

Cross-Cultural Psychology,
Summer Term 2020,
Department of Psychology,
Charles University in Prague

Models of culture and cultural training

(WHAT DIMENSIONS SHOULD WE LOOK AFTER IN OUR WORK?)

(WHAT ARE THE MOST USEFUL TECHNIQUES IN INTERCULTURAL
EDUCATION?)



What are cultural dimensions

- Each culture is unique → we can't grasp whole culture (its history, values, customs, beliefs, ...) quickly
- However we work with cultural dimensions – scales, which enable us fast and easy orientation in different cultural environments:
 - when we don't have enough time for all over accommodation
 - good before we start knowing the culture more in depth

Hofstede's cultural dimensions



- Dutch social psychologist Geert Hofstede
 - Most widely used model (but also very criticized)
 - In 60's and 70's personal researcher of the IBM Gert Hofstede conducted a survey study among IBM employees
 - 117 000 subjects
 - 50 countries
 - Culture = country
 - originally 4 cultural factors, later extended into 5 (most often used), now 6
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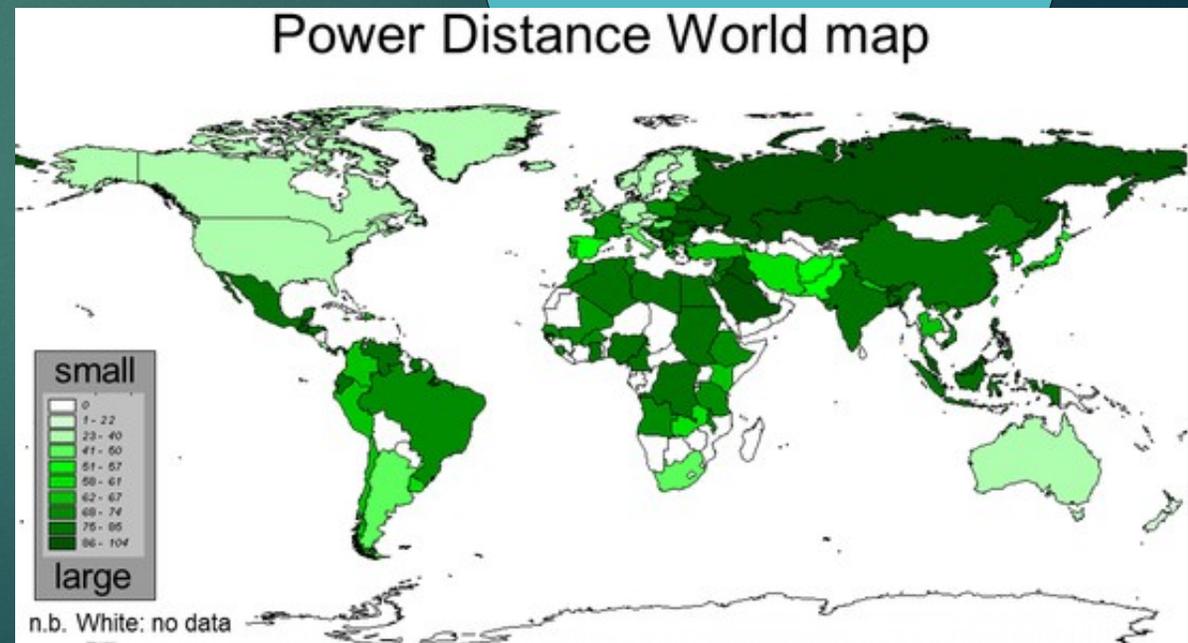
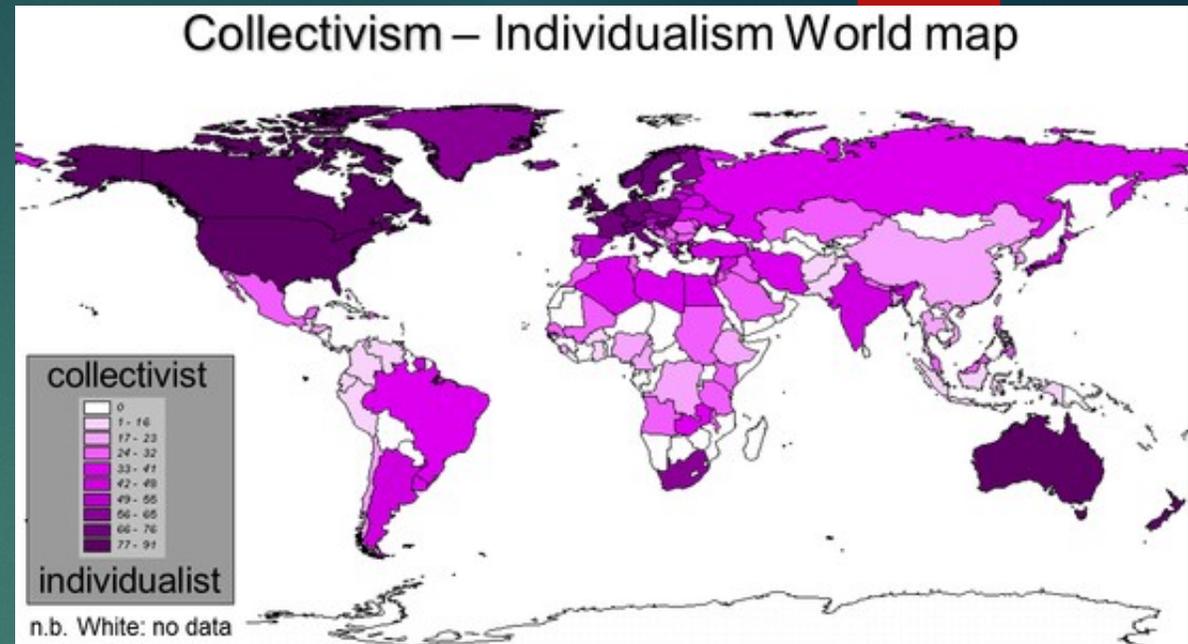
Hofstede's cultural dimensions



