

Masaryk Uni, Brno
INTERCULTURAL MANAGEMENT 3

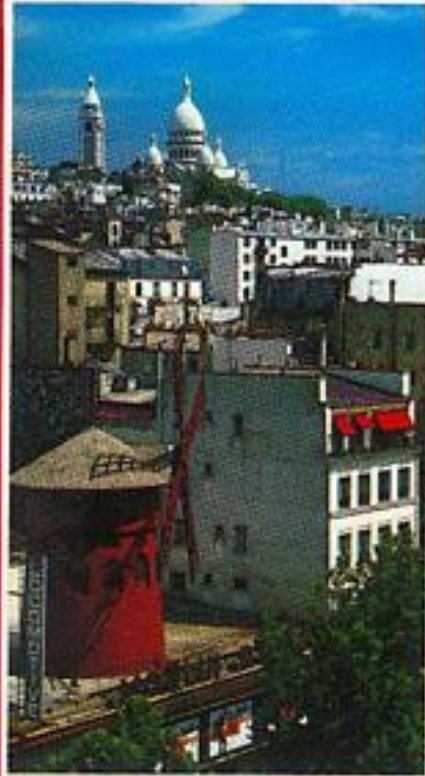
Further conceptual input:
More key concepts

Derek Mainwaring

Debate

- Some people say that cross-cultural studies are just stereotyping people and cultures.....
-well let's look at the notion of stereotypes.....and the idea that « everybody's the same the world over »...

Part One: Stereotypes



PARIS

LE MOULIN ROUGE



Heaven is a place where....

- The chefs are....French
- The mechanics are....German
- The police are....British
- The lovers are....Italian
- And everything is organised by....the Swiss



Hell is a place where....

- The chefs are....
- The mechanics are....
- The lovers are....
- The police are....
- And everything is organised by....

Stereotypes



<http://alphadesigner.com/art-store/europe-according-to-france-print/>

Stereotypes



<http://alphadesigner.com/art-store/europe-according-to-switzerland-print/>

Stereotypes



So, what can we say about Stereotypes? Stereotypes are inevitable

- ...to help classify or organise information
fruits are sweet, Scandinavians have blonde hair
- ...to help explain the unusual/different and reassure myself
what a strange way to conduct a meeting!
- ...to deal with uncertainty
it must be English humour!

Stereotypes are inevitable

- to anticipate the behaviour of others

kids always like chocolate

We must be on time for the German visitors

- ...to define oneself, in opposition to others

These youngsters can't live without cellphones

I don't need to be on time, she's Costa Rican

BUT they are **dangerous** because...

- ...they simplify and over-generalise
tomatoes and avocados are fruit too
Scandinavians – blonde hair – Bjork?
- ...they confirm prejudices
See, I told you so, they're all the same
- ...they are ethnocentric and deny the value
of otherness
Meetings are always like this here – pointless!

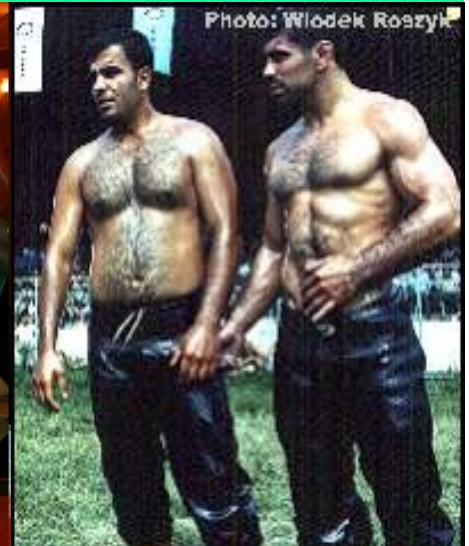
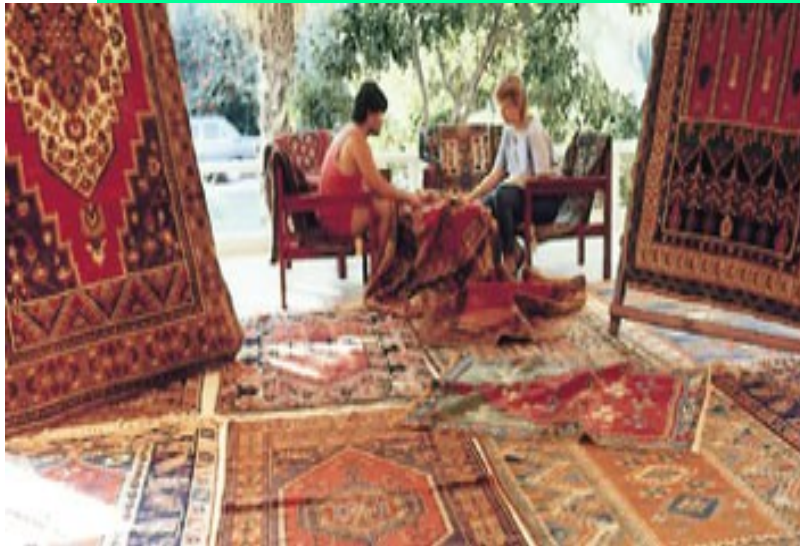
Example: Where is this?



Where is this?



Where is this?

