

Intercultural Communication Course Reader

1st & 2nd semester

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Course Policies

Attendance. Both attendance and punctuality are required. Success in this course depends on regular attendance and participation. Thus, attendance is mandatory.

Grading Policies. The grade you make in this course is in your hands. We intend to do everything in our power to help you be successful in this course. Our goal is to engage in an intellectual undertaking with you that will result in your learning about the subject matter of this course and in your developing not only English skills such as speaking, writing, listening comprehension, but also critical thinking. I will make suggestions about how to approach the tasks of this course throughout this semester. It is my belief that if you put forth a good faith effort to do as I suggest, you will be successful in this course. And if you are successful, then I will have been successful as a teacher.

Your grade will be calculated based on the following criteria:

1st semester: Case Study Presentation (50 points), exam (50 points).

Case Study Presentation (50 points):

In groups of **2-3** you'll have to present and analyze a case study with the help of the models mentioned in the case study and/or any of the models covered in class. Each presenter has 10 minutes. Your presentation of 20-30 minutes should be followed by moderating a discussion (15 minutes).

The case studies will be presented during **the last two-three** classes of the first semester.

You might want to include the presentation of ONE IC model/concept pertaining to your case study. E.g.:

1. Adler and Gundersen's synergy model
2. Ang and Van Dyne's Cultural Intelligence Scale
3. Barmeyer and Haupt's three-factor model
4. Barmeyer's model of intercultural complementarity
5. Berry's acculturation framework
6. Bird et al.'s intercultural competence for global leaders
7. Brannen and Thomas's Bicultural Identity Integration
8. Cross-Cultural Kaleidoscope TM
9. Donaldson and Dunfee's hypernorms
10. Earley and Ang Cultural Intelligence
11. GLOBE study
12. Javidan et al.'s global mindset concept
13. Köhlmann and Stahl's characteristics of successful expatriate managers
14. LESCANT model
15. Maznevski and Di Stefano's Mapping Bridges Integrating Model
16. Model of the M&A and alliance process
17. Moran's 3Ps model

18. Nahavandi and Malekzadeh's acculturation model
19. Scholz's virt.cube
20. Shore et al.'s inclusion framework
21. Stahl and Brannen's concept of bi- and multiculturality
22. Stahl et al.'s framework of transnational CSR
23. WorldWork's International Competency Framework
24. WorldWork's International Profiler

2nd semester: Presentation (50 points) + exam (50 points)

There will be one group presentation (2-3 people) on a cultural area of your choice. Each presentation should be followed by a discussion. You are responsible for generating a discussion. The presentation may last anywhere from 20 to 30 minutes, discussion: 15 minutes. The presentations will be delivered in each class of the second semester.

To make your presentations close to real-life situations I suggest we focus on a business culture in different cultural regions.

Produce an intercultural profile of a cultural region. Choose a cultural region your company is dealing with, you have a special interest in or otherwise know something about or probably know nothing about - also a legitimate approach and a great chance to learn something new. Talk about commonalities and differences within this particular cultural region. You might want to focus on a particular country within this region if it plays a special role. You might want to mention potential problems in business situations: troubleshooting using your knowledge of IC theories.

Your presentation can have the following structure:

1. Talk about the taxonomy of cultural regions.
2. What about Vital Statistics in your cultural region: population, ethnicities, GDP per capita, HDI, GINI, unemployment rate, inflation rate, etc. Industries and sources of income, etc.
3. Dominant Cultural Patterns (according to Hofstede, Trompenaars, Hall, Lewis, etc.) How do these values show up in your cultural region business/day-to-day life?
4. Deep Structure Institutions: history (you might want to include important current issues), religion, state (government, education, social mobility, etc.).
5. Verbal behavior, non-verbal behavior, lifestyle (workday hours, leisure activities, time orientation, meals/food, popular trends, etc.).

Possible Sources include but are not limited to:

1. **Hall, Edward T.** *Available in DHBW library.*
 - a. *Beyond Culture*
 - b. *The Hidden Dimension*
 - c. *The Silent Language*
 - d. *Understanding Cultural Differences*
2. **Hofstede, G.** *Available in DHBW library.*
 - a. *Cultures and Organizations: Software of the Mind*

- b. *Culture's Consequences: Comparing values, Behaviors, Institutions and Organizations Across nations*
 - c. *Exploring Culture*
- 3. **Lewis**, Richard D. *When Cultures Collide. Available in DHBW library.*
- 4. **Mole**, John.
 - a. *It's all Greek to me (Greece)*
 - b. *Mind your Manners (all countries)*
- 5. **Trompenaars**, Fons. *Available in DHBW library.*
 - a. *Riding the Waves of Culture*
 - b. *Managing People across Cultures*
 - c. *Mastering the Infinite Game*

Useful sites:

- 1. www.worldbusinessculture.com
- 2. <https://www.hofstede-insights.com>
- 3. <https://www.mindtools.com/pages/article/newlmt/77.htm> (Trompenaars)
- 4. <https://moodle.dhbw.de/course/view.php?id=37>
- 5. <https://culturalatlas.sbs.com.au>

Classroom Behavior

- 1. Come to class prepared.
- 2. Do not do other professor's homework during our classes.
- 3. Be considerate of your classmates by listening with attention and without interruption when they speak. **Much of what you will learn will come from your classmates.**
- 4. Every comment in class should be received with respect (this does not imply agreement); this means avoid voice or bodily demonstrations that might intimidate or embarrass a speaker.
- 5. Ask questions when you do not understand material under discussion, instructions/ assignments we give, or questions that we ask you.
- 6. If you have a personal situation that is causing you to perform below standard in our class, tell us as soon as you become aware of it. We cannot help you unless we know that you need help.

Cultural Sensitivity: Due to the unusually sensitive and personal nature of culture and cultural identity and interaction, it is expected and required in this class that all participants consider the impacts of their words and opinions on their classmates. This does not mean that we are expected to avoid difficult issues and controversies; on the contrary, we will especially want to grapple with the thorny issues of our times. It does mean that all class members will be expected to voice their views in a respectful manner that is academically and socially supportive of each other. It is expected that we will differ, those differences should never be given abusive voice.

CLASS SCHEDULE

Note: The schedule below is an ideal. It is expected that there will be changes as we go through the semesters and we all respond to the daily dynamics of real life.

SEMESTER I

CLASS/WEEK	CLASS FOCUS
1	Orientation, Policies, Syllabus. Class Introductions.
2	The Overview of the Field of IC. What is Intercultural Communication? What is Intercultural Competence ?
3	Barriers to Communication. Stereotypes. What is culture? Culture metaphors.
4	Business Organization and Culture. Globalization. Corporate Culture. Teams.
5	The Hofstede Model.
6	The Trompenaars Model.
7	The Hall Model. Comparing Values Across Cultures.
8	The Lewis Model. Inglehart–Welzel Cultural Map. Cultural Regions. Other Models. Conflict Management. Paraverbal & Non-Verbal Communication.
9	Case studies presentations.
10	Case studies presentations.
11	Case studies presentations.

SEMESTER II

CLASS/WEEK	CLASS FOCUS
1	Profiling Cultural Regions: Presentations Sign-Up. Germany vs. France.
2	Profiling Cultural Regions: Students' presentations. Germany vs. France (cont.).
3	Profiling Cultural Regions: Students' presentations. Germany vs. USA.
4	Profiling Cultural Regions: Students' presentations. Germany vs. USA (cont.).
5	Profiling Cultural Regions: Students' presentations. Germany vs. Asia.
6	Profiling Cultural Regions: Students' presentations. Germany vs. Asia (cont.).
7	Profiling Cultural Regions: Students' presentations. Germany vs. Asia (cont.).
8	Profiling Cultural Regions: Students' presentations. Germany vs. Asia (cont.).
9	Profiling Cultural Regions: Students' presentations.
10	Profiling Cultural Regions: Students' presentations.
11	Profiling Cultural Regions: Students' presentations.

Information on Presentations: useful phrases, assessment, etc.

General points

A good presentation is informative, to the point, understandable, interesting, entertaining and convincing! The content is clearly structured for the audience and the use of visual aids enhances audience understanding of the topic.

A good presenter is well prepared, gives the audience the right amount of information, according to their knowledge and interest, and is confident in the use of any extra media.

Preparation

1. Agree on the topic with your teacher – ensure that it is appropriate for the course.
2. Decide on the use of visual aids and organise any equipment required. Practice the use of power point/keynote, etc.
3. Include a short video/audio (up to 3 minutes). This time will not be counted towards your presentation.
4. Make notes on cards if needed.

The presentation

6. Give the presentation a title and follow a clear structure.
7. If you use slides – remember to keep them simple (point form), and make sure they are legible (large enough font) and accurate (grammar and spelling).

Speaking

1. Don't read your notes!
2. Consider the speed at which you speak – too slow or too fast?
3. Make eye contact with the students, and never turn your back on the audience.
4. Body language – stand still and confidently.
5. At the end of your presentation, make it clear (e.g.: "now you know the main points...") and don't say "that's all".
6. Summarise, thank the audience, invite questions, start a discussion.

Suggested Signposting and Linking Words

Introduction

Good morning.

My name is

Today I am going to talk about

I'm going to look at three main areas....

First I'll talk about.....

After that I will.....

And finally.....

My presentation will take about 15 minutes.

If you have any questions I'll be happy to

Answer them at the end of my talk.

Body

First of all...

Secondly

I must say / emphasise that

As you can see ...

As I mentioned earlier

I'll come back to that in a moment

This is my last point, which is...

As you know...

On the other hand

Finally

Conclusion

In conclusion, let me go through the main points...

Right, I think that is everything.

Thank you for your attention.

And now if you have any questions, I'll be happy to try to answer them.


Dealing with questions

Can I just check what you're asking?

That is an interesting question...could I ask what your own view is.

Is there one last question?

OK, thank you very much.