- **Power distance index** (power) - the extent to which the less powerful members of organizations and institutions accept and expect that power is distributed unequally
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 - **Individualism vs. collectivism** (self) - degree to which people in a society are integrated into groups (identity - "me" vs. "we")
 - **Uncertainty avoidance** (predictability) - a society's tolerance for ambiguity (structure vs. improvisation seeking cultures)
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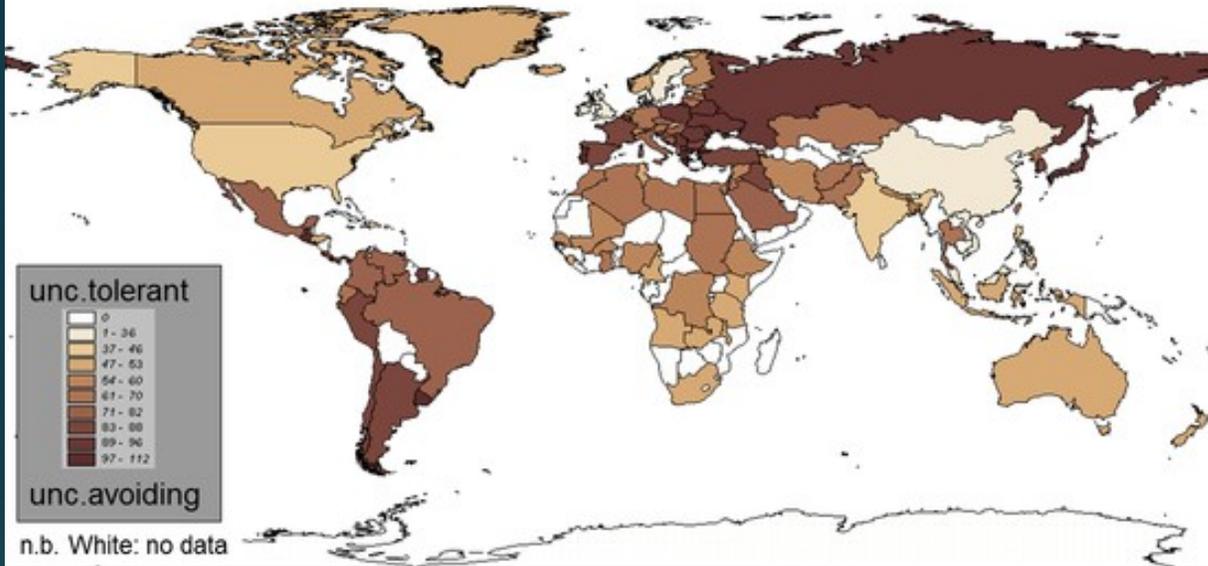
Hofstede's cultural dimensions

