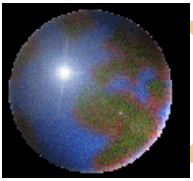


*SSME, Masaryk Uni., Brno*  
*Intercultural Management*

Derek Mainwaring

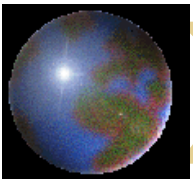
ESIEE Paris

April 2019



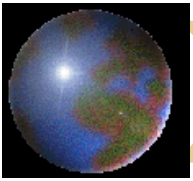
## Course Objectives:

- To give participants a « toolbox of ideas and concepts » for living and working in a multicultural context
- To make participants aware of their own cultural paradigm(s)
- To make participants aware of their own preferred work style(s)
- To make participants aware of the « soft skills » needed in multicultural team mgt.
- To give some insights into particular cultures/environments - snapshots



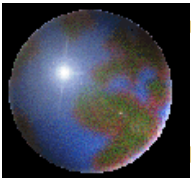
# *CULTURAL AWARENESS*

- Doing something familiar (signing your name) in an unfamiliar way
- Seeing a familiar thing (your signature) from an unfamiliar angle
- Feeling delighted / amused / uncomfortable / strange / irritated / unhappy .....  
with the unfamiliar object/activity



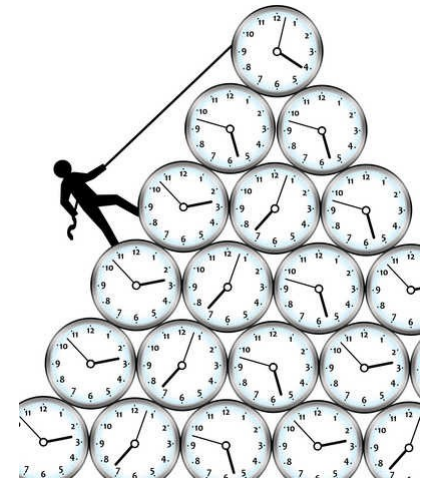
## *Introductory comments*

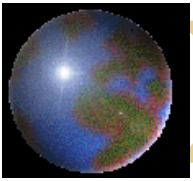
7 images to make you  
think about  
culture.....and  
its influence on our lives



# 7 images of culture...

```
for (int j = 0; j < loc; j++) res[j] = buf[j];  
return res;  
  
public void checkRes(int[] res) {  
    for (int i = 0; i < res.length; i++) {  
        if (res[i] != checkRes[i]) {  
            return null;  
        }  
    }  
}  
  
decodeMessage(int[] res) {  
    int i = 0; MAX_RES = 1000; buf[i] = 0;  
    while (i < res.length) {  
        buf[i] = res[i];  
        i++;  
    }  
    extractMessage(res);  
    return null;  
}  
  
public int[] extractMessage(int[] res) {  
    int loc = 0; MAX_RES_LEN = 1000; buf[loc] = 0;  
    while (i < res.length) {
```