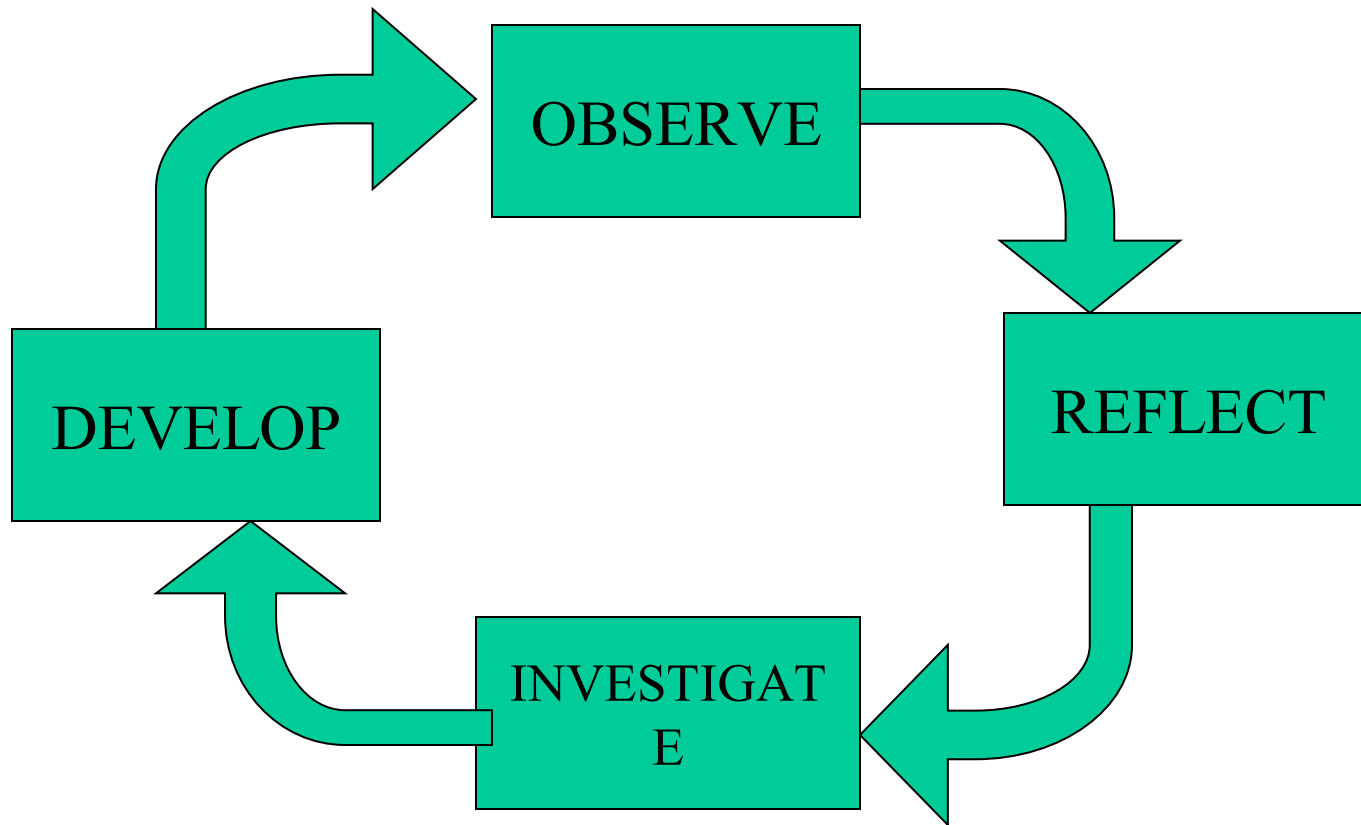


So, how to deal with stereotypes

- Recognise them!
- Analyse them - there may be some « truth » in them, however incomplete
- Challenge them – esp. the « All x are y » type
- But.... accept that they exist!
- Move on.....



Strategy: the ORID learning loop



Based on Mattock, 1999

DM, 2005

Example

- OBSERVE – Japanese gift wrapping, wrapping can be more beautiful than gift
- REFLECT – Importance of appearances... Ceremony/ritual... Imp. of paper
- INVESTIGATE – Japan is a very crowded island – no room for trees
- DEVELOP – If paper is precious this adds to the ritual imp. of business cards



Further examples 1

- Learning about others: observations

Iceland – road-building gangs composed almost entirely of schoolchildren

reflect....investigate....develop....

Guatemala – Mayan infants always have head covered.....