- **Masculinity vs. femininity** (gender) - a preference in society for achievement, heroism, assertiveness and material rewards for success (masculinity) vs. a preference for cooperation, modesty, caring for the weak and quality of life (femininity) (correlate with women's role in society)
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- **Long-term vs. short-term orientation** (time) - extent to which the group invests for the future, is persevering, and is patient in waiting for results
- (sometimes also **indulgence vs. restraint**) - relatively free gratification of basic and natural human desires related to enjoying life and having fun vs. controlling gratification of needs and regulates it by means of strict social norms

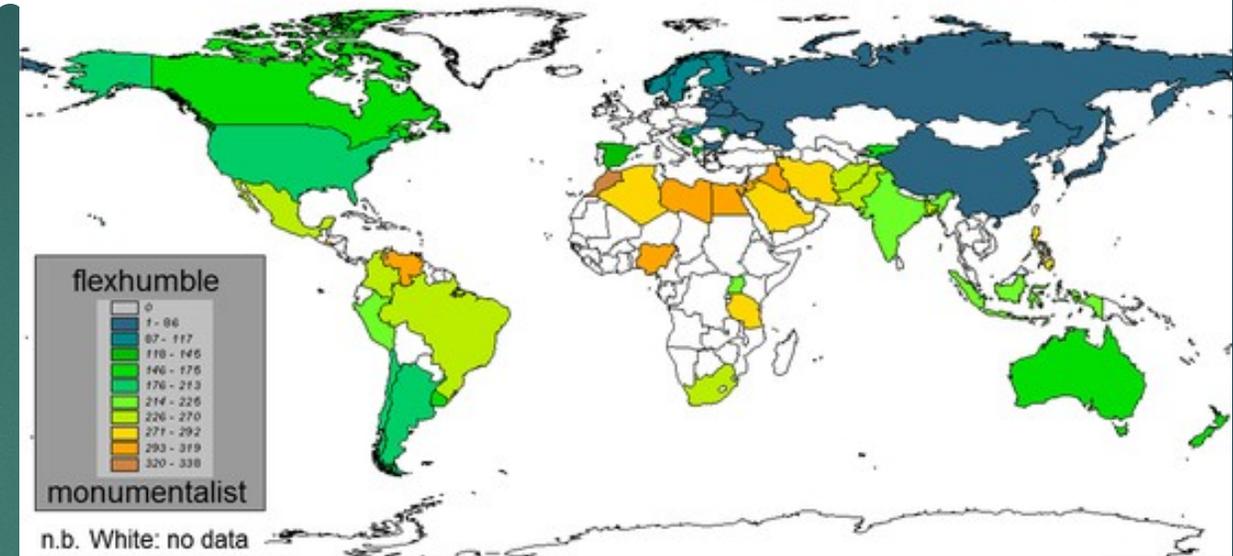


Sources:
<http://www.geerthofstede.nl/> (scores for all countries and all dimensions are available here)
<https://www.hofstede-insights.com/>