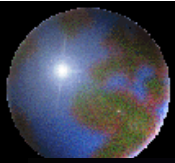


# *Image 1*

*Culture is...*

*...the software of the mind*

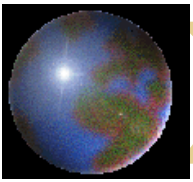
*Hofstede, 1981*



# *Some images – reflect.....*



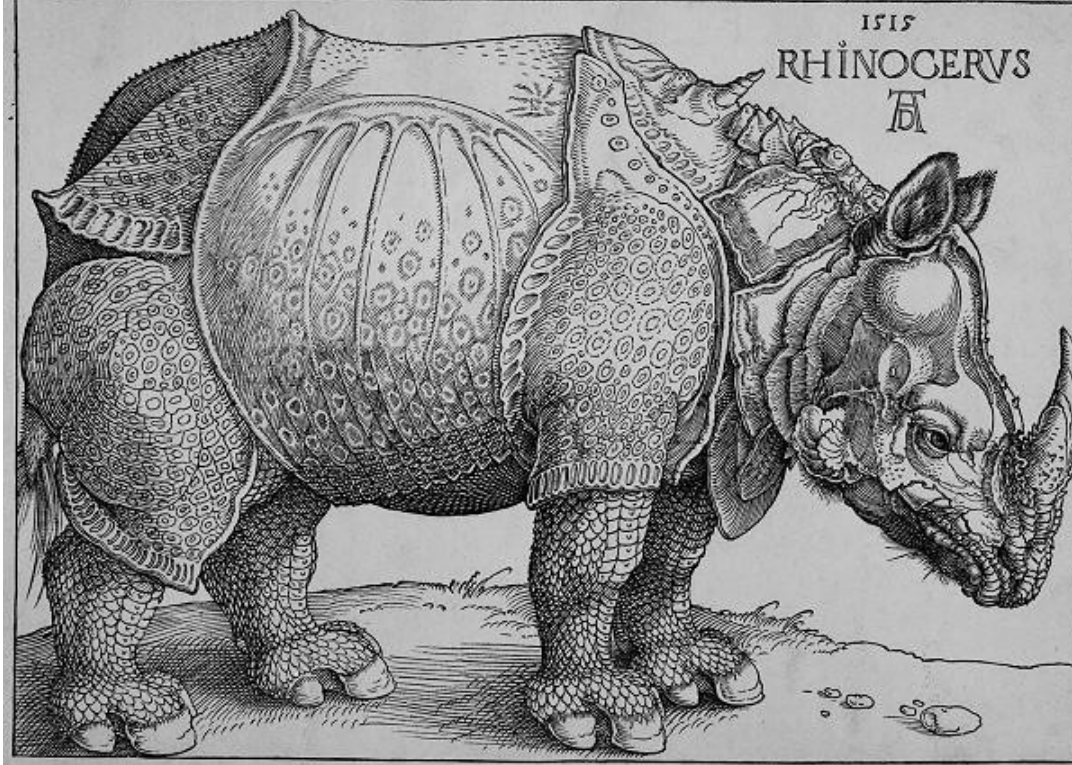




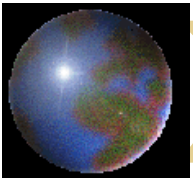
# Image 2 : Durer's rhinoceros, 1515

## PERCEPTION

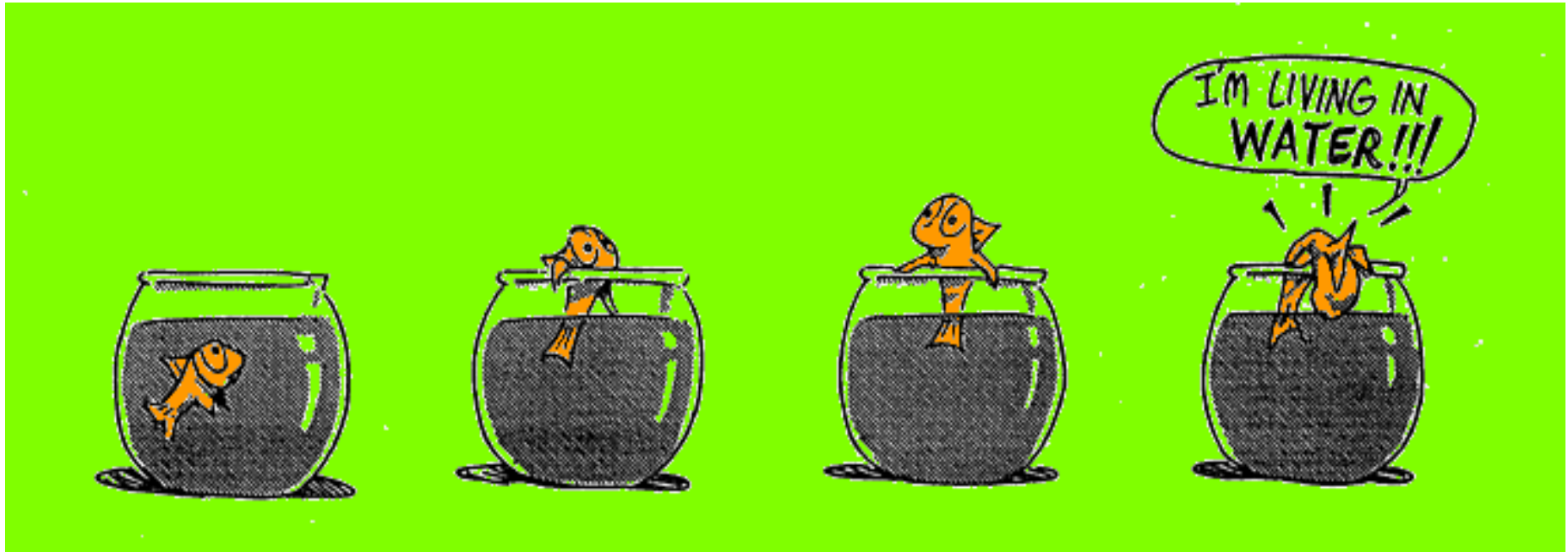
Nach Christus genant. 1513. Jar. 26. i. May. Hat man dem großmichtigen König von Portugal Ein annelligen Lysabona praechte auß India ein sollich lebendeg Thier. Das nennet sie Rhinoceros. Das ist hyme alle seiner gestalt Absonderheit. Es hat ein farb wie ein gepackte Schildkröte. Und ist vñ dicken Schales vberlege fast ist. Und ist in der groß als der Seltsame Aber in der weicheit von paynen vnd fast wech afftig. Es hat ein scharff starck Horn vorn auß der nase. Das beghynde es allweg zu wegen wo es bey steynen ist. Das dellig Thier ist der Seltsame fangt todt feyndt. Der Seltsame furcht es fast vbel/dann wo es in antambus laufft. In das Thier mit dem kopff zuscheyt dñe so dñen payn vnd weyß der Seltsame vndert am pauch auß vñ erweigt. In des mag er sich mit erweim. Dann das Thier ist also gewapent/das in der Seltsame nicht so kan thun. Sie sagen auch das der Rhinoceros Schnell/ staybig vnd Lichtig sey.



