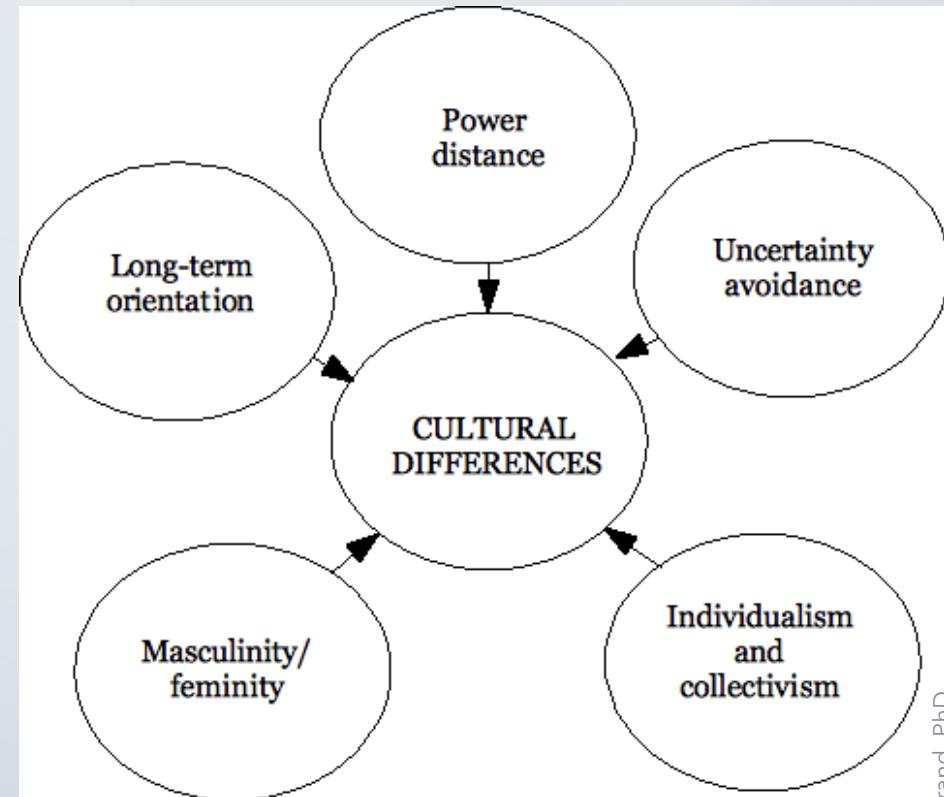
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## TWO MAIN TOOLS

- **Hall's paradigm (1966), cross cultural communication**

- Proxemic
- High Context Vs. Low context
- Polychronic Vs. Monochronic

- **Hofstede's 4D (1981), cross cultural management**
  - +1D added in 1991
  - +1 more in 2011, indulgence vs. restraint



# Understanding key dimensions

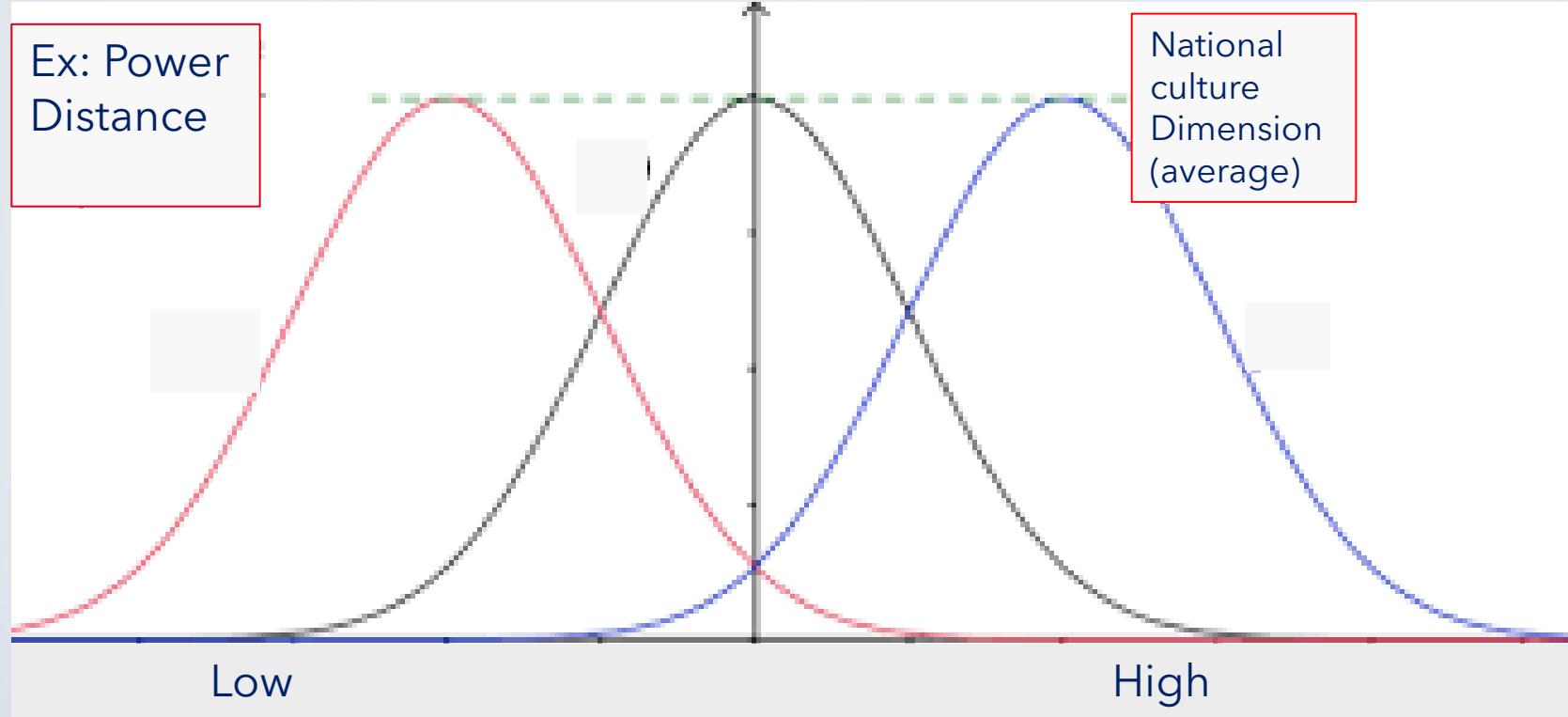
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## Cultural dimensions: Scores vs. ranks

- Dimension scores are **relative**: societies are compared to other societies.
- These relative scores have been proven to be quite **stable over decades**.
- The forces that cause cultures to **shift tend to be global or continent-wide** - they affect many countries at the same time, so that if their cultures shift, they shift together, and their relative positions remain the same.

# Cultural dimensions & distribution of population

Distribution des individus sur une courbe de loi normale...  
national versus individual dimensions



# INTERCULTURAL COMMUNICATION



# What is communication

- Communication is the exchange of meaning. It includes any behavior that another human being perceives and interprets : it is **your** understanding of what **I** mean.
- I cannot *not* communicate

# Communication & facts

- Managers spend between 60 & 90% of their time communicating with subordinates
- A « must have » : cultural competencies
  - Language skills
  - Global mindset: decoding
    - Ex: when « yes » doesn't mean yes
    - Be aware of your way of encoding information (encoder vs decoder process in communication theory)
    - From ethnocentrism to ethnorelativism!