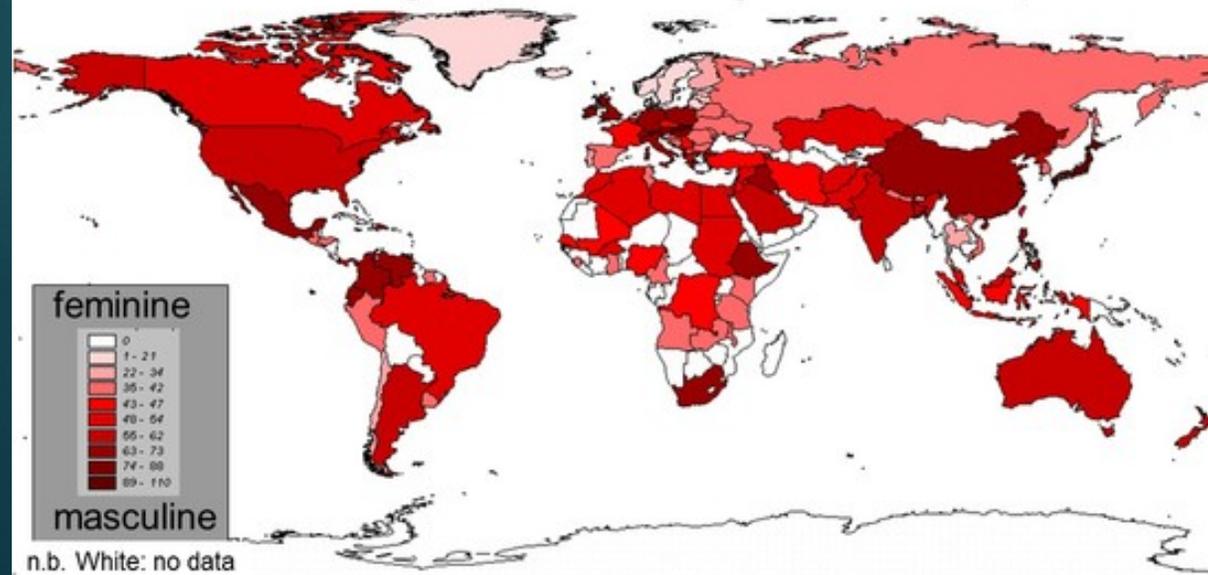
Uncertainty Avoidance World map



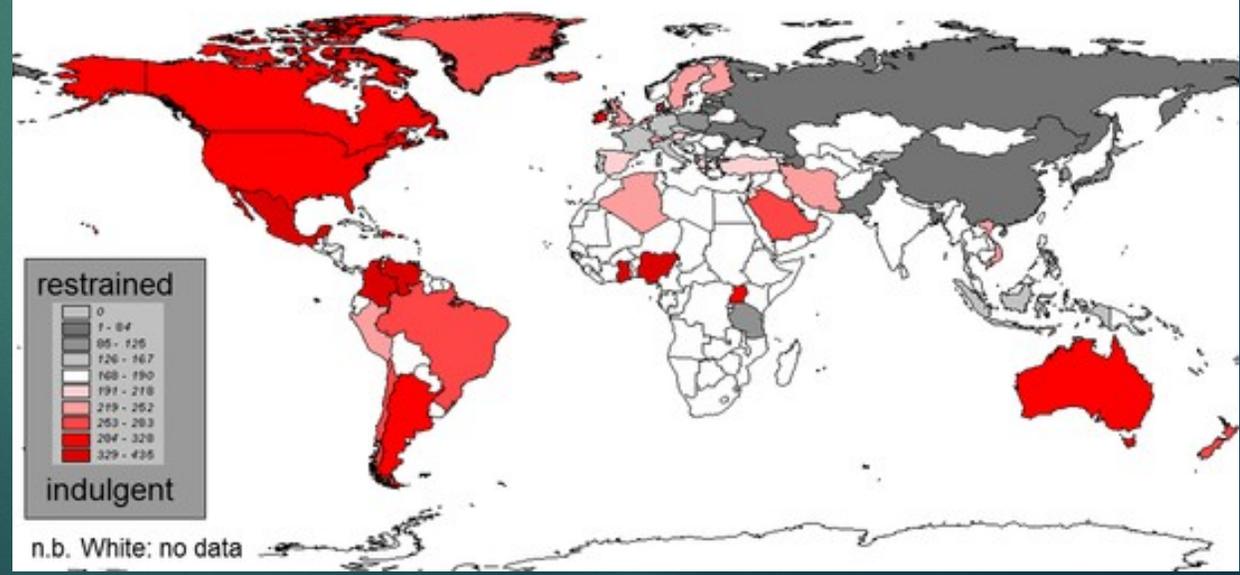
Short-term orientation (Monumentalism) – Long-term orientation (Flexhumility) World map (based on WVS)



Femininity - Masculinity World map

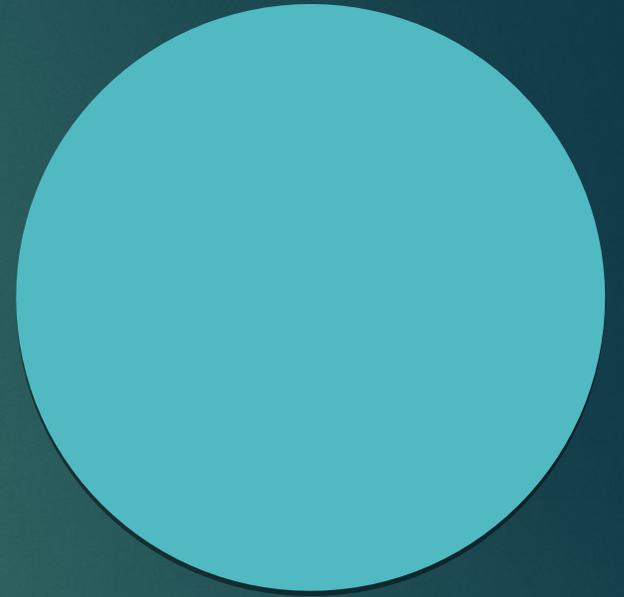


Indulgence - Restraint World map (based on WVS)