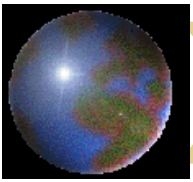




*Image 3: the goldfish  
Culture is what water is to a fish*

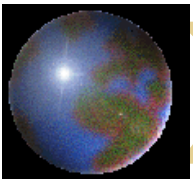


...it takes it for granted until it is out of its environment

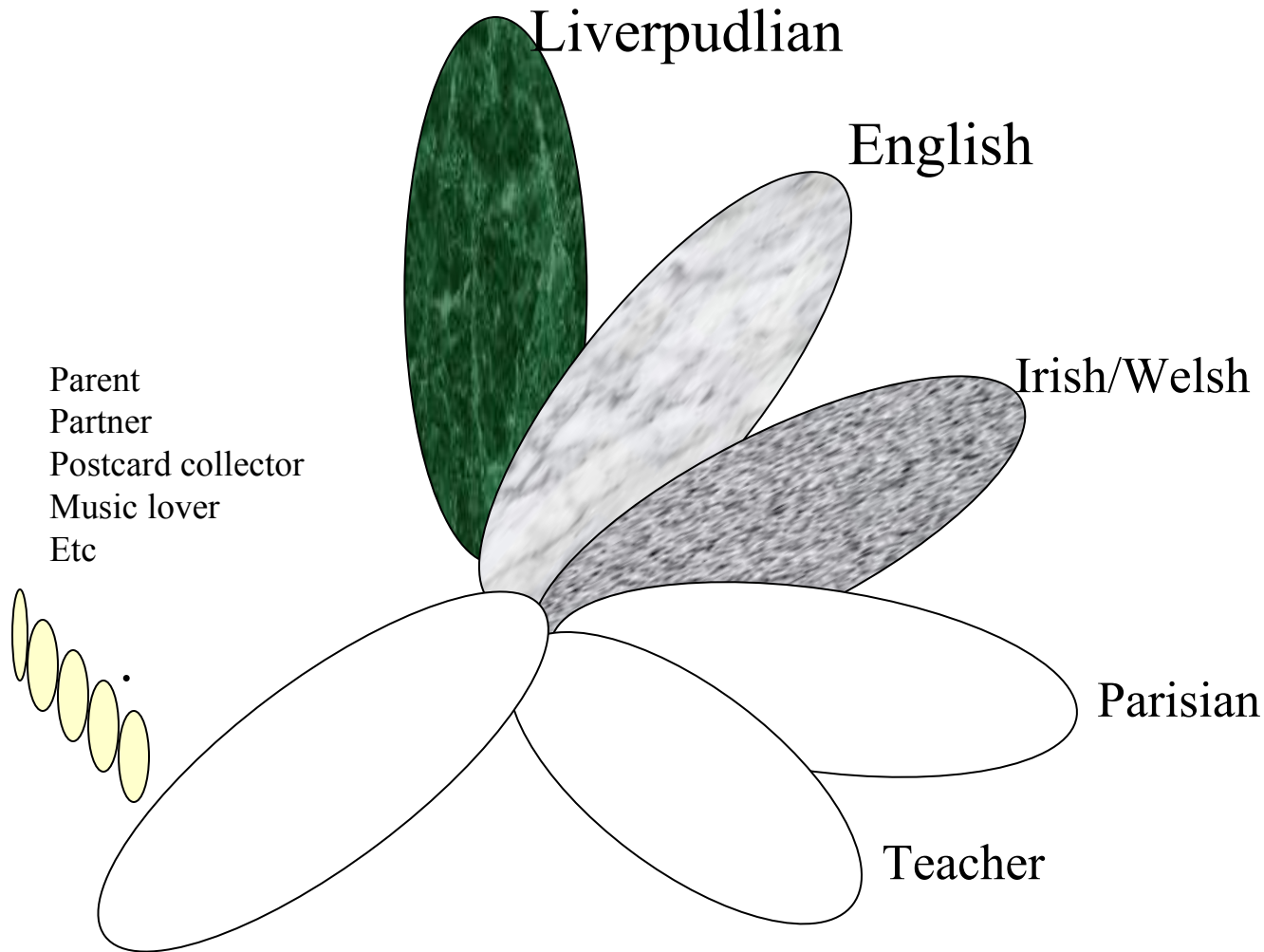


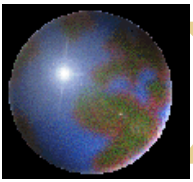
## *Image 4 - Our identity: a flower*

- We have many identities, not just national
- But our identity is how we integrate the fact that we belong to **many groups** and that our belonging to groups **evolves over time**
- So identity is a **process**, NOT a fixed object



# *Derek's identity*





# *Clusters of identity*

Nation region  
locality

Academic  
background

Organisation  
enterprise

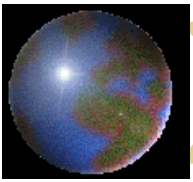
Metropolitan  
suburban  
provincial

Religion  
moral code

Home- family  
independent

Sport hobby  
interests

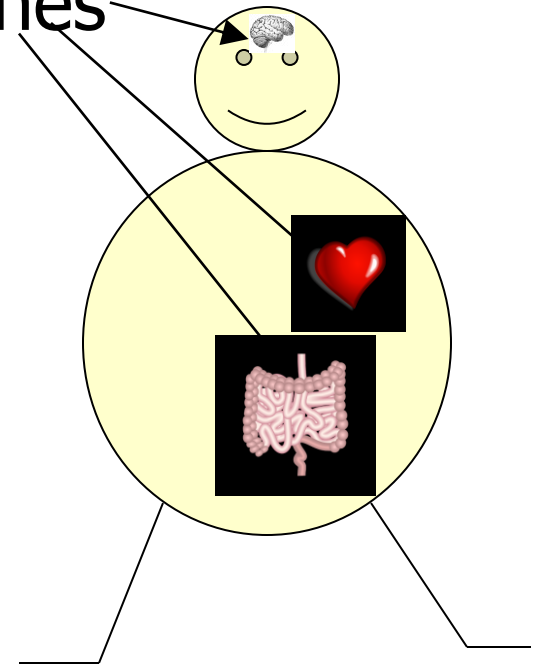
**Etc.,etc.!**



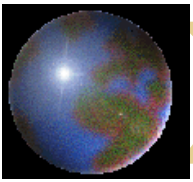
## *Image 5 – the stick man*

- How do we perceive culture?
- How does contact with a new culture affect us?

