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Кафедра иностранных языков

INTERCULTURAL COMMUNICATION BASICS

**Учебное пособие по дисциплине
«Межкультурные и деловые коммуникации»
(английский)**

Под общей редакцией
доктора филологических наук
профессора И.Г. Кожевниковой

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Данное учебное пособие нацелено на получение обучающимися - магистрантами базовых знаний в области теории межкультурной коммуникации, формирование навыков делового общения в межкультурной среде, а также формирование общекультурных и профессиональных компетенций.

Пособие построено на современных методических принципах с использованием актуальных аутентичных материалов и активным привлечением интернет-ресурсов.

Пособие предназначено для проведения практических занятий и организации самостоятельной работы магистрантов всех магистерских программ подготовки, а также может быть использовано в процессе обучения по дисциплине «Иностранный язык делового и профессионального общения» в вузах экономического профиля.

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Предисловие

Учебно-методическое пособие «Основы межкультурного общения» предназначено для проведения практических занятий и организации самостоятельной работы магистрантов всех магистерских программ подготовки и призвано обеспечить достижение практических и общеобразовательных целей учебной дисциплины «Межкультурные и деловые коммуникации на иностранном языке» (английский).

Цель данного пособия – формирование межкультурной компетентности как способности к эффективному общению с представителями различных культур и развитие комплекса навыков межкультурного общения.

Учебно-методическое пособие «Основы межкультурного общения» создано на междисциплинарной основе. Тематика пособия соотносится с содержанием дисциплин «Иностранный язык делового и профессионального общения» и «Деловые и научные коммуникации». Пособие также может быть использовано в качестве источника информации при изучении ряда дисциплин в сфере менеджмента, маркетинга, управления проектами.

Пособие состоит из восьми уроков, обеспечивающих овладение магистрантами комплексом базовых теоретических знаний и практических навыков делового общения в межкультурной среде.

В пособие также включены три сценария ситуационного анализа, четыре справочных раздела и список ответов к заданиям тестового характера.

В пособии использованы современные аутентичные материалы. При этом активно задействованы интернет ресурсы, которые могут быть использованы для организации аудиторной и самостоятельной работы обучающихся.

Логическая структура пособия от общего к частному позволяет сформировать прочную систему базовых знаний об основах межкультурного делового общения и развить навыки применения полученных знаний в типичных и новых ситуациях.

Поддача теоретического материала осуществляется в тесной связи с практикой его применения и предполагает активное вовлечение студентов в его обсуждение.

Практическая часть каждого урока предлагает разнообразные, в том числе интерактивные, формы работы в рамках аудиторных занятий (дискуссии, ролевые игры, дебаты, исследовательские и тестовые задания). При этом активно используется метод анализа коммуникативных неудач.

Раздел пособия, содержащий анализ ситуаций межкультурного делового общения на основе кейс-метода, позволяет обучающимся применить комплекс полученных знаний, умений и навыков в новых ситуациях.



Intercultural communication is a fascinating area of study within business communication, and it is essential to your success. One idea to keep in mind as we examine this topic is the importance of considering multiple points of view. If you tend to dismiss ideas or views that are “unlike culturally,” you will find it challenging to learn about diverse cultures. If you cannot learn, how can you grow and be successful?

Scott McLean



What do you think is important to know to communicate with people from other countries?

What is cultural diversity? How can people belonging to different cultures differ from each other (apart from speaking different languages)?

1. How do you understand the word “culture” in respect of intercultural communication? Choose the best variant from (a) – (c) variants below.

The first step in learning to communicate with people from other cultures is to become aware of what culture is.

Culture can be looked upon as

- (a) a process of individual enrichment (all that a person learns during his life);
- (b) a group’s “particular way of life,” (as when we talk about French culture, company culture, or multiculturalism);
- (c) an activity (going to the theatre, etc.).

2. Read the following definitions of the word “culture”. Make a list of key words and try to give your own definition using these key words.

1.Culture is ‘the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.’

(Cambridge English Dictionary)

2.Culture is a complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member

of society. "(Tylor, E.B. (1974) [1871]. *Primitive culture: researches into the development of mythology, philosophy, religion, art, and custom*. New York: Gordon Press. ISBN 978-0-87968-091-6)

3. Culture is the set of customs, traditions and values of a society or community, such as an ethnic group or nation. (<https://en.wikipedia.org/wiki/Culture>)

3. Read the text and characterize the culture you belong to from the point of view of the four aspects mentioned in the text.

Culture is a complex phenomenon reflecting different aspects of life of different groups of people.

So what exactly is culture in respect of a person? How is a person's background formed?

Most of one's culture is acquired during childhood. Humans at an early age have the ability to absorb cultural norms from their cultural surroundings, from parents, playmates.... etc. Any change in activities brings in new cultural experience and develops the cultural background. At least it is supposed to, because culture helps people to function smoothly within a specific society.

A person may not realize it, but he belongs to several cultures. The most obvious is the culture he shares with all other people who live in the same country and speak the same language. It is his **Major Culture**.

But this person also belongs to some other cultural groups, such as an ethnic group, a religious group, a social group or perhaps a professional. All these groups might have differences in language and customs. In other words people within one major culture also belong to different **Subcultures**.

To characterize and better understand different cultures we should take into consideration different aspects.

1.Composition. Some cultures are made up of many diverse subcultures; others tend to be more homogeneous.

2. Geographic boundaries. Major cultures are usually associated with some geographic regions, nations or countries.

Subcultures may spread beyond geographic boundaries. Take for example football fans or Russian immigrants..

3. Stability. Cultures vary in stability. Conditions in a culture may be stable at the present moment or may be changing slowly or rapidly.

4. Acceptance. Cultures vary in their attitudes toward **outsiders**. Some are openly hostile or maintain a detached aloofness. Others are friendly and cooperative toward strangers.



Why is culture a complex phenomenon?

What is the function of culture?

What is 'cultural background'?

What is the difference between Major Culture and Subculture?

4. The terms ‘Intercultural Communication’ and ‘Cross-Cultural Communication’ are often used interchangeably. But in some contexts you should clearly define between these terms.

Task 1

Read the text to see the difference between the terms.

Intercultural Communication properly refers to the study of the interaction between people from different cultures. Intercultural Communication studies dynamic interactional patterns, what happens when people from at least two different cultures meet and interact.

Cross-Cultural Communication specifically refers to the comparison of how people from different cultures communicate. Cross-Cultural Communication is a static differential image. And it deals with differences in communication patterns across different cultures.

Task 2

Open the brackets choosing the correct variant.

1. The European researcher Daniele Trevisani used the term "static differential image" to characterize (*intercultural/ cross-cultural*) research.
 2. He worked in (*an intercultural/ a cross-cultural*) team.
 3. There are several (*intercultural/ cross-cultural*) service providers around who can assist with the development of (*intercultural/ cross-cultural*) communication skills.
 4. Research is a major part of the development of (*intercultural/ cross-cultural*) communication skills
5. What happens when people from at least two different cultures meet and interact? The outcome of such interaction can be described in opposite terms like
understanding vs. misunderstanding.

Think of some more words opposite in meaning to those below:

agreement vs. _____
cultural adaptation vs. _____
conflict vs. _____
intercultural projects success vs. _____
communicative success vs. _____

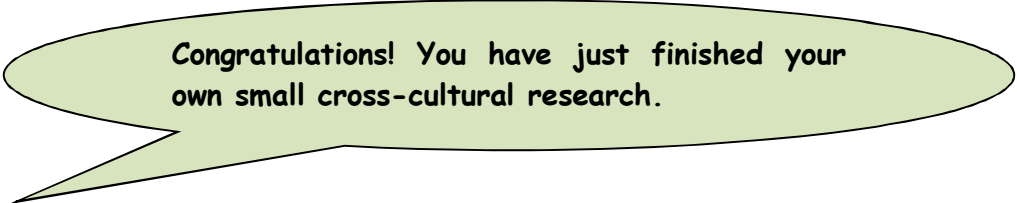
» To see the answers go to **Answer Key**

6. People sometimes assume that learning about other cultures is unnecessary if we simply treat others as we would like to be treated. To test this assumption, try answering the following questions. Write down your answers before reading further.

- a.** When receiving a gift from a friend, should you open it immediately, or wait to open it in private?
- b.** When grocery shopping, should you touch fruits and vegetables to evaluate their freshness?
- c.** In a conversation with your instructor or your supervisor at work, should you maintain direct eye contact?

Compare your answers to how these questions might be answered in other cultures.

- a.** In Chile, it is good manners to open a gift immediately and express delight and thanks. But in Japan it is a traditional custom to not open a gift in the giver's presence.
- b.** In the United States, shoppers typically touch, hold, and even smell fruits and vegetables before buying them. But in northern Europe this is strongly frowned upon.
- c.** In mainstream North American culture, people are expected to look directly at each other when having a conversation. But a cultural norm for many Native Americans involves keeping one's eyes lowered as a sign of respect when speaking to an instructor or supervisor.



Congratulations! You have just finished your own small cross-cultural research.

Task

Which of the following statements can be used to draw a conclusion to your research. Suggest your own variant .

- 1) No one can be expected to learn all the “dos and don'ts” of the world's myriad cultures; instead, the key is to keep an open mind, be sensitive to other cultures, and remember that the way you'd like to be treated is not necessarily the way others would appreciate.
- 2) Sometimes we assume similarity, thinking that people are all basically similar. This denies cultural, racial, ethnic, socioeconomic, and many other valuable, insightful differences.
- 3) It often happens that people who have little or no knowledge of the other culture assume that common habits and procedures are identical to those

of their own culture. In a way every culture is different and unique, therefore conclusions like these can lead to big misunderstandings.

7. Find out which of the definitions of the term “intercultural communication” below can be applied to situations a-c in 6.

The term “intercultural communication” can be defined in three different ways. It can be meant as

- the process of verbal and nonverbal communication between individuals or groups coming from different cultural background,
- the scientific theory and research dealing with the real process of the intercultural communication,
- educational and supportive activities focused on practice.

8. Why are there so many difficulties in understanding when representatives of various cultures build contacts with each other? What prevents successful cross-cultural communication?

Task

Recollect all that you have learnt about culture and intercultural communication and make a list of reasons for communicative breakdown in intercultural communication.

Scan the text to find out if you can add any more points to the list.

It often happens that people who have little or no knowledge of the other culture assume that common habits and procedures are identical to those of their own culture. In a way every culture is different and unique, therefore conclusions like these can lead to big misunderstandings.

One more reason which makes it difficult for two communicants to understand each other is a stereotype. Stereotypes hide a fixed set of ideas about what a particular nationality is like, which is wrongly believed to be true in all cases. Stereotypes are closed categories, resistant vestiges of ethnocentrism, that leave no room for individual differences or exceptions and so make intercultural understanding difficult.

In general people tend to feel nervous when they are expected to face something they have no experience with. Therefore anxiety is one of the most common feelings that people experience when encountering new culture. Uncertainty and fear very often emerge as a barrier in intercultural communication and can cause trivial and unnecessary mistakes. The easiest way to avoid difficulties like these is to gather as much information as possible about other cultures in advance.

The best way to avoid cultural misunderstandings is to try to understand and respect the cultural background of the others.

9. What recommendations on how to avoid difficulties when facing a different culture are given in the text in 8? Have you anything to add?

10. Agree or disagree with the following statements.

- ❖ As a result of globalization and intensive migration the differences between cultures should gradually disappear, giving way to the so-called "universal" or "world culture."
- ❖ A company does not need to be international to have different cultures within it.
- ❖ Ethnocentric tendencies, stereotyping, and assumptions of similarity can make it difficult to learn about cultural differences.

Learning with IT

1. Learn more about culture at <https://courses.lumenlearning.com/boundless-sociology/chapter/culture-and-society/>.
2. Why do you think some researchers consider ethnocentrism to be a major obstacle to intercultural communication? To answer this question find the definition of 'ethnocentrism'. Then find what is said about ethnocentrism at <https://courses.lumenlearning.com/boundless-sociology/chapter/culture-and-society/> and <https://2012books.lardbucket.org/books/communication-for-business-success/s22-intercultural-and-international.html>.



Dimensions do not exist. They are a product of our imagination, used for understanding

Geert Hofstede

When you want to talk meaningfully about cultural differences, you can only do so by the grace of comparison. Culture is never absolute nor is one culture better than the other.

Chris Smit



**Is it possible to 'measure' national cultures?
What aspects of a culture can be measured?**

1. Scan the text about Geert Hofstede's cross-cultural research to

- find out facts and figures illustrating the scope of the research and
- name the fields of study the research can be used in.

Geert Hofstede is a Dutch sociologist (or: a social psychologist) who did a pioneering study of cultures across modern nations and formulated the theory of cultural dimensions.

Hofstede's ideas were based on a large research project into national culture differences between employees across subsidiaries of a multinational corporation (IBM) The first results were collected by IBM between 1967 and 1973 covering more than 70 countries. 116,000 employees were surveyed.

Later there were studied students in 23 countries, elites in 19 countries, commercial airline pilots in 23 countries, up-market consumers in 15 countries and civil service managers in 14 countries. In the 2010 edition of the book "Cultures and Organizations: Software of the Mind", scores on the dimensions were listed for 76 countries.

At first there were identified 4 independent dimensions of national culture differences. Thus Hofstede developed what is called a "dimensional approach to cross-cultural comparisons." A fifth dimension was added later. The dimensions are:

- Power Distance (low vs. high)
- Individualism vs. Collectivism
- Masculinity vs. Femininity
- Uncertainty Avoidance (low vs. high)
- Long Term Orientation vs. Short Term Orientation

The results of the research for each country are given on a special scale running from 0 to 100. There is a separate scale for each dimension. The rule is that if the score is under 50 the culture scores relatively LOW on that scale and if the score is over 50 the culture scores HIGH on that scale. The position of a

country on the scale is often described with the help of the term “index”. For example, “Power distance index” or PDI. You can find the graphical representation of the results of Hofstede’s research in <http://geert-hofstede.com/>.

Hofstede did not only measure cultures but described the dimensions. Both measurements and descriptions, developed in the last century, are actual now. As contemporary researchers admit cultures haven’t changed much over the years. So, Hofstede’s dimensional approach to cross-cultural comparisons is widely used nowadays in analysing cultural diversities and understanding cultures. Even more so, Hofstede’s work is considered indispensable to any study on culture and management.