 DHBW Duale Hochschule Baden-Württemberg Karlsruhe		Presentation Evaluation	
Topic		Name:	
Fach: Intercultural Competence Dozent: Dr. Mila Koretnikov			Datum:
Content: 25 points	Discussion: 15 points	Language: 10 points	Total: /50

Content Quality of content (terminology and notions of Intercultural communication theory used, explained, examples given) (15) Quality of additional material (PPresentation, video, etc.) (5) Quantity (use of time) (two short or too long) (5)	15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0 5 4.5 4 3.5 3 2.5 2 1.5 1 0.5 0 5 4.5 4 3.5 3 2.5 2 1.5 1 0.5 0
Discussion Questions asked Management of question-and-answer session Moderation of discussion Zero points are given if no questions are asked/if there is no discussion.	15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0
Language Grammar Accuracy of grammatical structures and tenses	4 3.5 3 2.5 2 1.5 1 0.5 0
Vocabulary & Pronunciation Appropriate vocabulary Correct pronunciation and stress of words	3 2.5 2 1.5 1 0.5 0
Delivery Free speaking Appropriate speed Points can be deducted for excessive reading	3 2.5 2 1.5 1 0.5 0

Topic 1. What is (Intercultural) Communication? The Overview of the Field of Intercultural Communication. What is Intercultural Competence?

1. What is (Intercultural) Communication?

- Language = communication? English language = intercultural communication?
- Any behavior = communication?
- Is silence communication?
- Does language shape perception and thought? Sapir-Whorf hypothesis.

Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior (Merriam-Webster Dictionary).

Communication is a symbolic process, the meaning of which is shared and negotiated. Communication occurs whenever someone attributes meaning to another's words or actions (Experiencing Intercultural Communication. An Introduction. Judith N. Martin, Thomas K. Nakayama. McGraw Hill, 2014. Further on in this pack: Martin, Nakayama, 2014).

What is culture?

In 1950s there were 150 definitions of culture, now – more than 300. Our working definition of culture is **"how we do things around here"**.

2. The Overview of the Field of Intercultural Communication.

Intercultural Communication (further IC) is a relatively young academic discipline. The notion of culture and its relationship with communication is central to IC. How meaning is created, interpreted and understood is different across cultures. Our focus is on communication practices that are affected by a culture and on cultural practices that affect the communication at various levels – national, regional, local, etc. thus IC is quite interdisciplinary in nature.

It might be helpful to define culture as a human phenomenon and we'll talk with you about that more in detail later. Some shared assumptions about cultures include the following ideas: culture is recognized as the product of human activities and history; culture is dynamic; culture contains enduring values/ideals.

A major interest is cross-cultural comparison of communication practices as patterns that may vary from culture to culture.

Determining the beginnings of the field of IC is quite problematic. Many consider Edward T. Hall to be the founder of modern study of IC. There were no departments with specialization in IC before his day. But there are several caveats we should consider:

- Research in communication and culture precedes Hall

- Most histories of the study of IC consider primarily what has occurred within or in relation to the USA or English-speaking countries

IC Timeframe:

1940s-1950s – *Beginnings*

Work of E.T. Hall and others within the Foreign Service Institute of the United States

Hall and other scholars, under the impetus of U.S. President Truman, began a training program for U.S. diplomats that conceptualized the new field of IC.

1960s – IC is established as “normal science”.

1970s – IC courses start to proliferate. The first doctorate in IC was given to William Starosta. Journals of research (e.g. *International and Intercultural Communication Annual*) emerged.

1980s – IC theory was developed. William Gudykunst played an outstanding role in the theory of IC. He is one of the most cited scholars in IC.

1990s up to now – Use and extension of the established theories and models to new areas (e.g. Japan and other nations), criticism of the established theories and models and introduction of new ideas and models.

- Scientific methods used – surveys, quantitative field studies.
- People began to challenge traditional IC, such as the use of Hofstede dimensions. Many scholars insist on focusing on multivocality and inclusivity rather than on opposing dualisms such as collectivism/individualism (postmodernism).
- Increasingly, IC studies looked at co-cultures within larger cultures – marginalised groups were presented, e.g. African Americans in the USA, people with disabilities, LGBTQ.
- *Whiteness, critical race theory, postcolonialism*
 - “Whiteness” is and is maintained as an invisible center of power. That is, being White (in European, North American and some other cultures) gives one privileges of which one is not aware. The purpose of Whiteness research is to expose how cultures think in White terms and promote White welfare, usually unintentionally.
 - Critical race theory argues that countercultural groups within a larger culture have a different view of social reality. Critical race theory studies how knowledge is structured in a way to privilege Whites over those of other races. It is quite political.
 - Postcolonialism relates to ideas of “otherness”, migration, hybridity of cultural influences, globalization (its adverse effects on economically weaker nations).

Challenges of Eurocentric tradition in IC:

IC scholars promote the necessity to study African, Asian, Latin American countries more (the so-called “silent zones”).

Arthur Smith, a long-time director and chair of African American studies at Temple university in Philadelphia, PA, USA, adopted a new name Molefi Kete Asante and introduced the idea of Afrocentrism – placing African ideals at the center of analysis that involves African culture and behavior. Similarly, Yoshitaka Miike promotes the Asiacentric perspective based on harmony between individuals. He suggests that we should learn *from* other cultures rather than *about* them.

3. General Concepts and Terminology

concept	example
cultural glasses	freedom of speech
attribution	a smile
context	Hi, Nigger!
image management	presentation
rapport management	small talk, Peach & Coconut theory

4. Goal of Intercultural Training

Knowing why
Knowing oneself

other values
your values

5. What is Intercultural Competence?

What is intercultural competence/awareness? How can it be measured?

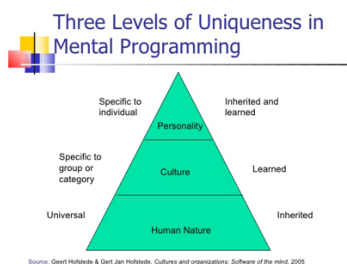
Milton Bennett's model (1998): development of intercultural sensitivity, experience of difference

Notes

Topic 2. Barriers to Communication. Stereotypes.

1. Male/female styles of communication?
2. Direct/Indirect communication aka
low context/high context communication
 - ❖ Explicit/implicit needs and intentions
 - ❖ Open/evasive
 - ❖ Rude/polite?
3. Metaphors, slang
4. Humor/Irony
5. Understatement/downgrading

CULTURE OR INDIVIDUAL?



The main differences between generalizations and stereotypes

STEREOTYPES	GENERALIZATIONS
all members – the same	many members – similar
based on tangible facts?	based on research
positive & negative	neutral
inflexible, resistant to new info	flexible, open to new info
lead to prejudice, intentional or unintentional discrimination	lead to increased curiosity and awareness
hinder IC	improve IC

Notes

Topic 3. What is culture? Culture metaphors.

Culture with a big C (Culture 1): the sum total of a people's achievements and contributions to civilization (art, music, literature, architecture, technology, scientific discoveries and philosophy).

Culture with a small c (culture 2): behavioral patterns of life styles of people (when and what they eat, how they make a living, the way they organize their society, the attitudes they express toward friends and members of their families, how they act in different situations, which expressions they use to show approval and disapproval, the traditions they most observe, and so on).

Culture is the **collective programming of the mind** which distinguishes the members of one human group from another. Culture, in this sense, includes **systems of values**; and values are among the building blocks of culture. (Geert Hofstede. Culture's Consequences. Beverly Hills: Sage, 1984).

Using the analogy of the way in which computers are programmed, ...[we] will call such patterns of thinking, feeling, and acting mental programs or...**software of the mind**... (Geert Hofstede. Cultures and Organizations. London: McGraw-Hill, 1991).

Culture two deals with much more fundamental human processes than culture one; it deals with the things that hurt. ...Culture is always a collective phenomenon...it was learned.

CULTURE METAPHORS/VISUALISATIONS:

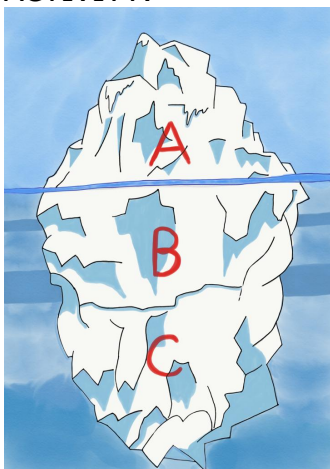
1. Iceberg:



When you observe people from a certain culture, some characteristics – food, clothing, greetings – are easy to see. Others are not so easy.

Culture is sometimes compared to an iceberg, some of which is visible, but much of which is difficult to see, invisible.

ACTIVITY:

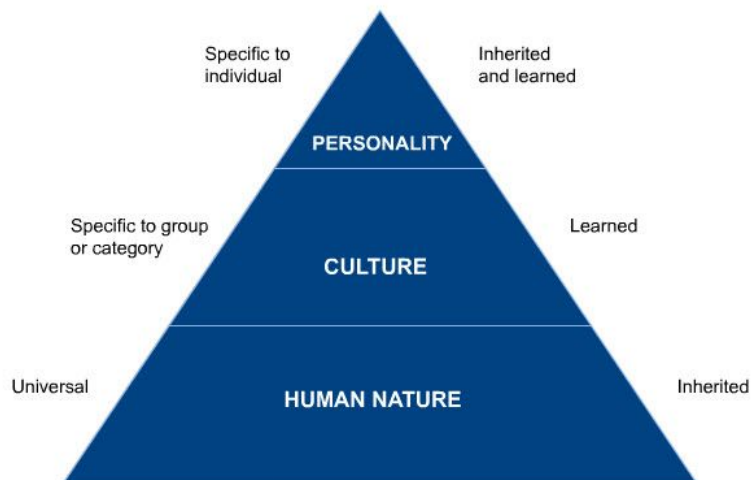


Look at the list of components of national culture, and place each one in one of the three categories:

- A. things which you can recognise quite easily (days of exposure)
- B. things which take some time to recognise (a couple of weeks or months of exposure)
- C. things which you recognise only when you are very familiar with a culture (years of exposure).