- 3 zones

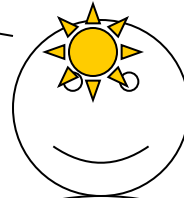






# 3 zones

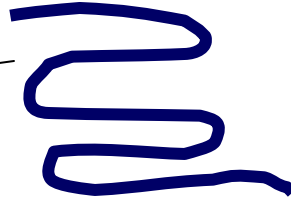
cerebral



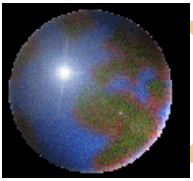
affective



visceral

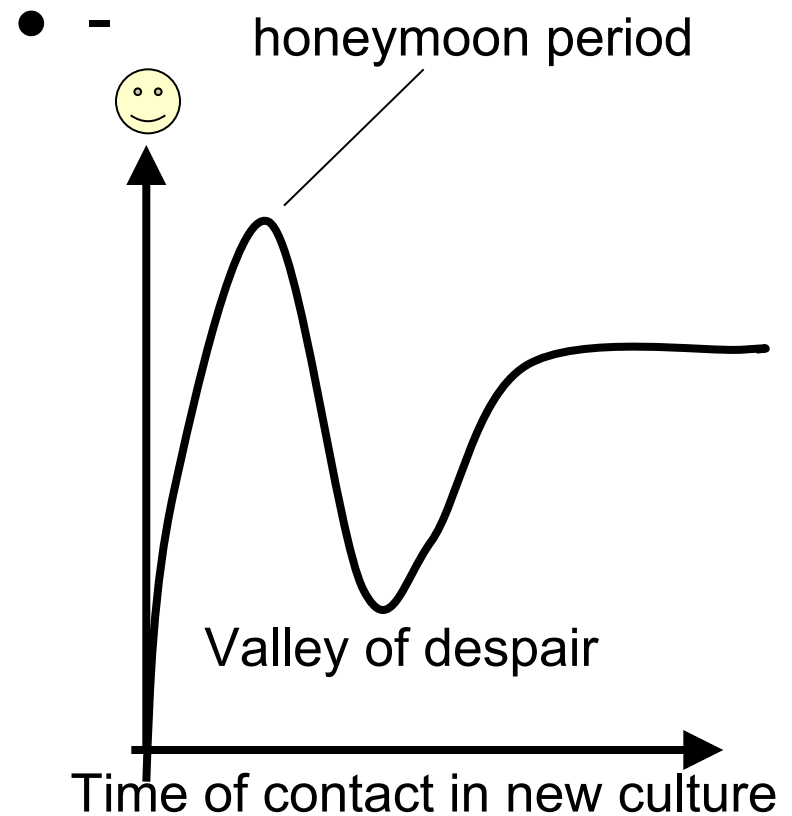


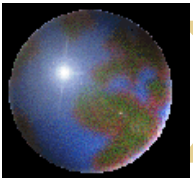
...and  
these are  
**ALL**  
normal!



## *Image 6: the time curve...*

- Our reaction to a new (cultural) experience varies over time

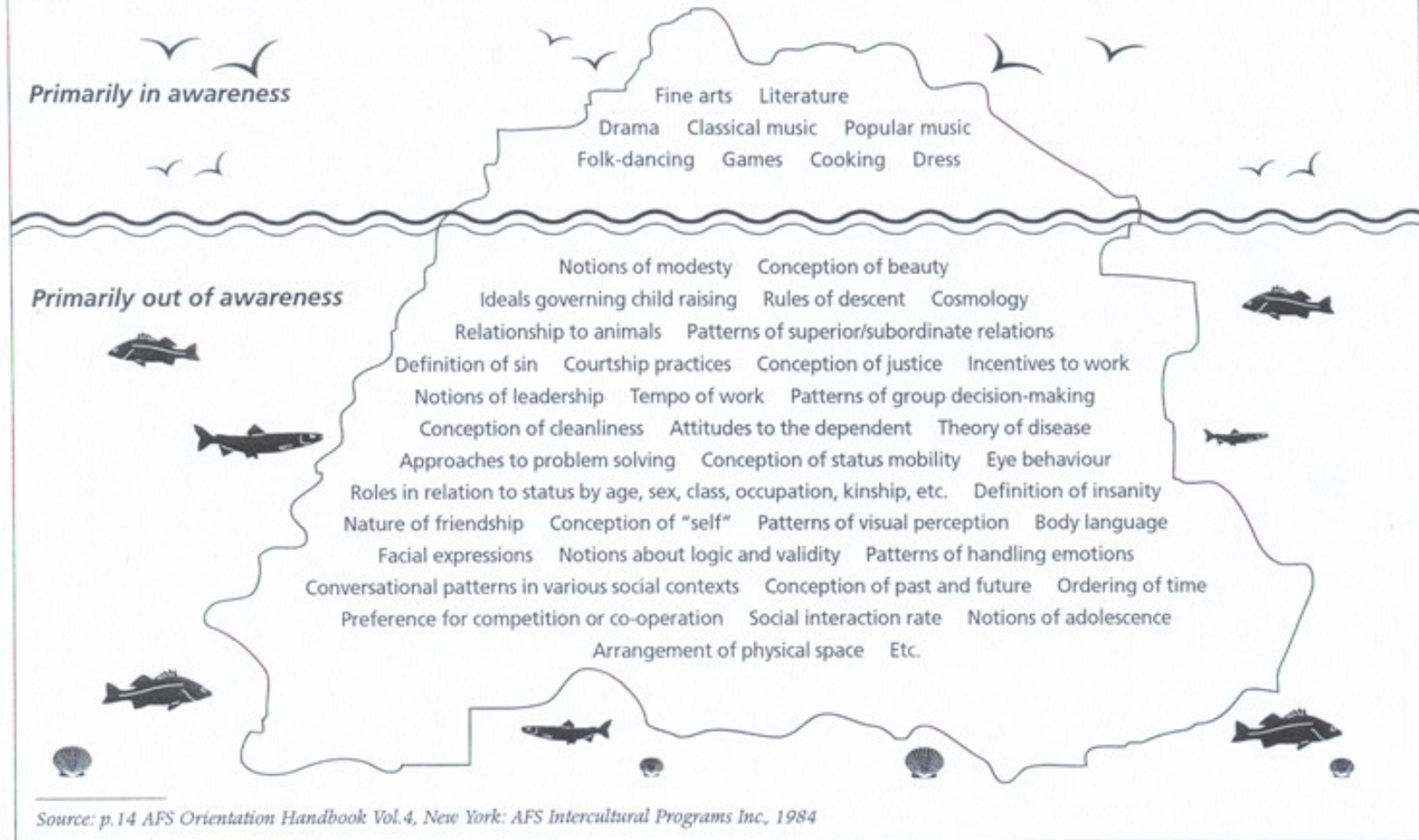


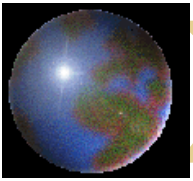


## *Image 7 – the Iceberg*

- Many aspects of « culture » are not visible, evident or conscious  
Metaphor: the iceberg

Fig. 1: The iceberg concept of culture

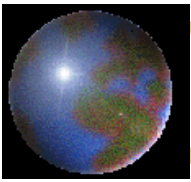




## *Review of 7 images*

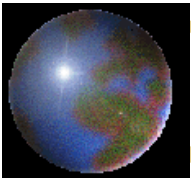
1. Software
2. **Rhino**
3. **Goldfish**
4. **Flower**
5. Stick man - Head, heart & guts!
6. *Time curve*
7. **Jceberg**





# Intercultural Management: contexts





# Contexts

Single-Track

Multi-Track

Individual  
i.e. YOU!