The Lewis Model

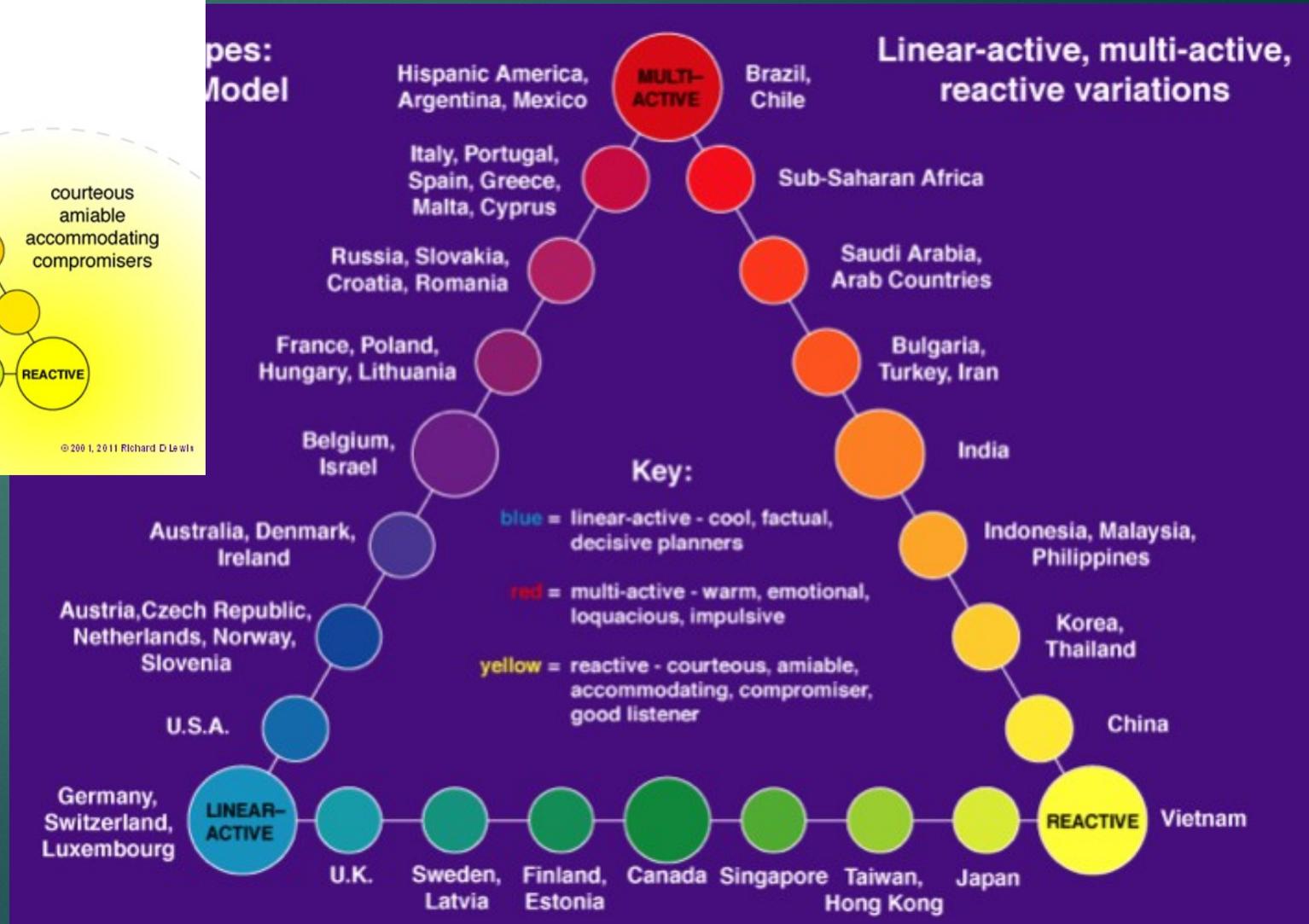
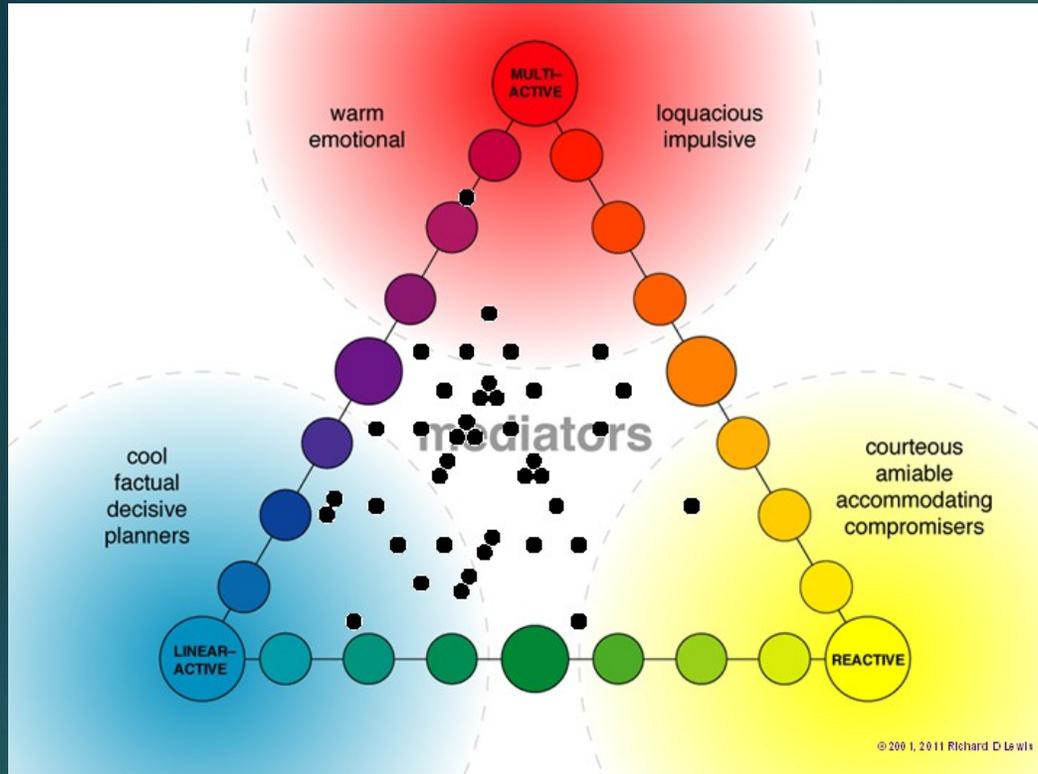
- Richard Lewis
- 200 000 subjects
- 68 nationalities