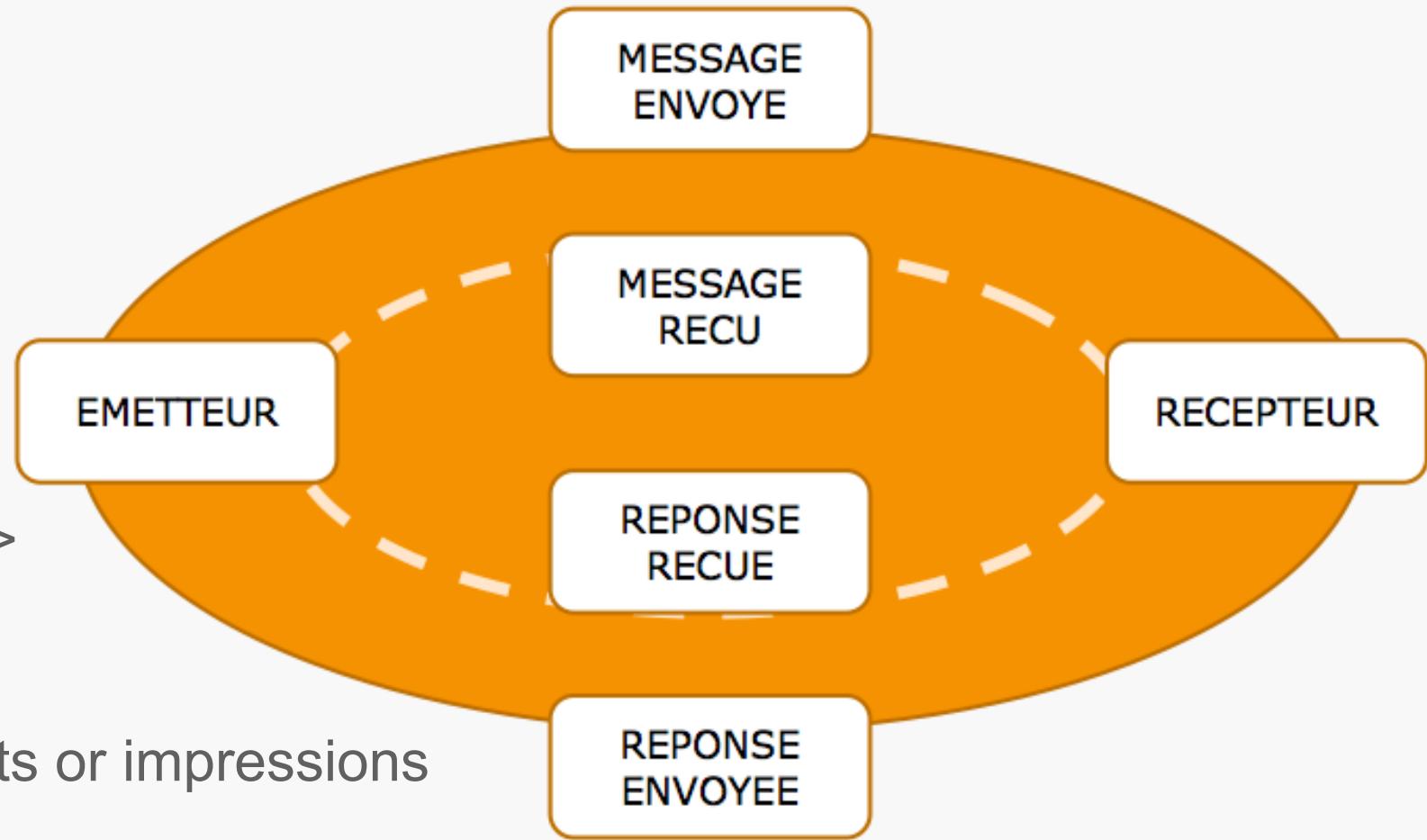
# Communication theory

My thoughts >>>

sent message >>>

received message >>>

receiver's thoughts or impressions



Le modèle de communication

# Culture & perception

## PERCEPTUAL THEORY

- PERCEPTION IS SELECTIVE, LEARNED...
- PERCEPTION IS SELECTIVE, LEARNED, CULTURALLY INFLUENCED...
- PERCEPTION IS SELECTIVE, LEARNED, CULTURALLY INFLUENCED, AND  
OFTEN FAULTY!
- PERCEPTION IS SELECTIVE...

*Examples of experiences of misperception?*

# Communication process, perception, loss of information

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Between what I think,  
what I want to say,  
what I think I say,  
what I say,  
what you want to hear,  
what you hear,  
what you think you understand,  
what you want to understand,  
and what you understand,  
there are at least 9 possibilities of not  
understanding each other!

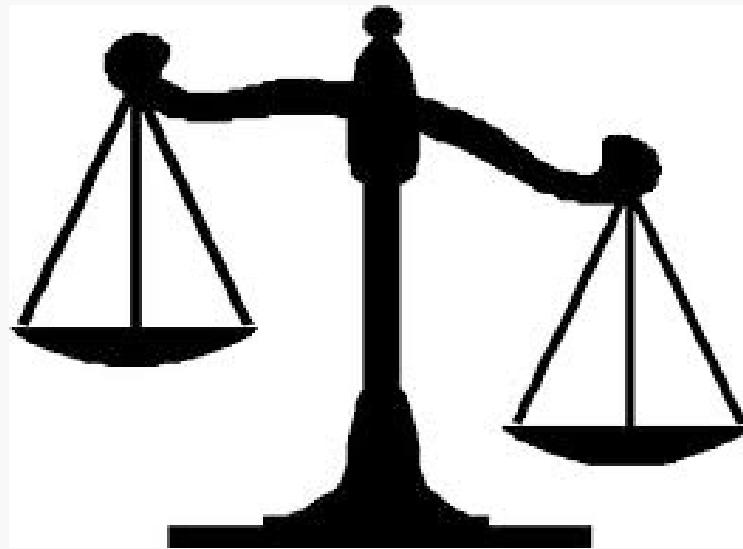


# Culture & communication

- **Cross cultural communication occurs when** a person from one culture sends a message to a person from another culture.
- **Cross cultural miscommunication occurs when** the person from the second culture does not receive the sender's intended message.
- The greater the difference in background between senders and receivers, the greater difference in meaning attached to particular words and behaviors. That is to say the greater the difference between sender's and receiver's cultures, the greater the chance for cross cultural miscommunication.

# Communication & stress

- Unexpected situation = Stress  
(intercultural context)
- Vulnerability = Stress



Stress+ = Communication-  
Communication- = Stress+  
  
Communication+ = Stress-  
Stress- = Communication +

# Verbal Vs. Non verbal communication

## Verbal Communication

- Culture and language: mutual influence
- Linguistic approach
  - Technical language
  - Faux amis
  - Vague adjectives
  - Idioms



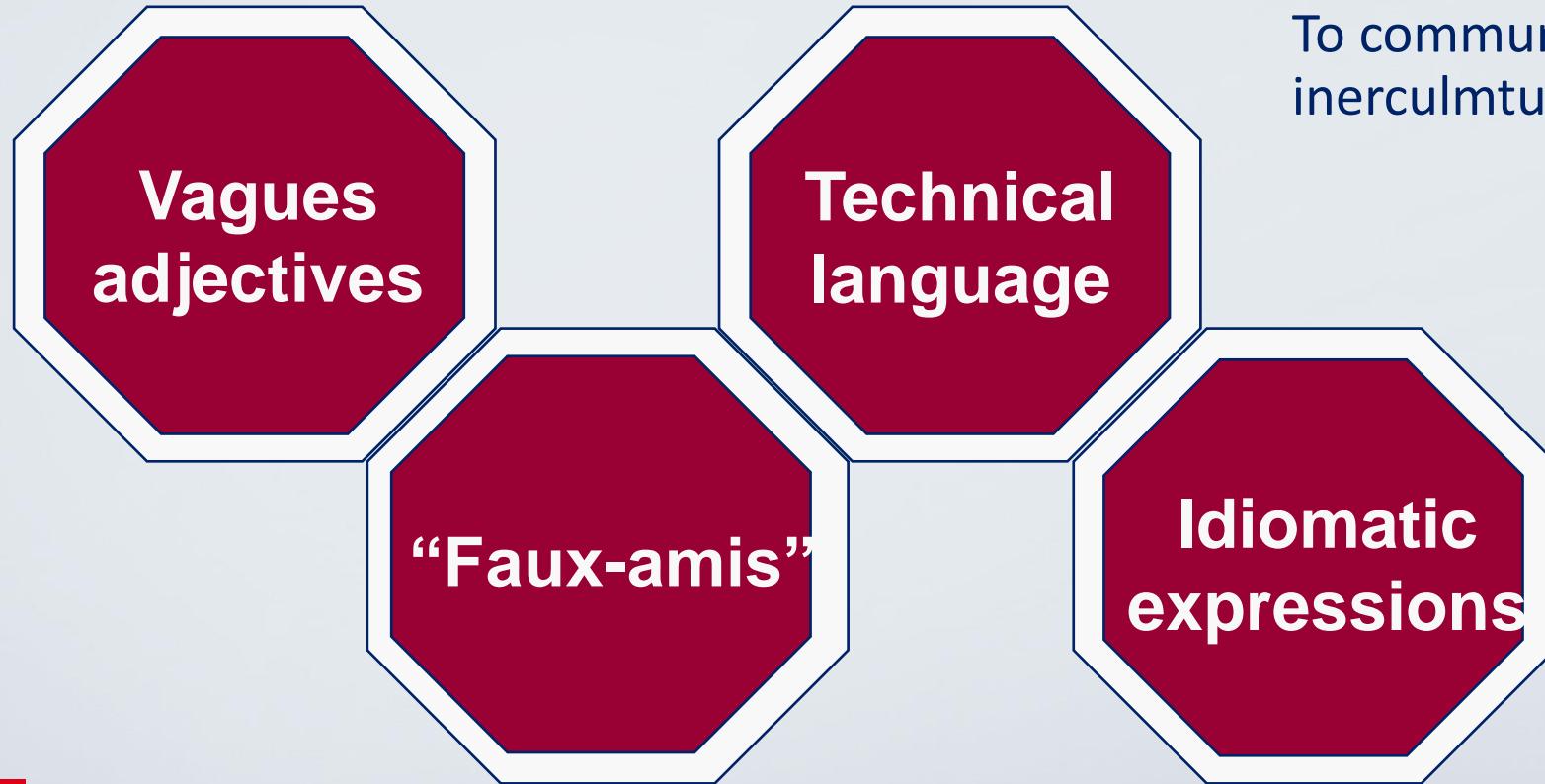
## Non Verbal Communication

- Eye contact
- Gesture
- Posture
- Touching
- Conversation style
- Music of the language