Short-term:  
« Business trip »  
Long-term:  
Expatriation

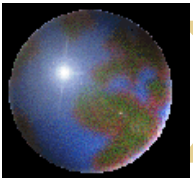
Multi-national team,  
multi-national project,  
Cross-functional team

Organisational

Transfer of procedure  
(HR, IS etc.) to  
« offshore » location

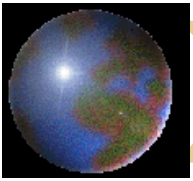
Global organisation

- multi-national
- multi-cultural
- multi-functional - matrix



# *Keywords*

- ❖ Culture
- ❖ Teamwork
- ❖ Management

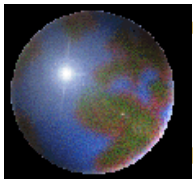


## *“The Globally Competent Engineer”*

- Working effectively with people who define problems differently

*Title of article, Journal of Engineering Education,  
April 2006 – Downey, Lucena et al.*

*Example: deductive/inductive pb.solving*

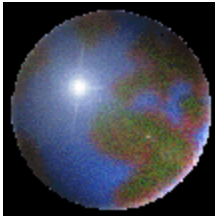


## *Example: Main reasons why American managers fail on foreign assignments*



- 1) The manager's spouse cannot adjust to new physical or cultural surroundings**
- 2) The manager cannot adapt to new physical or cultural surroundings**
- 3) Family problems**
- 4) The manager is emotionally immature**
- 5) The manager cannot cope with foreign duties**
- 6) The manager is not technically competent**
- 7) The manager lacks the proper motivation for foreign assignments**





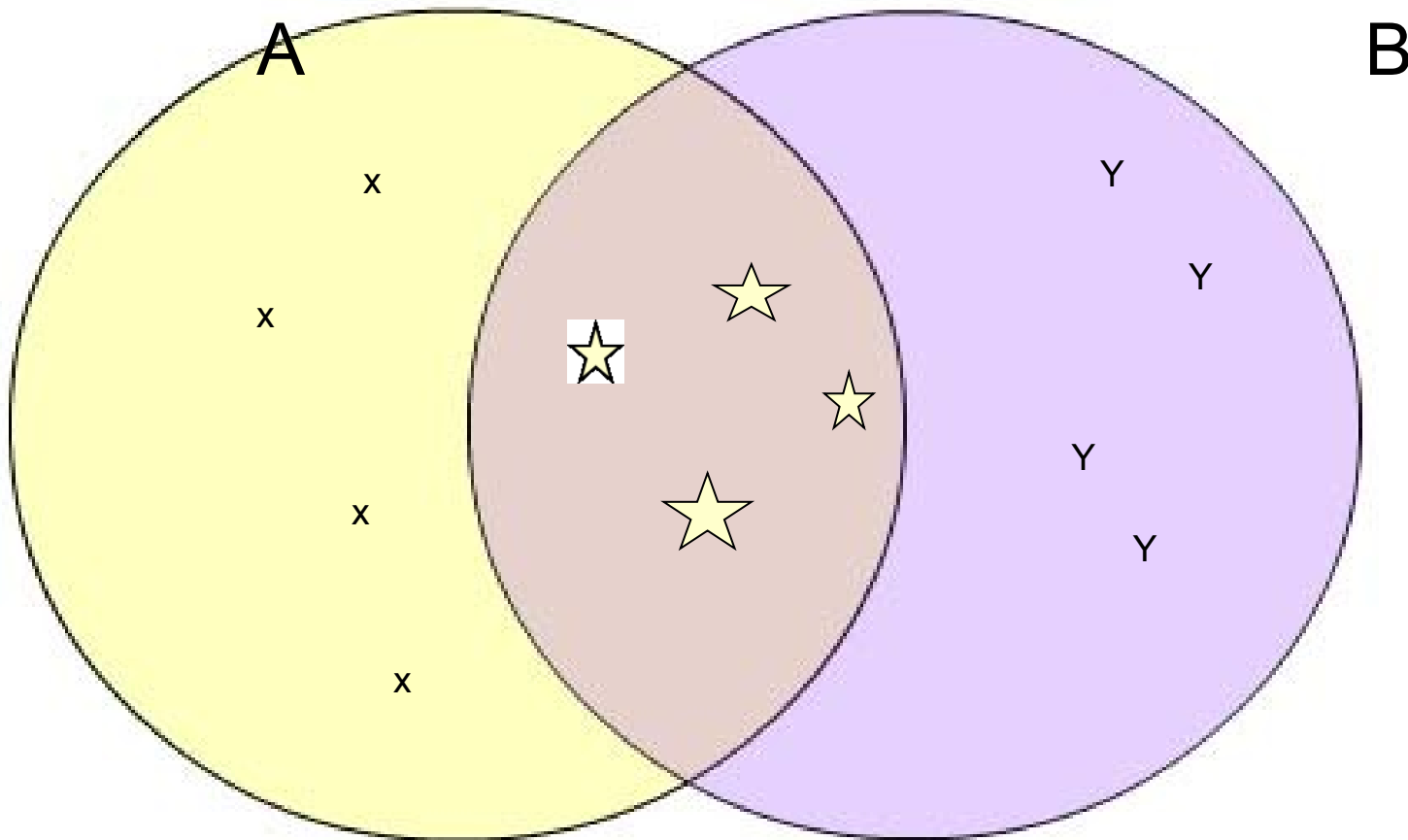
# The Cultural Environment

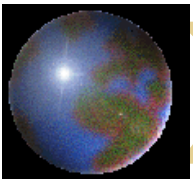
*A few general ideas to start with.....*

All about working and living with people....