Further examples 2

- Learning about self when in contact with others: example: a Brit in France

Lunch-time..... *compromise* 😊

Meetings.....*adapt* 😊

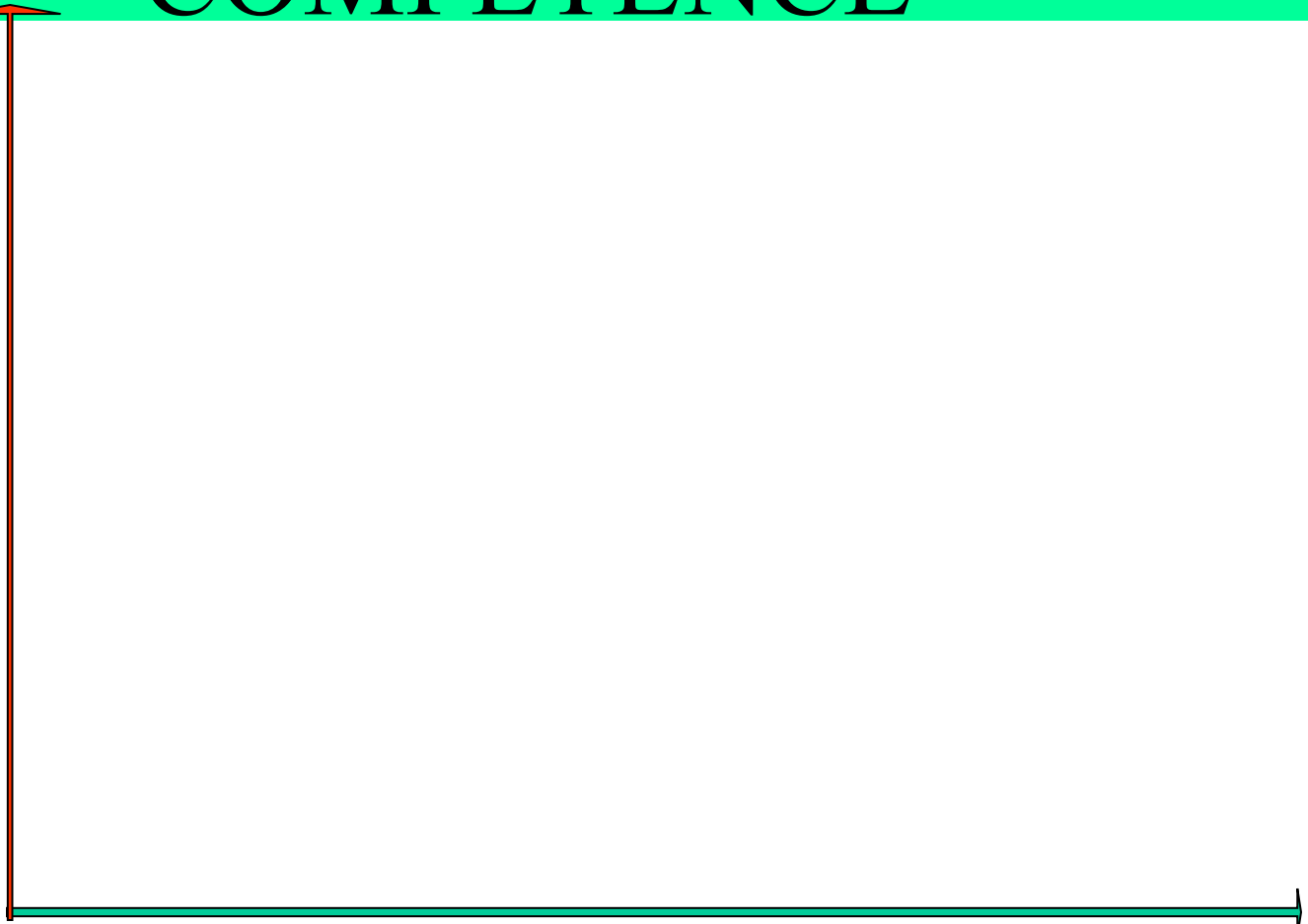
Food culture.....*integrate* 😊

CULTURAL AWARENESS vs. COMPETENCE

Awareness

Intercultural Management 1

Competence



Intercultural Awareness

- See/understand/explain differences
- Know about cultural difference and...
- Anticipate potential problems
- Self-awareness

- Essentially this is **knowledge**

Intercultural Competence

- Intercultural mindset: awareness of cultural diversity (expressed through different communication styles)

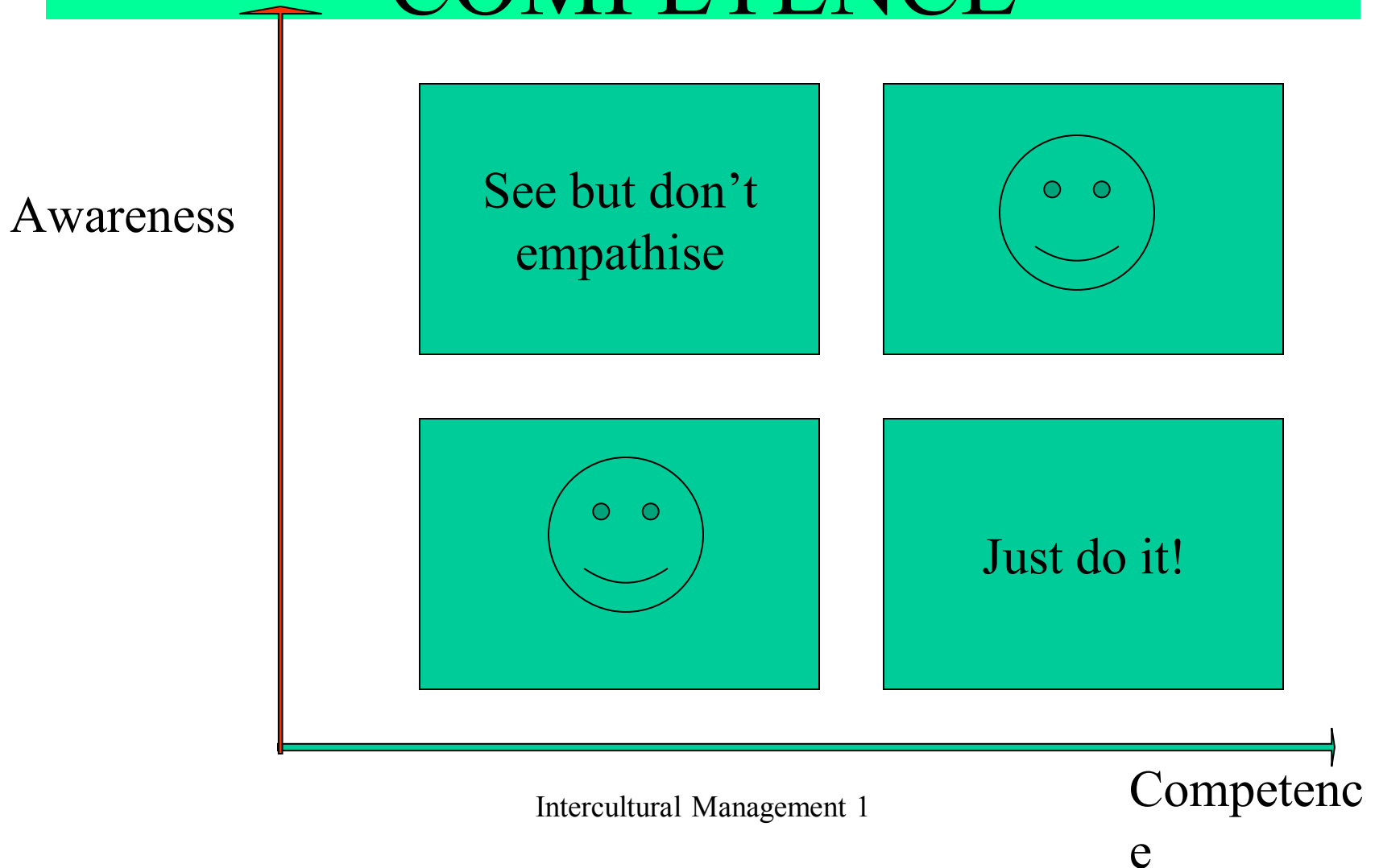
Plus.....

- Intercultural skill set: knowledge of cultural frameworks and ways to work with them – language skills, flexibility, openness, resilience, autonomy, transparency, etc.

Plus....

- Intercultural sensitivity: ability to experience cultural difference – empathy
- Essentially these are **skills**