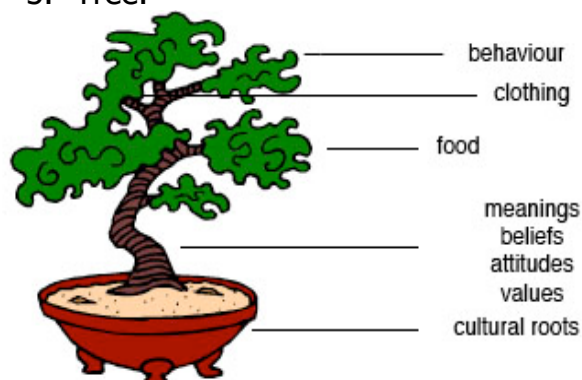
Artefacts; art and architecture; balance between work and home; corruption; democracy; directness of speech in business; driving habits; emotion shown in public; family life; gender – roles of males and females; greetings; humor; organisation of companies; personal friendship; physical gestures; press and other media; punctuality in business; social life: public and private; social organisation and class; treatment of outsiders and foreigners; values and beliefs.

2. Pyramid.

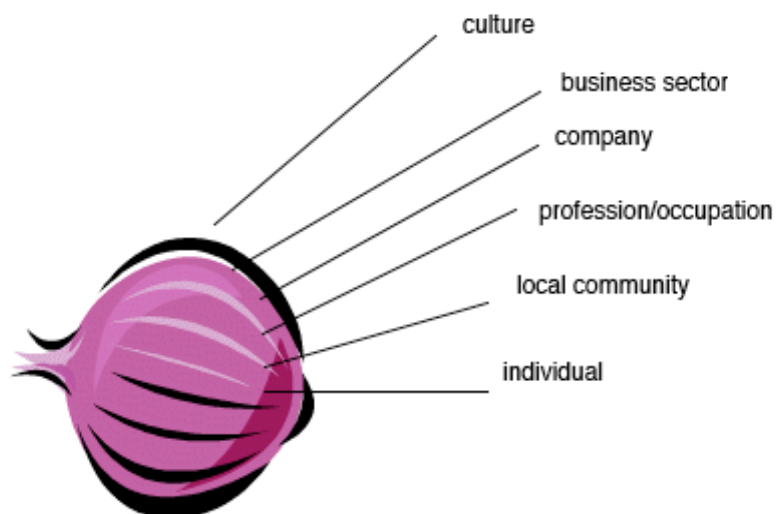


Source: Hofstede, *Cultures and Organizations: Software of the Mind*, 2005

3. Tree.



4. Onion.



Topic 4. Business Organization and Culture.

Globalization/Glocalization: convergence vs divergence

- Definition of globalization: 1964 'global village'

Interconnectedness of people, services, businesses, products, information and services, distinct national markets merge into a global marketplace, outsourcing

- Convergence (standardization) vs (residual?) divergence

Chinese ads (converging lifestyles and consumer behavior collide with traditional values), global nomads/third culture kids (TCKs), expats...

TCKs – grow up in many different cultural contexts because their parents move around a lot. Hence: unique challenges and unique opportunities. What are they?

<i>Approach</i>	ethnocentric	polycentric or geocentric	glocal
<i>Principle</i>	homogeneity as start and goal	homogeneity as goal, heterogeneity as problem	heterogeneity as a chance
<i>Dynamic</i>	assimilation	integration	hybridisation
<i>Type of Organization</i>	international organization	multinational organization	global or transnational organization
<i>Discourse</i>	local = global	as global as possible; as local as needed	the more local, the more global
Company			

Adapted from Bartlett and Ghoshal (1995)

- Trompenaars on Corporate Cultures.

- Corporate culture (Schein) Shared identity, common values

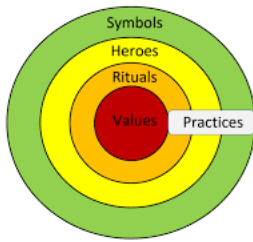
Topic 5. The Hofstede Model

- Dutch social psychologist and engineer.
- 1960s-1970s – collected data from IBM employees.
- 1980 - *Culture's Consequences* published.

I. Hofstede's Dimensions of Organisational Cultures

DIMENSION 1: ORGANISATIONAL EFFECTIVENESS	
Means-oriented In a means-oriented culture the key feature is the way in which work has to be carried out; people identify with the “how” .	Goal-oriented In a goal-oriented culture employees are primarily out to achieve specific internal goals or results, even if these involve substantial risks ; people identify with the “what” .
DIMENSION 2: CUSTOMER ORIENTATION	
Internally driven In a very internally driven culture employees perceive their task towards the outside world as totally given, based on the idea that business ethics and honesty matters most and that they know best what is good for the customer and the world at large.	Externally driven In a very externally driven culture the only emphasis is on meeting the customer's requirements ; results are most important and a pragmatic rather than an ethical attitude prevails.
DIMENSION 3: LEVEL OF CONTROL	
Easygoing work discipline A very easygoing culture reveals loose internal structure , a lack of predictability, and little control and discipline; there is a lot of improvisation and surprises .	Strict work discipline A very strict work discipline reveals the reverse. People are very cost-conscious, punctual and serious .
DIMENSION 4: FOCUS	
Local Employees identify with the boss and/or department they work for.	Professional Employees identify with their profession and the content of the job.
DIMENSION 5: APPROACHABILITY	
Open system In a very open culture newcomers are made immediately welcome , one is open both to insiders and outsiders, and it is believed that almost anyone would fit in the organisation.	Closed system In a very closed organisation it is the reverse.
DIMENSION 6: MANAGEMENT PHILOSOPHY	
Employee-oriented In very employee-oriented organisations, members of staff feel that personal problems are taken into account and that the organisation takes responsibility for the welfare of its employees, even if this is at the expense of the work.	Work-oriented In very work-oriented organisations, there is heavy pressure to perform the task even if this is at the expense of employees.
https://hofstede-insights.com/organisational-culture	

II. Hofstede's onion



Activity:

Go to <https://news.hofstede-insights.com/news/what-do-we-mean-by-culture>, read explanations of what is meant by symbols, heroes, values, rituals. Come up with your examples from Germany and any other culture you are familiar with. Present your findings to the rest of class.

III. Hofstede's Dimensions of National Cultures

First four cultural dimensions were outlined:

1. Power distance (PDI)

hierarchical structures, autocratic decision making, the right to use power, people have privileges vs. bosses are accessible, progress by evolution, equality, opportunities for all

0	10	20	30	40	50	60	70	80	90	100
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PDI: Russia 93, China 80, France 68, USA 40, Germany 35

2. Individualism/collectivism (IDV)

We, living together, group harmony, group responsibility for choices vs. I, autonomy, self-reliance, individual responsibility for choices

0	10	20	30	40	50	60	70	80	90	100
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IDV: USA 91, France 71, Germany 67, Russia 39, China 20

3. Masculinity/femininity (MAS)

competition, achievement, assertiveness vs. consensus, modesty, caring for others, using intuition

0	10	20	30	40	50	60	70	80	90	100
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MAS: China 66, Germany 66, USA 62, France 43, Russia 36

4. Uncertainty avoidance (UAI)

taking risks, tolerance, open for new things, acceptance of conflict and stress vs. reduction of ambiguity, planning, conflict is dangerous, avoidance of stress

0	10	20	30	40	50	60	70	80	90	100
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UAI: Russia 95, France 86, Germany 65, USA 46, China 30

5th Dimension added in 1991 after conducting an additional study with Chinese employees and managers:

5. Long-Term Orientation (LTO).

Short- or long- term view of work, spend or invest

0	10	20	30	40	50	60	70	80	90	100
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LTO: China 87, Germany 83, Russia 81, France 63, USA 26

6th dimension added in 2011 (research by Minkov)

Indulgence / Restraint (IND)

free gratification of basic and natural human drives related to enjoying life and having fun vs. delayed gratification of needs

0 10 20 30 40 50 60 70 80 90 100

IND: USA 68, France 48, Germany 40, China 24, Russia 20

Hofstede's Dimensions in Other Countries

Country	PDI	IDV	MAS	UAI	LTO	IND
Australia	36	90	61	51	21	71
Austria	11	55	79	70	60	63
Brazil	69	38	49	76	44	59
Canada	39	80	52	48	36	68
Chile	63	23	28	86	31	68
GB	35	89	66	35	51	69
Greece	60	35	57	112	45	50
India	77	48	56	40	51	26
Iran	58	41	43	59	14	40
Israel	13	54	47	81	38	-
Italy	50	76	70	75	61	30
Japan	54	46	95	92	88	42
Mexico	81	30	69	82	24	97
Sweden	31	71	5	29	53	78
Turkey	66	37	45	85	46	49
UAE	90	25	50	80	-	-

<https://www.hofstede-insights.com/product/compare-countries/>

Notes

Topic 6. The Trompenaars Model

- Dutch interculturalist
- 10-year research project
- Surveyed over 15,000 managers in 28 countries
- Published the results in the book “Riding the Waves of Culture: Understanding Cultural Diversity in Business” (1998)

7 dimensions:

1. Universalism vs. particularism (What is more important: rules or relationships?)

Situation:

You are riding with a good friend in his car. Your friend hits a pedestrian. You know that your friend drove at least 60 km/h, although he should have driven 30 km/h at the max in this limited speed area. There are no other witnesses.

Question:

What would give your friend the right to expect from you to protect him?

- *My friend has a good reason and can expect me in any case to testify the lower speed.* __
- *My friend has some reason to expect me to testify the lower speed.* __
- *My friend has no reason to expect me to testify the lower speed.* __

U Switzerland (97) USA (93) UK (91) NI (90) Ger (87) France (73) Jpn (68) Bulg (54) Russia (44) Venez (32) **P**

- In countries associated with **universalism**, people tend to believe that one can discover, define and apply **absolute truths and relatively fixed rules** govern behavior. Detailed legal **contracts are drawn and are binding**.
- In countries associated with **particularism**, people tend to believe that **unique circumstances and relationships** are the key to deciding what is right and good behavior. People tend to rely on their relationships with people they respect. Legal **contracts are readily modified** to reflect changing circumstances.