- Culture as software
- Perceptions
- Feelings
- Adapting
- Awareness / Competence

# Cultural differences & similarities

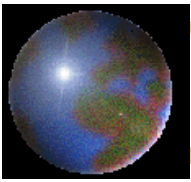




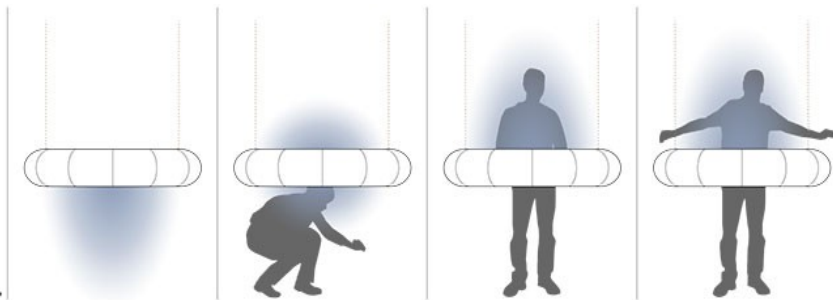
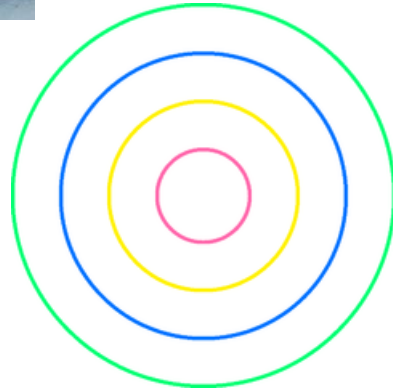
# *Space, Time and Context Across Cultures*

## *The work of E.T.Hall*

- What is the appropriate **personal distance**?
- **Monochronic** time  
(clock time, sequential, linear)
- **Polychronic** time  
(**relational time**, simultaneous activities, circular)
- **Low & High Context** Communication



# Concepts & competencies.....Space

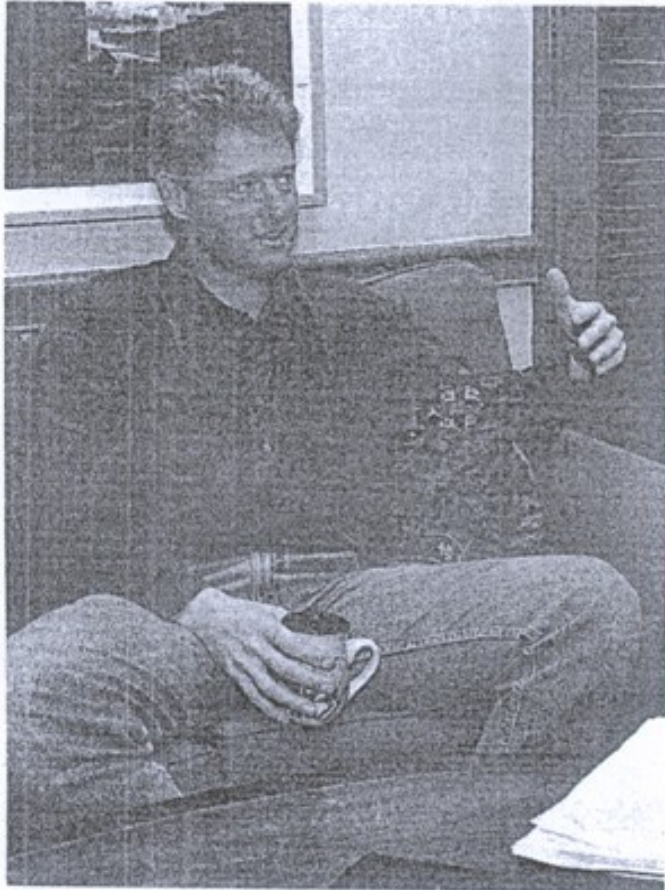


Dlight  
small your work space



Grown-up Americans take up more space, too, even sitting for photographers, than Europeans.

Jeff Mitchell ( Reuters / Bettmann )