The Lewis Model

- Each culture can be placed on scale between these “model cultures”:
- **Linear-Actives** are task-oriented, highly-organized planners, who complete action chains by doing one thing at a time, preferably in accordance with a linear agenda.
- **Multi-Actives** are emotional, loquacious and impulsive people who attach great importance to family, feelings, relationships, people in general. They like to do many things at the same time and are poor followers of agendas.
- **Reactives** are good listeners, who rarely initiate action or discussion, preferring first to listen to and establish the other’s position, then react to it and form their own opinion.

The Lewis Model



The Lewis Model

Description	Type	Needed to
task-oriented, highly-organized planners, who complete action chains by doing one thing at a time, preferably in accordance with a linear agenda	LINEAR-ACTIVE	organise, plan, see problems, analyse consequences, follow consistent policies, access rational thought, generate data, and challenge us objectively
emotional, loquacious and impulsive people who attach great importance to family, feelings, relationships, people in general. They like to do many things at the same time and are poor followers of agendas	MULTI-ACTIVE	generate enthusiasm, motivate, persuade, create a positive social atmosphere, access emotions, generate dialogue, and challenge us personally
good listeners, who rarely initiate action or discussion, preferring first to listen to and establish the other's position, then react to it and form their own opinion	REACTIVE	harmonise, act intuitively, be patient and see the big picture, think and act long-term, access feelings, listen, empathize and challenge us holistically

LINEAR-ACTIVE	MULTI-ACTIVE	REACTIVE
Talks half the time	Talks most of the time	Listens most of the time
Does one thing at a time	Does several things at once	Reacts to partner's action
Plans ahead step by step	Plans grand outline only	Looks at general principles
Polite but direct	Emotional	Polite, indirect
Partly conceals feelings	Displays feelings	Conceals feelings
Confronts with logic	Confronts emotionally	Never confronts
Dislikes losing face	Has good excuses	Must not lose face
Rarely interrupts	Often interrupts	Doesn't interrupt
Job-oriented	People-oriented	Very people-oriented
Sticks to facts	Feelings before facts	Statements are promises
Truth before diplomacy	Flexible truth	Diplomacy over truth
Sometimes impatient	Impatient	Patient
Limited body language	Unlimited body language	Subtle body language
Respects officialdom	Seeks out key person	Uses connections
Separates the social and professional	Mixes the social and professional	Connects the social and professional