# Linguistic approach

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**What did you say?**



To communicate efficiently in intercultural environments, **avoid**

**Rather use rephrasing techniques & “borderless English”**

# Verbal Vs. non verbal aspect of intercultural communication

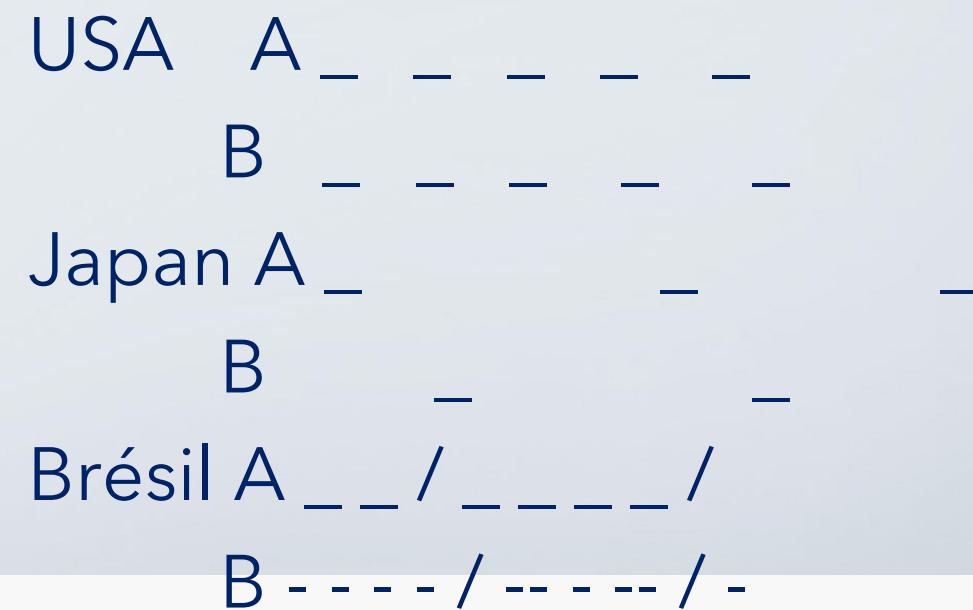
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## Non verbal Communication

### □ Style de conversation

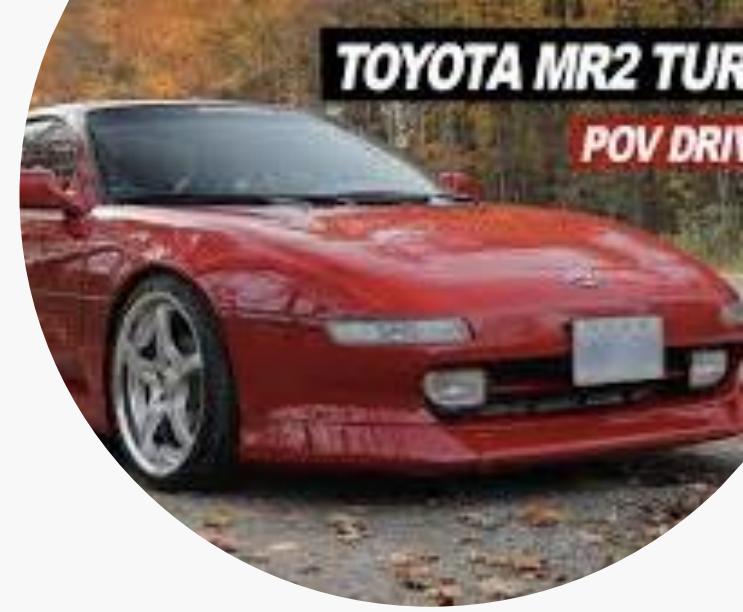
Etude montre

- Alternating mode
  - Anglo saxon cluster
- Silent period mode
  - Asian cluster
- Overlapping mode
  - Latin cluster



# Language skills & global brand ~~mistakes~~

- Funny mistakes... didn't help to increase the sales!!
  - Pepsi: « Come alive... » became in the Chinese ad « pepsi brings you ancestor back from the grave »
  - « Rendez-vous Lounge » for Us airline in Brazil...
  - Toyota "MR2" in France
  - Pharmaceutical lab for a syrup in Saudi Arabia



# Demonstrate your cultural intelligence😊 Ad for a syrup in Saudi Arabia

A sick person

The person  
goes to the  
drugstore and  
drinks the syrup

The person in a  
good shape is  
running in a  
park

# LOST IN TRANSLATIONS

- <http://thelanguagenerds.com/40-hilarious-translation-fails-from-different-languages/?fbclid=IwAR1jWn4nT7VJfWrQpOas6hHgLUzQUCEw0MGSdKoI9GlZOirWTioq9hghwwg>



**« To have another  
language is to possess  
a second soul »**  
**Charlemagne**

"I speak Spanish to  
God, Italian to women,  
French to men and  
German to my horse"  
Charles Quint



# Understanding key dimensions

## Non Verbal Communication

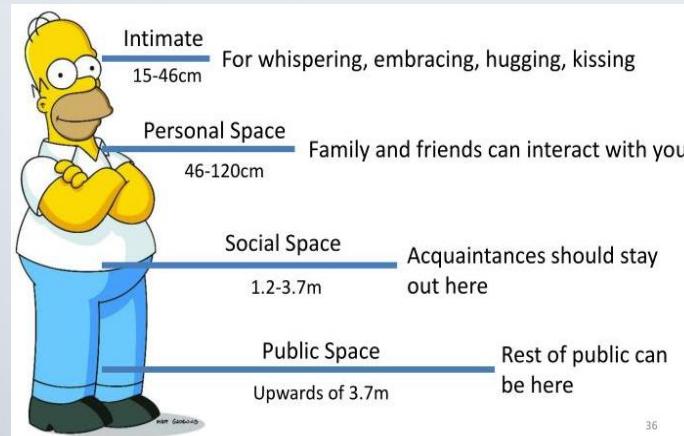


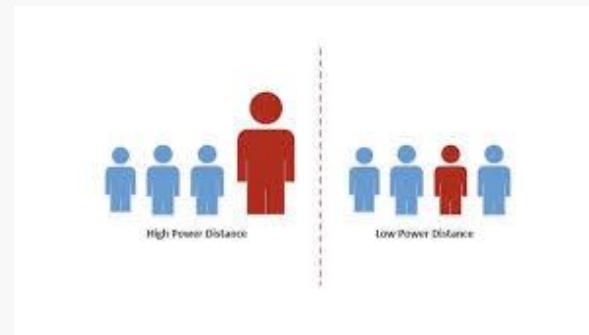
Minor variations in body language, speech rhythms, and punctuality often cause mistrust and misperception of the situation among cross-cultural parties.

### Gesture & miscommunication:

what do you think of Roberto Carlos' behaviour?

<https://www.youtube.com/watch?v=ZRaTbZPEgdU>  
How language shapes the way we think





# Keys to decode...

Muriel Durand, PhD

# Understanding key cultural dimensions - Hall's paradigm



# Understanding key dimensions

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## Hall's paradigm

- E.T. Hall, father of cross cultural communication, he established a typology of cultures based on 3 dimensions:



- 1 - HIGH CONTEXT VERSUS LOW CONTEXT OF COMMUNICATION
- 2 -INTERPERSONAL DISTANCE: PROXEMICS
- 3 - POLYCHRONIC VERSUS MONOCHRONIC : CONCEPT OF TIME

# Practicing : identifying dimensions involved

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- A Japanese businessman wants to tell his Norwegian client that he is uninterested in a particular sale. To be polite, the Japanese says, “That will be very difficult.” The Norwegian interprets the statement to mean that there are still unresolved problems, not that the deal is off. He responds by asking how his company can help solve the problems. The Japanese believing that he has sent the message that there will be no sale, is mystified by the response.
- Taken from N. Adler in “International dimension of organizational behavior
- *What is the source of miscommunication here?*

# Practicing : identifying dimensions involved

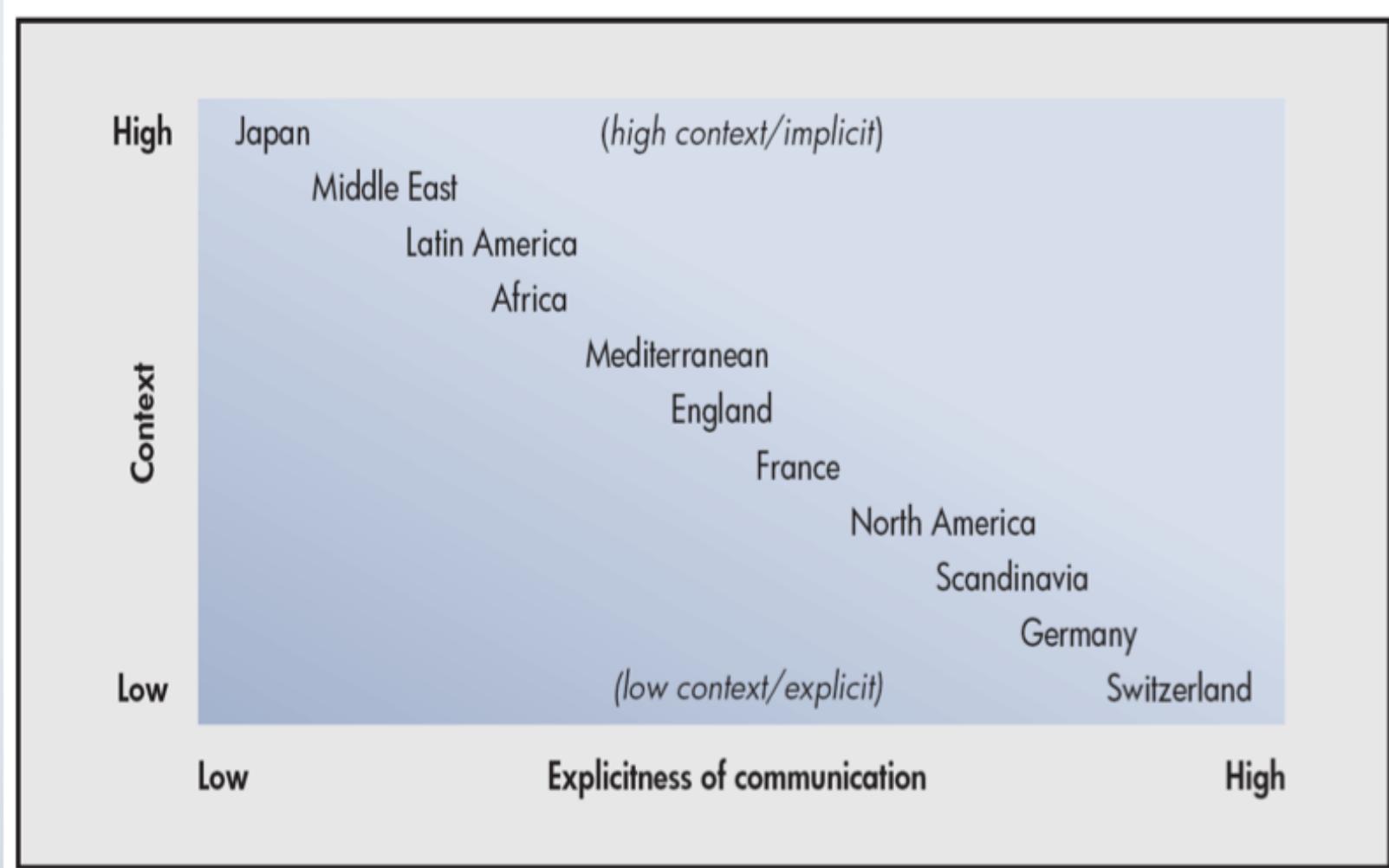
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## Decoding the Norwegian