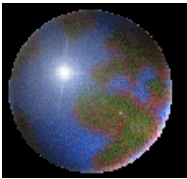
U.S.'s President Clinton



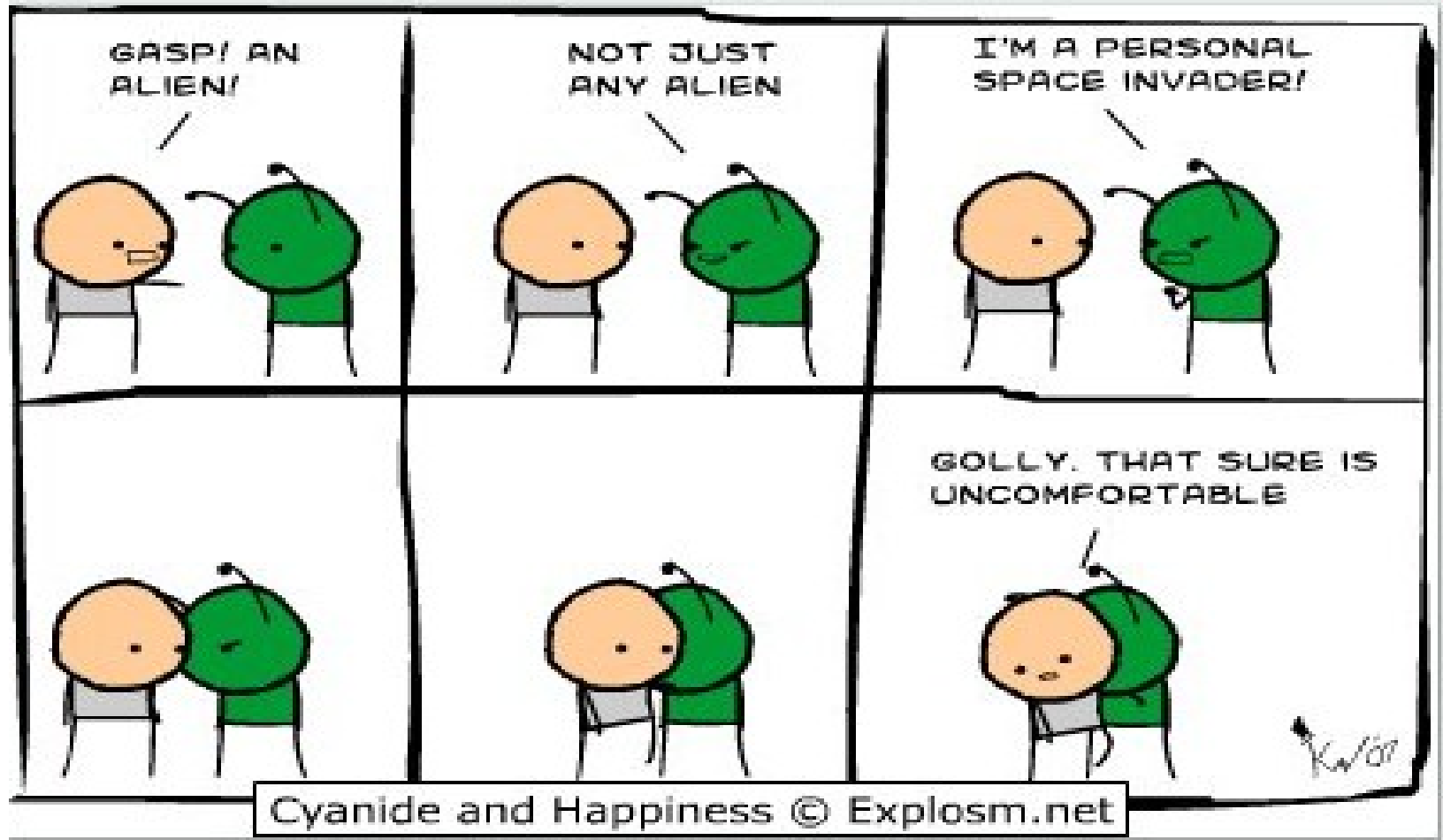
M. Deltuc / L'expansion

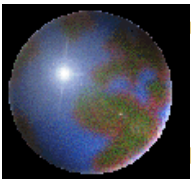
France's former Prime Minister Balladur





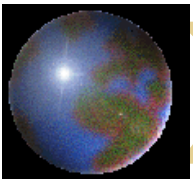
# *Personal space*





# *Work space*

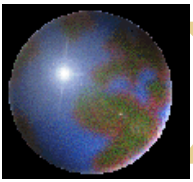




## *Territoriality – Hall: Proxemics*

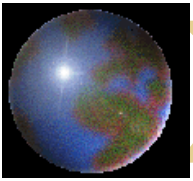
- **High** territoriality = property & boundaries are important
  - Ownership of material things
  - Security of property
  - Developed concept of « mine »
  - Feel comfortable in « own » space

High territoriality often = low context



# *High territoriality*

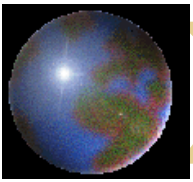




## *Low territoriality*

- Ownership of space and boundaries less important
- Share territory and objects
- Sense of « stealing » less developed

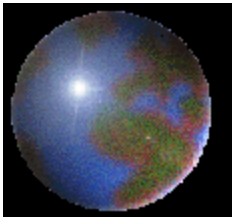




# *Low territoriality*



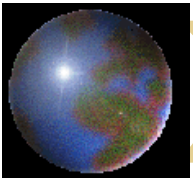
# Concepts & competencies.....Time



Masaryk U Brno 2019

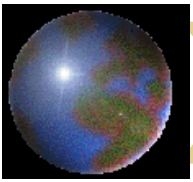
[dreamstime.com](http://dreamstime.com)





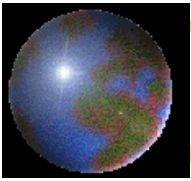
# *MONOCHRONIC*

- Does one thing at a time
- Makes time-based commitments
- Sticks to deadlines
- Adheres to plans
- Emphasises promptness
- Is committed to job in hand
- Is used to short-term relationships
- Is low context, needs information



# *POLYCHRONIC*

- Does many things at once
- Considers time commitments as flexible
- Is committed to relationships
- Is easily distracted
- Tends to form long-term relationships
- Changes plans frequently
- Is high context, interprets situation



# Concepts & competencies...Context

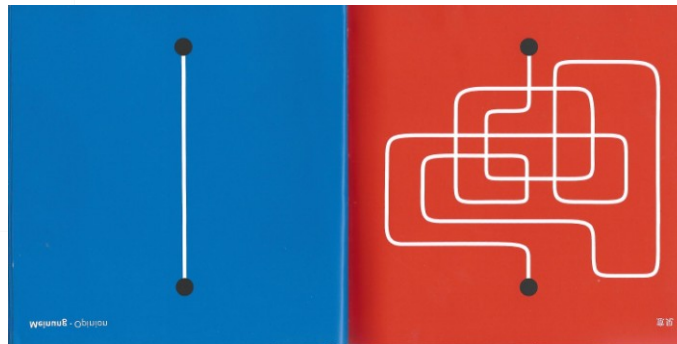


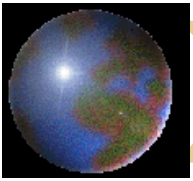
*"On the Internet, nobody knows you're a dog."*

FINNISH SMILE



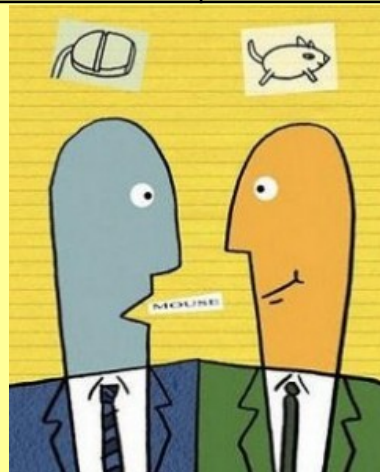
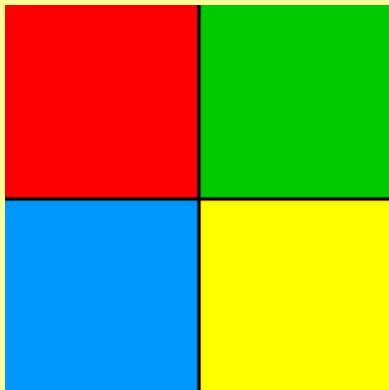
RARE AND GENUINE