Hall's cultural factors

- Anthropologist Edward T. Hall
- One of the first attempts to conceptualize cultural dimensions
- Factors, which differentiate 3 dimensions (factors):
 - **Context** (to date most widely used)
 - **Time**
 - **Space**

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Hall's cultural factors

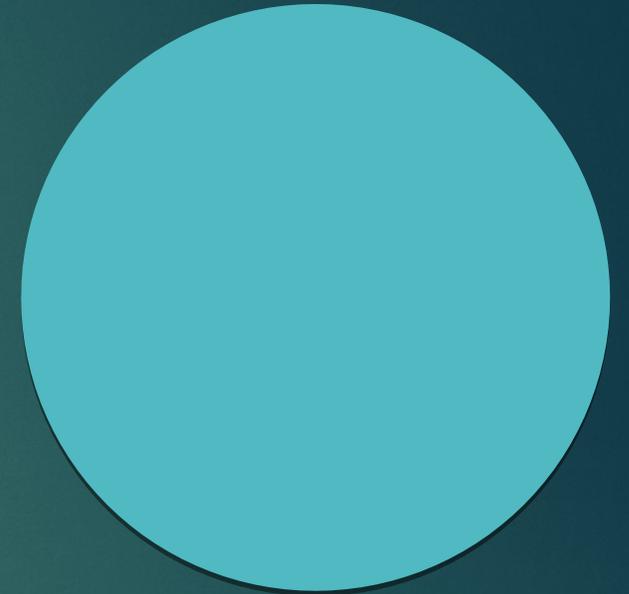
- **Context**
- Cultures can be either:
 - High-context - many contextual elements that help people to understand the rules. As a result, much is taken for granted.
 - usually relational and collectivist, and which most highlight interpersonal relationships
 - Low-context - very little is taken for granted. Whilst this means that more explanation is needed
 - communication must be more explicit, direct, and elaborate because individuals are not expected to have knowledge of each other's histories or background

Hall's cultural factors

- **Time**
- Cultures can be either:
 - Monochronic - careful planning and scheduling, doing one thing at a time
 - often low-context
 - Polychronic - human interaction is valued over time and material things, leading to a lesser concern for 'getting things done'
 - often high-context

Hall's cultural factors

- **Space**
- Cultures can be either:
 - High territorial - greater concern for ownership
 - often low-context
 - Low territorial - less ownership of space and boundaries are less important
 - often high-context



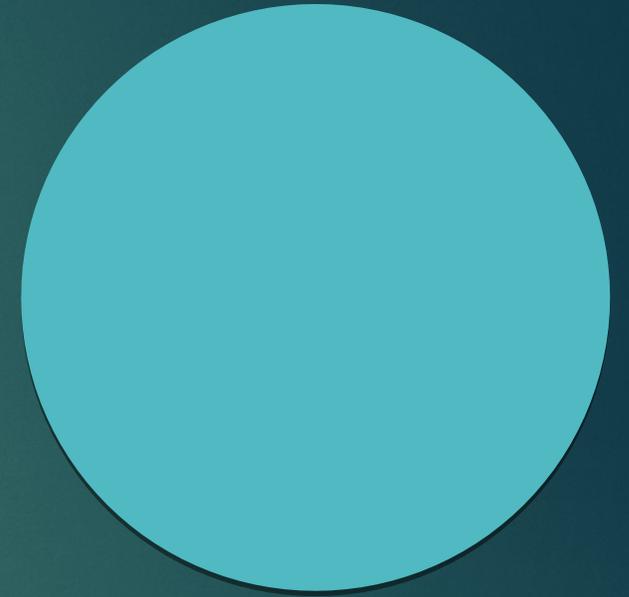
How to use cultural models

- Cultural models can be useful, when we are expected to live or work in multicultural environment
- It can help us with the basic orientation in communication or value orientation → it can help to avoid cultural misunderstandings, reflect the differences and set the communication standards
- These (and other) cultural models are used in cultural training
- How to use them: in each model find your own culture and your culture of interest (e.g. Czech Rep., if you are here for Erasmus) – see aspects which are similar (build on them) and which are different (be aware of them)

References

- Hall, E. T. (1976). *Beyond culture*. Anchor.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010/1991). *Cultures and Organizations: Software of the Mind*. Revised and expanded 3rd Edition. N.-Y.: McGraw-Hill.
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- Lewis, R. (1996). *When cultures collide*. London: Nicholas Brealey Publishing.