When these cultures meet, a businessperson from a **universalist** culture might think s/he cannot trust someone from a particularist culture, where friendships are a primary consideration.

A business person from a **particularist** culture might not trust someone from a universalist culture, since these people won't even help a friend!

2. Individualism vs. communitarianism (collectivism)

Question:

One says: "It is obvious that people can improve their lives' quality as long as they have as much spare time as possible and the maximum opportunity to develop themselves as individuals"

(Answer A)

The other one says: "Life quality for everybody improves as long as people care for their fellow people and their well-being, even if it affects the individual freedom and development" **(Answer B)**

Which of the two statements is normally true according to your opinion? A __ B __

I Israel (89) USA (69) UK (61) Russia (60) Germany (53) France (41) Japan (39) **Egypt (30) C**

- Individualism: More frequent use of "I". People think and feel as individuals. People ideally achieve and decide alone and assume personal responsibility. Vacations taken alone or in pairs.
- Communitarianism: 1. More frequent use of "we". People think and feel as a part of a community (group, greater family, clan, company). People ideally achieve and decide in groups with joint responsibility. Vacations with friends, extended family or at least in organized groups.

3. Specific vs. diffuse (Separation of private and working lives)

Question:

Please decide which of the following alternatives would be correct?

A company is responsible for its employees' accommodation. Therefore companies should support their employees when searching for an apartment or a house (Answer A)

The responsibility for one's accommodation is only the employee's responsibility (Answer B)

Which of the two statements is normally true according to your opinion?

S Sweden (91) UK (89) Russia (86) Ger (83) USA (82) Poland (76) Thai (67) Venez (52) Nigeria (46) China (32) **D**

- **Specificity:** Life spaces, e.g. private life and business life, are seen as very separated spheres. "Do not mix business with pleasure!" Direct, to the point, purposeful in relating. Precise, definitive, and transparent.
- **Diffuseness:** Life spaces are seen as connected and there are no clear boundaries between the diverse sectors. Indirect, circuitous, seemingly aimless forms of relating. Evasive, tactful, and ambiguous.

4. Neutral vs. affective/emotional (showing emotions in public)

Question:

If something upsets you during your job or your studies, would you openly express your emotion?

___ Yes

___ No

A Kuwait (15) Russia (24) Ita (33) Ger (35) USA (43) UK (45) India (51) NZ (69) Jpn (74) Ethiopia (81) **N**

- **Neutral:** Do not reveal what they are thinking or feeling. Physical contact, gesturing, or strong facial expressions are often taboo. Cool and self-possessed conduct is admired.
- **Affective:** Reveal thoughts and feelings verbally and non-verbally (expressive). Touching, gesturing and strong facial expression are common. Vital, animated expressions admired.

5. Achievement vs. Ascription (Is status inherited or do you have to work for it?)

Question:

To what extent can you agree to the following statement?

The prestige that is awarded to a person is in a high degree dependent on their family's background.

I fully agree ___

I agree ___

I do not know ___

I object ___

I highly object ___

AC Norway (94) UK (89) USA (87) Swe (87) Ger (74) Russia (74) India (57) Austria (50) Kuwait (50) **AS**

- **Achievement:** Status is earned by performance. Respect for superior is based on how effectively his or her job is performed and how appropriate their knowledge is. Use of titles only when relevant to the competence you bring to the task.

- **Ascription:** Status is earned by family background, age, seniority, etc. Respect for superiors in hierarchy is seen as a measure of your commitment to the organisation and its mission. Extensive use of titles, especially when these clarify your status in the organization.

6. **Internal control vs. external control** (Do we control our environment or are we controlled by it?)

Question:

Please decide between the following alternatives:

I myself am responsible for everything that happens to me.

Sometimes I think that I cannot decide myself which turn my life takes.

I Uruguay (88) USA (82) NZ (80) UK (77) NL (74) Ger (66) Poland (66) China (39) Venez (33) **E**

- **Internal Control:** See themselves as captains of their fate. Focus on and trust in themselves. Show their power, stand for their point of view. Try to design and to change the environment.
- **External Control:** Fate is guided by God or destiny and the environment. Focus on and trust in the community, partner, customer, colleague. Life in harmony with nature and social environment. Adapt to environment.

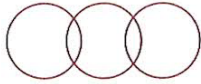
7. **Sequential vs. synchronic** (doing one thing at a time or several things simultaneously?)

How do we feel time?

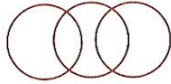
Future-oriented, present-oriented, past-oriented

Past oriented	Present oriented	Future oriented
Everything viewed in the context of tradition or history	Everything viewed in terms of its contemporary impact	Everything viewed in prospect of future advantage
Talking about history, origin of a family or a company	Activities and enjoyments of the moment are most important	Much talk of prospects, potentials, aspirations, future achievements
Show respect for ancestors, predecessors, and older people	Show intensive interest in present relationship (“here” and “now”)	Show great interest in the youth and in future potentials

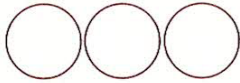
Belgium



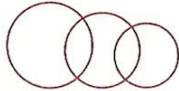
Canada



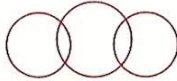
China



France



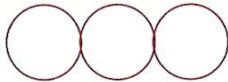
Germany



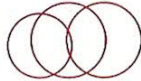
Hong Kong



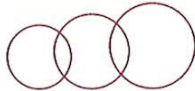
India



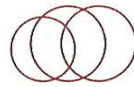
Japan



Korea



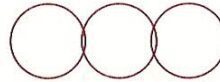
Malaysia



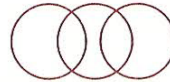
Mexico



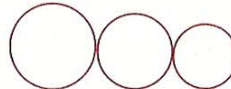
Nigeria



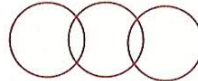
Norway



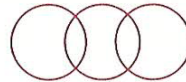
Russia



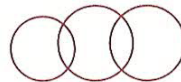
Sweden



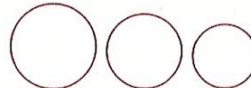
UK



USA



Venezuela



(Trompenaars, F./
Hampden-Turner, C.,
*Riding the Waves of
Culture*, 2nd edition,
Nicholas Brealey, 199

Notes

COMPANY CULTURE QUESTIONNAIRE

Q1 Emotion

You are upset about something at your company.

Do you show your emotions at work?

Q2 Respect

Do you respect someone because of their family background?

Q3 Responsibility

You are an employee of an engineering company and work as part of a team.

Another team member makes a serious mistake while he is working on a piece of machinery for an important customer.

Does the whole team take responsibility?

Q4 What makes a good manager?

- Does a good manager allow employees to work alone?

Q5 Working life and private life

Your boss asks you to help him paint his house at the weekend.

Would you help him?

Now count the percentage of people in your group who

Q1: Do not show emotions at work

Q2: Say that respect does not depend on family background

Q3: Think that the individual should take responsibility

Q4: Think that a good manager allows people to work alone

Q5: Would not help the boss with his house-painting

Topic 7. The Hall Model

After WWII Edward T. Hall developed his first intercultural training for the US Department of State, the Foreign Service Institute. Hall coined the term intercultural communication in 1959 in his book "The Silent Language" and is considered the founding father of intercultural communication as an academic area of study. People are often equated with nations in his early publications.

Hall's main ideas: high context vs low context, time perception (polychronic vs. monochronic) and space perception (high territoriality vs. low territoriality).

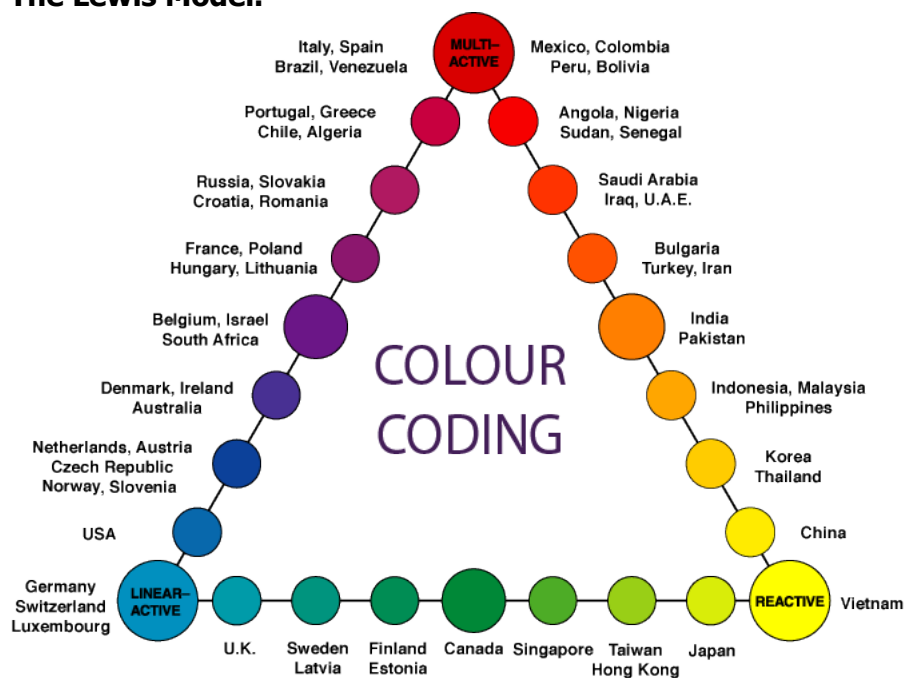
High Context	Low Context
Nonverbal Implied meaning Indirect	Verbal Literal meaning Direct
Polychronic (P-time)	Monochronic (M-time)
Wheel of time	Arrow of time
Low territoriality	High Territoriality

Overlap between Hall and Trompenaars?