- Japanese' thoughts ("We are not interested. I must not embarrass them.")>>>
- sent message ("Your proposal will need further consideration.")>>>
- Norwegian's received message ("Your proposal will need further consideration.")>>>
- receiver's impressions ("We must wait a bit. Maybe there are problems we should resolve.")

# Understanding key dimensions

## EX: HIGH VS. LOW CONTEXT RANKING



# Context

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- High context

- Generally collectivist cultures

Indirect, economic communication, emotions are implied

- A lot of information is included in the context (nature of the relationship, age, gender, status, etc.): involves little information communicated verbally, less need to clarify

- Implicit communication
- Cultures comfortable with silence
- « no » can mean « maybe », « yes » can mean « maybe » (mei wenti)

- Low context

- Generally individualist cultures

Direct communication, nothing is implicit, emotions are expressed

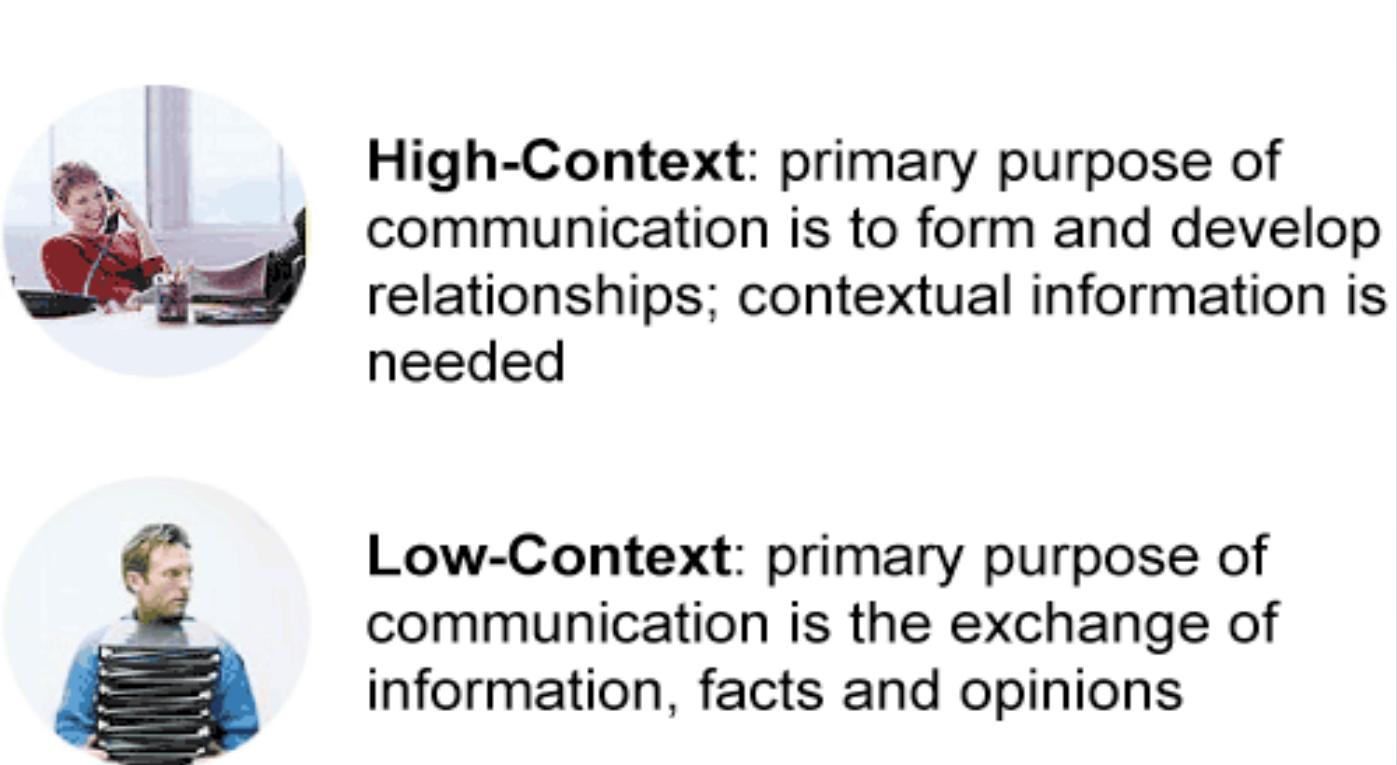
- Most information is communicated through words, the quantity of information is in explicit code, the message is verbal

- Communication is explicit
- No = refusal / Yes = agreement



# Role of cultural communication: implicitness Vs. explicitness

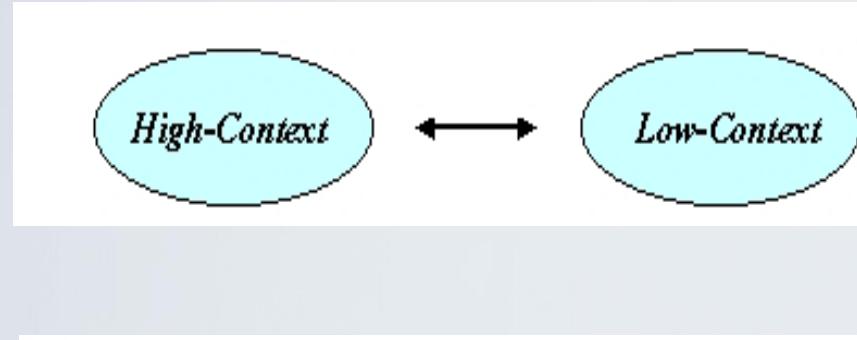
- Extrait  
« Moi  
moche et  
méchant »



**High-Context:** primary purpose of communication is to form and develop relationships; contextual information is needed

**Low-Context:** primary purpose of communication is the exchange of information, facts and opinions

# Tips to better communicate across HC/LC dimensions



Examples of countries:

- China
- Japan
- France

Examples of countries:

- USA
- Scandinavia
- Germany

## If you're an Indirect Communicator (High Context)

Instead of...	Try...
"How about...?"	"I strongly suggest..."
"I tend to agree..."	"That's absolutely right. And here's why..."
"I think maybe..."	"My strong advice is..."
"Well what if..."	"I recommend..."

## If you're a Direct Communicator (Low Context)

Instead of...	Try...
"Give me your input on..."	"What do you think about...?"
"That's wrong!"	"I'm not sure that's right."
"You should talk to him about..."	"What if you talk with him...?"
"You need to..."	"I wonder if..."