Cross-cultural training and education



Why is it good for

- Cultural education is used to rise tolerance towards different ways of life, helps in development of multicultural citizenship
- In business cultural training prepares expatriates for entering foreign environment and to deal with culture shock effectively, so that work can be effective from start and the the amount of stress minimal
- Also rises cultural awareness, which might help communication and acceptance in multicultural environments

Two types of cultural training

- Culturally specific
 - „Dos“ and „Don'ts“ of a particular culture
 - Good to have a native as a culture expert
 - + doesn't reduce cultural specifics
 - - not transferable to other experiences
- General
 - Training of cultural competencies like cult. Awareness or sensitivity
 - Good to have a training expert who know exercises
 - +allows bigger groups (of people preparing for different experience)
 - - does not provide deep insight into particular cultures

Exercises

- All requirements must be specified (flipchart, spreadsheets, etc.)
- Objectives must be set (so the facilitator will know, if it is focused on communication, behaviour, etc.)
- Also must be specified preferred group size and time requirements (for each part separately)
- It is good to try to administer exercises with experienced facilitator before starting to work on your own

Exercises

- **Introduction**: make it short. Share 1 or 2 ideas
- **Activity**: the fun part for participants, but requires facilitators full attention to run properly
- **Debriefing (most important part!)**: sharing and integration of participant's experience, at least 40% of all the activity time, active listening
- **Conclusion**: point out two or three take-home messages

Second Language Walk-in-Their-Shoes

Time Required:

20 minutes: 5 minutes for the exercise, 15 minutes to debrief

Objective:

To assist one-language speakers to appreciate the effort that “new” second language learners and speakers exert while communicating in their nonprimary language.

Materials:

None

Process:

1. Ask participants to choose a partner and decide who will go first.
2. Facilitator gives the following instruction: “Now tell your partner about the town you grew up in. Start. OH WAIT!!! As you share this information insert a COLOR¹ every seventh word, using a different color each time. Go!”
3. After two minutes ask that they switch and the other partner do the same.

Debriefing Questions:

1. How did you feel when you were the speaker? What did you do?
2. How did you feel when you were the listener? What did you do?
3. How effective were you?
4. What did you learn?
5. How can you use this awareness as you interact with others who are speaking a second or third language?

¹ Use any word that makes sense to the audience (e.g., animals, foods, acronyms from their organization, products from their organization).



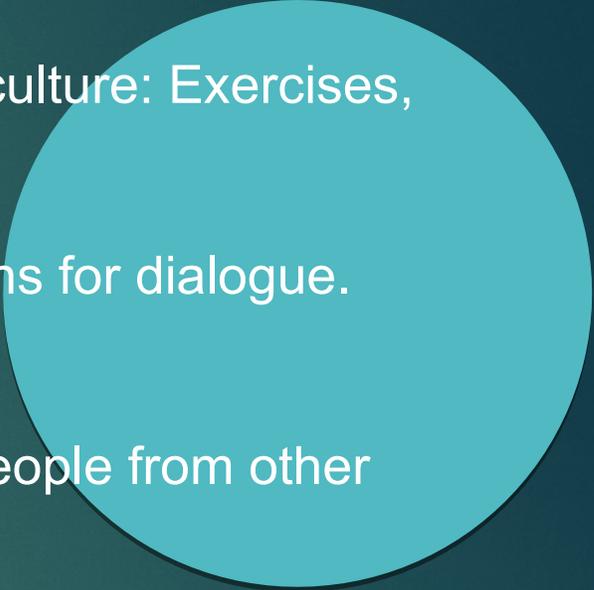
Example of an exercise

(from Stringer, D. M., & Cassidy, P. A. (2009). 52 activities for improving cross-cultural communication. Nicholas Brealey)

Debriefing Conclusions:

1. Second-language speakers can feel awkward, can take longer to find the word they want to communicate, and may be limited in the words available to them.
2. When listening to second-language learners, the listener can get impatient and/or may try to help by giving them a word.
3. Using empathy from your own experience can increase effectiveness for both the listener and the speaker.

Literature



Hofstede, G. J., Pedersen, P. B., & Hofstede, G. (2002). Exploring culture: Exercises, stories and synthetic cultures. Nicholas Brealey.

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Peterson, B. (2011). Cultural intelligence: A guide to working with people from other cultures. Nicholas Brealey.

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