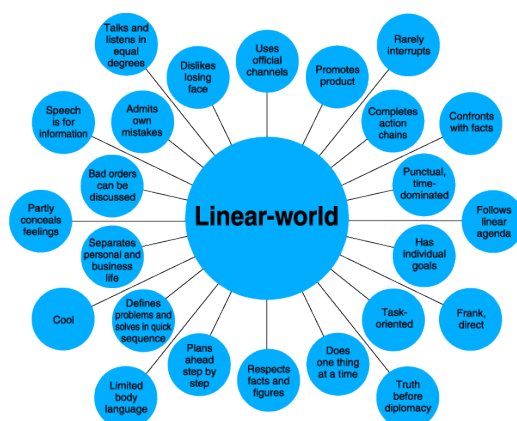
Notes

Topic 8. The Lewis Model. Ingelhart-Welzel Cultural Map and Other Models. Conflict Management.

1. The Lewis Model.

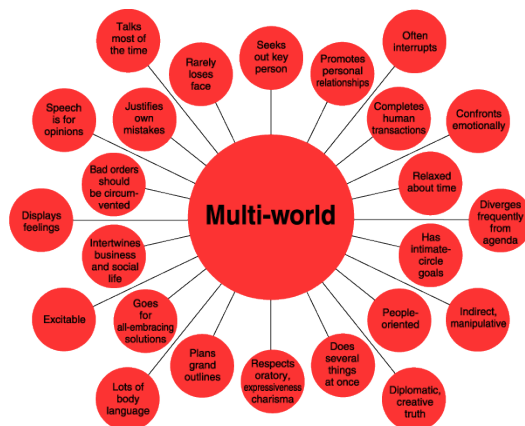


Linear-active people tend to be task-oriented, highly organised planners who complete action-chains by doing one thing at a time, with a linear agenda. They prefer direct discussion, sticking to facts and figures from reliable, written sources. Speech is for information exchange and they talk and listen in equal proportions. They are truthful rather than diplomatic and do not fear confrontation, sticking to logic rather than emotions. They partly conceal feelings and value a certain amount of privacy. They are results-oriented and like to move quickly forward, compromising when necessary to achieve a deal. Linear-active people believe good products make their own way and sometimes don't see that sales are often based on relationships in other cultures. Linear-actives normally use official channels to pursue their aims; they do not have a strong inclination to use connections. They are normally law-abiding and have faith in rules and regulations to guide their conduct. They honour contracts and do not unduly delay payment for goods or services received.



Multi-active people are talkative, impulsive types who attach great importance to feelings, relationships and people-orientation. They like to do many things at the same time and are tend to feel confined by agendas. Conversation is roundabout and animated and they try to speak and listen at the same time. Interruptions are frequent, pauses in conversation are few. **Multi-active cultures** are uncomfortable with silence and seldom permit or experience it. Multi-active people often are late with delivery dates and when paying for services or goods received. Procrastination is common, unpunctuality frequent. Their concepts of

time and discourse are decidedly non-linear and are amused or bewildered by the importance that timetables have for linear-active people. Multi-active people are flexible and frequently change their plans; they often do this to accommodate other changes elsewhere. They do not plan in the same detail as linear-active people, but are good at improvisation. They borrow and lend property freely. They tend to be emotional and family-oriented. In business they use charisma, rhetoric, manipulation and negotiated truth. They are diplomatic and tactful and often take "short cuts". They entertain and give presents.



Reactive or listening cultures rarely initiate action or discussion, preferring first to listen to and establish the other's position, then react to it and formulate their own. They are the world's best listeners and rarely, if ever, interrupt a speaker while the discourse/speech/presentation is going on. When it is finished, they do not reply immediately. A decent period of silence after the speaker has stopped shows respect for the weight of the remarks. They are unlikely to voice any strong opinion immediately. A more probable tactic is to ask further questions on what has been said in order to clarify the speaker's intent.

- Japanese go over each point many times in detail to make sure there are no misunderstandings.
- Finns, although blunt and direct in the end, shy away from confrontation as long as they can, trying to formulate an approach which suits the other party.
- Chinese take their time to assemble a variety of strategies which would avoid discord with the initial proposal.



2. Inglehart–Welzel Cultural Map (www.worldvaluessurvey.org)

The World Values Surveys were designed to test the hypothesis that economic and technological changes are transforming the basic values and motivations of the publics of industrialized societies. First carried out in 1981. Are conducted in waves, 1 wave each 5 years.

Analysis of WVS data made by political scientists Ronald Inglehart and Christian Welzel asserts that there are two major dimensions of cross-cultural variation in the world:

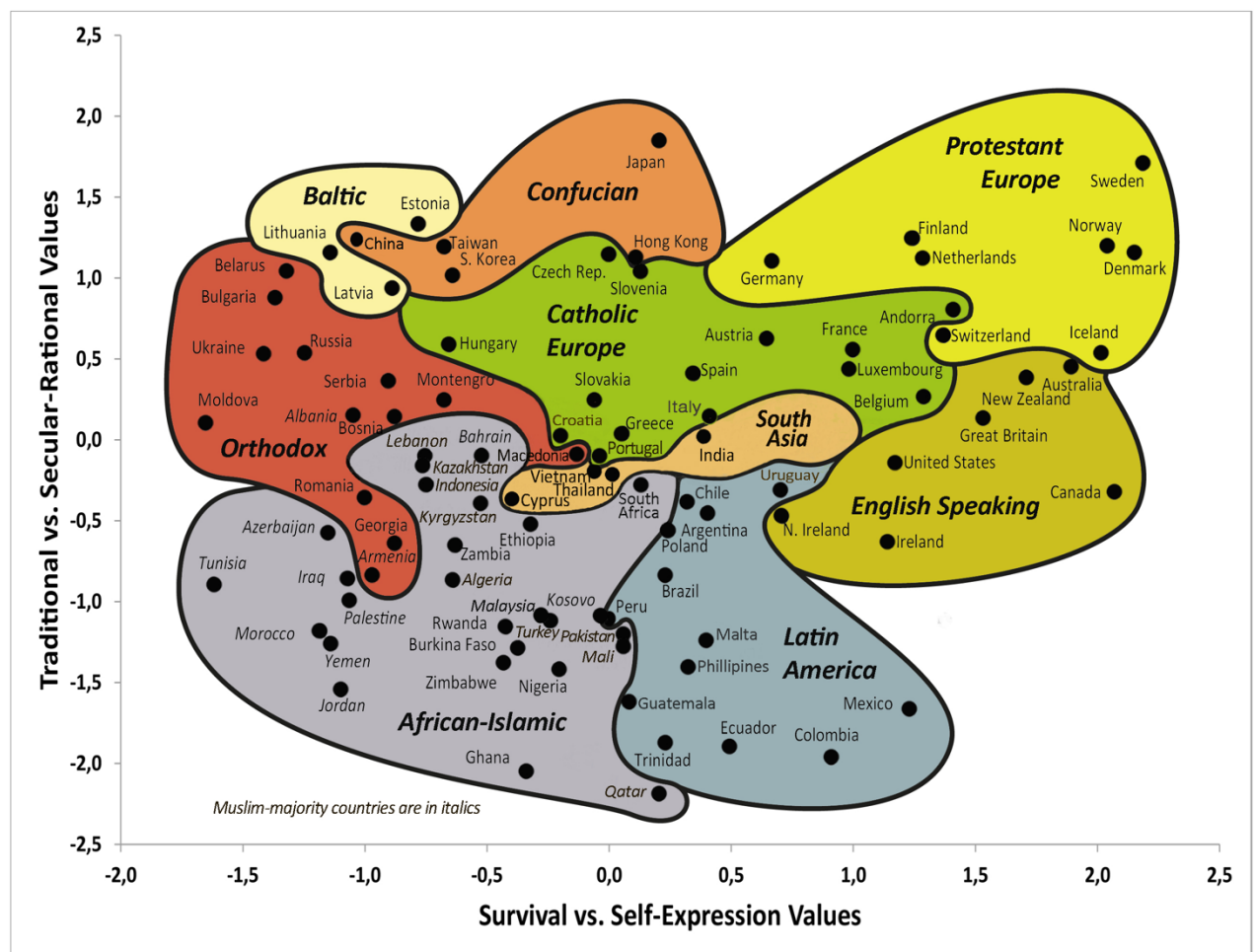
Traditional values versus **Secular-rational values** and **Survival values** versus **Self-expression values**. The global cultural map (below) shows how scores of societies are located on these two dimensions. Moving upward on this map reflects the shift from Traditional values to Secular-rational and moving rightward reflects the shift from Survival values to Self-expression values.