CULTURAL AWARENESS vs. COMPETENCE



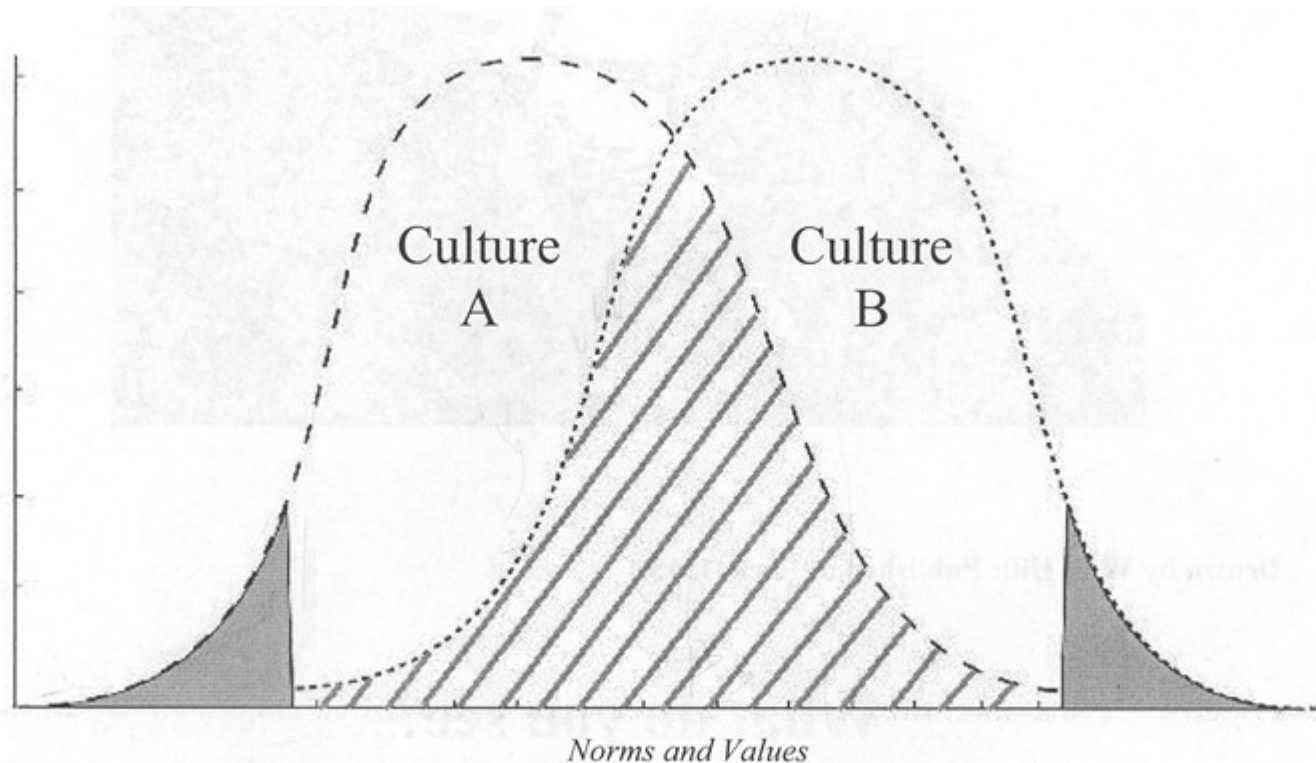
But BEWARE

Cultural relativism!!!!

You can « excuse » everything by saying:
« oh well, it's cultural »

Examples?

Reminder: Social sciences work with **generalisations/tendencies**



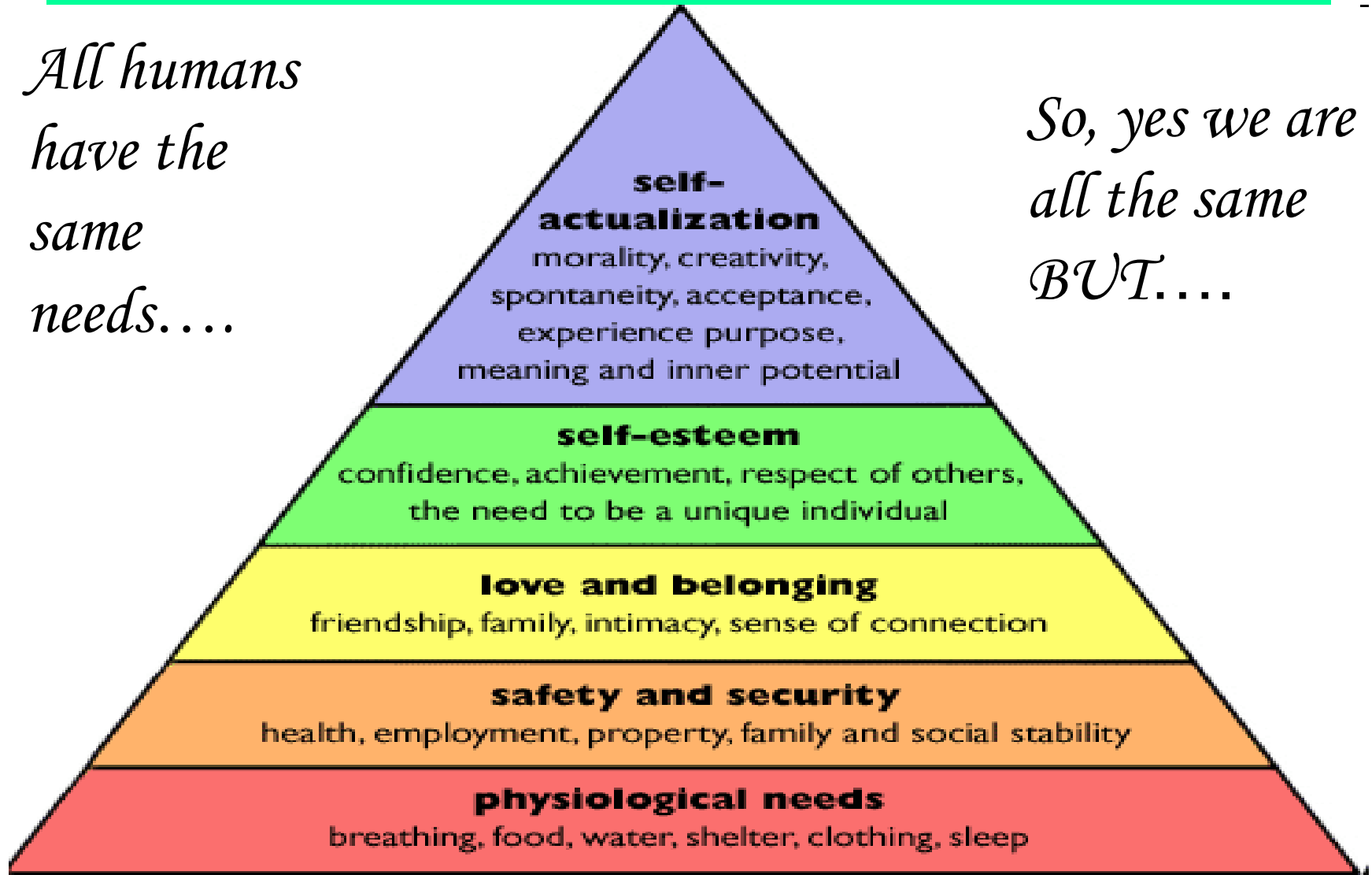
Remember the Debate

- We've looked at the « inevitability » of some forms of stereotyping...
- But
- ...what about the idea that:
« everybody's the same the world over »...???