# Quizz

**You have a doctor's appointment: on the way, you run into a friend that you have not seen in a long time**

- 1- You ignore him
- 2- You tell him that you do not have time to chat, that you will contact him soon
- 3- You go to the doctor and arrange to meet your friend after your appointment
- 4- You chat with your friend and arrive late to your appointment
- 5- You cancel your doctor's appointment

# Understanding key dimensions

## Time conception

### A FRENCH MANAGER...

- « The meeting will start at 2 p.m. on the dot, and will end around 5... »

<ul style="list-style-type: none"><li>• Polychronic</li><li>• (soft time)</li></ul>	<b>Monochronic</b> (hard time)
<ul style="list-style-type: none"><li>• Circular, cyclical concept</li><li>• Time is shared</li></ul>	Linear concept
<ul style="list-style-type: none"><li>• Flexible concept of time</li><li>• Doing several things at a time</li></ul>	Tangible, quantifiable (Idiomatic expressions)
<ul style="list-style-type: none"><li>• Emphasis on people</li><li>• Can easily change plans and activities</li></ul>	One activity at a time, one after the other (sequential)
<ul style="list-style-type: none"><li>• The natural cycle is respected</li><li>• Spontaneity is valued</li></ul>	Emphasis on the task and process Of little flexibility
	Everything is programmed, planned and follows a specific order
	Punctuality is valued



# Quizz 2

**You have a meeting with your boss: on your way, you run into a friend that you have not seen in a long time**

- 1- You ignore him
- 2- You tell him that you do not have time to chat, that you will contact him soon
- 3- You go to your appointment with your boss, and arrange to meet your friend after your appointment
- 4- You chat with your friend and arrive late to your appointment
- 5- You cancel your boss' appointment

# How do we manage time across culture?

## Past, present & future

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### Cottle Test

THINK OF THE PAST PRESENT AND FUTURE AS BEING IN THE SHAPE OF CIRCLES. PLEASE DRAW THREE CIRCLES ON THE SPACE AVAILABLE, REPRESENTING PAST, PRESENT AND FUTURE . ARRANGE THIS CIRCLE IN ANY WAY YOU WANT THAT BEST SHOWS HOW YOU FEEL ABOUT THE RELATIONSHIP OF THE PAST, PRESENT AND FUTURE. YOU MAY USE DIFFERENT SIZE CIRCLES. WHEN YOU HAVE FINISHED, LABEL EACH CIRCLE TO SHOW WHICH ONE IS THE PAST, WHICH ONE THE PRESENT, AND WHICH ONE THE FUTURE

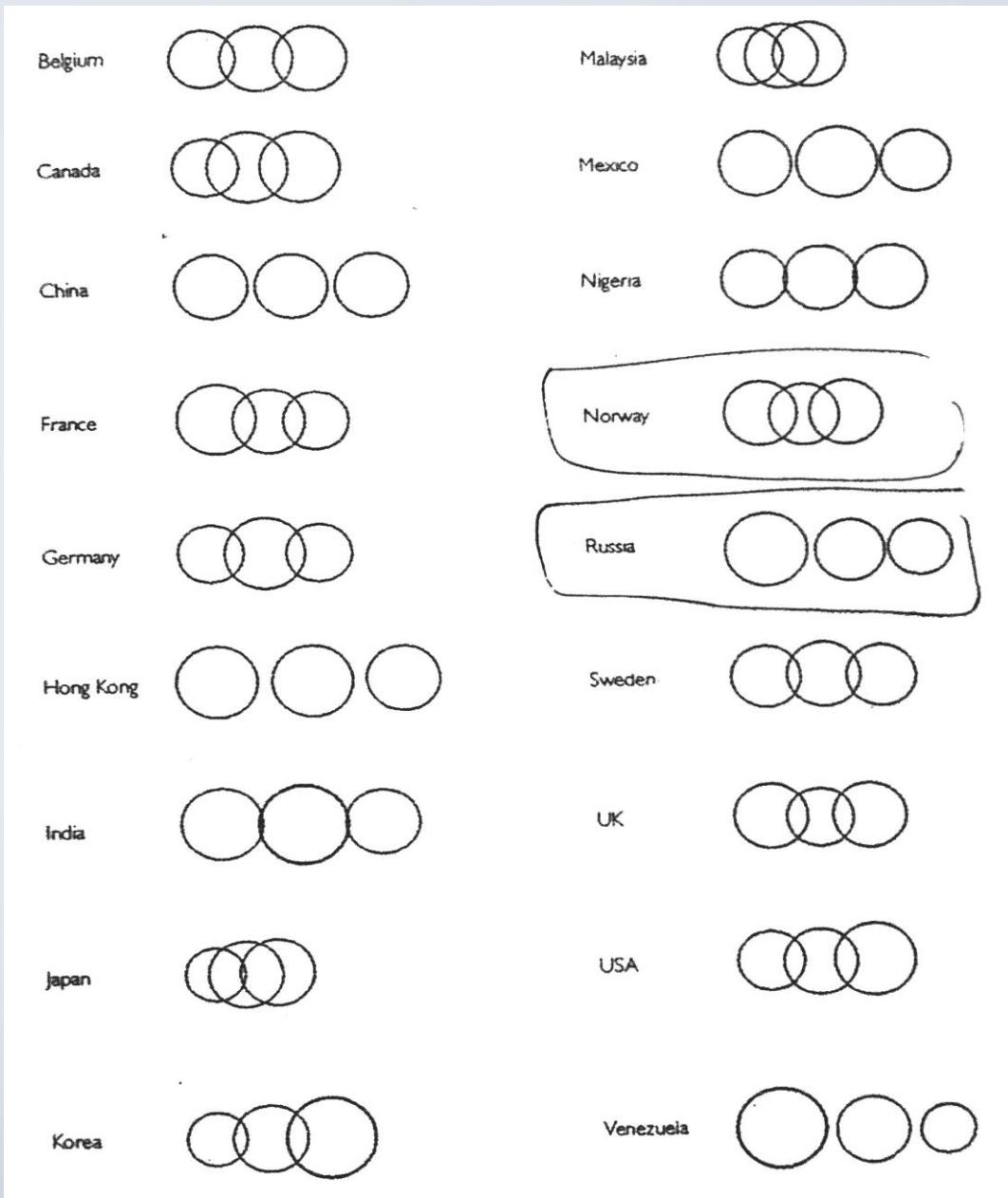
TAKEN FROM TOM COTTEL CIRCLE TEST IN F. TROMPENAARS, «RIDING THE WAVES OF CULTURES»



# Cottle Test

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How do we manage time  
across culture  
Past, present & future, Cottle



# A méditer...

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Proverbe africain:  
« Il a l'heure, mais pas  
le temps »...

« The French have watches, but the Gabonese have time. » Gabonese expatriate living France

In TGV advertisement:  
« Prenez le temps d'aller vite... »

Le laotien plante le riz, le Cambodgien l'écoute pousser, le thaïlandais le récolte



# Few tips ... to manage different conception of time

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- You are a project manager in a multicultural team. You have invited team members from all countries to a meeting. On the day of the meeting, you have a tight schedule and want to start on time, 9:00 am...
- Q° : Any ideas on how to overcome staggered and late arrivals?

*A hint: think about the characteristics related to polychronic vs. monochronic design, what is important to them?*



# Critical Incident

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One morning at a software company in California:  
Cathy & Lisa, HR specialists  
Claude, a newly arrived French expatriate

**Cathy:** What a morning! I'm really starting to wonder if this joint venture with France is such a hot idea after all.

**Lisa:** What happened?

**Cathy:** I had to do the new-employee orientation for Claude, the new Product Development Manager.

**Lisa:** Oh, yeah, I ran into him yesterday. Seemed like a nice guy.

**Cathy:** Maybe, but I don't know what the deal is. He was *in my face* the whole time. When we sat down to go over the health plan, he moved his chair right up next to me. Then all the time I was talking, he practically had his nose glued to mine.

**Lisa:** What do you think that was all about? Maybe he thinks you're cute!

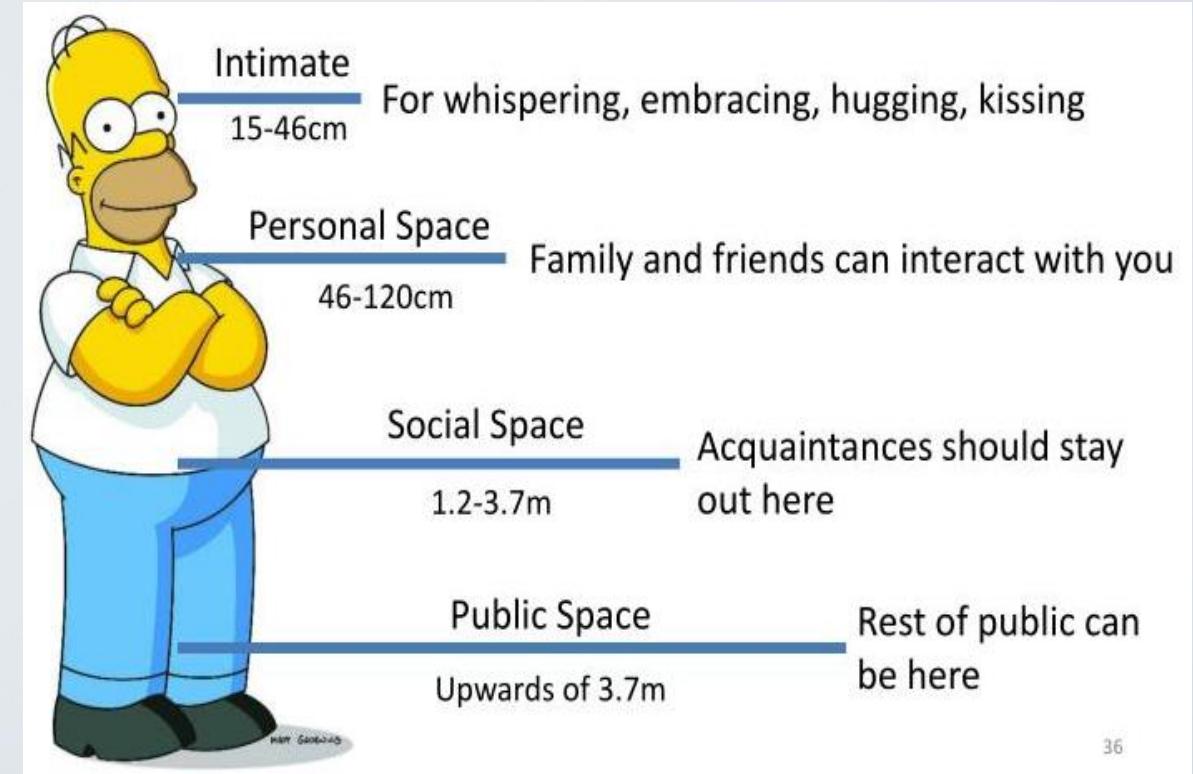
**Cathy:** The guy is no fantasy Latin lover, believe me! I got the feeling he was just plain arrogant and pushy. Let's just hope they are not all like that.