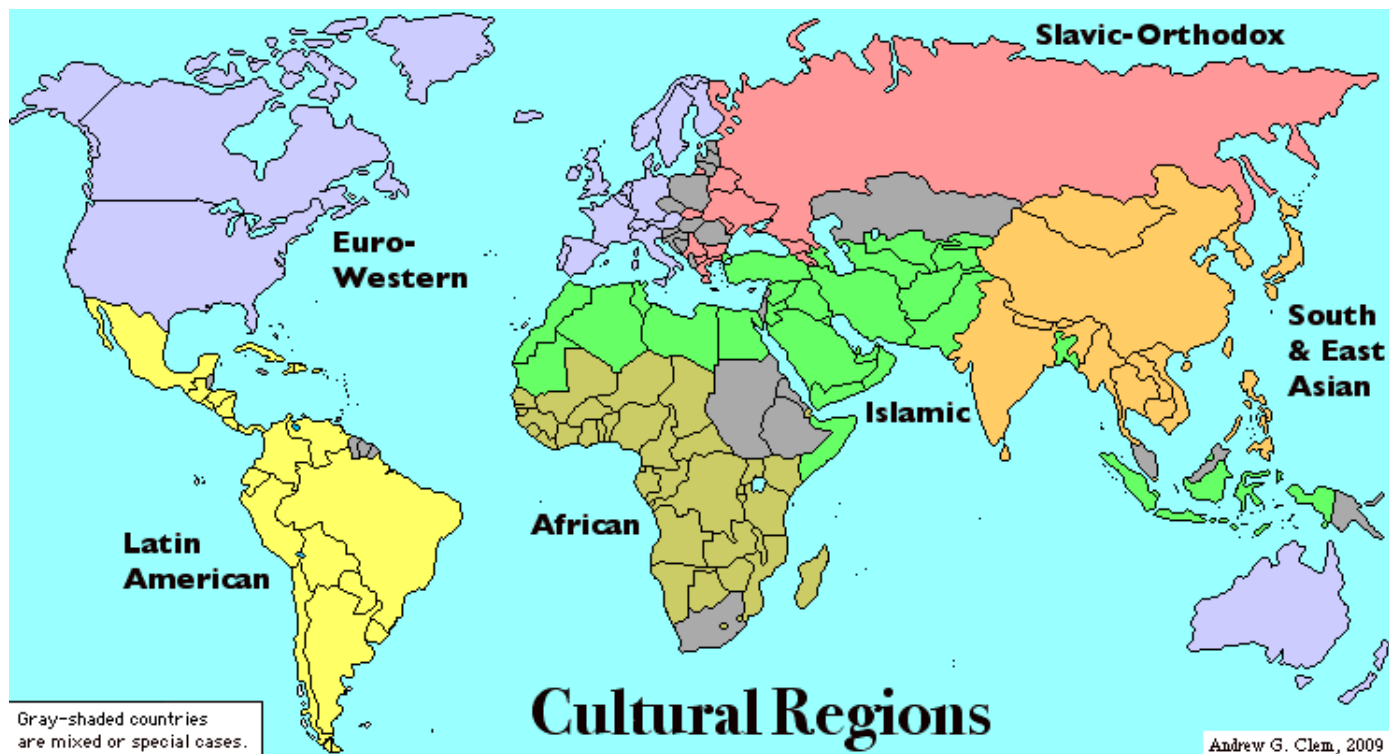
Traditional values emphasize the importance of religion, parent-child ties, deference to authority and traditional family values. People who embrace these values also reject divorce, abortion, euthanasia and suicide. These societies have high levels of national pride and a nationalistic outlook.

Secular-rational values have the opposite preferences to the traditional values. These societies place less emphasis on religion, traditional family values and authority. Divorce, abortion, euthanasia and suicide are seen as relatively acceptable. (Suicide is not necessarily more common.)

Survival values place emphasis on economic and physical security. It is linked with a relatively ethnocentric outlook and low levels of trust and tolerance.

Self-expression values give high priority to environmental protection, growing tolerance of foreigners, gays and lesbians and gender equality, and rising demands for participation in decision-making in economic and political life.





3. Juergen Bolten (Jena University, Germany)

Theory of three dynamics of cultural diversity (2007):

Multiculturalism 1 (avoiding conflicts between culture A and culture B), Multiculturalism 2 (peaceful coexistence between culture A and culture B), Multiculturalism 3 = Interculturality (mutual adaptation: culture A + culture B = culture C, it's a process).

4. Stella Ting-Toomey (California State University at Fullerton, USA)

Book: Intercultural Communication, Oxford University Press, 2012.

Stella Ting-Toomey introduces the idea of **mindfulness** in communication. She developed the new approach of dealing with intercultural conflict.

Flexible intercultural conflict skills:

- 🚩 **Facework management:** all humans *value the feeling of being respected and accepted*. One should try to give face to others instead of trying to save one's face. **Other-oriented face-giving behaviours** are attempts to support others. **Self-oriented face-saving behaviors** are attempts to regain one's image.

🚩 Mindful listening

Mindless Listening	Mindful Listening
Ethnocentric lens	Ethnorelative lens
Reactive approach	Proactive/choice approach
Selective hearing	Attentive listening
Defensive posture	Supportive posture
Judgmental attitude	Mindful reframing
Coercive power	Shared power
Positional differences	Common interests
Fixed objectives	Creative options
Win-lose/lose-lose outcome	Win-win synergy

🚩 Cultural Empathy

🌐 **Adaptive Code-switching** (purposefully modifying one's behaviour in an interaction in a foreign setting in order to accommodate different cultural norms".

Ting-Toomey defines **cultural competence** as the ability to apply flexible communication skills: **observation, description, interpretation and suspended evaluation.**

These skills are also conflict management and leadership skills.

Conflict is inevitable but there are strategies of dealing with conflict.



Watch the video and make notes on conflict management strategies. <https://www.youtube.com/watch?v=NJH0XV9jGIE>

Notes

Topic 9. Paraverbal & Non-Verbal Communication.

Body Language: kinesics (posture and gestures), oculusics (eye contact), proxemics, haptics (touch, physical contact).

- ❖ Learned at an early age
- ❖ Usually on sub-conscious level

Functions of body language:

- ✓ Emblems (have direct meaning)
- ✓ Expression of emotions or feelings
- ✓ Regulation of human interaction
- ✓ Manipulators (movements directed towards one's own body)
- ✓ Illustrators (accompany verbal communication: Mediterranean vs. Northern countries)

Intensive Eye Contact	Intensive to Intermediate Eye Contact	Low Eye Contact
<ul style="list-style-type: none"> Arab countries Mediterranean countries France Latin America 	<ul style="list-style-type: none"> Northern Europe Canada + USA Korea Thailand 	<ul style="list-style-type: none"> Most Asian countries Mexico

PROXEMICS = Body distance, personal space	
20-25 cm	40-60 cm
<ul style="list-style-type: none"> Arab countries Mediterranean countries Latin America 	<ul style="list-style-type: none"> Most Asian countries Northern, Central and Eastern Europe Canada + USA

High Contact	Intermediate Contact	Low Contact
<ul style="list-style-type: none"> Arab countries Mediterranean countries France Latin America 	<ul style="list-style-type: none"> Eastern Europe Canada + USA Australia 	<ul style="list-style-type: none"> most Asian countries Great Britain Northern Europe

Business cards in Japan!

Here business cards are used to localize the partner (rank, etc.). They are exchanged at the first contact (at the airport or at the beginning of a meeting), with everyone, and the exchange is always reciprocal.

Notes

Topic 1. Germany vs. France

Germany's characteristics:

- central location = strategic for trade, site of many wars (e.g. The Thirty Years' War (1618–1648) – 70% of BW population died)
- many neighbors = heightens international awareness
- few natural resources = dependent on exports, brain drain dangerous
- densely populated

German Values (according to Sylvia Schroll-Machl, *Doing Business with Germans: Their Perception, Our Perception* (Göttingen: Vandenhoeck & Ruprecht, 2003))

- Focus on the task

"When Germans work together professionally, the objective **project** or **task** at hand, the **roles** and the **professional competence** of the individuals involved are the central points. The motivation to cooperate results from the respective situation or the demands of a situation that have to be met. In business meetings Germans remain objective".

"...Germans have a tendency to talk about what interests them on the objective level, and **they use communication far less than other cultures to support a social- emotional relationship**. Accordingly, small talk is often seen as being something exhausting, pointless and a sheer waste of time".

(Sylvia Schroll-Machl, Doing Business with Germans: Their Perception, Our Perception, Göttingen: Vandenhoeck & Ruprecht, 2003. Pp. 56-57).

- Value of rules and structures
 - ✓ Structures - perfection (expected!)
 - ✓ Improvisation? Risks? (Risikominimierer)
 - ✓ Minutes of meetings, contracts, written agreements
 - ✓ Little room for flexibility
- Reliability and uncertainty avoidance
 - ✓ Universal guidelines and rules (=fairness)
 - ✓ Contracts 100% binding
 - ✓ Consensus-building (Discussion, compromise/agreement (=compliance by all))
 - ✓ Doing one's duty does not require praise
- ✓ Obligation to inform a superior or colleague about a problem
- Punctuality
 - ✓ Consecutive (monochronic)
 - ✓ Beginning and often end of meeting set
- ✓ Punctuality expected
- ✓ Appointments made and kept (without confirmation)
- Separation of private and public spheres (Feierabend!)
- Directness of communication: low context WHAT > How
- Individualism
 - ✓ taking responsibility for one's own decisions, own life
- ✓ Personal achievement
- ✓ Personal space and personal property

France

Doing Business



Managing power

social competence (overview) informal conversations interpersonal level important



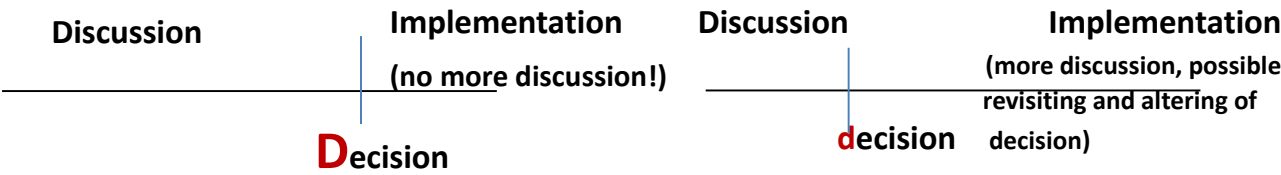
Managing structure and process

technical competence (expertise) meetings, documents interpersonal level secondary
--

HOW ARE DECISIONS MADE?

PDG (patron decides)	consensus of the team
----------------------	-----------------------

Deciding



Japan Sweden Netherlands Germany UK US Brazil France Italy Russia India China Nigeria

consensual top-down

<ul style="list-style-type: none">Decisions are made in groups through unanimous agreementThe decision making process is longerImportant to cultivate informal contacts to see where the group is	<ul style="list-style-type: none">Decisions are made by individuals (usually the boss)Be ready to follow a decisionBe flexible as the decision might be revisited/altered/discussed again
<ul style="list-style-type: none">The Japanese RINGI system: hierarchical but ultra-consensual	

From *The Culture Map* by Erin Meyer. Public Affairs, New York, 2014. Pp. 150-158.