Maslow's pyramid

*All humans
have the
same
needs....*

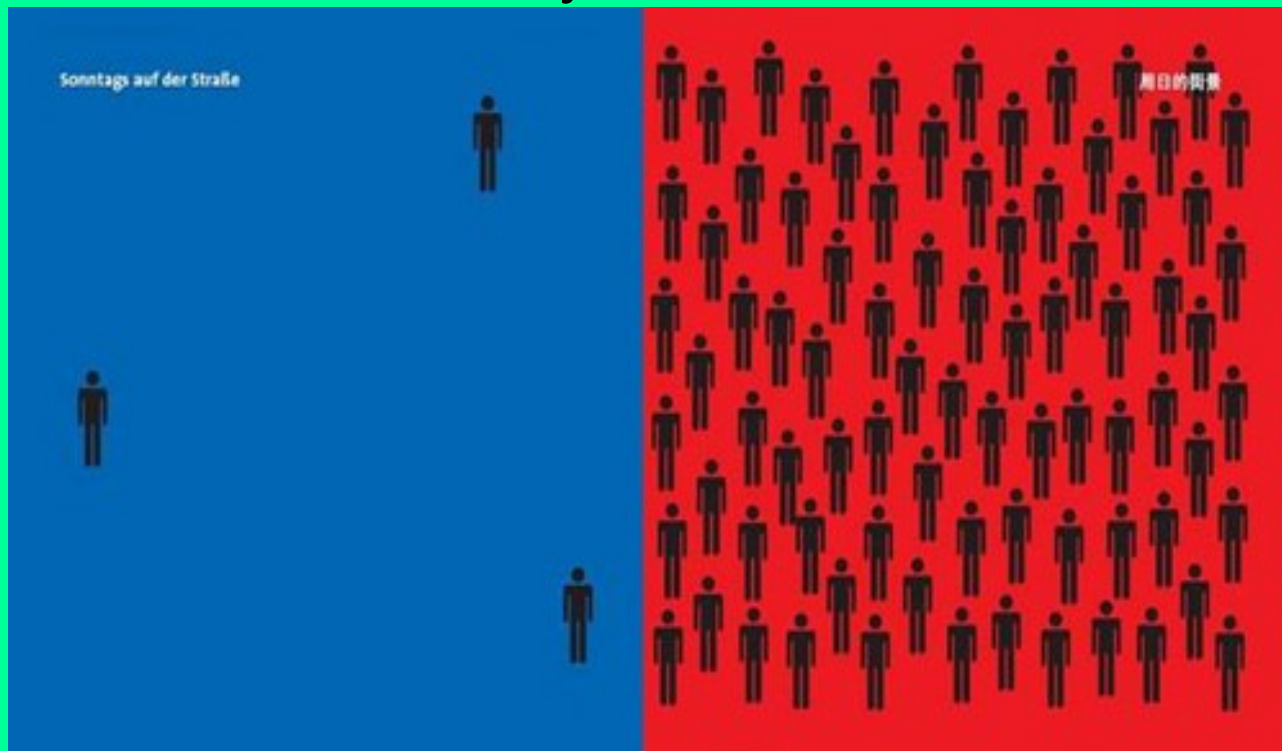
*So, yes we are
all the same
BUT....*



Cultural similarities and differences

- *The way we express and recognise those needs is sometimes different...*

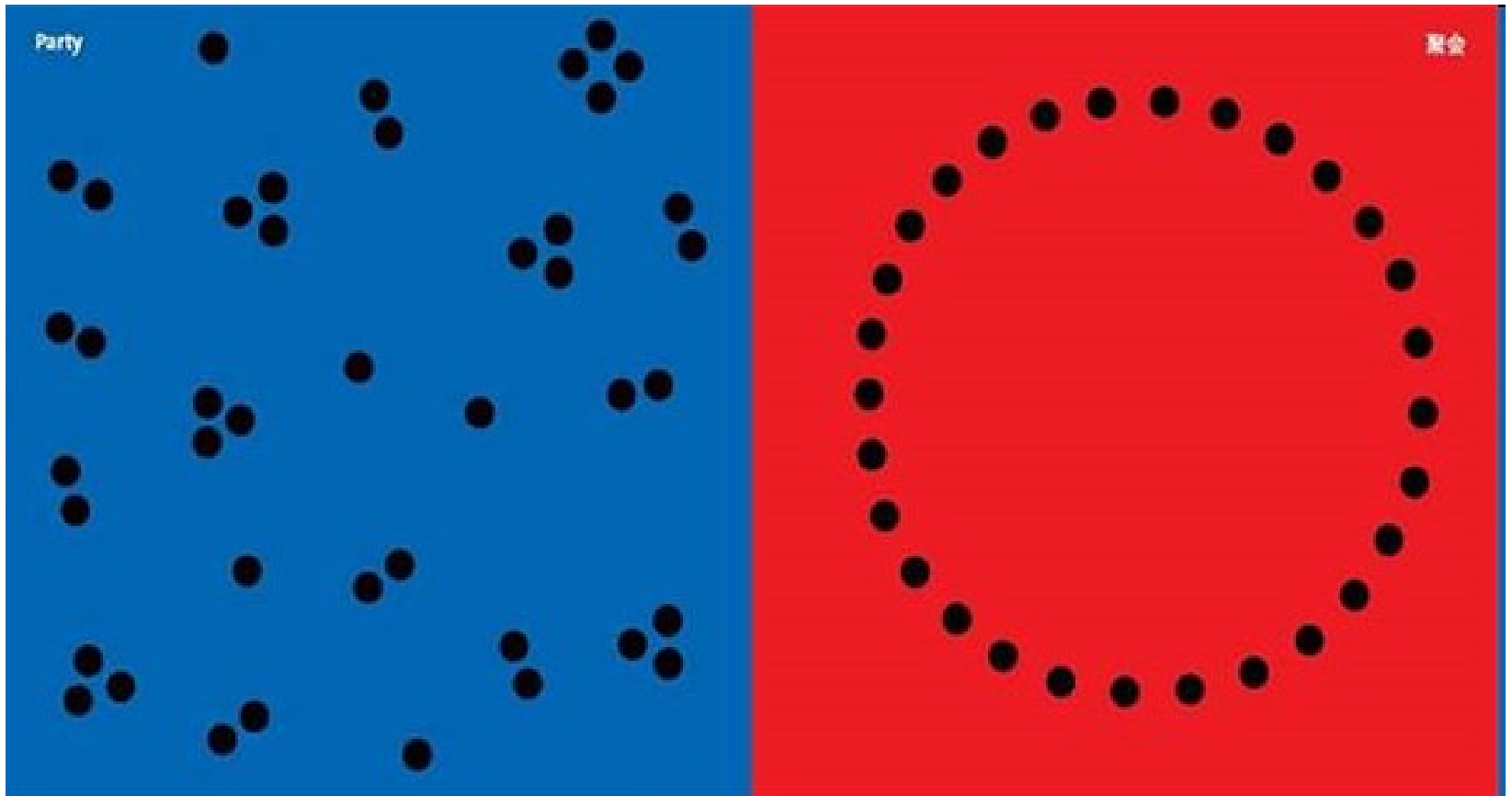
Sunday on the street



Germany

China

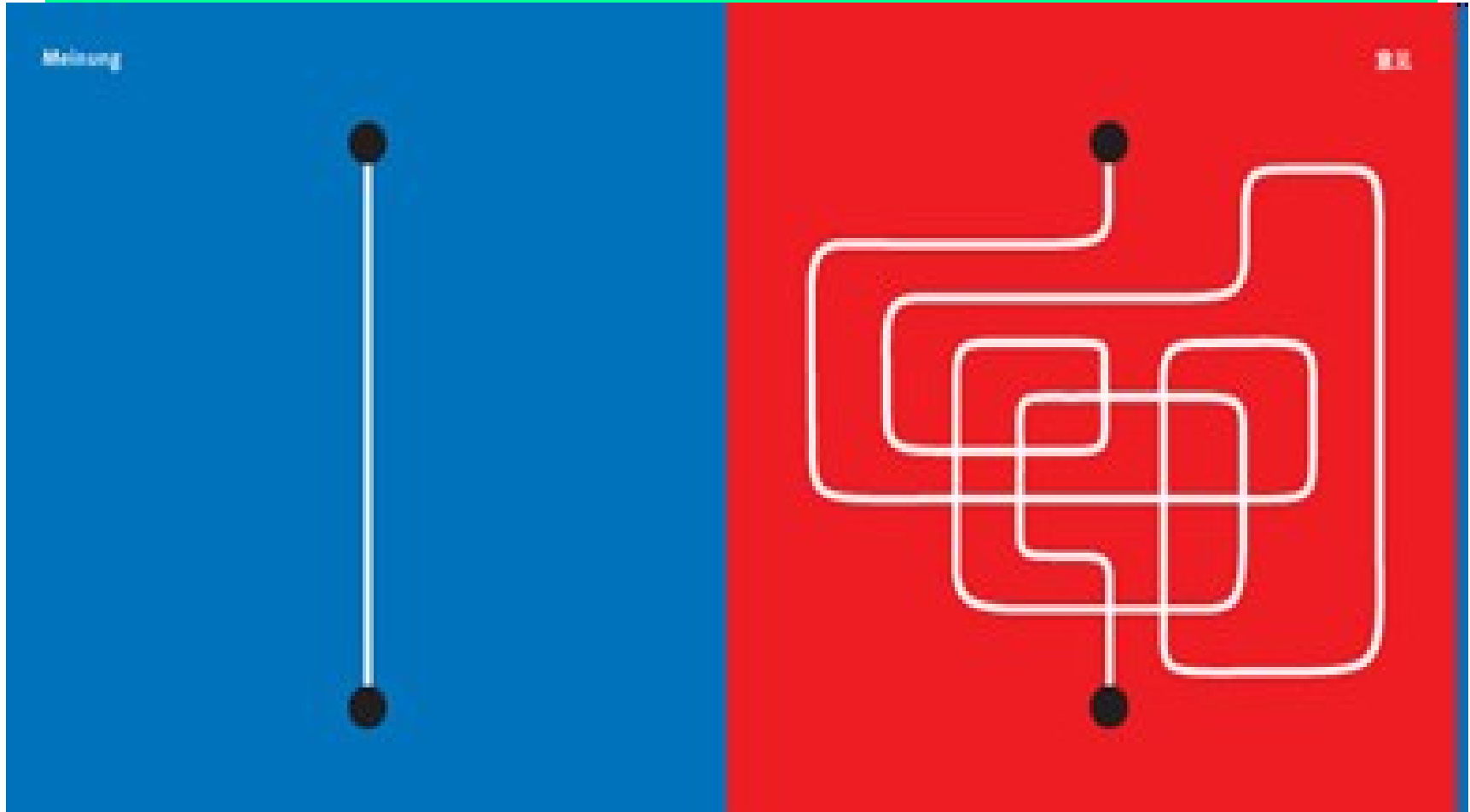
Socialising



Germany

China

Giving your opinion



Germany

China

Concepts outlined by Trompenaars

- Universal vs. Particular
- Individual vs. Collective
- Neutral vs. Emotional
- Specific vs. Diffuse
- Achievement vs. Ascription
- Internal vs. External control