*What is the main source of miscommunication here?*

# Role of cultural communication and interpersonal distance: Proxemic

- High touch Vs. Low touch culture?
  - Linked to indiv/coll
    - However in high touch cultures (Coll) Importance of in group belongings
- Meaning of intimate distance?
  - misinterpretations



36

Watch: HSBC perosnal space (from mn1)

Watch: Fears&Trembling gesture & PDi

# Proxemic

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**Relationship to space and physical distance** which is established between two people who are interacting with each other, and with which one feels comfortable or uncomfortable

Space bubble/**personal space varies from one culture to another**: distance characterized as close in northern Europe is considered normal interaction in southern Europe

Incomprehension, incorrect interpretation and misunderstanding, due to the fact that **one does not think that interpersonal distance is a cultural index**

*(e.g. interpreting someone as cold or distant, or « he/she is making advances... », too much familiarity can seem unprofessional in a country where social distance is high.*

*NB: Research on this dimension is also linked to the organization of space (office, gate, immovable chair in some cultures).*

# Références principales

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- Hall, E. (1976). 1981. Beyond culture.
- Hall, E. T. & Hall, T. (1959). *The silent language*. Anchor books.
- Hall, E. T. (1971). *The hidden dimension*. Paris: Edition Seuil.
- Further readings:
  - Dolphin, C. Z. (1988). Beyond Hall: Variables in the use of personal space in intercultural transactions. *Howard Journal of Communications*, 1(1), 23-38.

# **Understanding key cultural dimensions - Hofstede's model**



# Understanding key dimensions



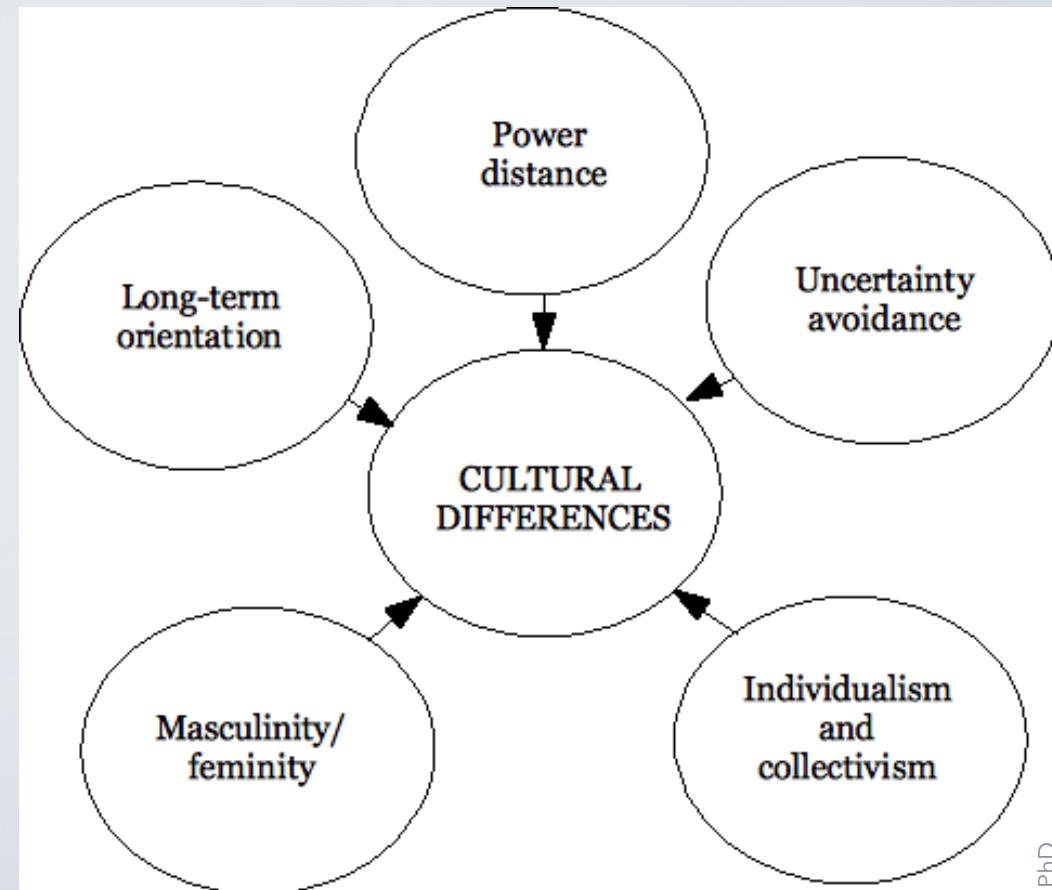
Culture is the collective programming of the mind which distinguishes the members of one group from another.

— Geert Hofstede —

- <https://www.hofstede-insights.com>
- <https://www.hofstede-insights.com/country-comparison/>

NB: Others models exist:

- Trompenaars
- GLOBE studies



Hofstede's model

# INTRODUCING KEY DIMENSIONS

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Believe it or not, Jesus recounted a parable that we can relate to culture's influence on managerial behavior!

**A man said to his first son, « Go and work in the vineyard today ». The son readily agreed to work there, but did not. The man gave the same directive to his second son, who said that he would *not* go. But soon afterward the second son changed his mind and did the requested work.**

*« Which son, » asked Jesus did the will of the father? »*



**Culture's Influence on Managerial Behavior, by C.Grove & W.Hallowell**

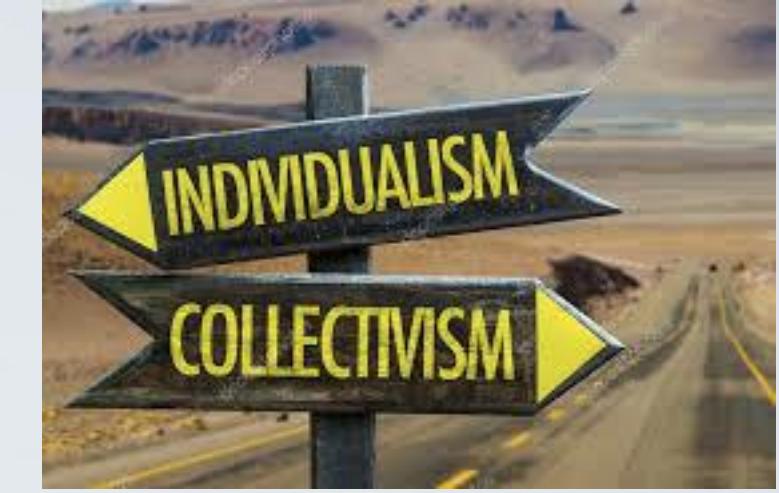
# Understanding key dimensions

- Linked to the degree to which individuals are integrated into groups



## *Individualistic societies*

Loose ties between individuals  
Importance given to his own interest and his immediate family  
Freedom and autonomy are highly valued  
Clear separation between professional and personal life



## *Collectivist societies*

Strong and cohesive in group connections  
The individual exists regarding his "in group", regarding the community  
In group interest are over individual interest  
Loyalty highly valued  
Importance of the concept of "face"

# Collectivisme vs Individualisme

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## Questionnaire items: ex

- How important is it to you to have a job that leaves you sufficient time for your personal or family life?
  - (response: very)
- How important is it to you to have considerable freedom to adapt your own approach to the job?
  - (response: very)



# Collectivism vs Individualism

Table 3.2 ■ Rankings of national cultures using Hofstede's classification

Country	Power distance	Uncertainty avoidance	Individualism	Masculinity
Afrika (West) region	22	36	34	20
Afrika (West) region	10	24	40	30
Arab region	7	27	25	22
Argentina	30	25	32	30
Argentina	15	37	2	18
Australia	63	24	18	2
Belgium	20	9	8	22
Bolivia	14	21	20	24
Bolivia	48	48	4	24
Chile	24	22	38	46
Colombia	17	20	48	11
Costa Rica	43	12	46	46
Denmark	51	51	9	60
El Salvador	48	6	10	41
Greece	8	28	52	13
Iceland	46	31	17	47
France	15	12	15	35
Germany (West)	43	29	15	9
Great Britain	43	47	8	9
Greece	97	5	80	18
Guatemala	3	8	53	43
Hong Kong	15	49	37	18
India	50	45	21	30
Indonesia	6	42	47	35
Iran	29	35	24	35
Iceland	62	47	12	7
Iceland	92	39	19	29
Italy	58	25	7	4
Jamaica	97	59	91	7
Japan	33	17	22	21
Norra (Sweden)	21	15	44	41
Malaysia	1	46	38	29
Mexico	6	29	23	8
Netherlands	70	28	4	51
Norway	41	38	13	52
New Zealand	50	40	6	17
Pakistan	22	38	47	25
Peru	2	12	31	34
Peru	29	8	45	37
Philippines	3	44	31	11
Portugal	34	2	34	46

Table 3.2 (continued)

Country	Power distance	Uncertainty avoidance	Individualism	Masculinity
Singapore	13	63	40	28
South Africa	35	39	18	19
Spain	31	12	30	37
Sweden	47	49	10	83
Switzerland	40	30	14	4
Taiwan	29	26	43	32
Thailand	22	30	40	44
Turkey	18	18	28	32
United States	38	43	1	15
Uruguay	28	4	29	42
Venezuela	5	21	50	3
Yugoslavia	12	8	34	48

Values are derived from the scores shown by Hofstede (1980). Rank 1 is last.