WHAT IS THE ROLE OF THE INDIVIDUAL?

significant hierarchical distance reduces sense of responsibility of individuals in a group knowledge is power	minimal hierarchical distance increases sense of responsibility of individuals in a group knowledge shared
--	--

USE OF TIME (Projects)

brief planning phase longer and flexible execution	longer planning phase shorter and punctual execution
---	---

STYLE OF COMMUNICATION

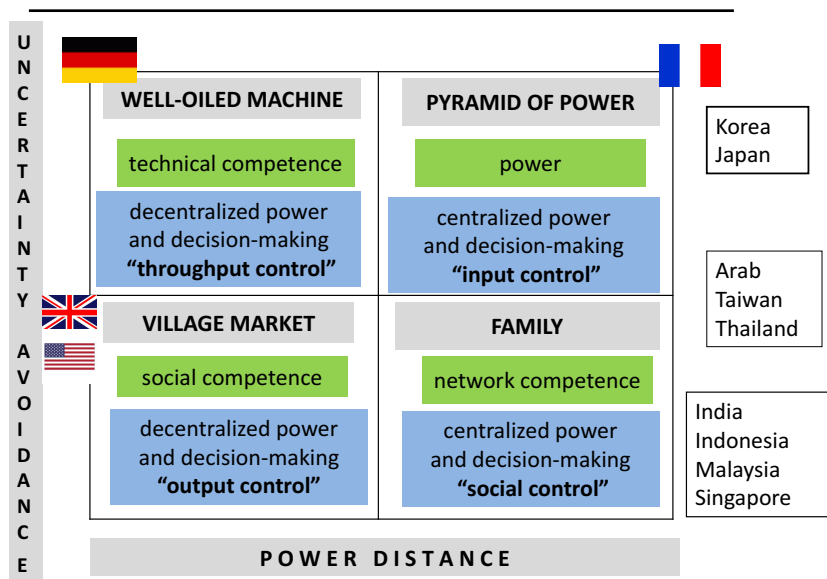
indirect communication implicit communication high context quick, lighter, even playful often emotional	direct communication explicit communication low context slow, exact, detailed usually matter-of-fact
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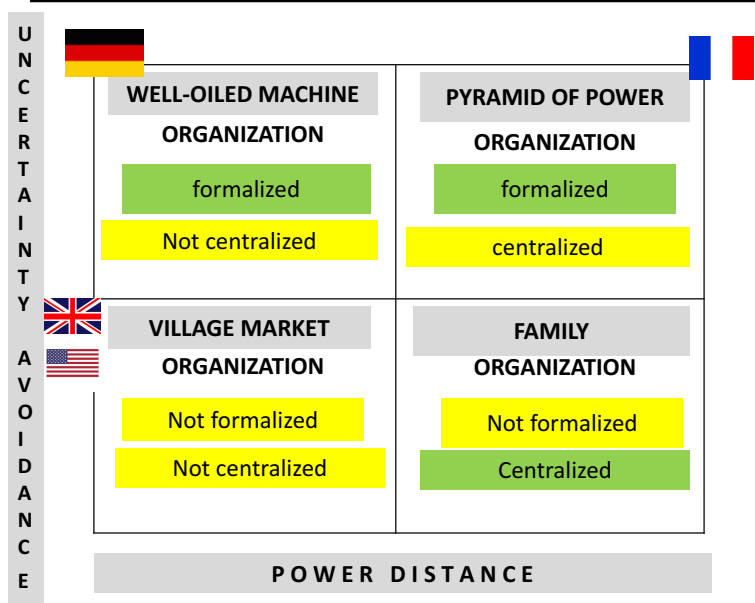
JOB APPLICATIONS

job application = letter (handwritten) + CV interview most important (personal impression)	job application = complete dossier interview to confirm
--	---

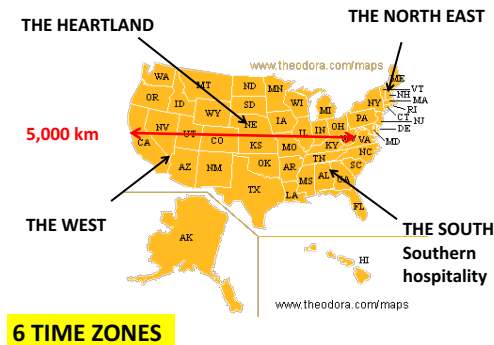
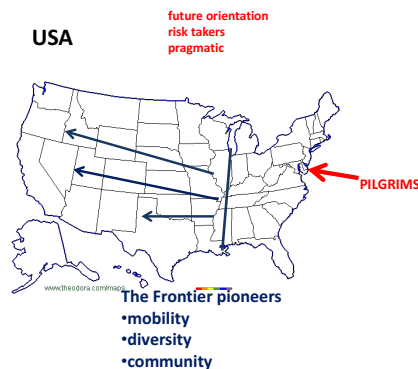
Doing Business – National Business Cultures

Hofstede





Topic 2. Germany vs. USA, GB and other Anglo-Saxon Cultures



American Values

Declaration of Independence, 1776



Americans hold these truths to be self-evident:

that all men are created **equal**;

that they are endowed by their **Creator** with certain inalienable rights;

that among these are life, liberty, and the **pursuit** of happiness.

•Equality

•Religion and the Protestant Work Ethic

•Action and Outcomes Orientation

Anglo-American Value #1



Individualism and Equality: People are of equal value – not equal

How does this value affect behaviors?

- (a) Informality
- (b) Political Correctness
- (c) Social Recognition
- (d) Dealing with Disagreement

Anglo-American Value #1



Individualism and Equality: People are of equal value – not equal

(b) Political Correctness

Manager – he? Managers – they
chairman - chairperson
Dear Sir or Madam:

Ms

Disabled vs. handicapped
Stupid vs. challenged
Fat – alternative body image, horizontally challenged
Short – vertically challenged
Hearing/sight impaired
Shop-lifter – alternative shopper

FEEDBACK/EVALUATION/ASSESSMENT

US Americans vs French

Russia Netherlands Germany France Norway Italy Australia US UK Canada Brazil Mexico India China UAE Korea Japan

direct negative feedback

indirect negative feedback

<ul style="list-style-type: none"> Negative feedback to a colleague is provided frankly, honestly, bluntly 	<ul style="list-style-type: none"> Negative feedback to a colleague is provided softly, subtly, diplomatically
<ul style="list-style-type: none"> Negative statements stand alone, not softened by positive ones 	<ul style="list-style-type: none"> Positive messages are used to wrap negative ones
<ul style="list-style-type: none"> Criticism may be given to an individual in front of a group 	<ul style="list-style-type: none"> Criticism is given only in private
<p><u>Totally inappropriate! Completely unprofessional!</u></p>	<p><u>Sort of inappropriate... Slightly unprofessional</u></p>

From *The Culture Map* by Erin Meyer. Public Affairs, New York, 2014.

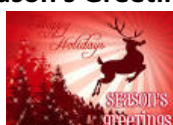
Anglo-American Value #2



Religion and Protestant Work Ethic

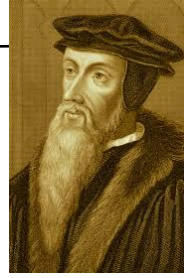


- Religious communities are mainstream social institutions
- They are viewed as the free assembly of believers on the local level and often a source of friendships
- Respect religious holidays and religious differences
- Merry Christmas → Season's Greetings



The Protestant Work Ethic

John Calvin



- Concept of predestination: the Elect, those chosen by God to inherit eternal life
- The only evidence was in the person's daily life and deeds
- Success is a sign of possible inclusion
- Idleness = the damned
- Active, austere, hard-working = one of God's chosen ones
- All men must work, even the rich; own work
- Own hard work → material prosperity OK
- Achieve the greatest profit possible – religious duty
- Men not to lust after wealth, possessions, or easy living
- The profits were to be reinvested into financing future ventures

CREATIVE CAPITALISM

Entrepreneurship and Philanthropy in American Capitalism

American capitalism differs from all other forms of industrial capitalism: it is focused on both the *creation of wealth (entrepreneurship)* and the *reconstruction of wealth (philanthropy)*.

What is creative capitalism?

A working definition might be capitalism which places the resolution of social needs as a primary goal of economic activity, rather than a secondary consequence

Anglo-American Value #3



Action and Outcomes Orientation (cont.)

(a) Optimism

Improvement is possible

Reach for the stars.
Be all you can be.
Go for it.
Dream the impossible dream.
Achieve your personal best.
Give people a hand up, not a handout.



Key Differences



The British vs US Americans

- are more restrained and formal (but the younger generation is more assertive)
- place greater value on stability and tradition
- tend to be pessimistic
- are more class oriented (speech, dress, manners, school attended) but display their wealth less conspicuously
- use hand gestures and facial expression more sparingly
- are normally not workaholics
- normally don't discuss business during a meal
- usually prefer a somewhat slower pace in negotiations (don't like the "hard sell")
- normally show less emotion and use a less competitive style

Key Differences (cont.)



The British vs US Americans

The Art of Persuasion: principles-first or applications-first?

France Italy Spain Russia Germany Argentina Brazil Mexico Sweden Denmark Netherlands UK Australia Canada USA

principles-first

applications-first

<ul style="list-style-type: none">• Theory or concept is presented before a fact or an opinion	<ul style="list-style-type: none">• Start with facts, opinions, conclusions and later add concepts to back up your opinion
<ul style="list-style-type: none">• Begin by building a theoretical argument, explaining methodology	<ul style="list-style-type: none">• Start with bullet points
<ul style="list-style-type: none">• Conceptual principles are valued	<ul style="list-style-type: none">• Discussions are practical
<ul style="list-style-type: none">! Learning languages in France	<ul style="list-style-type: none">• Theoretical discussions are avoided in business environment

From *The Culture Map* by Erin Meyer. Public Affairs, New York, 2014.