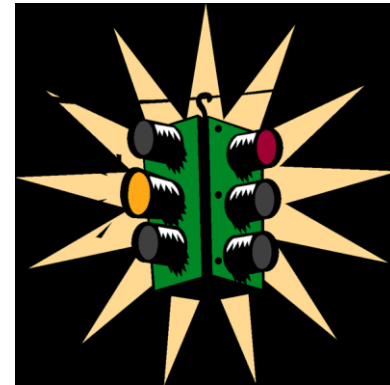
Universal vs. Particular

- Rules
- Trust = one who honours word or contract
- Only one truth or reality
- A deal is a deal
- « We can't make exceptions »

- Relationships
- Trust = one who honours changing situations
- Several perspectives on reality
- Relationships evolve
- « He/she is a special case »

Examples

Germany: the red traffic light



The notion & tolerance of « cheating »

Individual vs. Collective

“I” vs “We” Cultures



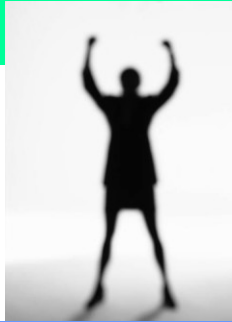
Versus



- “I” identity; Individual goals
- Ties between individuals are loose
- “The American dream” “Amer-I-can”