# Practicing : identifying dimensions involved

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## A tale of two stairways

- Mrs Ngo, a woman from Cameroon, was studying at a Dutch University. A professor whom she was having an interview with showed her out of his office at the end of the interview. As she was heading toward the long way out of the building, he pointed out to her a staircase that provided a shortcut. « Oh, » she exclaimed, « I thought that stairway was for staff only. » This greatly amazed the Dutch professor, because stairways for staff only don't exist at Dutch Universities, so he asked her what had made her think that the stairways was limited to staff use only. She replied that she had seen a staff member use it.



From « Exploring Cultures », Gert Jan Hofstede

# Understanding key dimensions

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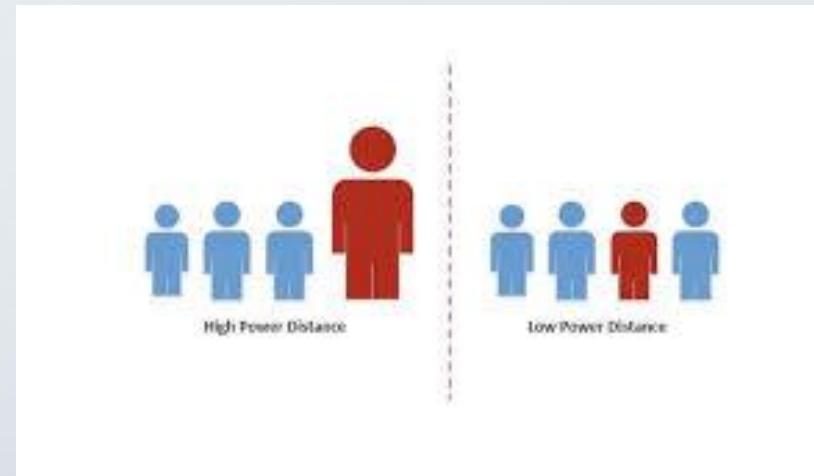
## High vs Low Power Distance

- Refers to the extent to which unequal distribution of power is accepted and even expected
- Relationships with authority



Questionnaire item: ex

- How frequently, in your experience, does the following problem occur: employees afraid to show their disagreement with their manager?
- (response: frequently)



# Power distance & decision making - 4 leadership cultures according to 2 axes

attitudes toward decision making



attitudes toward authority

	hierarchical	Egalitarian
top-down	<p>The boss is the superior not a facilitator</p> <p><i>Brazil, China, France, India, Indonesia, Mexico, Russia, Saudi Arabia</i></p>	<p>Before the decision is made :</p> <ul style="list-style-type: none"><li>• speak up—no matter what your status is</li><li>• contribute</li><li>• demonstrate initiative &amp; self confidence</li></ul> <p>Once the matter is resolved,</p> <ul style="list-style-type: none"><li>• align quickly with the boss</li><li>• support the decision</li></ul> <p><i>Australia, Canada, United Kingdom, United States</i></p>
consensual	<p>Team will defer to leader decision</p> <ul style="list-style-type: none"><li>• yet desire and expect to be part of the decision-making process.</li></ul> <p>Leader solicits opinions and input from the staff</p> <p><i>Belgium, Germany, Japan</i></p>	<p>Boss won't jump in and decide</p> <ul style="list-style-type: none"><li>• he is a facilitator</li></ul> <p><i>Denmark, Netherlands, Norway, Sweden</i></p>



# Understanding key dimensions

Deals with a **society's tolerance for uncertainty and ambiguity**

- Reducing the uncertainty, the unknown because it is threatening
- Linked to the degree of tolerance of the unknown the unpredictable

## High uncertainty avoidance culture

- Uncertainty = threat
- Afraid to change, uncomfortable facing ambiguity
- High need to avoid uncertainty, everything has to be sure, planned, organized, scheduled
- Leads to conformity, conservative societies where you could find little space for change.

## Low uncertainty avoidance culture

- Uncertainty = normal part of life
- Very comfortable with change and ambiguity
- Very flexible, adaptable
- Risk is valued

# Uncertainty avoidance

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## Questionnaire items: ex

- Company rules should not be broken, even if the employees think it is in the company best interest.
  - (response: strongly agree)
- How long do you think you will continue working for this company?
  - (response: until I retire)



# Understanding key dimensions

## Masculinity Vs. Femininity

Refers to the distribution of roles between genders and the values inherent to this distribution

*« Living in order to work Vs. Working in order to live »*



### Masculine societies

- Competition, self achievement are valued.
- People are driven by performance and competition
- Assertiveness and success characterize the society



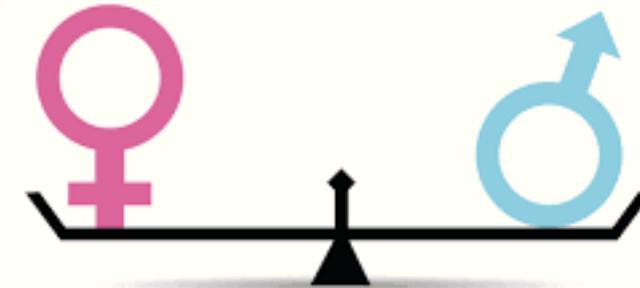
### Feminine societies

- Caring for each other, quality of life, interpersonal relationships, solidarity, cooperation, modesty are valued.
- Quality of life is more important than success

# Gender Questionnaire items: ex

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- **Femininity**
- How important is it to you to have a good working relationship with your manager?
  - (response: very)
- How important is it to you to work with people who cooperate well with one another?
  - (response: very)
- **Masculinity**
- How important is it to you to have an opportunity for high earnings?
  - (response: very)
- How important is it to you to get the recognition you deserve when you do a good job?
  - (response: very)





# Long vs Short Term Orientation

- This dimension was added in 1991 from a study conducted on Chinese values (Bond), as this dimension is particularly important in Asia (derived from Confucius).



- Long term orientation:
- Perseverance
- Categorisation of relationships according to status and respect of this order
- Sense of shame
- Short term orientation:
- Stability
- Respect of traditions
- Concerns for face saving/giving
- Respect for social obligations

# Understanding key dimensions

To practice...

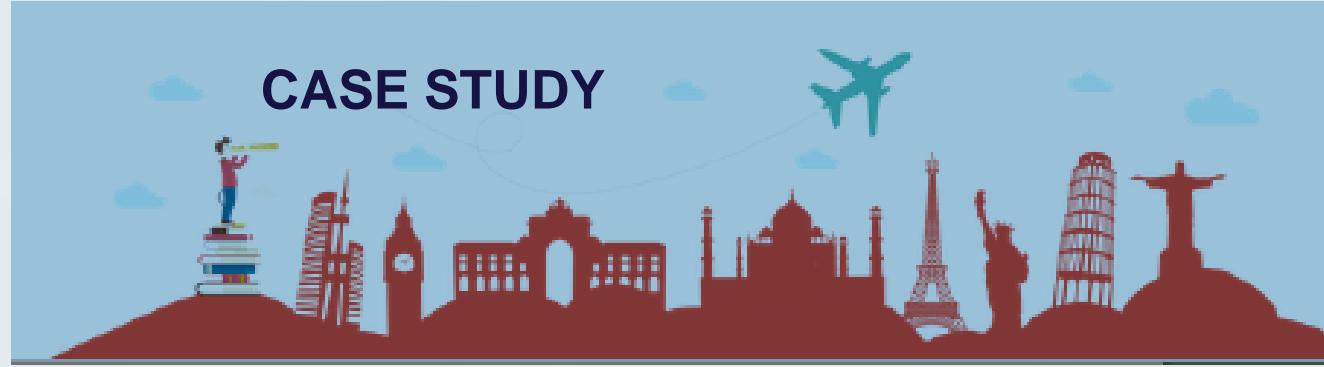
## A WELCOME AT THE AIRPORT



- You are headed to a formal business meeting with somebody you have never met before. When you get off the airplane, a warmly smiling woman wearing jeans and sandals is holding up a sign with your name on it. What do you think?
  - 1. She must be a secretary
  - 2. She is probably the person with whom you will have the meeting.
  - 3. It is wonderful to be welcomed so warmly
  - 4. How dare someone meet you in such an informal outfit.
  - 5. There must be a mistake because you were expecting a formal-looking gentleman

# Practicing your leadership across culture...

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- A MANAGER IN SAUDI ARABIA

# Practicing: to go further Preparing for the exam...

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**In the following case, in an intercultural perspective:**

- Identify the **sources of misunderstanding**, the **barriers** to successful interactions
- Identify the **dimensions** that seem **relevant to this case**. Explain why and the consequences and implications related to these dimensions.
- You will propose **professional and concrete recommendations**, individual and/or organizational, to allow remedy the problem in the short term if it is still possible, anticipate these problems (or even failures) in future collaborations

# Practicing: to go further

## Preparing for the exam...

*Tom Bennett, a construction supervisor for an international engineering firm, had the reputation to be tough and demanding but fair-minded. He was sent to supervise construction on a new hotel project in Saudi Arabia. On this project, Tom supervised the work of about a dozen of Americans and nearly 100 Saudi laborers. It was not long before Tom realized that the Saudi laborers, to his way of thinking, were nowhere as reliable as the workers he had supervised in the US... He was becoming increasingly annoyed at the seeming lack of competence of the local labor force. Following the leadership style that held him in such good stead at home, he used reprimands for any worker who was not doing his job properly, and made certain that he did it publicly, so that it would serve as an object lesson to all the other workers. He was convinced that he was doing the right thing and was being fair, for after all, he reprimanded both Americans and Saudis alike. He was troubled, however, by the fact that the problems seemed to be growing worse and more numerous...*



A manager in Saudi Arabia

# Tips for managing cultural dimensions differences:

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- Coming from an Individualistic/ Low Power distance culture toward a Collectivistic/high power distance culture
  - Learn to....
    - Respecting status, greetings etiquettes, business codes,
    - Be sensitive to the concept of face giving, face saving, face losing
      - Avoid confrontation, use implicit style
      - Learn how to interpret an agreement Vs. a refusal,
    - Spend time with the group to develop relationships before doing business, identify the decision maker guy (age, status, network),



# Intercultural competencies & conflict management



# “Switch leadership” & conflict management

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In different cultural contexts, conflict management requires

- intercultural skills,
- knowledge of cultural keys to avoid mistakes that can be irreparable...

