

# BUILDING BRIDGES

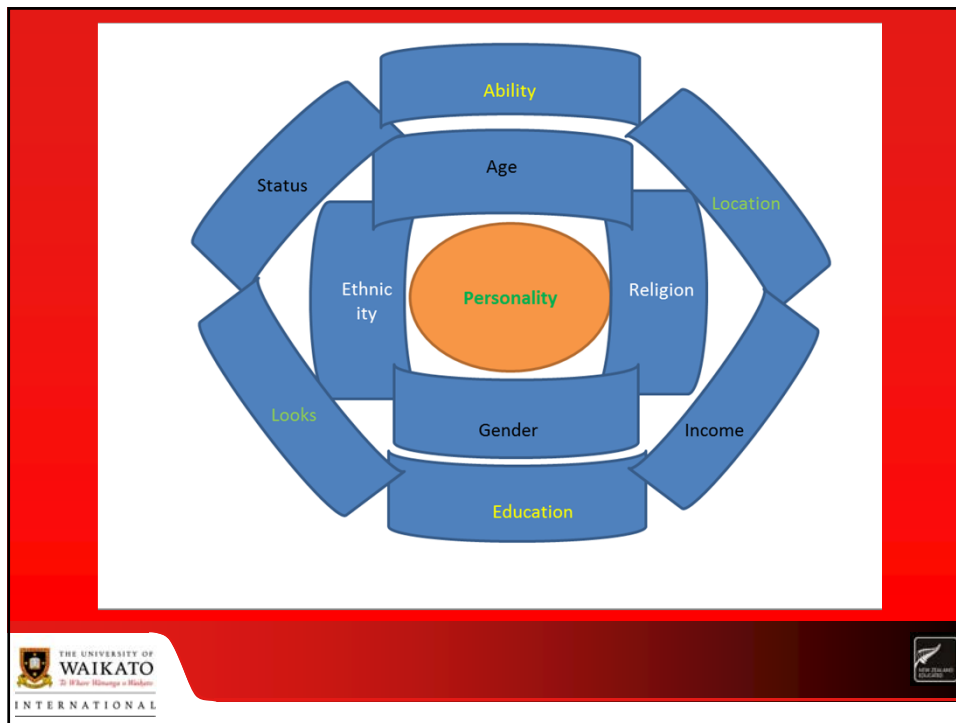
Enhancing your cross cultural communication

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**What do you most want to know and do as a result of today's workshop?**

**Why do we think and behave the way we do?**



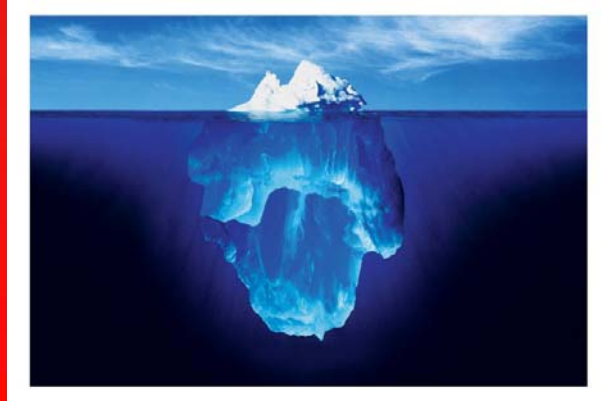
## Culture is....

Culture is the shared assumptions, values and beliefs of a group of people which result in characteristic behaviours.

**Describe a common cultural value in  
your country?  
How does that affect behaviour?**



## Culture is mostly hidden



## Case Study #1 Offense taken

# Individual or Collective?



# Concept of self

Individualistic Societies	Collectivistic Societies
<ul style="list-style-type: none"> <li>Looking out for myself is how I protect others</li> <li>Personal fulfilment is for the greatest good</li> <li>Children are taught to stand on their own two feet and independence is affirmed as good</li> <li>My identity is personal and individual</li> </ul>	<ul style="list-style-type: none"> <li>Looking out for others is how I protect myself</li> <li>The harmony of my group is for the greatest good</li> <li>Children are taught to depend on others who in turn can depend on them.</li> <li>As community we share all, to serve the whole</li> <li>Arranged marriages are common</li> </ul>

US	UK	F	G	R	S	J	ME	M, A	SEA
				In					C
Individualist					Collectivist (Group)				
A - Africa, C - China, F - France, G - Germany, In - India, J - Japan, M - Mexico, ME - Middle East, R - Russia, S - Spain, SEA - SE Asia, UK - United Kingdom, US - United States									



## Collectivism to Individualism

### FROM a Collectivist Culture

- Students only speak when sanctioned by the group
- Purpose of education is learning how to do
- Diplomas provide entry to higher status groups and social acceptance
- Occupational mobility is lower
- Harmony maintained; confrontation avoided, loyalty is ideal
- Friendships are predetermined
- Resources are shared with relatives
- Social network is primary source of information