Key Similarities (compared with Germany)



- ❖ Humor (at all levels)
- ❖ More indirect in communication (**feedback!**)
- ❖ Greater informality in the workplace
- ❖ Friendlier with strangers, more small talk
- ❖ Specific politeness markers

**ANGLO-DUTCH (ANGLO-EUROPEAN?)
TRANSLATION GUIDE**

<i>What the British say</i>	<i>What the British mean</i>	<i>What the Dutch understand</i>
<i>With all due respect...</i>	<i>I think you are wrong.</i>	<i>He is listening to me.</i>
<i>Perhaps you would think about...I would suggest...</i>	<i>This is an order. Do it or be prepared to justify yourself.</i>	<i>Think about this idea and do it if you like.</i>
<i>Oh, by the way...</i>	<i>The following criticism is the purpose of this discussion.</i>	<i>This is not very important.</i>
<i>I was a bit disappointed that...</i>	<i>I am very upset and angry that...</i>	<i>It doesn't really matter...</i>
<i>Very interesting.</i>	<i>I don't like it.</i>	<i>He is impressed.</i>
<i>Could you consider some other options?</i>	<i>Your idea is not a very good one.</i>	<i>He has not yet decided.</i>
<i>Please think about that some more.</i>	<i>It's a bad idea. Don't do it.</i>	<i>It's a good idea. Keep developing it.</i>
<i>I'm sure it's my fault.</i>	<i>It's not my fault.</i>	<i>It's his fault.</i>
<i>That is an original point of view.</i>	<i>Your idea is stupid.</i>	<i>He likes my idea!</i>

Notes

Topic 3. Germany vs. Asia

TRUTH?

Information

Face Harmony

TASK
ORIENTATION

RELATIONSHIP
ORIENTATION

CHINESE INFLUENCES

Approx. 500 BC



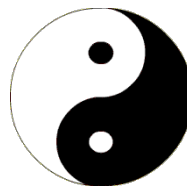
1. CONFUCIAN ETHIC

2. BING-FA TEXTS

"The Art of War" by SunTzu →

Strategic thinking, deception, patience

3. DAOISM "the way"
(positive and negative)



CHINESE INFLUENCE #1

Approx. 500 BC

Confucian Ethic

Duty and Traditional Values = Order

System of Roles

Goal = reduction of conflict
(social harmony)



he

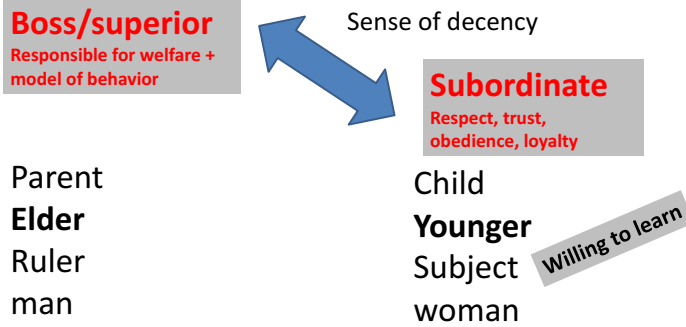


wa (group loyalty,
harmony, and consensus)



Confucian Ethic (cont.)

System of Roles



Confucian Ethic (cont.)

System of Roles



NO ROLE FOR THE STRANGER!

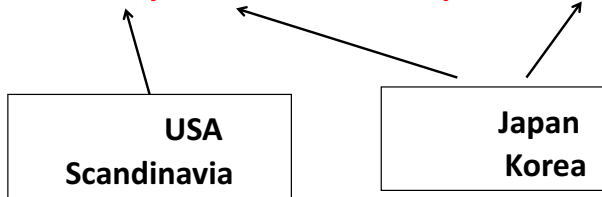
Find an intermediary!

Typical Differences between "Eastern" and "Western" Attitudes

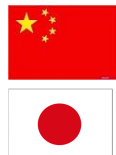
Asian Context	Western Context
Relationship Orientation	Information Orientation
Group Orientation	Individualism
Hierarchy	Competence
Harmony	Problem Solving
Indirect Communication	Direct Communication
Conflict Avoidance	Speak up for what you believe in (<i>Streitkultur?</i>)
Holistic Thinking	Linear Thinking

Relationship and Group Orientation

Relationship Orientation \neq Group Orientation



Social capital



guanxi
kone

Hierarchy

steep hierarchies	moderate hierarchies	flat hierarchies
China (incl. Hong Kong) Japan, Philippines, Singapore, Malaysia, Indonesia, Thailand, Vietnam Spain + France	Australia Belgium Italy India	Canada, UK, USA Sweden, Netherlands Germany

Empirically, strongly group-oriented societies are almost always also highly hierarchical societies.

Conversely, highly hierarchical societies are not necessarily group-oriented! France is individualistic and hierarchical.

Hofstede (1997) & Hampden-Turner/Trompenaars (1993)

Harmony

“face harmony”

Maintaining and giving face

- Controlling emotions
- Being patient
- Being indirect
- Smiling
- Giving compliments
- Praising
- Using titles
- Observing rank/status

INDIRECT COMMUNICATION: The encoding of indirect messages follows rules, therefore it can be learned and understood.

Indirect Communication (cont.)

When are Germans often indirect?	When are Asians often direct?
<ul style="list-style-type: none"> • When they are on uncertain ground and information flow is not of primary importance, e.g. diplomats or people who want to hide something • When speaking with people of significantly higher relative status • When giving bad news (an accident, illness, job loss) • When they are adapting to Asians 	<ul style="list-style-type: none"> • In emergencies, when rapid information flow is more important than harmony • Between good friends • When there is not (or no longer) a good relationship between the speakers • When they are adapting to Westerners

Indirect Communication (cont.)

- In the West, primary responsibility for the message lies with the sender (speaker). In Asia, primary responsibility lies with the receiver.
- Asian communication frequently follows a ping-pong principle. Information is verbalized step by step.
- Western communication is primarily information-oriented and direct. Asian communication is usually more person-oriented and serves interpersonal harmony.
- Unpleasant truths – criticism, problems, rejections, bad news, demands – should normally be made indirectly.

Culture – Language – High Context

- Originally seven speech levels
- Today reduced to three or four
- Talking requires knowledge about the social situation:
 - Where am I standing in regard to the person I'm talking to
 - Where am I standing in regard to the person we are talking about
 - Where the other person is standing in regard to the person we are talking about
- Verbs have a root and an ending
 - Root applies to the object
 - Ending applies to the receiving person

Culture – Language – High Context

P2P about P:

John came
전가 와서

P2P about E:

Father *kaim*
아버지가 오셔서

P2E about GE:

Grandmother *kaimed*
할머니가 오셨습니다

P2E about LE:

Father came
아버지가 왔어요

Emotions & Disagreement

The way people deal with disagreement in different cultures can be very different and can be very **emotionally** charged.

France Germany Denmark Russia Netherlands Spain US UK Brazil Mexico India China UAE Korea Thailand Indonesia Japan

confrontational



- Disagreement and debate are positive for the team or organization
- Open confrontation is appropriate and will not negatively impact the relationship

avoids confrontation

- Disagreement and debate are negative for the team or organization
- Open confrontation is inappropriate and will break group harmony or negatively impact the relationship

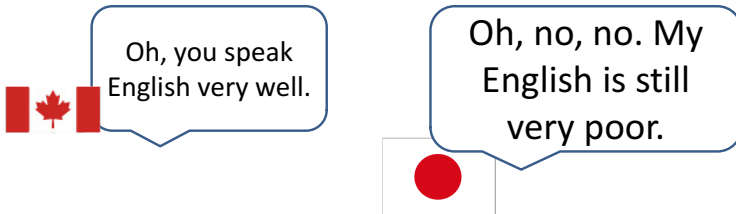
From *The Culture Map* by Erin Meyer. Public Affairs, New York, 2014.

THERE ARE MANY WAYS OF SAYING NO:

- ✓ If everything proceeds as planned, the proposal will be approved. (conditional yes)
- ✓ Your question is difficult to answer. (criticism of the question)
- ✓ We cannot answer this question at this time. (rejection of the question)
- ✓ Will you be staying longer than originally planned? (change of topic)
- ✓ We will know shortly. (delay)

Indirect Communication: **Modesty**

Expressions of **modesty** are very important in Asian societies.



Do not confuse modesty with lack of pride!

Notes

Indirect Communication: **How to Give Feedback in Asia**

- ✓ Give the feedback slowly, over a period of time, so that it gradually sinks in
- ✓ Use food and drink **to blur an unpleasant message**
 - ✓ Say the good and leave out the bad

Other possibilities

- ✓ Blur the recipient
- ✓ Blur the speaker
- ✓ Blur the message

Conflict Avoidance

I don't know what the problem was. Your Mr. Yamada assures me that he sent the fax, but I never received it.

There must have been a problem with our fax communication because I never received the fax that Mr. Yamada sent me.

Constructive criticism?

Saving face!

That does not mean the problem has not been seen or is viewed as unimportant

Conflict Avoidance (cont.)

When does one apologize?

Europe → when there is a concrete reason

Asia → more often
from a European perspective often without a
recognizable reason



**He who apologizes first has the
advantage**

Holistic Thinking

Sequencing and the Conversation as a Whole

A: May I offer you something to drink?

B: No, no. Please don't trouble yourself.

A: It's no trouble at all. What would you like to drink?

B: No, no. You are too kind.

A: Would you like coffee, tea, or juice?

B: Thank you. Tea, please.

Holistic Thinking

China: from macro to micro
Western approach: from micro to macro

Address in China: province, city, district, block, gate number;

surname first; year before month and date

Western address: number of a single house, street, city, state;

name first; month or date before year

INDIA



Advantages:

Stable democracy ↔ China

English spoken ↔ China

IT in Bangalore

Disadvantages:

Poor infrastructure ↔ China

local decision making ↔ China

poverty in rural areas

illiteracy: 15% men/25% women

caste system

Notes