"The **best leaders** do not have a single one leadership style, they are **skilled in many multiple styles**, and have the **flexibility to switch from one style to one style to another as circumstances.**"

Daniel Goleman

# “Switch leadership” & conflict management

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- **Switch leadership:** ability to change one's leadership style, to be **flexible according to the context**, to **adapt one's leadership style** according **to what is required** by the situation (e.g. the cultural codes of the environment)
- Many anecdotes (sometimes costly) exist about managers who are very successful in their own environment but are completely ineffective abroad...

# “Switch leadership” & conflict management

## Illustration: the concept of "face"

- Crucial in a multicultural environment!
- In China (and globally in Asia and in the so-called collectivist cultures), **avoiding direct confrontation** is a central point.
  - Maintaining harmony within the group is highly valued
    - **Saving face, keeping face** is of utmost importance to maintain this harmony
    - **Politeness, a sense of obligation and formality** are cultivated
    - **Avoiding conflict, and protecting the integrity of the group**, means that one is respected in certain social situations
    - “Giving face” means showing someone respect
    - To lose face is to lose one's dignity



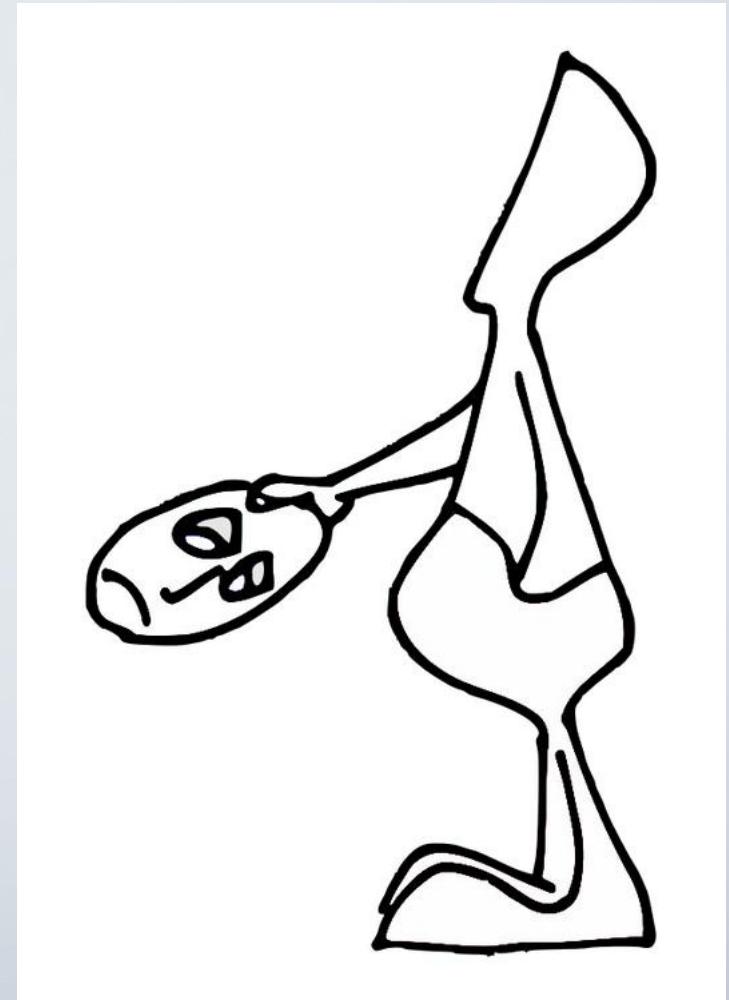
A disagreement will thus be expressed **more indirectly** than in a direct confrontation.

# “Switch leadership” & conflict management

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## Implications in terms of management

- To preserve this harmony and to keep face, it is important to
  - **show respect and deference** according to age and status,
  - to use **honorific titles** (unless or until you are asked to do otherwise (xiansheng, zhenli, lao, xiao even to younger people or subordinates).
  - **Giving face is as important as not losing it!** ("Gei mianzi")

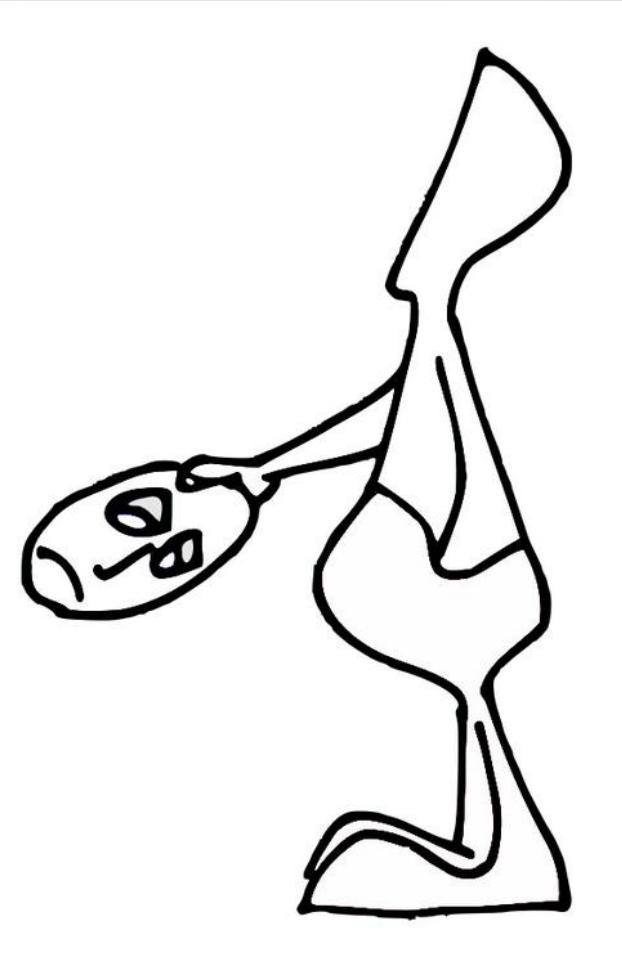


# Cultural intelligence: “switch leadership” & conflict management

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## Implications in terms of management

- There is a **very low tolerance for any non-group oriented behavior.**
- **Individualistic behavior** (seeking personal advantage, assertiveness, initiative) is perceived as a **threat to group harmony**
- There is a **greater focus on the potential damage** that individualistic behavior can cause to group harmony.
- If face is lost, the relationship will be difficult to repair, a negotiation may fail, a team project etc...
  - **Third party logic: Using an intermediary to avoid direct confrontation**



Muriel Durand, PhD



**Global mindset &  
Intercultural competences**

# Global mindset?

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## Seeking for « Global talents »

- **The new manager?**

- He is global
  - Challenging new and more complex global realities
- He holds a global perspective
  - Consists of a global mindset supported by appropriate skills and knowledge (Kedia & al., 1999) to increase and maintain organizational effectiveness
- The global mindset manager is the one who has **reorganized his or her way of thinking and has an altered mindset**
  - « culturally » intelligent, culture-sensitive, cross cultural competent
  - Openness and ability to recognize complex interconnections



# Global mindset?

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## Global leaders?

- Conceive strategies
- Manage & motivate geographically dispersed and culturally diverse teams
- A must have to be competitive: globally minded
  - Developing leadership cross cultural competencies
  - To increase effectiveness of global corporations



# Global mindset ?

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- Associated with effective management
- A competitive advantage
- Still very opaque in term of conceptualization,
  - stands for everything
    - global, transnational; individual attitudes, skills, competencies, behaviors
- Basically common ground assumes
  - It deals with cognitions, emotions, behaviours

(Levy et al., 2007)



# Global mindset

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- Orientation of the world allowing one to see certain things that others do not; « **scanning the world** » from a broad perspective
  - A way of being, definitely **a necessary condition**
  - However, to sustain and develop a global mindset, need for:
    - **Knowledge:** basis for taking action (education system, factual information, technology, socio-politico economic) and
    - **Skills** (behavioral abilities, managerial experience, languages)
- Kedia & Mukherji (1999) Global Managers: Developing a Mindset For Global Competitiveness

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