- “We” identity; group goals
- Integrated into strong, cohesive groups
- “The pig that squeals goes to market”

“I” versus “We” Cultures



Examples

United States
Australia
United Kingdom
Canada
Netherlands
New Zealand
Sweden
France
Germany



Examples

Guatemala
Ecuador
Panama
Indonesia
Pakistan
Taiwan
China
Japan
West/East African countries

Neutral vs Emotional

- Do not reveal what they are thinking/feeling
- Cool and self-possessed conduct admired
- Physical contact, gestures, expressions are limited

- Reveal thoughts & feelings verbally & non-verbally
- Heated, vital, animated conduct admired
- Touching, gesturing & dramatic expressions

Emotionally Restrained Communication Style



- Emotions are discredited as unprofessional
- Trust is developed and credibility developed through emotional suppression
- Sensitive to hurting feelings of others

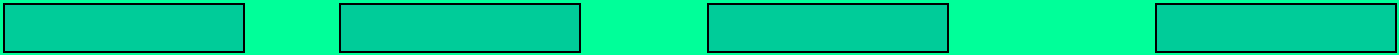
Emotionally Expressive Communication Style



- Emotions are an indicator of the importance of the matter
- Trust and emotional commitment is developed and credibility established through emotions

Verbal Styles 1

a.



b.



a.



b.



a.



b.



Verbal Styles 2

Self-effacement

- Emphasizes the importance of humbling oneself
- Displays the use of self-deprecation concerning one's efforts or performance

Ex: UK

Self-enhancement

- Emphasizes the importance of one's accomplishments and achievements

Ex: USA

Specific vs. Diffuse

- Direct communication
- Role-dependent behaviour
- Public & private kept separate
- Management by objectives (MbO)

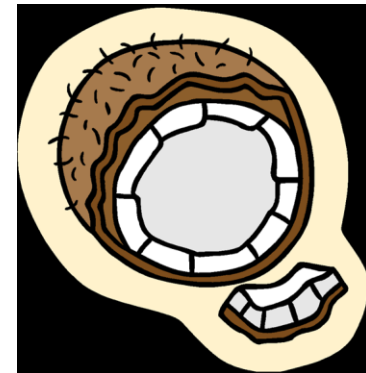
- Indirect comm'n.
- Person or context dependent behaviour
- Public & private interact
- Management by process (e.g. TQM)