### Coming TO an Individualist Culture

- Students are expected to individually speak up in class
- The purpose of education is learning how to learn
- Diplomas increase economic worth and/or self-respect
- Occupational mobility is higher
- An honest person speaks up, autonomy is ideal
- Friendships are voluntary and should be fostered
- Resources are individually owned
- Media is primary source of information

## Case Study #2 Special Treatment

## Hierarchical or Egalitarian?





## Concept of Status/Power

Achieved	Ascribed
<ul style="list-style-type: none"> <li>Rank, status, and respect must be earned and do not come with the position or title</li> <li>People are respected and promoted based on their performance and achievements</li> <li>It is relatively easy to change your status</li> </ul>	<ul style="list-style-type: none"> <li>Rank, position, and title confer automatic status and respect</li> <li>Social class/family name can confer initial status</li> <li>Age and seniority are also highly valued; people should be careful not to behave above or below their station in life</li> </ul>

G	US	UK	J	F, M	In	A
	R		C	S, SEA		ME
Achieved			Ascribed			
A - Africa, C - China, F - France, G - Germany, In - India, J - Japan, M - Mexico, ME - Middle East, R - Russia, S - Spain, SEA - SE Asia, UK - United Kingdom, US - United States						

## Large to small Power Distance

### FROM Large Power Distance

- Respect for authority figures is basic, life-long
- Students treat teachers with respect, even outside class (older more than younger)
- Teachers should take initiative in class (teacher-centred)
- Teachers are gurus who transfer personal wisdom
- Teachers are not to be contradicted
- Quality of learning depends on excellence of teacher
- Student remains dependent on teachers

### Coming TO Small Power Distance

- Treat authority figures as equals
- Students treat teachers as equals (younger more equal, therefore more liked)
- Teachers expect initiative from students in class (student-centred)
- Teachers are experts who transfer impersonal facts
- Students expected to question, express disagreement
- Quality of learning depends on two-way interaction and student excellence
- Students grow more independent

## High Power Management Styles

Status Achievement	Benevolent
<ul style="list-style-type: none"> <li>• High Individualism</li> <li>• Freedom and earned inequality</li> <li>• Communication maintains and reflects status</li> <li>• Aggressive style, lack of concern for relationships</li> </ul>	<ul style="list-style-type: none"> <li>• High Collectivism</li> <li>• Inequality and obligation to others</li> <li>• Treat subordinates like members of a family, nurturing and concerned for relationships</li> <li>• Favouritism is expected and positive</li> </ul>

## Low Power Management Styles

Personal	Communal
<ul style="list-style-type: none"> <li>• High Individualism</li> <li>• Freedom and equality</li> <li>• Treat all employees the same</li> <li>• Impartial rules and guidelines</li> <li>• Tolerates differences in getting the job done</li> </ul>	<ul style="list-style-type: none"> <li>• High Collectivism</li> <li>• Holistic decision making where personal feelings and cooperative talking are crucial</li> <li>• Strong, shared sense of purpose, vision and calling</li> </ul>

## Case Study #3

Write a short paragraph of an intercultural incident you have experienced.

## Uncertainty avoidance or acceptance?



## Attitude to uncertainty

Positive	Sceptical
<ul style="list-style-type: none"> <li>• People are not afraid of taking risks or of failing</li> <li>• Change is positive, new is often better</li> <li>• The way we have always done things is not necessarily the best way</li> </ul>	<ul style="list-style-type: none"> <li>• Taking risks and failing have strong consequences and should be avoided</li> <li>• One doesn't try something until one knows it will work. Traditions should be respected and are a good guide.</li> <li>• There's a good reason for "the way we have always done things"</li> </ul>

US	UK	SEA	In	ME	R	S
			A		F	J
			G	C		M

Positive Sceptical  
 A - Africa, C - China, F - France, G - Germany, In - India, J - Japan, M - Mexico, ME - Middle East, R - Russia, S - Spain, SEA - SE Asia, UK - United Kingdom, US - United States



## Uncertainty Avoidance to Acceptance

### FROM Uncertainty Avoidance

- Students are comfortable in structured learning situations and concerned with right answers – accuracy rewarded
- Teachers supposed to have all the answers
- People feel less happy and have more worries about health, money
- Student protest should be repressed
- Many, precise laws, unwritten rules
- May be negative toward government, legal system
- Conservatism and repression of extremism

### Coming TO Uncertainty Acceptance

- Students comfortable with open-ended learning situations and concerned with good discussion -- originality rewarded
- Teachers may say, "I don't know."
- People feel happier and have less worries
- Student protest is acceptable
- Few and general laws or unwritten rules
- Trusting of government and legal system
- Liberalism, tolerance, even of extreme ideas