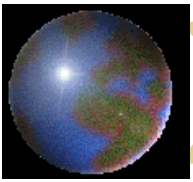




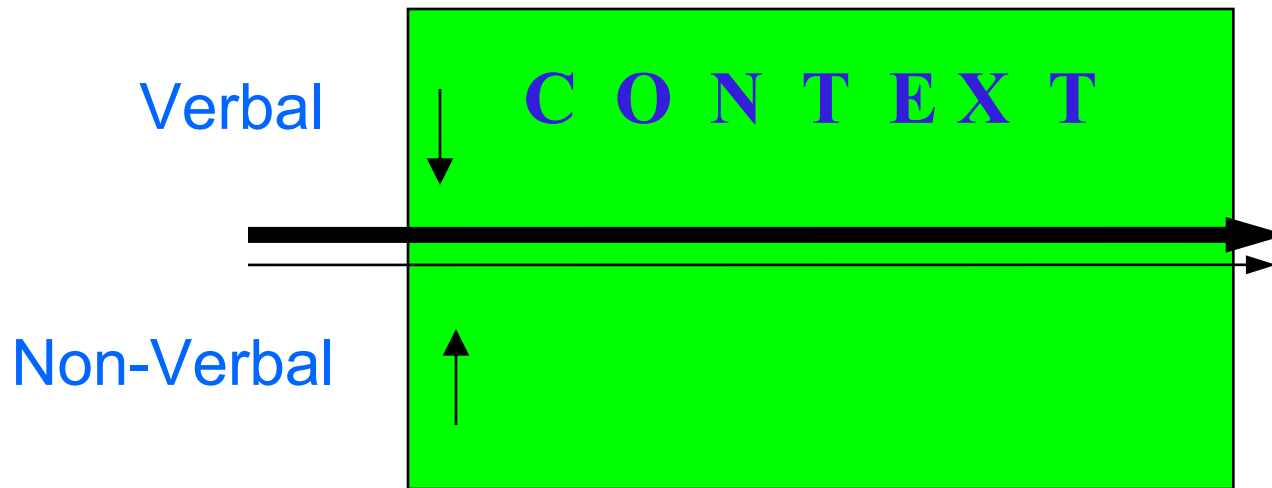
# Communication & context

LOW CONTEXT	HIGH CONTEXT
EXPLICIT	IMPLICIT
VERBAL CUES	NON-VERBAL CUES
DIRECT	INDIRECT
TASK-ORIENTED	RELATIONSHIP-FOCUSSED
MONOCHRONIC	POLYCHRONIC

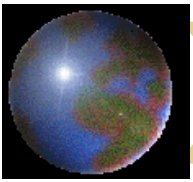




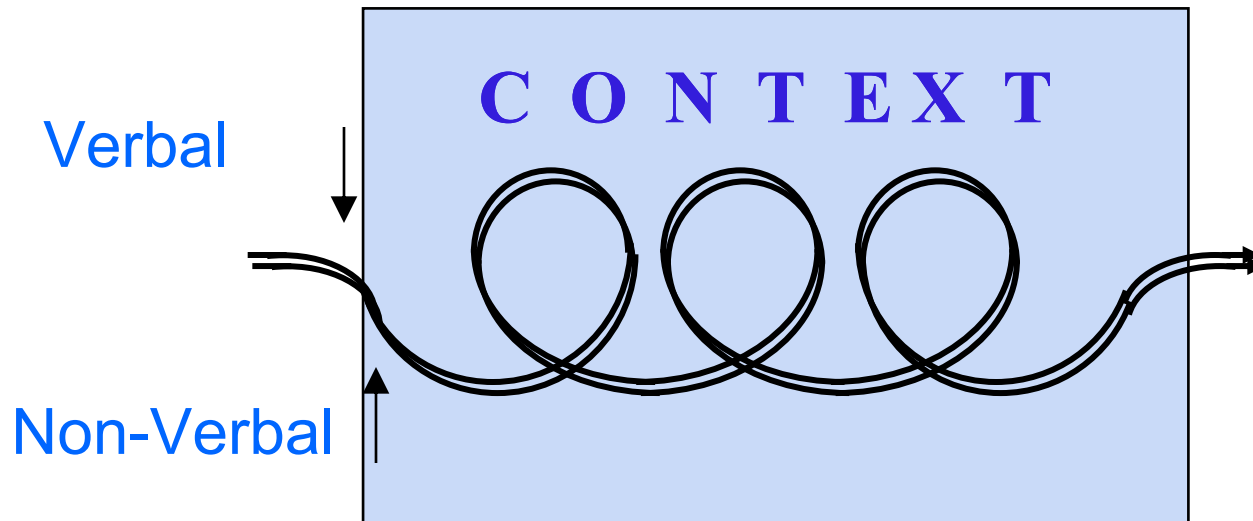
# *Direct Communication = Low Context*



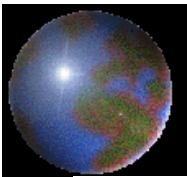
- Meaning is in the verbal message
  - Seek clarity of expression
  - “Speaking one’s mind”
  - Face-to-face communication
- > BUT *can be perceived as pushy, unsophisticated or aggressive by those with less direct communication style*



# *Indirect Communication = High Context*



- Meaning is in the context
  - Vague and ambiguous language
  - Many things are left “unsaid”
- BUT *can be perceived as deceiving by individuals who prefer a more direct communication style*



# High Context vs. Low Context Cultures



Source: Grein, 2000