2. Let’s have a closer look at Hofstede’s cultural dimensions.

1. Power Distance

This dimension deals with the fact that all individuals in societies are not equal – it expresses the attitude of the culture towards these inequalities amongst us. Power Distance is defined as *the extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally.*

Task 1

To check your understanding of this dimension chose an appropriate beginning (1 or 2) for extracts (a) and (b).

1. Sweden scores low on this dimension (score of 31)
2. At 80 China sits in the higher rankings of PDI

(a) _____ . This is a society that believes that inequalities amongst people are acceptable. The subordinate-superior relationship tends to be polarized and there is no defense against power abuse by superiors. Individuals are influenced by formal authority and sanctions and are in general optimistic about people’s capacity for leadership and initiative. People should not have aspirations beyond their rank.

(b) _____ which means that the following characterises the country’s style: being independent, hierarchy for convenience only, equal rights, superiors accessible, coaching leader, management facilitates and empowers. Power is decentralized and managers count on the experience of their team members. Employees expect

to be consulted. Control is disliked and attitude towards managers is informal and on first name basis. Communication is direct and participative.

» To see the answers go to **Answer Key**

2. Individualism vs. Collectivism

The fundamental issue addressed by this dimension is *the degree of interdependence a society maintains among its members*. It has to do with whether people's self-image is defined in terms of "I" or "We". In Individualist societies people are supposed to look after themselves and their direct family only. In Collectivist societies people belong to 'in groups' that take care of them in exchange for loyalty.

Task 2

To check your understanding of this dimension chose an appropriate beginning (1-3) for extracts (a) - (c).

1. At a score of 20 China is a highly collectivist culture
2. Sweden, with a score of 71 is an Individualist society
3. India, with a rather intermediate score of 48,

(a) _____ is a society with both collectivist and Individualist traits. The collectivist side means that there is a high preference for belonging to a larger social framework. The actions of the individual are influenced by various concepts such as the opinion of one's family, extended family, neighbours, work group and other such wider social networks. The Individualist aspect is seen as a result of its dominant religion/philosophy - Hinduism. The Hindus believe in a cycle of death and rebirth, with the manner of each rebirth being dependent upon how the individual lived the preceding life. People are, therefore, individually responsible for the way they lead their lives and the impact it will have upon their rebirth. This focus on individualism interacts with the otherwise collectivist tendencies which leads to the intermediate score on this dimension.

(b) _____ where people act in the interests of the group and not necessarily of themselves. In-group considerations affect hiring and promotions with closer in-groups (such as family) are getting preferential treatment. Employee commitment to the organization (but not necessarily to the people in the organization) is low. Whereas relationships with colleagues are cooperative for in-groups they are

cold or even hostile to out-groups. Personal relationships prevail over task and company.

- (c) _____ which means there is a high preference for a loosely-knit social framework in which individuals are expected to take care of themselves and their immediate families only. In Individualist societies offence causes guilt and a loss of self-esteem, the employer/employee relationship is a contract based on mutual advantage, hiring and promotion decisions are supposed to be based on merit only, management is the management of individuals.

» To see the answers go to **Answer Key**

3. Masculinity vs. Femininity

A high score (Masculine) on this dimension indicates that the society will be driven by competition, achievement and success, with success being defined by the winner / best in field – a value system that starts in school and continues throughout organisational life.

A low score (Feminine) on the dimension means that the dominant values in society are caring for others and quality of life. A Feminine society is one where quality of life is the sign of success and standing out from the crowd is not admirable. *The fundamental issue here is what motivates people, wanting to be the best (Masculine) or liking what you do (Feminine).*

Task 3

To check your understanding of this dimension chose an appropriate beginning (1-3) for extracts (a) - (c).

1. At 66 China is a Masculine society
2. Sweden scores 5 on this dimension and is therefore a Feminine society
3. With a score of 43, France has a somewhat Feminine culture

- (a) _____ so it is important to keep the life/work balance. An effective manager is supportive to his/her people. Managers strive for consensus and people value equality, solidarity and quality in their working lives. Conflicts are resolved by compromise and negotiation.

- (b) _____ – success oriented and driven. The need to ensure success can be exemplified by the fact that many will sacrifice family and leisure priorities to work. Service people

(such as hairdressers) will provide services until very late at night. Leisure time is not so important. The migrated farmer workers will leave their families behind in faraway places in order to obtain better work and pay in the cities. Another example is that students in this country care very much about their exam scores and ranking as this is the main criteria to achieve success or not.

(c) _____ indicated by its famous welfare system (securité sociale), the 35-hour working week, five weeks of holidays per year and its focus on the quality of life. French culture in terms of the model has, however, another unique characteristic. The upper class scores Feminine while the working class scores Masculine. This characteristic has not been found in any other country. This difference may be reflected by the following: Married couples of high society could go public with a lover without negative consequences, at least certainly in the past. The scandal in the US about Clinton and Lewinsky has never been understood here.

» To see the answers go to **Answer Key**

4. Uncertainty Avoidance

The extent to which the members of a culture feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid these is reflected in the score on Uncertainty Avoidance.

Task 4

To check your understanding of this dimension chose an appropriate beginning (1-3) for extracts (a) - (c).

1. At 86, French culture scores high on Uncertainty Avoidance
2. India scores 40 on this dimension
3. Sweden scores 29 on this dimension

(a) _____ and thus has a very low preference for avoiding uncertainty. Low UAI societies maintain a more relaxed attitude in which practice counts more than principles and deviance from the norm is more easily tolerated. People believe there should be no more rules than are necessary and if they are ambiguous or do not work they should be abandoned or changed. Schedules are flexible, hard work is undertaken when necessary but not for its own sake, precision and punctuality do not come naturally, innovation is not seen as threatening.

(b) _____ and this is clearly evident in the following:

Representatives of this culture don't like surprises. Structure and planning are required. Before meetings and negotiations they like to receive all necessary information. There is a strong need for laws, rules and regulations to structure life.

(c) _____ and thus has a medium low preference for avoiding uncertainty. There is acceptance of imperfection; nothing has to be perfect nor has to go exactly as planned. It is traditionally a patient country where tolerance for the unexpected is high. People generally do not feel driven and compelled to take action-initiatives and comfortably settle into established routines without questioning. Rules are often in place just to be circumvented and one relies on innovative methods to "bypass the system". A word used often is "adjust" and there is a saying that "nothing is impossible" in India, so long as one knows how to "adjust".

» To see the answers go to **Answer Key**

3. Which of the cultural dimensions (1-4) are described in texts A-D?

1. Power Distance
2. Individualism/Collectivism
3. Masculinity/ Femininity
4. Uncertainty Avoidance

A. The fundamental issue addressed by this dimension is the degree of interdependence a society maintains among its members. It has to do with whether people's self-image is defined in terms of "I" or "We".

B. This dimension has to do with the way that a society deals with the fact that the future can never be known and indicates to what extent a culture programs its members to feel either uncomfortable or comfortable in unstructured situations.

C. This dimension deals with the fact that all individuals in societies are not equal – it expresses the attitude of the culture towards these inequalities amongst us.

D. A high score on this dimension indicates that the society will be driven by competition, achievement and success, with success being defined by the winner / best in field – a value system that starts in school and continues throughout organisational life. A low score on this dimension means that the dominant values in society are caring for others and quality of life. The quality of life is the sign of success and standing out from the crowd is not admirable.

4. Choose the correct word in *italics*.

1. In a *high/low* power distance society superiors treat subordinates with respect. In a *high/low* power distance society those in authority openly demonstrate their rank.
2. In *individualist/ collectivist* societies people belong to 'in groups' that take care of them in exchange for loyalty. In *individualist/ collectivist* societies people are supposed to look after themselves and their direct family only.
3. The fundamental issue here is what motivates people, wanting to be the best (*masculine societies / feminine societies*) or liking what you do (*masculine societies / feminine societies*).
4. Uncertainty avoidance deals with a society's tolerance for uncertainty and ambiguity. *Uncertainty avoiding / Uncertainty accepting* cultures try to minimize the possibility of unstructured situations by strict laws and rules, safety and security measures, and on the philosophical and religious level by a belief in absolute Truth: "there can only be one Truth and we have it". They are also more emotional, and motivated by inner nervous energy. The opposite type, *uncertainty avoiding / uncertainty accepting* cultures, are more tolerant of opinions different from what they are used to; they try to have as few rules as possible, and on the philosophical and religious level they are relativist and allow many currents to flow side by side. People within these cultures are more phlegmatic and contemplative, and not expected by their environment to express emotions.

» To see the answers go to **Answer Key**

5. Power Distance Index (PDI) looks at how much a culture does or does not value hierarchical relationships and respect for authority.

Task

To check your understanding of Power Distance distribute statements A/B in 1-5 between Group I and Group II.

Example: *Group I: 1(A)*
 Group II: 1 (B)

Group I. In high power distance cultures the following may be observed:
Group II. In low power distance cultures the following may be observed:

1. (A) Those in authority openly demonstrate their rank.
 (B) Superiors treat subordinates with respect.
2. (A) Subordinates are entrusted with important assignments.
 (B) Subordinates are not given important work and expect clear guidance from above.

3. (A) Subordinates are expected to take the blame for things going wrong.
(B) Blame is either shared or very often accepted by the superior due to it being their responsibility to manage.
4. (A) The relationship between boss and subordinate is rarely close/personal.
(B) Managers may often socialize with subordinates.
5. (A) Liberal democracies are the norm.
(B) Politics is prone to totalitarianism.

» To see the answers go to **Answer Key**

6. Some intercultural trainers think that the dimension called *masculinity/femininity* is one of the most difficult for understanding. What about you?

Task

Read the text to find out if statements 1-8 below the text are true or false.

Masculinity versus its opposite, femininity, refers to the distribution of emotional roles between the genders which is another fundamental issue for any society to which a range of solutions are found. The IBM studies revealed that (a) women's values differ less among societies than men's values; (b) men's values from one country to another contain a dimension from very assertive and competitive and maximally different from women's values on the one side, to modest and caring and similar to women's values on the other. The assertive pole has been called masculine and the modest, caring pole feminine. The women in feminine countries have the same modest, caring values as the men; in the masculine countries they are more assertive and more competitive, but not as much as the men, so that these countries show a gap between men's values and women's values.

1. Masculinity is opposite to individualism.
2. Masculinity versus femininity refers to the distribution of emotional roles between societies.
3. Men's values differ more among societies than women's values.
4. Men's values in all societies are maximally different from women's values.
5. In feminine societies men are more caring than in masculine societies.
6. In masculine societies women are more competitive than in feminine societies.
7. In masculine societies women are as competitive as men.
8. There is a gap between men's values and women's values in all societies.

» To see the answers go to **Answer Key**

7. Below is an overview of some of the characteristics of low and high uncertainty avoidance.

Task

Distribute statements 1-8 between Group I and Group II.

Group I. Low uncertainty avoidance .

Group II. High uncertainty avoidance.

1. Structure, rules, expertise. But not only formal rules (like the maximum speed on the freeway, but also informal rules like how do you properly pour a glass of wine and taste it).
2. Security (avoiding the unfamiliar): rather than taking risks, people prefer that what they know already.
3. Life is perceived as full of stress.
4. Few rules, little structure: makes sense, right?
5. Entrepreneurial: starting your own business is seen as very normal; the same goes for risk taking.
6. Emotions/passion: showing your emotions is seen as a way to blow off steam. Consider a minor car collision in Rome (high scoring) versus London (low scoring).
7. Stress-free: people experience “life” as being relatively stress free.
8. Cool, calm & collected: there is a premium in society to look Cool, Calm & Collected.

» To see the answers go to **Answer Key**

8. Uncertainty Avoidance is often associated with rules and regulations. The higher the society is on the Uncertainty Avoidance scale the more rules controlling people's behavior it has.



Do you think that a lot of rules make a country more organized?

How do different cultures deal with rules and regulations in general?

Is it true that Germans always stick to the rules? And that Americans only look at the legal implications for sticking to the rules?

And why does it seem that Italians have a much more *laissez-faire* approach to rules and regulations?

Read the beginning of an article, written by an experienced intercultural trainer, to compare your ideas with his opinion.

What is Uncertainty Avoidance

by [Chris Smit](#) | Aug 13, 2012 |

From all of Professor Geert Hofstede's dimensions I find this the most difficult one to explain in a Cultural Awareness Training. Reason being is that most people seem to associate Uncertainty Avoidance with only **formal** rules and nothing else. The thing is that cultures that have a relative high score on this dimension **do** have a lot of rules and regulations. But... they **don't** always stick to those rules (depending on other cultural factors). Countries that might look disorganized usually do have a lot of rules. They might even have so many rules that the people do not know what rules to stick to, so they pick and choose the one's that make most sense to them at that moment.

(<https://www.culturematters.com/culture-matters-articles/>)



Which of Hofstede's dimensions in combination with Uncertainty Avoidance can be used to predict how different cultures deal with rules?

Now read about how Chris Smit explains the matter with the help of Hofstede's cultural dimensions.

The cultural dimension involved with explaining how different cultures deal with rules and regulations depend somewhat on the country. However, in general one could argue that the most influential dimension here are Hierarchy (Power Distance) and Anxiety Avoidance (Uncertainty Avoidance).

Typically this combination can predict for a great deal how cultures deal with rules. Everyday rules and in a work environment.

In short it looks like this.

	Anxiety Avoidance +	Anxiety Avoidance –
Hierarchy +	High intrinsic need for rules. Stick to rules when inspected/checked (Example 1)	Low intrinsic need for rules. Stick to rules when inspected/checked (Example 3)
Hierarchy –	High intrinsic need for rules. Rules are internalized; no checking necessary (Example 2)	Low intrinsic need for rules. Rules are internalized; no checking necessary; (Example 4)

The above is very much a short cut, so let me explain this a bit further with some specific country examples.

Examples and Illustrations

Example 1

For this I use the country France. The general outlook in France is that everything should be well structured and regulated. And on paper it is.

But do people comply with those rules?

They do if there is a chance of being “Inspected” by some sort of authority, with the necessary consequences if they’ve got it wrong. In other words, people “respect” what you “Inspect”.

Example 2

For this we go to Germany. The combination of relative high Anxiety Avoidance and low Hierarchy makes that Germans internalize rules. The rules they need/must comply to are *their* rules. No need for a boss to go and check if the rules have been followed.

Example 3

For this we take India. In general Indians can do without many rules. My general statement is that you give an Indian a street corner, and he is in business

But then why is there the perception that bureaucracy is staggering in India (which it is). The main reason for the rules being there in India is to keep the power holder (the boss) in his position.

In order to get something done, you need approval from this person, then from this person and then from that person.

Example 4

For our final example we go to the UK. With its relative low score on Hierarchy and low score on Anxiety Avoidance there seems to be little motivation to follow the rules. Yet most pubs still close at 11pm and the people in London still neatly queue up in the bus line. Why?

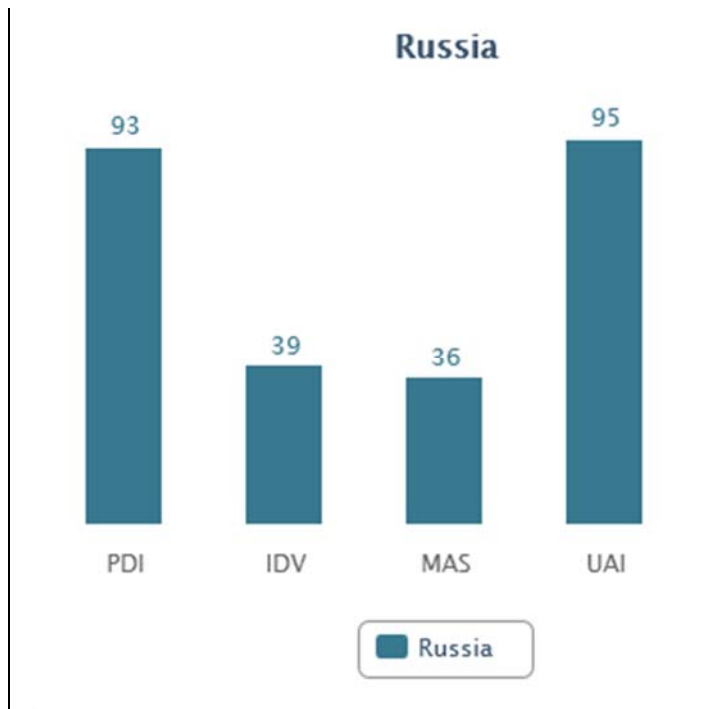
The above mentioned combination implies that there are relatively few(er) rules (than in France for example). So the attitude towards rules for the Brits is that “we don’t have that much rules, so the rules that are there we should follow”.

(<http://culturematters.com/compliance-risk-management-in-differenct-cultures/>)

Task***What about Russia?*****1. Work in two groups.**

Group 1. Using Chris Smit's approach and Hofstede's data give predictions about how Russians should deal with rules.

Group 2. Using your life experience and your understanding of your national culture characterize the way Russians deal with rules and regulations.

2. In one group, exchange the ideas and discuss the results.**9. The extracts below describe Russia as seen through the lens of Hofstede's cultural dimensions.**

Which of the four dimensions are the extracts connected with? Fill in the gaps in the extracts with the corresponding word. Make use of Hofstede's diagram for Russia (see above).

1. If Russians plan to go out with their friends they would literally say "We with friends" instead of "I and my friends", if they talk about brothers and sisters it may well be cousins, so a lower score of _____ even finds its manifestations in the language. Family, friends and not seldom the neighborhood are extremely important to get along with everyday life's challenges.
2. Russia's relatively low score of _____ may surprise with regard to its preference for status symbols, but these are in Russia related to the high Power Distance. At second glance one can see, that Russians at workplace as well as when meeting a stranger rather understate their personal achievements, contributions or capacities. They talk modestly about themselves and scientists, researchers or doctors are most often expected to live on a very modest standard of living. Dominant behaviour might be accepted when it comes from the boss, but is not appreciated among peers.

(<https://www.hofstede-insights.com/country-comparison/russia/>)



Do you agree with Hofstede's descriptions in 9?

10. Comment upon the following.

- ❖ It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences. (Audre Lorde)

Learning with IT

1. Initially, Hofstede identified four dimensions that could distinguish one culture from another. Later, he added fifth and sixth dimensions, in cooperation with Drs Michael H. Bond and Michael Minkov: *Pragmatic Versus Normative* (Time Orientation) and *Indulgence Versus Restraint*. Learn about two more Hofstede's cultural dimensions at <https://www.cleverism.com/understanding-cultures-people-hofstede-dimensions/>
2. Using the key words "10 minutes with Geert Hofstede" on Youtube listen to Hofstede's short lectures on cultural dimensions.
3. Go to <https://www.mindtools.com/pages/article/seven-dimensions.htm> to learn about Trompenaars and Hampden-Turner's Seven Dimensions of Culture. Compare the approach with the one of G.Hofstede.

Context



In an increasingly connected and interdependent world effective communication not only becomes more important but also much more difficult. Ironically, it is often not dissimilar languages that cause the greatest problems but rather cultural differences. One such difference is that of a high context culture versus a low context culture.

Brette Rutledge

1. Read the text and

- **define the concept ‘context’,**
- **characterize verbal messages in high-context cultures,**
- **characterize verbal messages in low-context cultures**

Differences between high context and low-context cultures, including their differing views of time can have an important impact on how effectively people from diverse cultures communicate.

Cultures vary dramatically as to how much of the total environment, or context, is meaningful in communication. High-context cultures assign meaning to many of the stimuli surrounding an explicit message. Low-context cultures exclude many of those stimuli and focus more intensely on the objective communication event, whether it be a word, a sentence, or a physical gesture.

Thus in high-context cultures, verbal messages have little meaning without the surrounding context, which includes the overall relationship between all the people engaged in communication. In low-context cultures, the message itself means everything.

Low-context cultures use language with great precision and economy. In order to give detailed meaning to an event, they require detailed information in a communication. The "context" must be explicit in the message. Every word is meaningful.

In high-context cultures, words have relatively less value, they are spent in great sums. People tend to rely on their history, their status, their relationships, and a plethora of other information, including religion, to assign meaning to an event.

2. Which of the extracts below describe high-context and which – low-context societies?

1. In China, Chile and Iraq people tend to rely on their history, their status, their relationships, and a plethora of other information, including religion, to assign meaning to an event. The totality of all this information, implicit, explicit, guides their response to the event.

2. In Norway or Austria people depend for meaning on a relatively narrow range of objective information in specific verbal or physical form.

3. The society is characterized by extensive information networks among family, friends, associates, and even clients. Their relationships are close and personal. They keep well informed about the people who are important in their lives.

4. In such countries extensive background knowledge is automatically brought to bear in giving meanings to events and communications. Nothing that happens to people can be described as an isolated event; everything is connected to meaningful context.

5. People in these societies tend to compartmentalize their lives and relationships. They permit little "interference" of "extraneous" information.

» To see the answers go to **Answer Key**

Time perception



It is impossible to know how many millions of dollars have been lost in international business because monochronic and polychronic people do not understand each other or even realize that two such different time systems exist" (Hall & Hall, 1989)



**How do you manage time? Are you always on time?
Is it difficult for you to stick to schedules? Can you do many things at a time?**

Are there any people around you who manage time in a different way?

3. Read the text to pick out information on different perceptions about time usage and its value across cultures.

All cultures have unique **concepts of time** and ways of managing it. Americans tend to worship time and manage it as though it were a tangible and scarce resource: "Time is money." Few cultures - perhaps the Germans and Swiss - can compete with the American obsession with time. In most countries, time is more flexible. Being late to an appointment, or taking a long time to get down to business, is the accepted norm in most Mediterranean and Arab countries.

Cultural time differences can be categorized according to whether they are monochronic (sequential) or polychronic (synchronic) and according to the culture's orientation to past, present, and future.

Monochronic time is

- one-track linear: people do one thing at a time;
- tightly compartmentalized: schedules are almost sacred;

Polychronic time is

- multi-track circular; it allows many things to happen simultaneously, with no particular end in sight;
- open-ended: completing the task or communication is more important than adhering to a schedule.

In fact, polychronic time is characteristic of high-context people and monochronic time is characteristic of low-context people. Similarly, the first approach tends to characterize Southern cultures, while the second rules in the North (with some notable exceptions). Monochronic people tend to sequence communications as well as tasks. They would not be inclined, for instance, to interrupt a phone conversation in order to greet a third person. Polychronic people can carry on multiple conversations simultaneously - indeed, they would consider it rude not to do so.

4. In columns 1 and 2 of the table, different ways of behaviour are described. Compare the pairs of variants in each line. Choose one of the variants in each line that best characterizes you. In column 3, put the number of the column corresponding to your choice.

1	2	3 (you)
do one thing at a time	do many things at the same time	
concentrate on the given task	consider various factors in performing a task	
put the job first	put the relationships first	
emphasize speed in achieving results	emphasize harmony in achieving results	

try to avoid borrowing things	borrow things easily, if needed	
do not mix work and personal life	do not necessarily separate work and personal life	
set up a plan and follow	change plans	
consider time to be inflexible; set and try to meet deadlines	consider time to be flexible; do not set deadlines	

Commentary.

Column 1 illustrates typical ways of behaviour people in monochronic cultures choose. Column 2 - typical ways of behaviour of people in polychronic cultures.



**What figures do you have in column 3?
 What type of culture do you belong to?
 Does your time perception type correspond to general approach to Russia as a monochronic culture?
 If it doesn't, why?**



When answering the last question you can use the following ideas:

- any culture may have subcultures in which individuals do not necessarily behave in the same way,
- cultures, and especially individuals within cultures, may change due to the rapid development of new media and other technologies as well as with more possibilities for travelling around the globe.

The concept of space



What aspects of interpersonal communication are described with the help of the terms ‘personal space’ and ‘personal zone’?

5. To check your understanding of the terms ‘personal space’ and ‘personal zone’ complete the text below with the following words in *italics*:

zone space privacy discomfort personal public

Cultures differ in their perception of _____(1) , what some cultures consider as private, it might be considered as _____(2) by another culture.

In some cultures, some _____ (3) or family issues are discussed openly, while in other cultures where _____ (4) is of high importance there has to be high formality in conversations where the focus lies on business rather than on personal issues.

There is also what is called “personal _____ (5)”; cultures differ when it comes to proximity during a conversation. In case this personal zone is crossed, this will cause _____ (6) .

» To see the answers go to **Answer Key**

6. Identify the reasons for intercultural problems in situations 1- 8.

Reasons

- Interactions between high and low context peoples can be problematic.
- Different perceptions about time usage and its value across cultures can cause misunderstanding .
- Interactions between monochronic and polychronic cultures can be problematic.
- There are different perceptions about personal zone across cultures.

Situations

1. A salesperson from Chicago calls on a client in Mexico City. After 30 minutes in the outer office a salesperson from Chicago feels angry and insulted. To the Mexican, a wait of 30 minutes is a matter of course.

2. Japanese can find Westerners to be offensively blunt. Westerners can find Japanese to be secretive, devious and bafflingly unforthcoming with information.

3. A New Yorker is trying to negotiate an important deal in Ethiopia. The New Yorker assumes that the Ethiopians will give the matter top priority and reach a decision quickly. Not so. In Ethiopia, important deals take a long, long time. After all, if a deal is important, it should be given much careful thought, shouldn't it?

4. A German businessman cannot understand why the person he is meeting is so interruptible by phone calls and people stopping by. Is it meant to insult him? When do they get down to business?

5. An American employee of a German company is disturbed by all the closed doors – it seems cold and unfriendly.

6. The interaction between a North American and a Latin American may begin at one end of a hallway but end up at the other. North Americans stand about 5 feet apart when conducting a conversation. This distance is uncomfortable for Arabs or Latin Americans. During the interaction, the Latin American instinctively moves closer to the North American who in turn instinctively steps back, resulting in an intercultural dance across the floor. Americans assume that Latin Americans are pushy and react negatively.

7. The Japanese, knowing that North Americans are impatient, use time to their advantage when negotiating with Americans. One of them expressed it in this way: “You Americans have one terrible weakness. If we make you wait long enough, you will agree to anything.”

7. Comment upon the following.

- ❖ Everything that irritates us about others ... can lead us to an understanding of ourselves. (Carl Jung)
- ❖ England and America are two countries separated by the same language. (George Bernard Shaw)

Learning with IT

Read an article “Monochromatic and Polychromatic Cultures “ by Richard D. Lewis at <http://blog.crossculture.com/crossculture/2013/01/monochromatic-and-polychromatic-cultures.html> in which the author gives some interesting ideas on the topic. Look through the Readers Comments, too. Write your own commentary. Imagine you are going to have a face-to-face talk with the author. Make a list of questions you would ask.



In your career, you will necessarily cross borders, languages, and cultures. You will need tolerance, understanding, patience, and openness to difference. A skilled business communicator knows that the process of learning is never complete, and being open to new ideas is a key strategy for success.

Scott McLean



Have you ever experienced a challenging situation when communicating with a representative of a different culture? What was it like?

What do you think about the importance of intercultural skills in life and in the workplace?

- 1. In the article extract below, Janice Mulholland, higher education manager for the British Council in the USA, summarizes a research on the way employers in nine countries view the role of intercultural skills in the workplace.**

Scan the article to find out

- **whose point of view is observed;**
- **what intercultural skills are mentioned.**

Why employers value intercultural skills

By Janice Mulholland

04 March 2013

The reality of today's global economy is also changing the way employers look at job candidates. While relevant experience and technical know-how remain must-haves for employers, they are also looking for employees with the ability to understand people from different cultural backgrounds, build trust, demonstrate respect and speak other languages.

What do employers understand by 'intercultural skills'?

To understand where employers are coming from, we first asked them to describe intercultural skills for us. The most oft-used descriptor was 'the ability to

understand different cultural contexts and viewpoints.’ The second and third most frequently used descriptors by employers were ‘demonstrating respect for others’ and ‘adapting to different cultural settings’, followed by ‘accepting cultural differences’, ‘speaking foreign languages’, and ‘being open to new ideas and ways of thinking’.

Why do employers think that intercultural skills are important?

We asked employers why these skills were important. While they gave many different answers, it seemed that many of the employers surveyed agreed on a few important reasons, all of which have benefits to an organisation’s earnings. One told us that "employees with these skills bring in new clients, work within diverse teams and support a good brand and reputation.”

Employers also see risks associated with not having employees with these skills. The top risks identified were loss of clients, damage to an organisation’s reputation and team conflict. All of these risks could also have financial implications for an organisation.

(You can read the full version of the article at <https://www.britishcouncil.org/voices-magazine/why-employers-value-intercultural-skills> . You can also find the full version of the report at <https://www.britishcouncil.org/sites/default/files/culture-at-work-report-v2.pdf>)

Task

1. **Make a list of intercultural skills mentioned in the text. Add some more skills which in your opinion are important.**
 2. **Range the skills on your list in order of importance.**
 3. **Work with a partner. Discuss the importance of intercultural skills.**
2. **In the left hand column of the table you can find some skills you need to communicate with people from other cultures. In the right hand column – recommendations on intercultural communication. Match each skill with the appropriate recommendation.**

1. Taking responsibility for communication	(a) Learn to identify when your assumptions are different from the other person's.
2. Tolerating ambiguity	(d) Don't assume that it is the other person's job to communicate with you.
3. Recognizing your own cultural biases	(c) Be prepared to change your habits, preferences, and attitudes.
4. Being flexible	(d) Avoid stereotyping and overgeneralization

5. Emphasizing common ground	(e) Learn about variations in customs and practices so that you will be more aware of potential areas for miscommunication or misunderstanding.
6. Sending clear messages	(f) Make your verbal and non-verbal messages consistent.
7. Increasing your cultural sensitivity	(g) Look for similarities to work from
8. Dealing with the individual	(h) Learn to control your frustration when placed in an unfamiliar or confusing situation.

» To see the answers go to **Answer Key**



What do the terms ‘cultural intelligence’ and ‘intercultural skills’ mean?

Which of the terms has a more general meaning?

How can a person develop his cultural intelligence?

3. Read the text to compare the information with your ideas on ‘cultural intelligence’.

Cultural Intelligence In order to live within a specific culture, the individual is supposed to adapt with the differences in that culture. According to Peterson (2004), **Cultural Intelligence is the ability to exhibit certain behaviors, including skills and qualities, which are culturally tuned to the attitudes and values of others.**

Cultural intelligence, also known within business as "cultural quotient" or "CQ", is a theory within management and organisational psychology, positing that understanding the impact of an individual's cultural background on their behavior is essential for effective business, and measuring an individual's ability to engage successfully in any environment or social setting.

Ang, Van Dyne, & Livermore describe four CQ capabilities: motivation (CQ Drive), cognition (CQ Knowledge), meta-cognition (CQ Strategy) and behavior (CQ Action). The four capabilities stem from the intelligence-based approach to intercultural adjustment and performance,

CQ is developed through:

- cognitive means: the head (learning about your own and other cultures, and cultural diversity):
- physical means: the body (using your senses and adapting your movements and body language to blend in):
- motivational means: the emotions (gaining rewards and strength from acceptance and success).

The term ‘**Cultural Intelligence**’ is relatively recent: early definitions and studies of the concepts were given by P. Christopher Earley and Soon Ang in the book “*Cultural Intelligence: Individual Interactions Across Cultures*” (2003) and more fully developed later by David Livermore in the book “*Leading with Cultural Intelligence*”. The concept is related to that of **Intercultural Competence**.



What is intercultural (cross-cultural) competence?

What do you think is the difference between the terms ‘cultural intelligence’ and ‘intercultural (cross-cultural) competence’?

4. Read the definitions of intercultural competence below to compare the information with your ideas .

(Inter)cultural competence

- is the ability to communicate effectively and appropriately with people of other cultures. Intercultural competence is sometimes also called "**cross-cultural competence**" (3C) although there is a tendency to use the former for the intercultural contact and the latter for comparison between cultures.
- is a set of congruent behaviors, attitudes and policies that come together as a system, agency or among professionals and enable that system, agency or those professionals to work effectively in cross-cultural situations.
- requires that organizations have a defined set of ethics and principles, and demonstrate behaviors, attitudes, policies, and structures that enable them to work effectively cross-culturally.
- is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum.

Task

1. Which of the definitions

- **emphasize the knowledge and skills needed to interact with people of different cultures,**
- **focus on attitudes,**
- **attribute cultural competence to workplace?**

2. Compare the concepts ‘Intercultural competence’ and ‘Cultural intelligence’.

Learning with IT

1. Read about the components of cultural competence at https://en.wikipedia.org/wiki/Intercultural_competence
Describe the four components (Awareness, Attitude, Knowledge and Skills) in your own words.
2. Some people – those with high cultural intelligence – are good at spotting cultural differences, and they adapt their behavior accordingly. This is a key skill when working with culturally diverse groups. Read about cultural intelligence at <https://www.mindtools.com/pages/article/cultural-intelligence.htm>. and make a three minute speech on developing cultural intelligence.
3. Improving your intercultural communication skills helps you interact with individuals from different cultures and expands your viewpoint on life. Read two articles on improving intercultural communication skills at <https://www.careeraddict.com/improve-your-intercultural-communication-skills> and <https://www.inloox.com/company/blog/articles/improve-your-intercultural-communication-skills-to-be-a-better-project-manager/> . Compare the approaches of the authors. What common ideas do they express?
4. Many of the problems we encounter in our daily work, in both our own cultures and internationally, can be solved by paying attention to speaking and listening. How do you understand the following recommendation: “Listen with intercultural ears and see with intercultural eyes”. Read an article under the same title at <http://sherwoodfleming.com/listen-intercultural-ears-see-intercultural-eyes/> Comment upon those ideas of the author which you find innovative.
Then go to the list of other Sherwood Flemming’s articles on intercultural communication at <http://sherwoodfleming.com/intercultural-communication-articles/> . Look through the titles. What aspects of intercultural communication does Sherwood Flemming highlight? Chose an article for a short presentation (about 10 sentences) in the classroom. When presenting the article give grounds for your choice.
5. Get ready to discuss the value of intercultural skills in the workplace using the data of **the British Council Report “CULTURE AT WORK”** at <https://www.britishcouncil.org/sites/default/files/culture-at-work-report-v2.pdf> . Pay special attention to the following charts:
Chart 5: The importance of intercultural skills to organizations (by country, ranked by very important);
Chart 7: How employers rank different skills in terms of importance;
Chart 8: The business benefits of employees having intercultural skills;
Chart 9: The business risks associated with not having employees with intercultural skills.



Culture is more often a source of conflict than of synergy. Cultural differences are a nuisance at best and often a disaster.

Geert Hofstede



What concepts of intercultural communication theories are, in your opinion, especially valuable for intercultural communication in business contexts?

What is the difference between intercultural communication and intercultural business communication?

1. Read the text to find out if there is anything to add to your ideas on intercultural business communication.

The difference between intercultural communication and intercultural business communication is not just that the latter takes place in a business. In intercultural business communication the business strategies, goals, objectives, and practices become an integral part of the communication process and help create a new environment out of the synergy of culture, communication, and business.

Business people engaged in intercultural business communication need to ask how much they need to know about a particular culture and what they should know about that culture. In most cases, business people do not need to know details about marriage customs or family relationships to be successful. They need to take into account the national culture, the general business culture, and the specific corporate culture. In addition, they must be aware of individual communication styles. After all, cultures do not communicate with each other; individuals do.

Based on E.T. Hall, G.H. Hofstede, D.A. Victor, L. Beamer, and A. Trompenaars, the values that will influence the cultural strategy are:

- the individual,
- the role of hierarchy,
- attitudes towards formality,

- high context versus low context orientation,
- time orientation,
- attitudes towards risk and uncertainty,
- the relationship of individuals to the universe,
- feelings of a culture's own importance.

(V.Tormosheva. Intercultural and international communication in a business context. Intercultural and international communication in a business context, 08/2008. <http://www.my-luni.ru/journal/clauses/191/>)

2. Comment upon the reasons for the problems caused by cultural differences in **Situations 1-8. If you doubt consult the **Clues** below.**

Situations

1. You greet your Austrian client. This is the sixth time you have met over the last 4 months. He calls you Herr Smith. You think of him as a standoffish sort of guy who doesn't want to get really friendly.
2. A Canadian conducting business in Kuwait is surprised when his meeting with a high-ranking official is not held in a closed office and is constantly interrupted. He starts wondering if the official is as important as he had been led to believe, and he starts to doubt how seriously his business is being taken
3. A British boss asked a new, young American employee if he would like to have an early lunch at 11 am each day. The employee said 'Yeah, that would be great!' The boss immediately said "With that kind of attitude, you may as well forget about lunch!"
4. A Japanese businessman wants to tell his Norwegian client that he is uninterested in a particular sale. So he says "That will be very difficult." The Norwegian eagerly asks how he can help. The Japanese is mystified.
5. An American tells a story of being on a trip to Japan and working with a Japanese airline clerk on taking a flight from one city to another. On being asked about it, the clerk said "Perhaps you would prefer to take the train." So he said "NO, I want to fly." So she said "There are many other ways to go." He said "Yes, but I think it would be best to fly." She said "It would very difficult".
6. A market research firm conducted a survey of tourist agencies around the world. The questionnaires came back from most countries in less than a month. But the agencies in the Asian countries took months to do it. After many telexes, it was finally done.
7. A salesperson from Chicago calls on a client in Mexico City. After 30 minutes in the outer office a salesperson from Chicago feels angry and insulted. To the Mexican, a wait of 30 minutes is a matter of course.
8. "I was recently involved in a business meeting that went sour and threatened to scuttle a good deal," - a Chinese businessman says. "What happened was that the Chinese party meeting with the American

purchaser was late in reaching his hotel because they were given a vague address of a lakeside hotel. So they spent the morning hopping from one lakeside hotel to another looking for this American gentleman. The American was furious as he had a tight schedule and that they were late and threatened to withdraw his purchase.”

Clues

1. That might be true in America, where calling someone Mr. Smith after the 6th meeting would probably mean something -- it is *marked* usage of language -- like "we're not hitting it off". But in Austria, it is normal.
 2. People from polychronic and monochronic cultures have difficulties adjusting to one another.
 3. The employee and the boss were both baffled by what went wrong. [In England, saying "yeah" in that context is seen as rude and disrespectful.]
 4. In Japan, saying that something is difficult is a polite way of saying "No way in hell!".
 5. Eventually, it came out that there were no flights between those cities.
 6. The reason was that, for example, American tourist agencies assigned the work to one person, while in the Philippines the work was delegated to the entire department, which took longer. The researchers also noticed that the telexes from the Philippines always came from a different person.
 7. There are different perceptions about time usage and its value across cultures.
 8. China will always have their own unique business culture and etiquette due to its unique history and background. The Chinese were too shy to enquire the American which lakeside hotel he stayed at because they were afraid the American would 'lose face' for having given a vague address. Instead, they spent the morning hopping from one lakeside hotel to another looking for this American gentleman.
- 3. The ability to communicate, negotiate and effectively work with people from other cultures is vital to international business. Being an ideal intercultural communicator involves learning the norms, customs, values and beliefs of another culture, being able to recognize how these are portrayed through both verbal and nonverbal communication and successfully incorporate this information into your own communication. Below you can find illustrations to some cultural differences which representatives of different countries demonstrate in business meetings. Not knowing such differences can lead to mutual misunderstandings and antipathy.**

Task 1

Read through the list of differences. Make a shortlist of those aspects of business communication one should take into consideration in the course of international business meetings.

Examples: *The Britons and Americans rarely use business meetings for socializing. For people from the Middle East and East Asia, this is a normal part of meetings and essential for building up business contacts and relationships. – socializing as part of a business meeting.*

For Kuwaitis, it is considered highly offensive to cross your legs at functions, because this shows the sole of the foot. The ‘open legged’ posture is popular amongst men from all Arabic states. – body language, posture.

Cultural differences in business meetings

1. There are differences in the way that punctuality is perceived in different cultures. For Germans it is very important to arrive at meetings at a pre-arranged time. To be late is simply unacceptable. For Italians, Spaniards and Greeks, this is usually less important.
2. Even very simple things like greetings vary from culture to culture. Hand shaking is almost universal, but there is only one Muslim country in the whole world where it is acceptable to shake women’s hands – Indonesia. Some handshakes are very soft (in many African countries) and quite hard in others (in Anglo-Saxon cultures). It is acceptable for Greek and Spanish men to kiss when greeting each other, but most Australians and Americans would feel very uncomfortable with this.
3. In Vietnam, men often express friendship by touching and holding each other during conversations. For many Americans or Australians this would be considered inappropriate. For many Muslims, touching the head is deeply offensive, whereas touching the shoulders is seen as a sign of brotherhood. So patting the child of a Muslim on the head, which is seen as a sign of care or protection in western cultures, could cause offence. In Korea, young people are socially forbidden from touching the shoulders of their elders.
4. In all western cultures, maintaining steady eye contact is seen as a good thing, signifying honesty and reliability. In eastern cultures this is not so. In general, junior employees will lower their eyes when talking with

senior managers. Westerners are sometimes described as ‘people who stare’, which can be seen as threatening.

5. The Chinese traditionally do not show emotion in public because the idea of ‘saving face’ is deeply rooted in their culture. For the Chinese, displaying emotion violates face-saving norms by disrupting harmony and causing conflict.

6. For most cultures, a smile is usually a sign of happiness or friendly affirmation. For the Japanese, this can also be used to avoid answering a question or to mask an emotion.

7. A nod from a Japanese person often means ‘I understand you’ or ‘I recognize you’ not ‘I agree’.

8. Chinese and Japanese people consider blowing the nose in public to be pretty disgusting, but the Chinese find spitting in public places quite acceptable.

9. You might have to be careful about offering alcoholic drinks or pork to Muslims, but also remember that it is considered extremely rude to refuse any food offered to you by many people from Japan or China.

10. For Americans and many other nationalities, the rounded, pinched thumb and index finger (‘a-OK’ gesture) is easily recognized as meaning ‘fine’, ‘perfect’, or simply ‘okay’. For Japanese people this means ‘money’. For Latin Americans and people from Middle Eastern countries this has an obvious offensive or obscene meaning.

11. To signify stupidity in others, the French, Germans and Italians generally simply tap their own heads. In the UK and the USA this means ‘I understand’.



What about your country? How do these cultural factors work in Russia?

Task 2

Your colleague is going on a business trip abroad. Using what you read about cultural diversity in Task 1 give him/her some advice on how to avoid misunderstandings when communicating with Americans, Arabs, Australians, Chinese, Germans, Japanese, Latin Americans.

4. Comment upon the following opinion:

“Linguistic misunderstandings fade into insignificance when we look at the way culture shapes rules of behaviour and social attitudes.”



Acquire cultural knowledge by studying national cultures

Study role behaviors of different cultures relative to communication & decision making

Know and have an in-depth understanding of the language of context and have an in-depth understanding of the language of space

Know and have an in-depth understanding of the language of space

Negotiate from the proper cultural perspective

Open up to new ideas, be optimistic and appreciate cultural differences

Challenge yourself and your team by providing educational and training opportunities

Keep the faith and be patient!

Sell your ideas to your team

Engage in teaching active listening

Encourage impromptu and casual team interactions to build trust & respect

Know and have an in-depth understanding of the language of time

Gudykunst, W., and Kim, Y. (2003).

Communicating with strangers: An approach to intercultural communication



1. What might be the negative outcomes of poor cross cultural competence of employees in international companies?
2. Have you ever faced cross cultural difficulties in your workplace?

1. Look at the title of the article and read the first paragraph. What do you think the article is about?

Hurdles to Cross Cultural Business Communication

by: Neil Payne

International businesses are facing new challenges to their internal communication structures due to major reforms brought about through internationalization, downsizing, mergers, acquisitions and joint ventures.

Lack of investment in cross cultural training and language tuition often leads to deficient internal cohesion. The loss of clients/customers, poor staff retention, lack of competitive edge, internal conflicts/power struggles, poor working relations, misunderstandings, stress, poor productivity and lack of co-operation are all by-products of poor cross cultural communication.

International businesses with a highly diverse workforce in terms of nationality and cultural background face challenges from the differences in language, values, belief systems, business ethics, business practices, behaviour, etiquette and expectations.

Cross cultural differences can negatively impact a business in a variety of ways, whether in team cohesion or in staff productivity. In multicultural companies, objective help may be needed through a cross cultural consultant who will show teams and individuals how to manage communication and work together more cohesively and productively.

(Source: <http://articleoutlet.net/2012/04/08/hurdles-to-cross-cultural-business-communication/>)

2. Read the text once again and check your ideas in 1.

Answer the questions.

1. What level of business communication is discussed?
2. What does the author suggest about the way of overcoming cross-cultural difficulties in multinational businesses?

3. Imagine that you have just started working for a multinational company. The managing style of your new boss demotivates you.

The demotivating factors are as follows.

- It is easy and accepted to disagree with your boss, or go into a discussion with him.
- Your boss asks you for your opinion in order to get more input to come to a better decision.
- When something is not clear to you, it is expected that you ask for more clarification.
- Your boss does not check up on you.

Task

1. Which of Hofstede's cultural dimensions can be used to explain the situation? Does your new boss belong to a higher or a lower scoring country on this dimension?
2. Think of a similar situation when you were demotivated. Why did you feel like this?



**What is cross-cultural management?
How can cross-cultural research help in understanding
cultural diversity in the work place?**

4. Reading the text will help you answer the questions above.

There are different approaches to the study of organizational culture. One of the most influential research on culture and work was carried out by Geert Hofstede. Hofstede tried to find cultural explanations of differences in employees attitude and behavior. He concluded that

- the rules and values of national culture were a very powerful influence on the workplace;
- different approaches would be necessary when managing people from different cultural backgrounds;
- the workplace can only change people's values in a limited way.

The general outcome of Hofstede's research for multinational companies was not to assume that an organizational culture that was successful in one cultural context would be equally successful in a completely different cultural context.

In this respect the theory of intercultural communication is successfully applied to intercultural (or "cross-cultural") management. This term is widely used nowadays in management theories. An American scientist Nancy Adler, who studies international dimensions of organizational behavior, gives a good definition of **cross cultural management**: "Cross-cultural management explains the behavior of people in organizations around the world and shows people how to work in organizations with employees and client populations from many different cultures."

The importance of cross-cultural management lies in the on-growing co-operation between companies in different countries where difficulties may arise because of the different cultural backgrounds.

Thus, for example, in management Hofstede's **Power Distance** is associated with the acceptable degree of inequality between people in decisions making. In simpler words, this is the actual availability of guidance for subordinates

The **Individualism / Collectivism** describes the extent to which employees prefer to act independently and not as members of a particular

group. The extremes of this scale are absolutisation of their personal interests, on the one hand, and the complete subordination to the interests of a group or society, on the other hand. Determining the value of this parameter, you can determine the degree of the social and psychological connection between the members of the company or the organization.

5. Let’s have a closer look at how cross-cultural theories are applied to the behaviour of people in their workplace and their attitude to management.

Look through the tables representing some of the results of Hofstede’s research. Characterize the organizational culture in your company using the information in the tables.

Table 1

The difference between the attitudes to different aspects of decision making in organizations belonging to high and low power distance cultures

Countries with high power distance	Countries with low power distance
people love centralization	people love decentralization
subordinates expect that they will be told	subordinates expect that they will be consulted
business executives tend to be older	business executives tend to be younger
innovations come only when they are supported by hierarchy	spontaneous innovations
managers make autocratic decisions	managers tend to consult with subordinates when making decisions
constant supervision and control is assessed positively by subordinates	constant supervision and control is evaluated negatively by subordinates
in management style subordinates prefer authoritarian and paternalistic type	in management style subordinates prefer advisory, compromise type
employees are afraid to express disagreement with the boss	employees are less afraid to express disagreement with the boss
mixed feelings among managers about the possibility of distributing functions of leadership and initiative	ideological support among managers about the possibility of a wide distribution of leadership functions and initiatives

Table 2

The difference between the attitudes of employees to social and psychological connection between the members of the company in collectivistic vs. individualistic cultures.

Countries with high values of collectivism	Countries with high values of individualism
emotional dependence on the company	emotional independence from the company
the desire to work in large companies	the desire to work in small companies
domination of a moral obligation in the relationship with the company	mostly good judgment in dealing with the company
managers tend to obedience and order	managers tend to leadership and diversity
managers evaluate their position, putting in the first place confidence and stability	managers evaluate their position, putting in the first place their independence
managers have traditional views, not favoring workers initiative or group activity	managers hold modern views on initiatives to stimulate employees or group activity
group solutions are more attractive than individual ones	individual solutions are more attractive than group ones
managers as main goals in life named duty, experience and prestige	managers as main goals in life is named pleasure, attraction and security
the predominance of traditional pastimes	the prevalence of modern ways of pastime

Table 3

Masculinity-Femininity in terms of workplace

Masculine societies	Feminine societies
organizations are more task-oriented	organizations aim at harmonious relations
individual assertiveness is appreciated	strong emphasis is made on social partnership
money and things are important	people and the environment are important
performance is what counts	quality of life is what counts
ambition provides the drive	service provides the drive
one admires the successful	one sympathizes with the unfortunate

Table 4
Composition and displays of the differences in the parameter
"related to uncertainty"

Countries that accept uncertainty (low uncertainty avoidance)	Countries that reject uncertainty (high uncertainty avoidance)
large willingness to live for today	great care of the future
lower levels of work-related stress	a high level of work-related stress
loyalty to the employer is not considered a virtue	loyalty to the employer is regarded as a virtue
managers are selected by some other criteria than age	managers are selected on the basis of seniority criterion
preference is given to broader guidelines	preference is given to detailed requirements and instructions
full delegation of authority to subordinates is possible	the initiative of subordinates should be monitored
the conflict in the organization - a normal phenomenon	the conflict in the organization is undesirable

6. Imagine you are going to work in a foreign company.

» Go to **Appendix I** on page 73 to choose a country

Using the information in **5** give your predictions about the difficulties you might have in your new workplace when adapting to another culture.

7. Adapting to another culture depends on such cultural factors as context level and time perception.

To check your understanding of these cultural factors fill in the gaps in the text with the expressions in *italics* given before the text.

- () - *more independence and communication and fewer friendly contacts*
- () - *to interrupt a phone conversation in order to greet a third person*
- () - *to sequence communications as well as tasks*
- () - *the ability to blend with the environment and to demonstrate belonging to a particular group*
- () - *carry on multiple conversations simultaneously*

Adapting of a high context representative to a low context culture might cause frustration because it requires

(1) _____.

Adapting of a low context to a high context implies (2) _____.
In business there might be a problem connected with the fact that professional and personal relationships in high-context cultures are often mixed.

People from polychronic and monochronic cultures have the same difficulties adjusting to one another as people from high-context and low-context cultures. In fact, polychronic time is characteristic of high-context people and monochronic time is characteristic of low-context people. Similarly, the first approach tends to characterize Southern cultures, while the second rules in the North (with some notable exceptions). Monochronic people tend (3) _____. They would not be inclined, for instance, (4) _____. Polychronic people can (5) _____ - indeed, they would consider it rude not to do so.

» To see the answers go to **Answer Key**

Learning with IT

1. At <https://www.cleverism.com/understanding-cultures-people-hofstede-dimensions/> read about how Hofstede's six cultural dimensions are used to show the urgency of managing cultural difference as part of human resources management.
2. Go to https://www.mindtools.com/pages/article/newLDR_66.htm. The article here explores how you can use Hofstede's Six Dimensions of Culture to work effectively with people from a range of cultural and geographic backgrounds and gives some examples of practical application of Cultural Dimensions Theory in the workplace in different countries.



Culture is a problematic issue for many advertisers. Customers are quite sensitive about cultural aspects depicted in advertisements: advertising themes, incorporating social acceptance, mutual dependence, respect for elders, harmony with nature, use of seasons, innovation and novelty, distinctive use of celebrities.
<https://www.mbaknol.com/international-business/international-advertising/>



How can cultural diversity influence international advertising?

- 1. Read about the problems companies had in selling/advertising their goods abroad. Distribute the Situations between two groups:**

Group I. Linguistic problems (bad translation).

Group II Nonlinguistic problems.

Situations

- 1.** Kentucky Fried Chicken, in China, discovered too late that their logo, 'Finger licking good' had been translated as 'Eat your fingers off'. KFC bit the dust again, this time in Mexico, when they realized that their advertisement, 'It takes a tender chicken to satisfy a tough man', had been translated as 'It takes a hard man to satisfy a tender chicken.'
- 2.** In Saudi Arabia newspaper adverts for an airline showed an attractive hostess serving champagne to happy passengers. A lot of passengers cancelled their flight reservations.
- 3.** In airline company called itself 'Emu', after the Australian bird. But Australians didn't want to use the airline.
- 4.** The Parker pen was introduced into Mexico with the slogan, 'It won't leak in your pocket and embarrass you'. But the word they used for embarrass, 'embarazar', means 'to make pregnant', so this was quickly withdrawn.

5. Several European and American firms couldn't sell their product in Dubai when they run advertising campaign in Arabic.
6. When GM introduced the Chevy Nova into South America they were blissfully unaware that 'No va' means 'It won't go' in Spanish.
7. A soap powder ad had a picture of dirty clothes on the left, a box of soup in the middle and clean clothes on the right. The soap didn't sell well in the Middle East.
8. A toothpaste manufacturer couldn't sell its products in parts of South East Asia.
9. The first time Coca-Cola was introduced into China, it was translated phonetically as ke-kou-ke-la. After thousands of signs had been printed, the company discovered that this meant 'bite the wax tadpole' or 'female horse stuffed with wax'. Having researched 40 000 Chinese characters, they found a close phonetic equivalent, ko-kou-ko-le, which means 'happiness in the mouth'.
10. An American golf ball manufacturer launched its products in Japan packed in boxes of four. It had to change the pack size.

» To see the answers go to **Answer Key**

Task 1

Have a closer look at the situations in Group II. What went wrong? Discuss the possible reasons with your peer. Put your suggestions down in short.

Task 2

Here are the reasons for the problems for situations in Group II, but they are in the wrong order. Match them with the situations. How many did you get right in **Task 1?**

- In Japanese word for "four" sounds like the word "death". Things don't sell well four-packed.
- Unveiled women don't walk with men in Saudi Arabia and alcohol is illegal.
- 90% of the population came from Pakistan, India, Iran and Arabic was the wrong language.
- The advertisers forgot that in this part of the world people usually read from right to left.
- The Emu can't fly.
- The people in this area didn't want white teeth they thought drake-strained teeth were beautiful and they tried to blacken them.

2. Read the text on international advertising. Think of a heading for each of its 6 parts. Discuss your variants with a partner. Choose the best ones.

International Advertising as a Communication Process

(1) International advertising entails dissemination of a commercial message to target audiences in more than one country.

International advertising can, therefore, be viewed as a communication process that takes place in multiple cultures.

Target audiences differ from country to country in

- values,
- communication styles,
- in terms of how they perceive or interpret symbols or stimuli,
- in terms of how they respond to humor or emotional appeals,
- in levels of literacy and languages spoken.

(2) The process of communication in international markets involves a number of steps. First, the advertiser determines the appropriate message for the target audience. Next, the message is encoded so that it will be clearly understood in different cultural contexts. The message is then sent through media channels to the audience who then decodes and reacts to the message. At each stage in the process, cultural barriers may hamper effective transmission of the message and result in miscommunication.

(3) In encoding a verbal message, care needs to be taken in translation. Numerous examples exist of translation problems with colloquial phrases. For example, when the American Dairy Association entered Mexico with its "Got Milk?" campaign, the Spanish translation read "Are You Lactating?"

(4) Low levels of literacy may result in the need to use visual symbols. Here again, pitfalls can arise due to differences in color association or perception. In many tropical countries, green is associated with danger and has negative connotations. Red, on the other hand, is associated with weddings and happiness in China.

(5) In addition to encoding the message so that it attracts the attention of the target audience and is interpreted correctly, advertisers need to select media channels that reach the intended target audience. For example, use of TV advertising may only reach a relatively select audience in certain countries. Equally, print media will not be effective where there are low levels of literacy. Certain media may also be more effective in certain cultures. For example, radio advertising has substantial appeal in South America where popular music is a key aspect of the local culture.

(6) The cultural context also impacts the effectiveness of communication. In "high context" cultures, such as the collectivist Asian cultures of Japan and China, the context in which information is embedded is as important as what is said. In low context cultures, which include most Western societies, the information is contained in the verbal messages. In these cultures, it is important to provide adequate information relating to the product or service in

order to satisfy their need for content. Conversely, people in high context cultures are often more effectively reached by image or mood appeals, and rely on personal networks for information and content.

(Source: <http://people.stern.nyu.edu/sdouglas/rpubs/intad.html>)

Task

Using the text and the **Situations** in **1** make a list of factors that can influence the process of international advertising/selling.

Learning with IT

What is international advertising? How does the culture of a country influence the customer preferences? – To find the answers to these and many more questions go to <https://www.mbaknol.com/international-business/international-advertising/>



You can't not communicate. Everything you say and do or don't say and don't do sends a message to others.

John Woods



How much do you think cultural background influences negotiation styles of representatives of different countries?

1. Scan the text and think of a heading for it.

The language is the basic means of communication of any intercultural relation and represents the first layer of intercultural communication. Language proficiency is a significant prerequisite for an easy course of business dealing, however, it does not necessarily ensure the success of the negotiation. The second layer, which is often called the communication or business etiquette, must be taken into consideration as well. It is connected with conventions and rituals. Even if the participants of the intercultural communication master the appropriate language, but do not know or respect the rules of communication etiquette of their partners, a successful intercultural communication is not guaranteed.

While a great many of our hard won international deals are conducted in English, which is commonly viewed as the international business language, many negotiations require the use of *interpreters* or *translators*.

Interpreters are valuable and essential tools who can greatly enhance your international deal making. Take the time and don't stint, on getting a good professional to be a valued member of your team. Treat them with professional respect and courtesy, along with remembering the usual cautionary safeguards, as you would any other third party you utilize in your daily business activities.

2. Read the text again and answer the following questions.

- What recommendations on intercultural negotiations are given in the text?
- Why doesn't language proficiency guarantee the success of the negotiation?
- What do you think George Bernard Shaw meant when he noted that *'England and America are two countries separated by the same language.'*?

3. Cultural differences play a significant role in negotiation styles. Look through the **Situations** and make a list of those aspects of negotiation styles which are connected with different approaches to negotiation in various national settings as it is done in **Examples**.

Examples:

Situations

- *In the U.S. deals are formulated over the phone, in person or just by corresponding with each other in writing (where people like to be very direct their goal in negotiations), whereas in Japan negotiations over the phone or by fax are unacceptable and have to take place face to face. – Different approaches to the form of business communication.*
- *In Japan great importance is given to the harmony among the team members and therefore decisions are reached by consensus and take a lot of time. The Japanese often hold several meetings to deal with problems: one to decide what the problem is, a second to gather further information and a third to deal with the problem. There may be further meetings to communicate decisions that have been made outside these meetings by senior managers. This is something that Americans, the British or Australians find incomprehensible, unless they understand something about Japanese business protocols. - Different approaches to decision making.*

Situations

1. People in the U.S., in general, believe that communication is primarily "verbal" or "written," but "nonverbal" language is as important in Japan (if not more important than written language; and silence is considered a virtue in Japan as well). Interpreting behavior is always a challenge in negotiations. A good example of nonverbal communication that can be significant is eye contact. In the U.S direct eye contact is considered a sign of trustworthiness. In Asian society, looking down is considered a sign of respect.
2. In Northern European countries, personal space is much larger than in Southern European countries. For a German or a Swedish person, for example, the Italians or the Greeks get too close. An American etiquette manual advises this about personal space: "When you meet someone, don't stand too close. An uncomfortable closeness is very annoying to the other person, so keep your physical distance. A minimum of two feet away from the other person will do it."
3. Certain cultures, including Mediterranean, Arab, and Latin American allow more touching. Asian, Canadian, and U.S. cultures tend to discourage touching outside of intimate situations. Certain cultures allow cross-gender touching, including the United States, while same-gender touching is less

acceptable. Touching may convey closeness in some contexts and create offense in others. For example, in Mexico, a hug may reliably communicate the development of a trusting relationship, while a German negotiator might experience a hug as inappropriately intimate.

4. Different cultures' expectations can differ radically about the formality of the negotiation process. For instance, if an American called a Japanese negotiator by his first name at a first meeting, the Japanese businessperson would be offended. In the U.S., a person's first name is often used as a sign of friendliness. This is representative of the type of misunderstanding that undermines many negotiation efforts.
5. Business people from different cultures have varying objectives when they participate in a negotiation. Americans attend negotiations seeking an agreement, often in the form of a contract. The Japanese are likely to focus more on the relationship being forged and less on the detail.
6. The Japanese often hold several meetings to deal with problems: one to decide what the problem is, a second to gather further information and a third to deal with the problem. There may be further meetings to communicate decisions that have been made outside these meetings by senior managers. Again, this is something that Americans, the British or Australians find incomprehensible, unless they understand something about Japanese business protocols.
7. The Japanese tend to emphasize an interpersonal negotiating style, stressing verbal expressiveness, and listening ability, while their American and Brazilian counterpart focus more on verbal ability, planning, and judgment.
8. Negotiators also vary in the styles of persuasion. In American settings, appeals tend to be made to logic, relying on "objective" facts. Emotional sensitivity is not highly valued, and dealings may seem straightforward and impersonal. Japanese negotiators value emotional sensitivity highly, and tend to hide emotions behind calm exteriors. Arab negotiators may appeal to emotions and subjective feelings in an effort to persuade others. Russians, in contrast, tend to appeal to ideals, drawing everyone's attention to overarching principles.

4. Think back to what you know about high and low context. Divide typical features of negotiation styles 1-8 into two groups.

Group I. High Context: _____

Group II. Low Context: _____

1. Establish social trust first
2. Get down to business first
3. Value expertise and performance
4. Value personal relations and goodwill
5. Agreement by general trust
6. Agreement by specific, legalistic contract
7. Negotiations slow and ritualistic
8. Negotiations as efficient as possible

» To see the answers go to **AnswerKey**

Learning with IT

1. What could be wrong with sipping vodka in Russia? Or with eating with your left hand in India, or with patting the back of a colleague in Korea to thank them for a "job well done"?
In many countries, these actions are harmless. But in others, they can give a wrong impression or cause offense. They could even damage a relationship or ruin a major deal.
Go to <https://www.mindtools.com/pages/article/cross-cultural-mistakes.htm> to learn about the importance of being aware of different cultural traditions to build good working relationships with people from different cultures.
2. Taking the time to learn about cultural differences and business etiquette is an important part of preparing for any important business negotiation. At <http://globalnegotiator.com/files/international-business-etiquette-rules.pdf> find answers to the following questions.
 - In which type of countries, high context or low context ones, the knowledge of the rules of business etiquette is more important for successful negotiation? Why?
 - Who should make the effort to adapt to the culture of the other party?
 - Why is the part of business etiquette connected with greetings and introductions so important for establishing relations with foreign partners? Which aspects of behavior should be paid special attention to when foreign partners greet each other?
 - Who is responsible for organizing the international meeting and what culture based issues should be considered?
 - What business communication aspects are the usual parts of business etiquette?

3. There are some general behaviour patterns that people demonstrate when negotiating. At <http://www.negotiations.com/articles/negotiation-conflict-profiles/> learn about 5 negotiation styles based upon the implementation of such opposite concepts as ‘winning’ and ‘losing’. What is your preferred style? How do you think culture may influence negotiation styles? The article by Michelle LeBaron, an internationally recognized interdisciplinary scholar, on Culture-Based Negotiation Styles at http://beyondintractability.org/essay/culture_negotiation will help you answer the latter question.
You can also enjoy listening to Michelle LeBaron on Youtube if you use this keynote: **Michelle LeBaron-Exemplary Leadership: Dispute Resolution Professionals Change Cultures.**

4. Imagine your company is going to establish business relations with a foreign company. Your team is going to visit the foreign company for the first time. You are to acquaint the members of your team with the do’s and don’t’s of business etiquette of your future foreign partner .
To do this go to <http://worldbusinessculture.com/> or <http://www.cyborlink.com>. On Home Page click the country you are going to cooperate with and prepare a short report on its business etiquette. In your report highlight those points which are
 - especially important for establishing relations,
 - might cause misunderstandings,
 - very different from Russian (your company) business etiquette.

5. On Youtube you can find numerous films on how neglecting cultural diversity can ruin the process of establishing relations in negotiation. Use the keynote **Cultural Misunderstandings (Part 1)** to watch one of such films. When watching try to identify culturally-based mistakes the organizers of the meeting make during the first meeting with the partners. To correct the mistakes learn more about business cultures of the guests at <http://worldbusinessculture.com/> or <http://www.cyborlink.com> or any other similar site.
If you succeed and enjoy the content, watch the continuation: keynote **Cultural Misunderstandings (Part 2).**

Background

Somewhere in Western Europe a middle-sized textile printing company struggled for survival... Cloth, usually imported from Asian countries, was printed in multicolored patterns according to the desires of customers and firms producing fashion clothing for the local market. The company was run by a general manager to whom three functional managers reported: one for design and sales, one for manufacturing, and one for finance and personnel. The total work force numbered about 250.

The working climate in the firm was often disturbed by conflicts between the sales and manufacturing managers.

Reasons for conflict

The manufacturing manager had an interest in smooth production and in minimizing product changes. He preferred grouping customer orders into large batches. Changing color and/or design implied cleaning the machines which took productive time away and also wasted costly dyestuffs. The worst was changing from a dark color set to a light one. Therefore the manufacturing planners tried to start on a clean machine with the lightest shades and gradually move towards darker ones, postponing the need for an overall cleaning round as long as possible.

The design and sales manager tried to satisfy his customers in a highly competitive market. These customers, fashion clothing firms, were notorious for short-term planning changes. As their supplier, the printing company often received requests for rush orders. Even when these orders were small and unlikely to be profitable the sales manager hated to say 'no'. The customer might go to a competitor and then the printing firm would miss that big order which the sales manager was sure would come afterwards.

The rush orders, however, usually upset the manufacturing manager's schedules and forced him to print short runs of dark color sets on a beautifully clean machine, thus forcing the production operators to start cleaning all over again.

Conflict

- **There were frequent hassles between the two managers over whether a certain rush order should or should not be taken into production.**
- **The conflict was not limited to the department heads:** production personnel publicly expressed doubts about the competence of the sales people and vice versa. In the cafeteria, production and sales people would not sit together, although they had known each other for years.

Tasks

1. Diagnose the problem.

Work in small groups. Choose one of the following :

- negligence by the general manager to whom the two department heads reported;
- lack of structure (rules and specific procedures);
- human relationship problem (The two department heads are poor negotiators).

2. Suggest a solution. Use one of the following suggestions or think of your own one.

- The department heads should take the issue to their common boss, who would issue orders for settling such dilemmas in the future.
- There should be established some specific procedures to specify the competence of the department heads (e.g. calling in a consultant, nominating a task force, asking the common boss etc.);
- The department heads should improve their communication (e.g. attending, preferably together, a management course).

Discussion and reflection

1. Present your ideas to the other groups to compare your diagnoses and solutions. Give suggestions about the possible reasons for the differences in the opinions if there are any .

2. Read the **Reports** on how students from France, Germany and Britain handled the same tasks. Which of the suggested organizational models is similar to yours?

Reports

The **Reports** are based on the data collected by Owen James Stevens, an American professor at *INSEAD business school* in France, who presented his students with this case study.

Report 1

The majority of French students diagnosed the case as negligence by the general manager to whom the two department heads reported. The solution they preferred was for the opponents in the conflict to take the issue to their common boss, who would issue orders for settling such dilemmas in the future. Stevens interpreted the implicit organisation model of the French as a **‘pyramid of people’**: the general manager at the top of the pyramid, and each successive level at its proper place below.

Report 2 The majority of the Germans diagnosed the case as a lack of structure. They tended to think that the competence of the two conflicting department heads had not been clearly specified. The solution they preferred was to establish specific procedures, which could include calling in a consultant, nominating a task force, or asking the common boss. According to Stevens, the Germans saw the organisation as a **‘well-oiled machine’** in which intervention by management should be limited because the rules should settle day-to-day problems.

Report 3 The majority of the British diagnosed the case as a human relationship problem. They saw the two department heads as poor negotiators who would benefit from attending, preferably together, a management course to improve their skills. Stevens thought their implicit model of a **‘village market’** led them to look at the problem in terms of the demands of the situation determining what will happen, rather than hierarchy or rules.

Discussion and reflection

Think about which of Hofstede’s cultural dimensions can be applied to the explanation of different approaches to the organizational structure in different societies. Compare your ideas with the **Expert view 1**.

Expert view 1

Different cultures choose different approaches for the dilemma about

- (1) the diagnosis of the problem and
- (2) the suggested solution

These two dimensions, *Power Distance* and *Uncertainty Avoidance*, affect our thinking about organizations.

Organizing demands answers to two important questions:

- (1) Who has the power to decide what?**
- (2) What rules or procedures will be followed to attain the desired ends?**

The answer to the first question is influenced by cultural norms of power distance; the answer to the second question—by the cultural norms about uncertainty avoidance. Taken together these two dimensions reveal a remarkable contrast in a society’s acceptance and conception of an organization and the mechanisms that are employed in controlling and coordinating activities within it (G.Hofstede. 1991).

Conclusions

Using the results of the classroom discussion and **Expert View 2** make suggestions on how the position of your country on *Power Distance* and *Uncertainty Avoidance*

Avoidance

- influenced the way you **diagnosed the problem** and **the solution** you suggested;
- can influence the model of the organization in your country, and the kinds of co-ordination mechanisms that people in your culture would tend to rely upon.

Expert view 2

Employees in **high power distance and low uncertainty avoidance countries** such as *Singapore, Hong Kong and Indonesia* tend to think of their organizations as **traditional families**. The patriarch, or head of the family, is expected to protect family members physically and economically in exchange for loyalty from its members. The most likely co-ordination and control mechanism for the family is a standardization of work processes by specifying the contents of work – who does the chores.

Employees in *countries such as France, Brazil, Portugal and Mexico* that are **high on both dimensions** tend to view organizations as **pyramids of people** rather than as families. Everyone knows who reports to whom, and formal and activating lines of communication run vertically through the organization. Management reduces uncertainty and provides co-ordination and control by emphasizing who has authority over whom and in what way this authority can be exercised.

Where **high uncertainty avoidance and low power distance** are combined, in such *countries as Israel, Austria, Germany and Switzerland*, organizations are perceived as **well-oiled machines**; they are highly predictable without the imposition of a strong hierarchy. Uncertainty is reduced by clearly defining procedures. Co-ordination and control are achieved primarily through standardization and certification of skills, specifying the training required to perform the work.

In cultures where there is **low uncertainty avoidance and low power distance**, the relevant organizational model is a **'village market'**. *Countries such as Denmark, Ireland, Norway, the UK and the USA* are representative of this model. People will feel less comfortable with strict and formal rules or with what would be perceived as unnecessary layers of hierarchy. Control and co-ordination tend to take place through mutual adjustment of people through informal communication, and by specifying the desired results.

[\(https://laofutze.wordpress.com/2010/01/08/applications-of-hofstedes-theories/\)](https://laofutze.wordpress.com/2010/01/08/applications-of-hofstedes-theories/)

CASE STUDY 2 INTERNATIONAL PROJECT. SOLVING AN INTERCULTURAL PROBLEM

Source: John Hughes, Jon Nonton. Business Result. Intermediate Student's Book. - Oxford University Press, 2012.

Background



AKA is a Swedish software technology and design company. Six months ago they started work on a project with an Indian software developer based in Bangalore (India). A number of project managers from Sweden relocated to India to manage the different parts of the project. They are working with local managers, software designers and engineers.

Since the Swedish managers arrived, things have not gone as AKA hoped. The standard of work is very high, but the project is behind schedules, and several important delivery days have been missed. Also, the relationship between the Swedish managers and their Indian teams is getting worse. Meetings to review progress and make decisions are often very long, and the outcome is not always clear. There have also been some communication problems, even though everyone speaks 'good' English.

The Swedes now see their Indian colleagues as disorganized, inefficient and unwilling to take responsibility. The Indian think that Swedes are too informal and relaxed at work, don't say what they want, and are unable to make decisions.

In the world of technology, India is still regarded as a global leader. Indian firms are among the top IT service businesses. Companies here have a huge cost advantage - an English-speaking, highly-educated workforce that's available at less than a quarter of the wages paid in the US or Europe.

BBC News/ 03 September 2013

Discussion and reflection

- Make a list of the main problems.
- What are the possible reasons for these problems?
- How could management improve the situation?

Task 1

Work with a partner.

	Student A,	Student B
Situation and task	You are the Human Resources Director of the Swedish company.	You are the Human Resources Director of the Indian company.
	You have each received a number of complaints from your own employees about the current situation. Discuss the issues with your partner.	
Step 1. Preparation	Turn to Information File 1 to make a list of the issues to resolve.	Turn to Information File 3 to make a list of the issues to resolve.
	Turn to Information File 2 to learn about the business etiquette of the country you represent to be able to explain it to your partner.	Turn to Information File 4 to learn about the business etiquette of the country you represent to be able to explain it to your partner.
Step 2. Interaction	Discuss the reasons for the problems with the joint project. Take turns to exchange information.	
	Tell your partner about the problems reported by employees.	Try to explain the issue to your partner taking into consideration the business etiquette of the country you represent.
	Try to explain the issue to your partner taking into consideration the business etiquette of the country you represent.	Tell your partner about the problems reported by employees.
Step 3. Results	Work together to make some recommendations as to how the situation can be improved. Example. <ul style="list-style-type: none"> • We could ask the Swedish managers to send a memo out saying they would appreciate punctuality at meetings. • We could advise Swedish managers to get someone to call them once everyone has gathered for a meeting. 	

Information File 1

Problems reported by Swedish employees

‘My local Indian team members are always late for meetings. It’s such a waste of my time having to wait so long for our meetings to start.’

‘No wonder we are missing deadlines – my Indian colleagues take really long lunches – I hardly leave my desk all day! And I start work earlier.’

‘My colleague never finishes a job when she says she will – I’m finding it really hard to plan my own workload.’

‘The managers that report to me never consult me – they often just ask their staff to do things that are not in the best interests of the project.’

Information File 2

Sweden – Business etiquette

The working day often starts early, at 8 a.m. or earlier, and lunch is often only half-hour break at around midday.

Concept of time: Arriving at meetings on time and starting them properly are very important. If you are going to be late for any reason you must phone and let someone know. Being late is seen as poor etiquette.

Communication style is direct and open – people say what they think. This can seem rude but is not meant to be so.

Status and hierarchy: Equality is an important social value.

Information File 3

Problems reported by Indian employees

‘My manager is very rude at the start of meetings – we don’t have an opportunity to greet our colleagues properly and make small talk.’

‘My Swedish colleagues would rather work that join us for lunch.’

‘My Swedish colleagues are rude sometimes – they say things like “This is not as good as your last report.”’

‘My Swedish colleagues address me by the first name in front of my Indian team who I have been managing for many years. This is terrible.’

Information File 4

India – Business etiquette

The working day usually begins at 9.30 – 10.00 a.m. Breakfast meetings are not common. Business lunches are often quite long – 90 minutes is not uncommon.

Concept of time: Levels of speed, efficiency and punctuality will be different from those in the West. If someone promises to meet you in ten minutes, expect arrival in twenty.

Communication style: Indians often over-promise because they want to please: admitting a job is difficult to get done is often considered rude or weak.

Status and hierarchy: Managers are expected to ‘manage’. This includes making key decisions, often with little or no consultation, and telling subordinates what to do.

Reflection and Discussion

Work in two groups.

- Look at the suggestions of a consultant on intercultural communication in **Information File 5**.
- In each group discuss the pros and cons of each suggestion and choose one to be recommended to the management of the joint venture (Swedish and Indian).
Make use of additional information in **files 6 and 7**.
- Discuss the choice with the students of the other group.

Information File 5

Suggestions of a consultant.

1. Have a film made showing day-to-day business and the lives of employees in both companies. It would include interviews with the staff describing what they do and how they go about their jobs. Show the film to all employees.
2. Set up a virtual chat room so that colleagues can communicate anonymously to air their problems.
3. Get an external trainer to run a course for Swedish and Indian managers about how to raise their cultural awareness.
4. Have a culture sharing meal/day where Swedish and Indian colleagues can share their cultural backgrounds.
5. Bring Indian managers to Sweden for a visit to observe how Swedish employees go about their day-to-day business. These managers would then report their observations to their Indian employees.

Information File 6

India Management

In India, managers asking for feedback on performance are viewed with question and clouded with doubt: Why would he ask me how he is doing? He is the boss.

- India's culture prefers high power distance inside its hierarchical organizations where the boss makes decisions and decides who will deliver. He assigns tasks, not responsibilities.
- In India there is a more formalized structure for communication between Indian managers and subordinates.
- Managers should provide a detailed road map for employees to follow when performing tasks.
- Researchers believe that Indian colleagues may criticize and more importantly distrust a foreign manager acting with low power distance principals. Requesting for feedback on your performance may send an indication of weak leadership.

Information File 7

Time orientation creates problems in India

India is oriented toward the past. This causes India to be focused on traditions and long term commitments. Life is an ongoing cycle where influences from the past explain the current situation and the present is only a result of past action and can not be controlled.

When we step into relationships with India we are immediately confronted with the reality that time does not equal money in India. This crushes our schedules and keeps us from delivering “on time and under budget”

How can we better manage time inside India?

Time orientation causes India to deliver projects late:

- Its critical to establish a clear set of deadlines for a project .

Time orientation causes India to miss-understanding of the importance of time:

- Checking in on Indian teams and proactively ask for draft work engage them in your need for time management. Requiring status reports on each objective is another technique.

Time orientation causes India to miss specific timed activities like meetings:

- Call, write and call and write again. Repeat. Get constant confirmation that your schedule is their schedule. Your training class will happen at 5pm. Your car will arrive at 3pm.

(Brandy Moore, US coach on Cross Cultural Communication)

CASE STUDY 3 INTERNATIONAL NEGOTIATION. HOW GIVING FACE CAN BREW SUCCESS

Source: from the book '[The Chinese Negotiator](#)' by Dr Bob March; republished at <http://www.negotiations.com/case/giving-face>

Shows how understanding cultural differences and learning to work within them is the key to successful negotiations. Find out how knowing the importance of giving face in China gained trust and landed a series of important contracts.

Overview

Rod Zemanek, the principal negotiator, designer and Project Manager of an Australian chemical engineering consultancy, (Predict Pty Ltd) has been successful in China and is responsible for the design of many of the country's modern breweries. He was invited to submit a proposal for a huge Guangdong brewery by Dr. Pasteur Lai, the son of a former Chinese minister of health and now an Australian citizen. Lai had many connections deep within the Chinese government, had done his homework on Rod Zemanek, and was able to report to the Chinese that Rod Zemanek was the premier brewery designer and builder in Australia.

Rod Zemanek sent the Chinese a questionnaire, asking for information about specifications, resources, brewery capacity, products they planned to produce, budget, and business plans. The response he received convinced him to head to China to discuss a potential deal to build Guangdong province's largest brewery—a \$20 million project.

But, having heard from others about their China experiences, he decided to pitch only for the business in which his company had special technology to offer.

This is what Rod Zemanek says about doing business in China:

- “Many Chinese see it as their patriotic duty to shoot down foreigners, so you can be like a clay pigeon at target practice.”
- “One of the first things you need to understand about China is that you can't compete against cheap, local rivals,” he advises. “The Chinese only want foreigners involved if we can offer special technology they can't get at home. We knew if the Chinese could have got locally what we offered, they would not have approached us.”



Why do you think Rod Zemanek decided to accept the invitation?

Preparing to Negotiate

In the lead up to the negotiations, Rod Zemanek knew his business could provide strengths the Chinese business lacked. He had access to technology that could increase the capacity of the planned brewery while also reducing waste. He specialized in understanding and predicting market trends and had access to sophisticated, international market data the Chinese company lacked.

Before starting negotiations, he did extensive research on the Chinese market, including its beer industry and the Guangzhou company. He found that, despite the company's listing on the Shanghai Stock Exchange, it had direct links to the Chinese government.

“If you're working with a brewery in China, you're working with the government, because the industry is so tightly regulated. I also found that the government department in charge of the alcohol industry is run by ex-Red Guards, so I knew I was dealing with people who had to report back to important government figures. I thought that, if I could find ways to make them look good in the eyes of their bosses, it would help in developing a beneficial business relationship.”

“In China ‘looking good’ in the eyes of other people is very important in everyday life as well as in business. It deals with the concept of *face*.”



What do you know about the concept of *keeping face*?

Consult **Information File** to check your understanding (at the end of the Case text).

When Rod Zemanek arrived in China, he discovered that the Chinese were also talking to German, French, and Belgian companies, and that the Chinese company's plans for the brewery were not as well defined as had initially appeared.

“I decided my job was to be the expert, and I knew I should tell them what they needed, rather than let them tell me. It was clear they knew nothing about designing breweries.”

Rod Zemanek also understood the sensitivities in pointing out the shortcomings of the Chinese plans. He had spoken with Chinese Australians (including two on his staff who had become the key members of his team in China) and read widely on Chinese culture, so he recognized the risk of causing the Chinese to lose face. To avoid doing so, he offered to work with the Chinese on developing the competitive brief using the latest technology.

This would allow him to begin building relationships with the Chinese before the tendering process had begun. It would also give the Chinese lead negotiator face with his bosses (and the Chinese government officials), as he would be able to develop a better business brief using foreign technology. It also gave Rod Zemanek's business a head start in the tender competition.



Do you think the decision to begin with building relationships was the only possible one in the situation? Why?

Uncommon Tactics

The Chinese arranged the accommodation for the tendering companies. Each foreign team—the French, Germans, Belgians, and Australians—was lodged by the Guangdong government at the same hotel.

Working in such a specialized field—brewery design—meant that the foreign negotiating teams knew each other, and they used this to their advantage.



Why do you think the Chinese lodged all the foreign teams in the same hotel?

“Before tendering began, we were working with the client to develop the brief while the other companies were sitting around,”

“We would go and have a meeting with the Chinese. When we got back to the hotel, the other businesses would always be waiting in the lobby to be picked up for their meetings. It was made pretty clear that we were competing against each other,”

The negotiations took place over several weeks, during which each of the foreign companies met with the Chinese team almost daily

“We knew the Chinese were trying to pit us against each other, so we turned their tactic around. We met every afternoon in the hotel bar and compared notes. We could then work out together whether this negotiation was about price, technology, reputation, or some other driver. Of course it was about price and technology—it always is,”

“We talked about the price and technology constantly. We were always discussing the scope of the project, to fit it in with a budget with which they were happy, but which still delivered excellent technology. There were perhaps thirty Chinese, and every time we met, there would be different people talking. You’d think you had an agreement, and then one of the Chinese would suddenly pull you aside and tell you the complete opposite. It was very confusing.”



**What tactics did the Chinese use?
What did they aim at?**

Shoring Up Advantage

To ensure he was not misunderstanding the negotiations, which were being conducted through an interpreter with the Chinese team, Rod Zemanek had brought from Australia two of his China-born staff—a chemical engineer and an accountant.

“I decided I needed to use my two Chinese team members as my interpreters, because the Chinese language is often not explicit: The meaning of what they were saying was often only implied. It was the best decision I made, because I got the chance to log onto real feedback.”



**Why is the role of an interpreter so important in China?
What is the advantage of having a native speaker in the negotiation team?**

Rod Zemanek also began to see the language barrier as an advantage.

“Not knowing the language gave me carte blanche to completely change my mind on things I already had said, because I could use the excuse that I had not properly understood. They kept changing the negotiations on me, so it gave me the chance to do the same back and get away with it.”

After several weeks, the French and Belgian businesses pulled out, frustrated at the drawn-out negotiating process. They had offered their best price when first challenged and had left themselves no room to maneuver. Between them, the French and Belgian negotiators had two other problems. First, they were both professional managers involved in a number of projects, so it was easy for them to give up and go home to take up other projects waiting on their desks. Second, no

one on the French team liked Chinese cuisine, so returning home looked very attractive to them.

Rod Zemanek, however, was a specialist chemical engineer who owned his own business, had already invested \$350,000 in preparation, and was not inclined to walk away.



What advantages did Rod Zemanek have in comparison with other negotiators?

Patience Pays

“I went in suspecting we were going to spend ninety percent of the time arguing price, particularly since the Chinese started negotiating by crying poor. They kept saying they had a limited budget, so I started high and kept shaving off the smallest amount, but never near my limit. I knew from my initial questionnaire and research they could afford to pay what the technology and I were worth.”

“When I first got to China I was told of a Chinese saying—‘China has 5,000 years of history, so what’s an extra hundred years?’ This basically means that they are patient and will wait for the right deal. We had invested a lot of money to go to China, and we were not about to turn around and come home just because it was taking longer than we wanted.”

The Chinese team tried to use Rod Zemanek’s planned return date as leverage, in a bid to pressure him into agreeing to their price terms on the basis that he was leaving the country. But he recognized the ploy.

“I realized they were dragging negotiations out until my departure, so I told them my date was flexible and I’d just stay until we finished. I acted as though I no longer had a deadline, and politely pointed out they were the ones who had to build a brewery within a certain time frame.”

The Japanese, knowing that North Americans are impatient, use time to their advantage when negotiating with Americans. One of them expressed it in this way: “You Americans have one terrible weakness. If we make you wait long enough, you will agree to anything.”



Is the same true about the Chinese?

Rod Zemanek spent every evening with his Chinese negotiating team, analyzing each day and trying to figure out the Chinese strategy. They would probe and

explain to him Chinese cultural perceptions, which Rod Zemanek found invaluable for understanding the Chinese tactics.

Other Tactics

“There was one meeting in which one of the Chinese team became very angry and distressed. That night one of my interpreters told me that the individual had probably been testing my reaction.”

The Chinese don't do business with people they don't know, and sometimes they use different emotions to see how the other party reacts under pressure.

“Chinese culture is so different that you need that local Chinese input. You can never have intuitive understanding of everything that influences and drives them — that would take fifty lifetimes. The next best thing is to have local contacts to guide you.”

Rod Zemanek found other confusing elements about the negotiating process.

“We would have in-principle agreement on issues, and then they would just change their mind. We have since learned this is standard. Even if you have something in writing, it is only ever a ‘discussion document.’”

In the end, the specialist technology Rod Zemanek could offer ostensibly won him the contract.

But Rod Zemanek believes it was more about relationships and face.

“I put effort into helping them look good. I designed the brief with them using the latest technology. I helped solve other problems they had not considered, such as environment management that would save them money. I suggested my solutions would make their business a world leader. It was about giving them an opportunity to shine.”

In the book “The Chinese Negotiator “ the authors give a thorough explanation of 36 traditional strategies used by the Chinese. They write: “You will be facing the most strategically minded people in the world. You need a strategic mind, determination, composure, and your own team of like-minded warrior to make the journey with you.”



**What strategies did the Chinese use in this negotiation?
What helped Rod Zemanek win the contract?**

The Last Round of Negotiations

The vice governor of Guangdong province finally stepped in and made the decision in favor of Rod Zemanek's company. Within forty-five minutes of his decision, the negotiation leader was on the phone to Rod Zemanek at his hotel.

"We want you to sign the contract," he said out of the blue and with no preamble. "Come to the office now. Also bring \$2,000 to pay for the celebration banquet at lunchtime."

Rod Zemanek and his team went directly to the provincial office. Before he signed the contract, he said to the team leader, "Thank you very much for your agreement to commission us to build your brewery. In consideration of that, we wish to present you with a five percent discount."

The step was artful. Bringing the project in five percent under budget gave face to everyone on the Chinese team, including the vice governor. They would not forget this.



Why do you think Rod Zemanek presented the Chinese with the discount?

Commentary

After winning the job to design the Guangdong brewery, Rod Zemanek was exclusively commissioned to design a \$5 million winery in Xinjiang province. This demonstrated how trusted he had become in China.

In his time working with Chinese, Rod Zemanek believes he has learned a number of valuable lessons from the challenges he has faced.



Can you guess what kind of lessons Rod Zemanek learned? Make a list of three points?

Compare your ideas with Rod Zemanek's commentary below.

"**First**, do not be distracted by cultural differences. Understand them, learn to work within them, but do not be led astray by them. In my first negotiation, I probably spent too much time on the cultural aspects and not enough on the business elements."

"**Second**, know that nothing is ever fully resolved. The Chinese see a contractual agreement as only a starting point in business. You need to be flexible and work with this, rather than fight against it."

"**Third**, know that face is most important. I have seen the Chinese build bad breweries they knew were wrong, just because they did not know how to

acknowledge they had made a mistake without losing face. Learn how to give face."

"Most importantly, be prepared to make the Chinese look good. China is all about reciprocal favors, and if you make them look good, you will do an enormous service to yourself." (Rod Zemanek)



What lessons have you learnt from this case?

Information File

1. The concept of face is considered to be Chinese in origin, yet many languages have "face" terms that metaphorically mean "prestige; honor; reputation". Foreigners find it extremely hard to understand, but believe that "face" is the key to the Chinese spirit. Abstract and intangible, it is yet the most delicate standard by which Chinese social intercourse is regulated. "Losing face" brings into question one's moral decency and societal adequacy. (Wikipedia)

2. "Face, or *mianzi*, is arguably one of the three key motivators that govern behavior in China these days, the others being money and power. But the three are related," writes Scott D. Seligman in "*Chinese Business Etiquette*."

3. Face is the desire to not appear weak or to look bad in the eyes of others. Face is all about the other people viewing you and not about the person. Face is a major part of every day life here... from what clothes you wear, what kind of car you drive, what your house looks like, or how well your kids do in school. It can make or break you in business and without it.. you are nothing. Such as the life in China... having face means having respect and not having respect in China is the same as being the dirt under someone's foot. (Liang Jieming, China)

4. Before beginning, recognize that the following qualities are valued by the Chinese and therefore relevant to your Chinese business interactions today:

- Saving and giving face
- Respect for elders and rankings (note that the latter is particularly important when dealing with government officials)
- Patience
- Politeness
- Modesty

(The Canadian Trade Commissioner Service)

Appendix I. Cultural Dimensions Scores

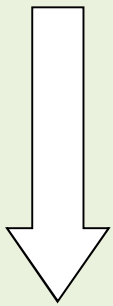
	Power Distance	Individualism	Masculinity	Uncertainty Avoidance	Long Term Orientation
Australia	36	90	61	51	21
Austria	11	55	79	70	60
China	80	20	66	30	87
Canada	39	80	52	48	36
Egypt	70	25	45	80	7
France	68	71	43	86	63
Germany	35	67	66	65	85
Greece	60	35	57	112	45
India	77	48	56	40	51
Italy	50	76	70	75	61
Japan	54	46	95	92	88
Kuwait	90	25	40	80	-
Netherlands	38	80	14	53	67
Norway	31	69	8	50	35
Russia	93	39	36	95	81
Sweden	31	71	5	29	53
Thailand	64	20	34	64	32
UK	35	89	66	35	51
US	40	91	62	46	26

(Source: <https://www.geert-hofstede.com>)



Statements about just one culture on the level of “values” do not describe “reality”; such statements are generalisations and they ought to be relative. Without comparison, a country score is meaningless.

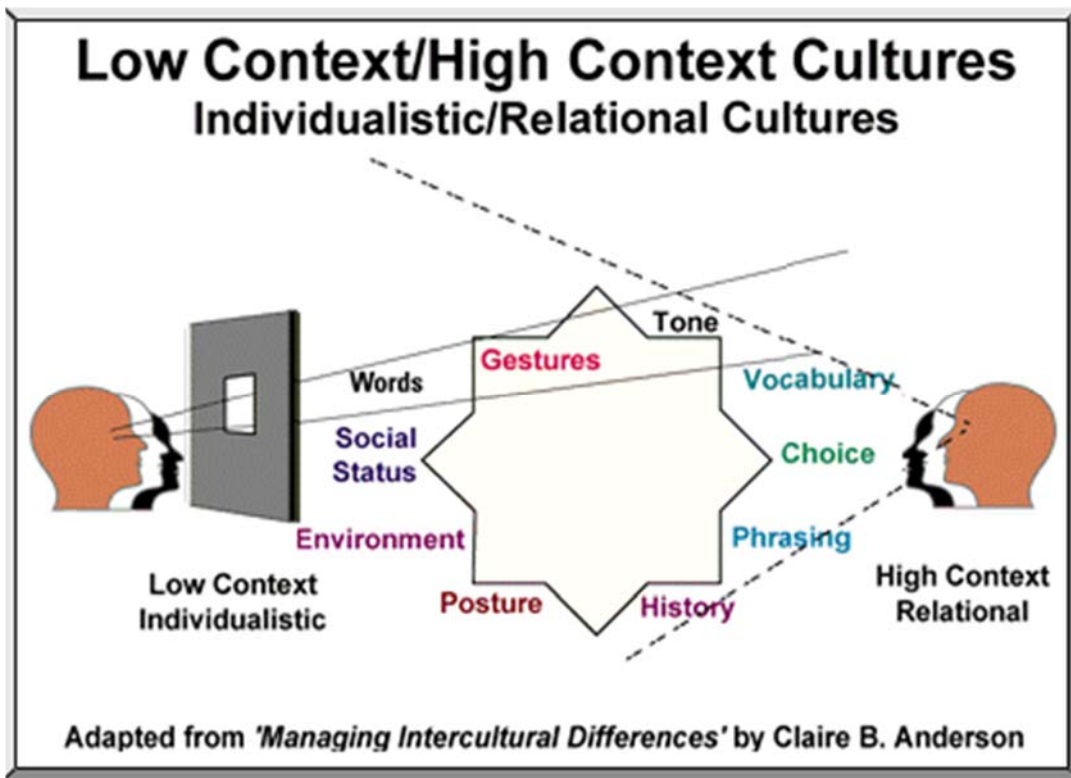
Appendix II. High Context vs. Low Context Countries

Low Context	German Swiss Scandinavian North American English Greek Spanish Italian Arab Vietnamese Japanese Korean Chinese
	
High Context	

(Source: Munter, M. (1993). "Cross-cultural communication for managers." Business Horizons; May/Jun93, Vol. 36 Issue 3)

High-context cultures		Low-context cultures
Algerian	Nepali	Australian
Belorussian	Persian	Canadian
Chinese	Polish	Danish
Filipino	Portuguese	Dutch
French	Russian	English
Greek	Spanish	Finnish
Indian	Thai	German
Indonesian	Turkish	Irish
Italian	Ukrainian	New Zealand
Japanese	Vietnamese	Norwegian
Korean		Swedish
Libyan		Swiss
		American

(Source: <https://blogonlinguistics.wordpress.com/2013/10/22/high-and-low-context-culture/>)



(Source: <https://laofutze.wordpress.com/category/e-t-hall-2/>)



Context is probably the most important cultural dimension - and the most difficult to define.

Any culture may have subcultures in which individuals do not necessarily behave in the same way,

Appendix III. Monochronic vs. Polichronic Cultures

There is no traceable geographical pattern which might link monochronic vs polychronic perspective on time to a particular region of the world since, for example, monochronic cultures can be found both in Europe and Asia. However, western cultures are usually more inclined to be monochronic. It is worth noting that if we explore cultures on large geographical areas (e.g. US culture), we should be aware that both monochronic and polychronic features can be found there, depending on each particular region. For instance, US culture overall can be referred to as monochronic; however, Hawaiian and New Orleans perspective on time has polychronic features.

Monochronic cultures:

Belorussian
Canadian
Danish
English
Finnish
German
Japanese
Korean
Norwegian
Russian
Swedish
Ukrainian

Polychronic cultures:

Chinese
Egyptian
Filipino
Indian
Indonesian
Mexican
Pakistani
Saudi Arabic

(Source: <https://blogonlinguistics.wordpress.com/2013/10/23/chronemics-monochronic-and-polychronic-cultures/>)



It is necessary to be aware that any culture may have subcultures in which individuals do not necessarily behave in the same way. Moreover, with the rapid development of new media and other technologies as well as more possibilities for travelling around the globe, cultures may also change quite rapidly. Therefore, it is important to be critical in applying the monochronic-polychronic framework.

Resources

Intercultural competence is your today's competitive advantage!

If you desire to learn more and improve your intercultural skills enjoy the following resources.

- ❖ <https://harzing.com/resources/external/cross-cultural-and-language>
A list of resources with commentaries and links to Internet pages from Anne-Wil Harzing, a Professor of International Management at Middlesex University, London.

- ❖ <https://www.hofstede-insights.com/product/compare-countries/>
Here you can select a country in the dropdown menu to see the values for the 6 Hofstede's dimensions and a country's description. After a first country has been selected, a second and even a third country can be chosen to be able to see a comparison of their scores.

- ❖ http://kulturiskvleebi.weebly.com/uploads/1/8/3/7/18376403/_1.1.pdf
'Intercultural Research: The Current State of Knowledge' by Stephan Dahl gives a short overview of the main concepts and theories in intercultural and cross-cultural communication.

- ❖ <https://laofutze.wordpress.com/category/hall-high-and-low-context-communication/>
E. T. Hall's concepts of space, context and time in different cultures. Examples, cases, videos, links.

- ❖ <http://blog.crossculture.com> & <https://www.crossculture.com/category/blog/>



Richard Lewis Communications' new brand, based around The Lewis Model of Culture. Articles and case-studies.

Richard Lewis is widely considered to be one of the world's most renowned practitioners in the field of cross-cultural communication and linguistics.

- ❖ <https://culturematters.com>



Cris Smit's articles and videos

Cris Smit - International Strategy Expert. Intercultural Management Specialist. Host of the Culture Matters

- ❖ <http://sherwoodfleming.com>



Sherwood Fleming's site offers a 'unique blend of how to communicate more clearly ... in English as a foreign language' and 'resolve individual and group intercultural communication challenges.'

Her motto is "We build our future together, in the words we exchange today."

- ❖ <http://www.culturocity.com/articles.htm>

Articles on effective cross-cultural work and global skills

- ❖ https://saylordotorg.github.io/text_leading-with-cultural-intelligence/index.html

A book (freely downloadable) for leaders working in a global community. Practical tools, research, and case studies.

Answer Key

Unit 1

4. Task 1
1 - cross-cultural, 2 - an intercultural, 3 - cross-cultural, intercultural,
4 – intercultural
5. agreement vs. disagreement,
cultural adaptation vs. cultural isolation,
conflict vs. cooperation,
intercultural projects success vs. projects failure
communicative success vs. communicative breakdown

Unit 2

2. Task 1 1-b, 2-a
Task 2 1-b, 2-c, 3-a
Task 3 1-b, 2-a, 3-c
Task 4 1-b, 2-c, 3-a
3. 1 - C, 2 – A, 3 – D, 4 – B
4. low, high; 2. collectivist, individualist; 3. masculine societies, feminine societies; 4. Uncertainty avoiding, uncertainty accepting.
5. Group I: 2(A), 3(B), 4(A), 5 (B)
Group II: 2 (B), 3 (A), 4(B), 5(A)
- 6.
- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| F | F | T | F | T | T | F | F |
7.
Group I: 4, 6, 7, 8.
Group II: 1, 2, 3, 5

Unit 3

2. high-context: 1, 3, 4
low-context : 2,5
5. 5 – zone , 1 – space, 4 - privacy , 6 – discomfort, 3 - personal , 2- public

Unit 4

2. 1 – b, 2 – h, 3 – a, 4 – c, 5 – g, 6 – f, 7 – e, 8 - d

Unit 6

7. *(1)- more independence and communication and fewer friendly contacts*
(4) - to interrupt a phone conversation in order to greet a third person
(3)- to sequence communications as well as tasks
(2) - the ability to blend with the environment and to demonstrate belonging to a particular group
(5)- carry on multiple conversations simultaneously

Unit 7

1. Group I. 1, 4, 6, 9
Group II 2, 3, 5, 7, 8, 10,

Unit 8

4. Group I. High Context: 1, 4, 5, 7
Group II. Low Context: 2, 3, 6, 8

Учебное издание

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(английский)**

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