Public Versus Private Space, Communication, and Interaction

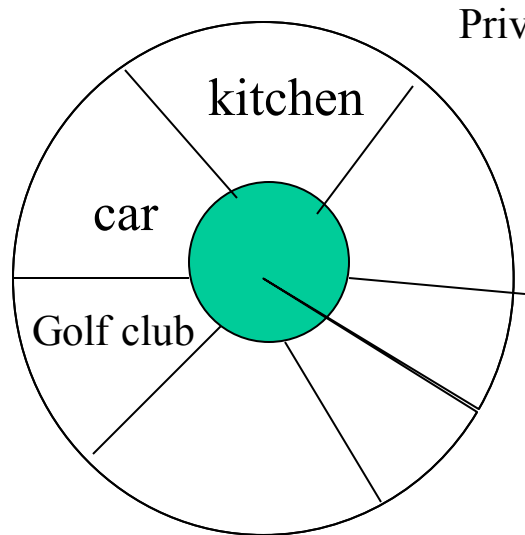
United States



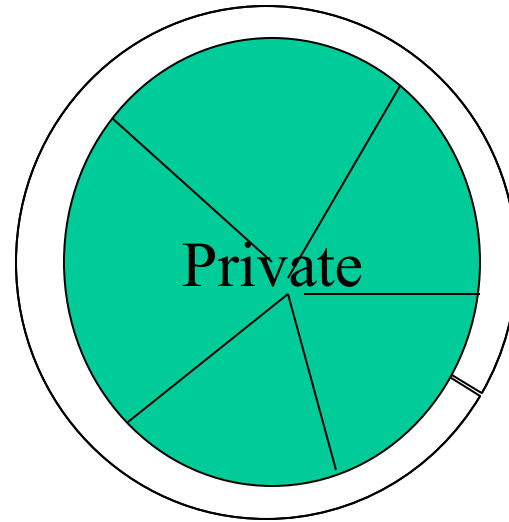
Many other countries



Lewin's circles

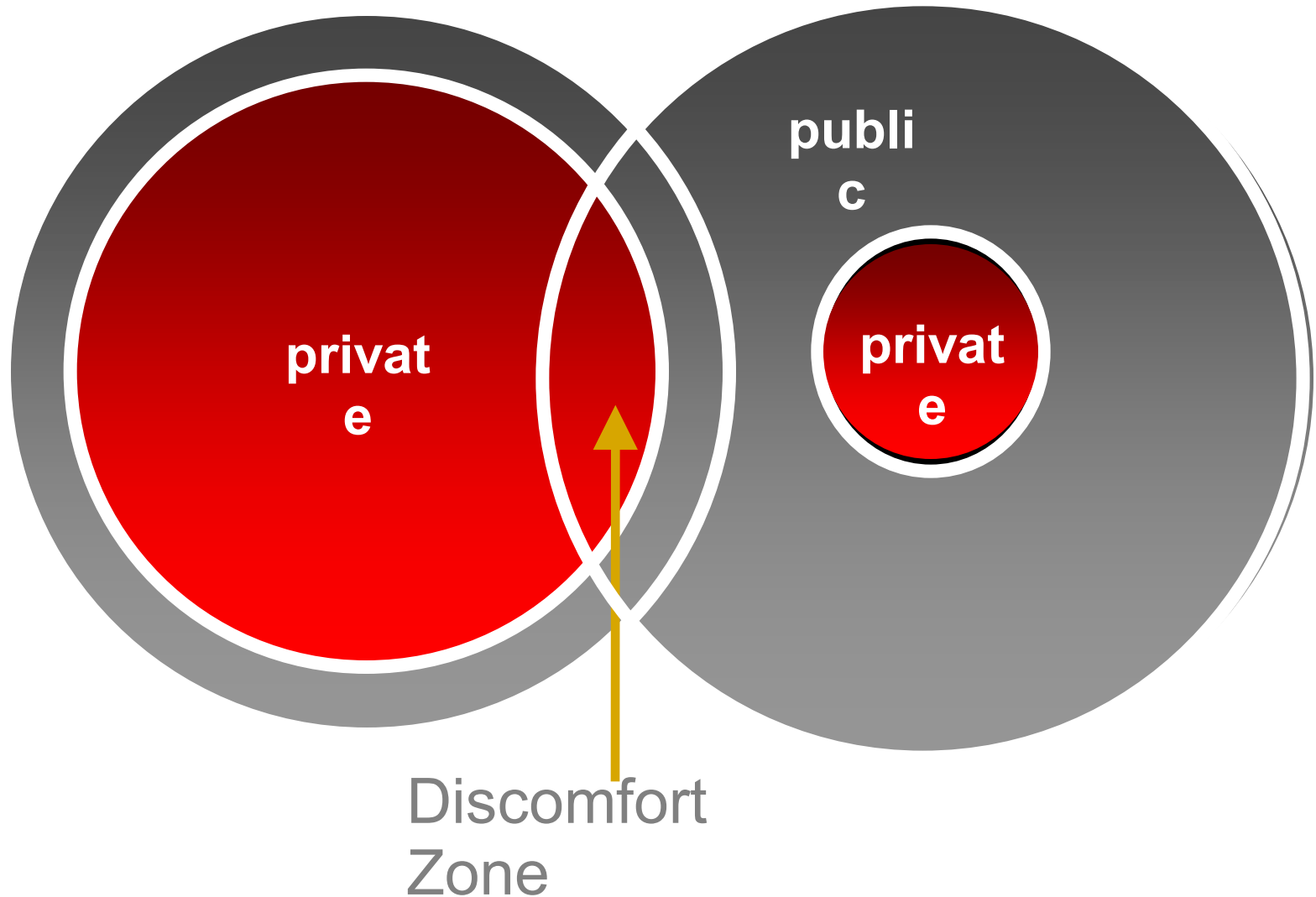


Many activities in
« public » sphere



Many activities in
« private » sphere

Public and Private Types



Verbal Styles 3

Person-oriented

- Role not important
- Informality – no apparent link between appearance and status
- Individual-centered
- Verbal style less indicative of competence

Status-oriented

- Role-centered – WHO you are
- Formality – in dress, speech codes (tu/vous, Du/Sie etc.), titles (Herr Doktor, Doktor)
- Emphasizes hierarchy and deference to authority
- Use of proper verbal style (context-dependent)

Achievement vs Ascription

- Respect based on knowledge & skills
- Skills or experience-based CV
- Judged by what done
- accomplishments
- Performance related pay effective

- Respect based on seniority
- Background or title-based CV
- Judged by status
(gender, age, connections)
- Top-down rewards effective

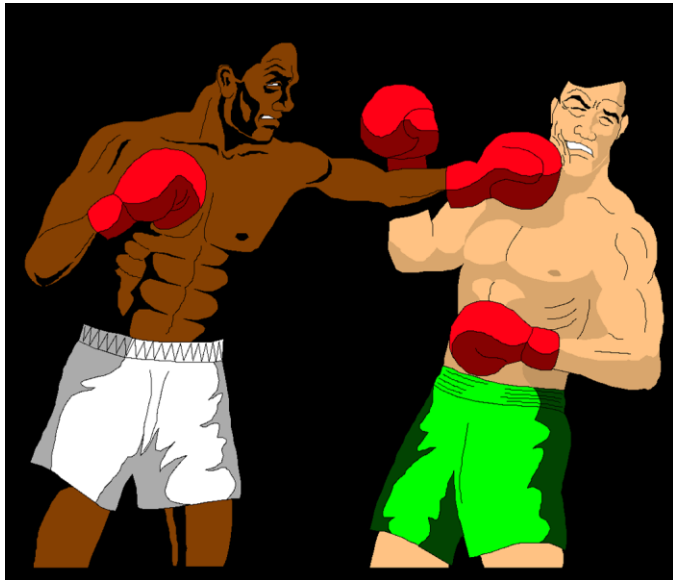
The interesting case of France

- Achievement-oriented to a certain level
- Entrance to selective education on merit
- The best educational institutions are state-owned

- Ascription-oriented thereafter
- « X-Mines » still opens doors
- CV –it's not so much what you have done but which school you went to.

Relationship to Nature:

Internal versus External Control



Internal Control

Nature as a
mechanism
Dominance over
nature

External Control

Nature as an organism
Subjugation to nature



Nature: the garden



French garden

English garden



Japanese Zen garden



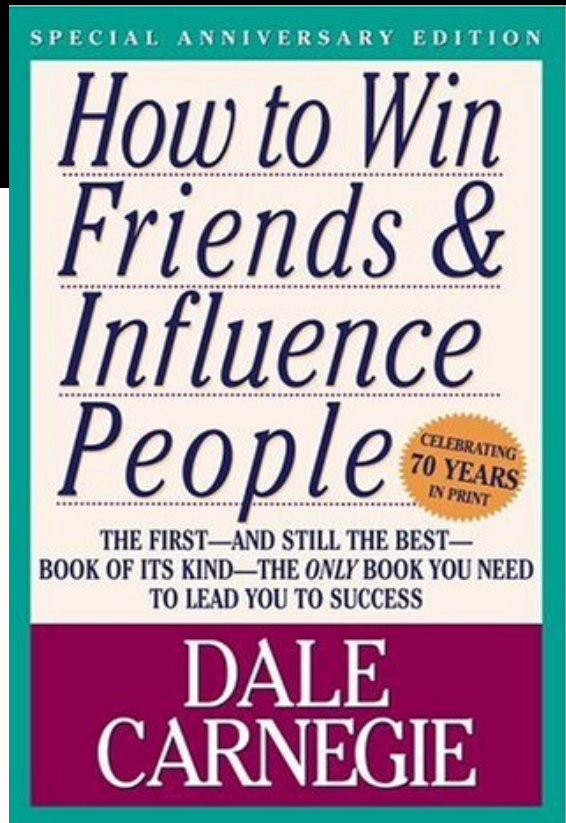
Internal versus External Control

- What happens to me is my own doing. Success = being in control

OR

- Things can be controlled from the outside. Success = being in harmony

Internal versus External Control



Some Values U.S. Americans Live By

Task/action orientation

Initiative

Achievement

Present Future

Change is positive

I am important
and
have control
over my
environment

Friendly and informal
relationships

Independence

Linear time orientation

Problem-solving attitude

Rules



Bennett's model of Intercultural sensitivity (1993)

6 stages:

