

Lima, August 2013



# Intercultural Management Communication

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## Logistics

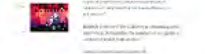
Activity	Day	Time	Location
Introduction	Day 1	09:00 - 10:00	Room 101
Logistics	Day 1	10:00 - 11:00	Room 101
Definition of culture	Day 1	11:00 - 12:00	Room 101
Cultural differences	Day 2	09:00 - 10:00	Room 101
Communication	Day 2	10:00 - 11:00	Room 101
Behavior	Day 2	11:00 - 12:00	Room 101
Managerial implications	Day 3	09:00 - 10:00	Room 101
Final presentation	Day 3	10:00 - 11:00	Room 101



# Intro & Motivation



## Definition of culture



Definition of culture: The set of shared values, beliefs, and behaviors that distinguish a group of people from others. It is the collective programming of the mind that distinguishes one group of people from another.

## Cultural Differences

### 1. Dimensions

#### - Hofstede

Individualism (and collectivism)  
Power distance  
Uncertainty avoidance  
Masculinity (and femininity)  
Time orientation

#### - Hall

High-Low context cultures  
Time monochronic polychronic

#### - Trompenaars and Hampden-Turner



### 2. Metaphors

#### - Culture

Cultural shock

#### - Specific cultures



#### - Yin-Yang



### 3. Geography

#### - of Thought

#### - of Time



## Communication

### Verbal



#### Type of message

#### Language

#### Paralanguage

### Non verbal



### Visual

## Behavior

### Individual



### Group

### Organizational

#### Implications for business presentations

Country	Implication
USA	Direct, concise, and data-driven
Germany	Structured and detailed
Japan	Indirect and relationship-oriented
France	Formal and hierarchical
UK	Polite and reserved
Italy	Emotional and expressive
Spain	Warm and personal
Sweden	Simple and functional
Netherlands	Practical and efficient
Belgium	Formal and structured
Austria	Formal and precise
Switzerland	Efficient and organized
Denmark	Simple and functional
Finland	Simple and functional
Norway	Simple and functional
Sweden	Simple and functional
Denmark	Simple and functional
Finland	Simple and functional
Norway	Simple and functional

#### Decision making: ethics



Activity



Activity



Activity



Activity



Activity



Activity



Activity



Activity



Activity



Activity



Activity



Activity



Activity



Activity



Activity



Activity



Activity



Activity

# Logistics

Course Structure	Session	Content	Teaching Strategy	Material	Homeworks to present in class
Theoretical Background	19/08	Introduction and motivation	Lecture Class interaction Video		Present an intercultural communication incident that you experienced
	19/08	Theories of cross-cultural differences	Lecture Class interaction Critical incidents analysis	Readings: The Influence of culture: holistic versus analytic perception.	
	20/08	Theories of cross-cultural differences (continued)	Lecture Metaphors of cultures Video	Readings: A Geography of Time (chapter 9).	Present the analysis of your intercultural communication incident
Implications	21/08	Cultural differences in individual and group behavior	Lecture Critical incidents analysis	Readings: International Dimensions of Organizational Behavior (chapter 5) Chinese Communication Characteristics: A Yin Yang Perspective.	
	22/08	Cultural differences at organizational level	Lecture Critical incidents analysis	Readings: Board of Director Diversity and Firm Financial Performance.	Map the course

## Bibliography:

Adler, N.J., (2008). International Dimensions of Organizational Behavior. South-Western Cengage Learning: Mason OH. Fifth edition, pages: 126-156 and 184-223 (chapters 5)

Fang, T. & Faure, G.O. (2011). Chinese Communication Characteristics: A Yin Yang Perspective. International Journal of Intercultural Relations, 35; 320-333.

Levine, R.V. (1998). A Geography of Time: The Temporal Misadventures of a Social Psychologist, Basic Books/Perseus, pages 187-206 (chapter 9).

Niclas, L., Erhardt, N.L., Werbel, J. D. & Shrader C. B. (2003). Board of Director Diversity and Firm Financial Performance, Corporate Governance, 11 (2): 102-111.

Nisbett, R. & Miyamoto, Y. (2005). The influence of culture: holistic versus analytic perception. TRENDS in Cognitive Sciences, 9 (10): 467-473.





# Intro & Motivation



## Goals

1. Awareness of differences and stereotypes
2. Empathy
3. Understanding diversity as a resource

Let's start with the basics



## Disclaimer

Disability is a complex and multifaceted phenomenon. It is not a single condition, but a range of conditions that can affect a person's ability to interact with the world around them.

Disability is not a personal failing or a result of poor choices.

Disability is not a result of poor choices or a personal failing.

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## Why?

Miscommunication is costly!

Miscommunication is costly! It can lead to misunderstandings, conflicts, and even legal issues.

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## Social Information Process Model





# Goals

1. Awareness of differences & avoid stereotyping
2. Respect
3. Use cultural differences as a resource

«It's not bad, it's just different»



ILLUSTRATION: SHOUT

# Disclaimer\*

Sources of communication problems:

Social

Economic

Linguistic

Cultural



Source: TLC conference 2011

Some (over-)generalization is necessary

Point of view: communication, specific cultural background

What this module is not: a course on theories of culture, on anthropology, on international management or international marketing

# Why?

## Miscommunication is costly!

Managers spend >50% of their time talking to people (Mintzberg)

Cultural variables affect the communication process (Samovar & Porter)

- Attitudes

- Social organization

- Thought patterns

- Roles (status)

- Language

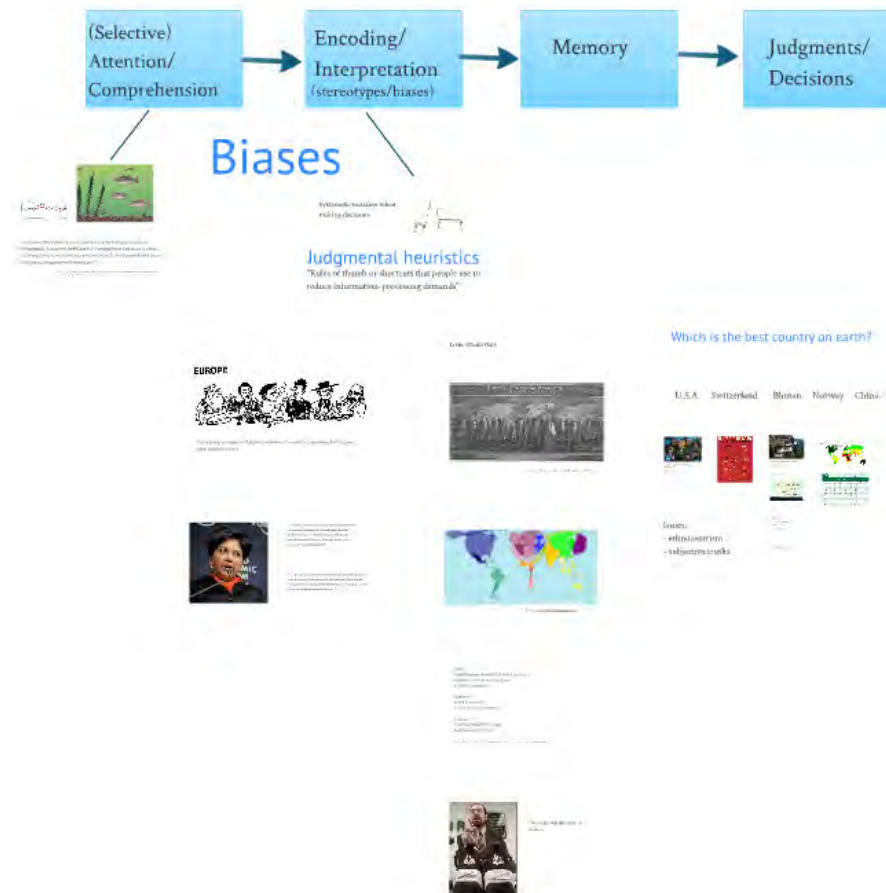
- Non verbal communication

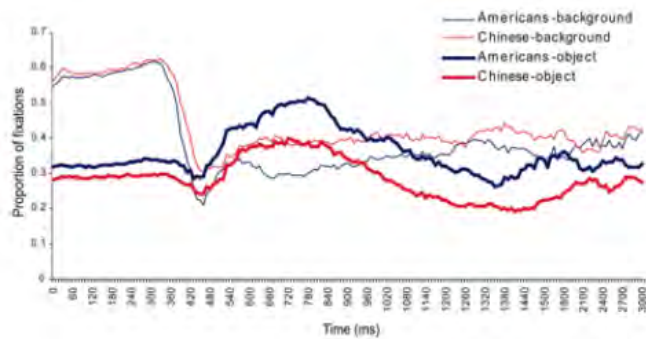
- Time



# Motivation

## Social Information Process Model





"Americans were fixating focal objects at a greater proportion than backgrounds, compared with Chinese. Averaging the data from 1,100 to 3,000 ms, Chinese were fixating more often to the backgrounds and less to the objects, compared with Americans."

Source: Chua, Boland, and Nisbett (2005). Cultural variation in eye movements during scene perception. PNAS August 30, 2005 vol. 102 no. 35 12629-12633,

# Biases

Systematic mistakes when  
making decisions



## Judgmental heuristics

"Rules of thumb or shortcuts that people use to  
reduce information-processing demands"





"Members of one team of engineers assumed their American colleagues had more technological expertise than did their Moroccan colleagues simply because Morocco is less technologically and economically advanced"

"An Indian manager described the lack of respect granted him by many of his British colleagues who, he believed, 'assumed that I am underdeveloped simply because I come from an underdeveloped country'. "

# Which is the best country on earth?

U.S.A.    Switzerland    Bhutan    Norway    China    .....



'Although we are the wealthiest people that ever lived, we are by no means the happiest'

# WHERE TO BE BORN

THE ECONOMIST INTELLIGENCE UNIT CALCULATED WHERE WOULD BE BEST TO BE BORN IN 2013. THE INDEX TAKES 11 INDICATORS INTO ACCOUNT AND IS A FOLLOW UP TO THEIR WHERE TO BE BORN INDEX IN 1988.

## 1988

COUNTRY RANK

UNITED STATES 1<sup>st</sup>  
FRANCE 2<sup>nd</sup>  
W.GERMANY 3<sup>rd</sup>  
ITALY 4<sup>th</sup>  
CANADA 5<sup>th</sup>  
JAPAN 6<sup>th</sup>  
HONG KONG 7<sup>th</sup>  
UK 7<sup>th</sup>  
SWEDEN 9<sup>th</sup>  
NETHERLANDS 10<sup>th</sup>

## 2013

RANK COUNTRY

1<sup>st</sup> SWITZERLAND  
2<sup>nd</sup> AUSTRALIA  
3<sup>rd</sup> NORWAY  
4<sup>th</sup> SWEDEN  
5<sup>th</sup> DENMARK  
6<sup>th</sup> SINGAPORE  
7<sup>th</sup> NEW ZEALAND  
8<sup>th</sup> NETHERLANDS  
9<sup>th</sup> CANADA  
10<sup>th</sup> HONG KONG

SOUTH KOREA 10  
AUSTRIA 12  
NORWAY 13  
SWITZERLAND 13  
BELGIUM 15  
IRELAND 15  
SPAIN 15  
AUSTRALIA 18  
FINLAND 18  
NEW ZEALAND 18  
ARGENTINA 21  
USSR 21  
POLAND 23  
DENMARK 24  
HUNGARY 24  
PHILIPPINES 24  
GREECE 27  
INDIA 27  
MEXICO 27  
BRAZIL 30

11 FINLAND  
12 IRELAND  
13 AUSTRIA  
14 TAIWAN  
15 BELGIUM  
16 GERMANY  
18 UNITED STATES  
18 U.A.E.  
19 SOUTH KOREA  
20 ISRAEL  
21 ITALY  
22 KUWAIT  
23 CHILE  
23 CYPRUS  
25 JAPAN  
26 FRANCE  
27 UK  
28 CZECH REPUBLIC  
28 SPAIN  
30 COSTA RICA





## The Pursuit of Gross National Happiness: the case of Bhutan

“Wangchuck still maintains that economic growth does not necessarily lead to contentment.”

Source: Time

<http://www.time.com/time/health/article/0,8599,1016266,00.html#ixzz1nJnCtJJ7>

Additional resources: <http://kosmos9.wordpress.com/2012/01/25/what-is-wealth-anyway/>

“Although we are the wealthiest people that ever lived, we are by no means the happiest”

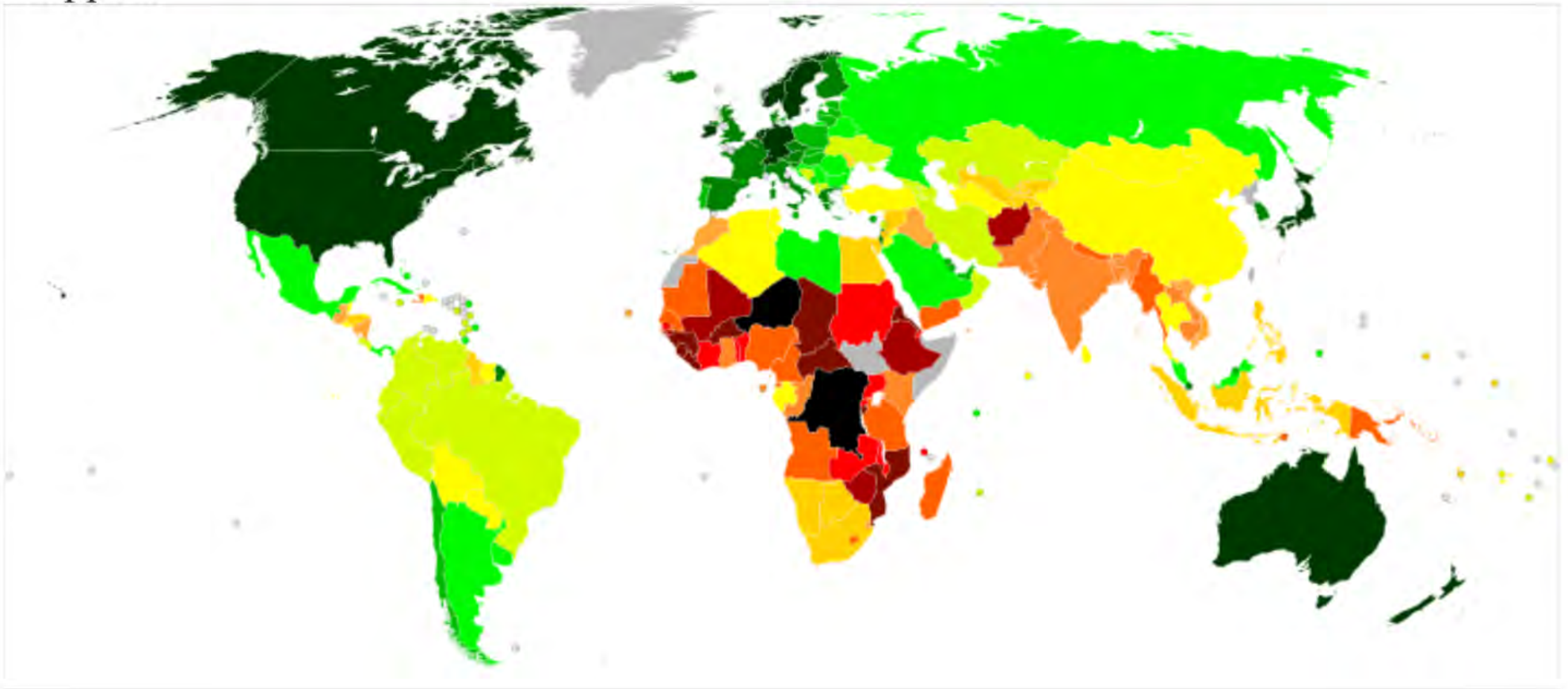




TABLE 1

## Human Development Index and its components

HDI rank	Human Development Index (HDI) Value	Life expectancy at birth (years)	Mean years of schooling (years)	Expected years of schooling (years)	Gross national income (GNI) per capita (constant 2005 PPP \$)	GNI per capita rank minus HDI rank	Nonincome HDI Value
	2011	2011	2011 <sup>a</sup>	2011 <sup>a</sup>	2011	2011	2011
<b>VERY HIGH HUMAN DEVELOPMENT</b>							
1 Norway	0.943	81.1	12.6	17.3	47,557	6	0.975
2 Australia	0.929	81.9	12.0	18.0	34,431	16	0.979
3 Netherlands	0.910	80.7	11.6 <sup>b</sup>	16.8	36,402	9	0.944
4 United States	0.910	78.5	12.4	16.0	43,017	6	0.931
5 New Zealand	0.908	80.7	12.5	18.0	23,737	30	0.978
6 Canada	0.908	81.0	12.1 <sup>b</sup>	16.0	35,166	10	0.944
7 Ireland	0.908	80.6	11.6	18.0	29,322	19	0.959
8 Liechtenstein	0.905	79.6	10.3 <sup>c</sup>	14.7	83,717 <sup>d</sup>	-6	0.877
9 Germany	0.905	80.4	12.2 <sup>b</sup>	15.9	34,854	8	0.940
10 Sweden	0.904	81.4	11.7 <sup>b</sup>	15.7	35,837	4	0.936
11 Switzerland	0.903	82.3	11.0 <sup>b</sup>	15.6	39,924	0	0.926
12 Japan	0.901	83.4	11.6 <sup>b</sup>	15.1	32,295	11	0.940
13 Hong Kong, China (SAR)	0.898	82.8	10.0	15.7	44,805	-4	0.910
14 Iceland	0.898	81.8	10.4	18.0	29,354	11	0.943
15 Korea, Republic of	0.897	80.6	11.6 <sup>b</sup>	16.9	28,230	12	0.945
16 Denmark	0.895	78.8	11.4 <sup>b</sup>	16.9	34,347	3	0.926
17 Israel	0.888	81.6	11.9	15.5	25,849	14	0.939
18 Belgium	0.886	80.0	10.9 <sup>b</sup>	16.1	33,357	2	0.914
19 Austria	0.885	80.9	10.8 <sup>b</sup>	15.3	35,719	-4	0.908
20 France	0.884	81.5	10.6 <sup>b</sup>	16.1	30,462	4	0.919
21 Slovenia	0.884	79.3	11.6 <sup>b</sup>	16.9	24,914	11	0.935
22 Finland	0.882	80.0	10.3	16.8	32,438	0	0.911
23 Spain	0.878	81.4	10.4 <sup>b</sup>	16.6	26,508	6	0.920
24 Italy	0.874	81.9	10.1 <sup>b</sup>	16.3	26,484	6	0.914



## Ignoring cultural differences is costly!

Almost half of expatriates leave the assignments earlier  
and 25% of repatriated resign within 1 year!

due to job dissatisfaction and problems adjusting to the host country

Over 50% of international M&A fail after a few years

(Source: Pricewaterhouse Coopers)

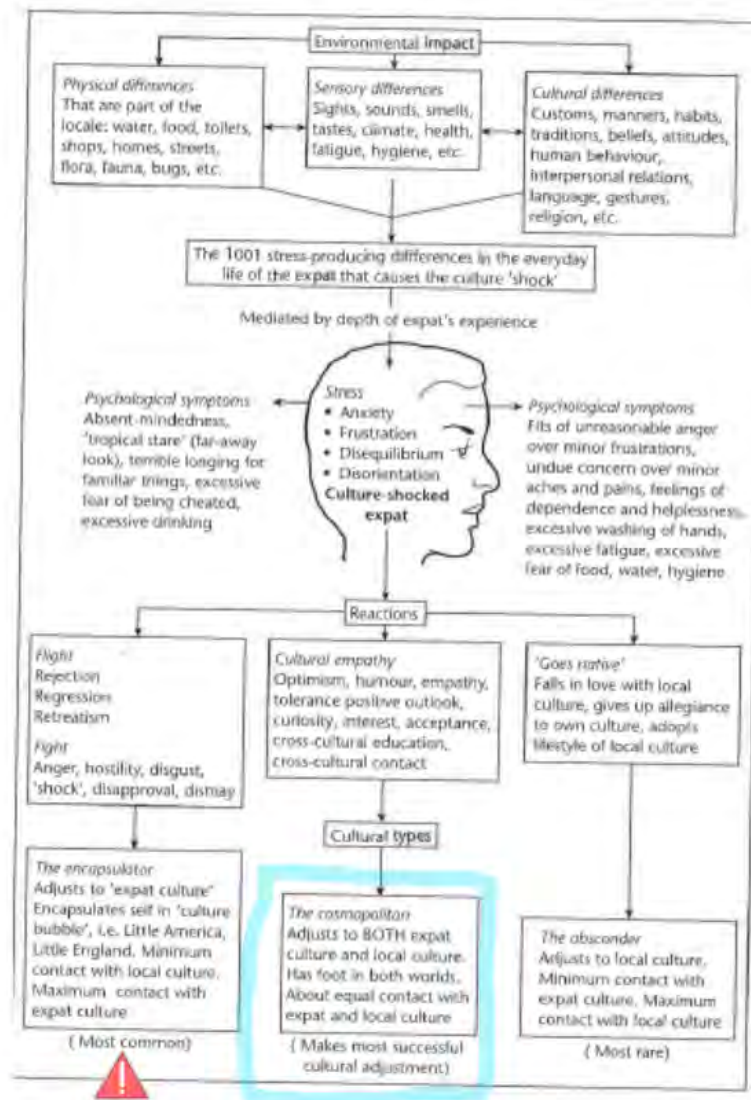
# Culture shock



Where?



## Strategies to cope with culture shock



Cultural types

Motor  
'expat culture'  
is self in 'culture'  
Little America,  
nd. Minimum  
h local culture.  
contact with  
re

(common)

*The cosmopolitan*  
Adjusts to BOTH expat  
culture and local culture.  
Has foot in both worlds.  
About equal contact with  
expat and local culture

( Makes most successful  
cultural adjustment)

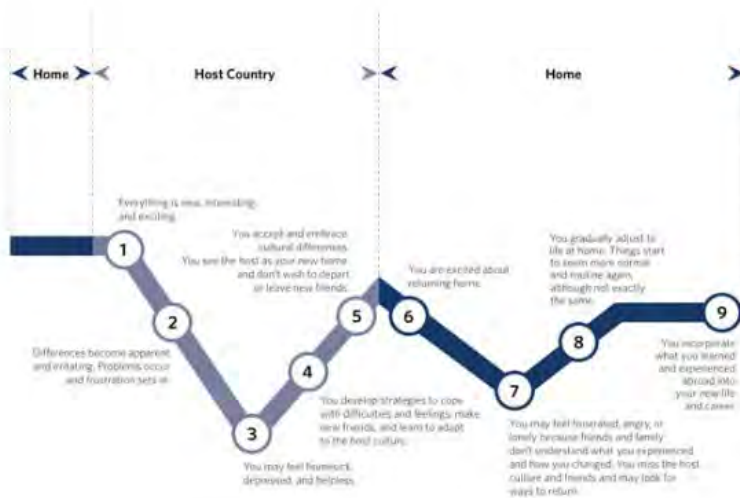
*The absconder*  
Adjusts to local  
Minimum cont  
expat culture, i  
contact with lo

( Most ra

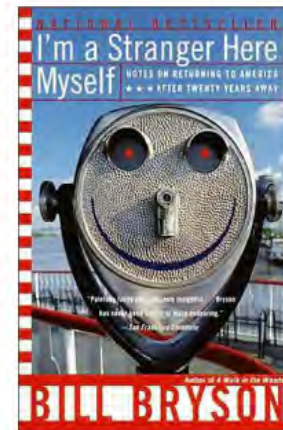




# Reverse culture shock



More dangerous than culture shock  
because unexpected



"I'm a stranger here myself", Bill Bryson, 2000

# Solutions?

## Barriers

Stereotypes  
Ethnocentrism  
Poor career planning  
Unsupportive work environment  
Work-life balance  
...



## Strategies

1. Training to overcome prejudice
  2. Exposure to people with different backgrounds (personal approach)
  3. Constant mentoring/coaching
- => Mutual adaptation

# Barriers

---

Stereotypes

Ethnocentrism

Poor career planning

Unsupportive work environment

Work-life balance

...

# → Strategies

1. Training to overcome prejudice
2. Exposure to people with different backgrounds (personal approach)
3. Constant mentoring/coaching

=> Mutual adaptation



# The role of gender

Only about 20% of all expatriates are female  
under-represented  
BUT  
more successful than male expatriates  
empathy?!

(Source: Knicki and Kreitner (2011). Organizational Behavior)

# Definition of culture

GLOBE (2004): “shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of collectives that are transmitted across generations”

Hofstede (1983: 89): “the collective programming of the mind which distinguishes the members of one group or

Interview: Sting



"I'm an alien I'm a legal alien  
an Englishman in New York"

GLOBE (2004): “shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of collectives that are transmitted across generations”

Hofstede (1983: 89): "the collective programming of the mind which distinguishes the members of one group or category of people from another.“

Culture is learned and not inherited.

# Cultural Differences

## 1. Dimensions

Noted that each culture had a dominant orientation

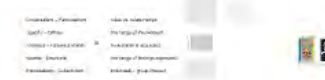
### - Hofstede



### - Hall



### - Trompenaars and Hampden-Turner



## 2. Metaphors

### - Culture



### - Specific cultures



## 3. Geography

### - of Thought

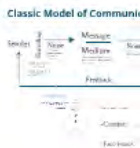


### - of Time



# Communic

## Verbal



## Non verbal



Body movements (Gestures, facial expressions) are cultural, transmitted

## Visual

## Behavior



A world map with countries shaded in different colors to represent the distribution of the study population. The colors include shades of blue, green, yellow, and red, indicating different regions or groups. The map shows a high concentration of population in Europe and North America, with smaller groups in South America, Africa, and Asia.

Typical focus	Typical questions	Typical methods	Typical outputs
22/00	Cultural competence in organizational setting Critical incident analysis	Interviews Focus group Content analysis	Research findings Recommendations Training materials



# 1. Dimensions

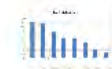
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Example 1 (1996) on p. 199 of La Vieillesse  
 (1997) p. 199; <http://www.legislation.gov.uk/ukpga/1996/18/section/1>  
 (1997) p. 199; <http://www.legislation.gov.uk/ukpga/1996/18/section/1>

Copyright © 2004 John Wiley & Sons, Ltd.

Source: <http://www.fishbase.org>

**المراجعون:**

[illegible]

Mr. Justice Gauthier (dissenting) stated that the majority's decision was "a departure from the traditional approach to the interpretation of the Charter." He stated that the majority's decision was "a departure from the traditional approach to the interpretation of the Charter."



*[The following text is partially obscured by a redacted area.]*

The **summary** is always used to summarize and condense the **content** of the document. The format of the summary is usually one paragraph, usually including the following information: the purpose of the document, the scope of the document, the main findings, and the conclusions. The summary is usually written in a concise and clear manner, using simple and direct language. The summary is usually written in a way that is easy to read and understand, and it is usually written in a way that is easy to remember. The summary is usually written in a way that is easy to use as a reference.



implications for management

$\frac{d}{dt} \left( \frac{1}{\rho} \right) = - \frac{1}{\rho^2} \frac{d\rho}{dt}$

# Cultural Differences

## 1. Dimensions

### - Hofstede

Individualism (and collectivism)

Power distance

Uncertainty avoidance

Masculinity (and femininity)

Time orientation

### - Hall

High-Low context cultures

Time: monochronic-polychronic

### - Trompenaars and Hampden-Turner

Universalism – Particularism

Specific – Diffuse

Ascribed – Achieved Status

Neutral – Emotional

Individualism – Collectivism

rules vs. relationships

the range of involvement

how status is accorded

the range of feelings expressed

Individual – group interest

## 2 Metaphors

Noted that each culture had a dominant orientation



# - Hofstede

## Why Hofstede?

Sample: 117,000 employees in 53 nations

Culture's consequences (1997) 10.000 citations

Software of the mind (1984) 15.000 citations

(surpassed Karl Marx as most cited researcher in Social Science Citation Index)

Source: <http://www.ge>



Optional reading:  
Dimensions in Ma  
Pacific Journal of

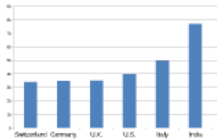


# Individualism (and collectivism)

## Power distance

Extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally.

This represents inequality (more versus less), but defined from below, not from above. It suggests that a society's level of inequality is endorsed by the followers as much as by the leaders. 'all societies are unequal, but some are more unequal than others'.



## Uncertainty avoidance

Society's tolerance for uncertainty and ambiguity. It indicates to what extent a culture programs its members to feel either uncomfortable or comfortable in unstructured situations (novel, unknown, surprising). Uncertainty avoiding cultures try to minimize the possibility of such situations by strict laws and rules, safety and security measures.

Uncertainty accepting cultures, are more tolerant of opinions different from what they are used to; they try to have as few rules as possible

## Masculinity (and femininity)

The assertive pole has been modest, caring pole 'feminine'. countries have the same mo in the masculine countries and competitive, but not as countries show a gap between values.

## Time orientation

Long Term Orientation: thrift and perseverance; strong propensity to save and invest.

Short Term Orientation: focus on achieving quick results.

Dimension added by a Chinese study  
Added subsequently to Hofstede Dimensions (Hofstede '94)  
Problematic measurement

Degree to which individuals are integrated into groups.

Individualist: the ties between individuals are loose: everyone is expected to look after him/herself and his/her immediate family.

Collectivist: people from birth onwards are integrated into strong, cohesive in-groups, often extended families (with uncles, aunts and grandparents) which continue protecting them in exchange for unquestioning loyalty.

Extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally.

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Uncertainty accepting cultures, are more tolerant of opinions different from what they are used to; they try to have as few rules as possible



sed to; they try to

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 somewhat assertive and competitive, but not as much as the men, so that these countries show a gap between men's values and women's values.

Long Term Orientation: thrift and perseverance;  
strong propensity to save and invest.

Short Term Orientation:  
focus on achieving quick results.

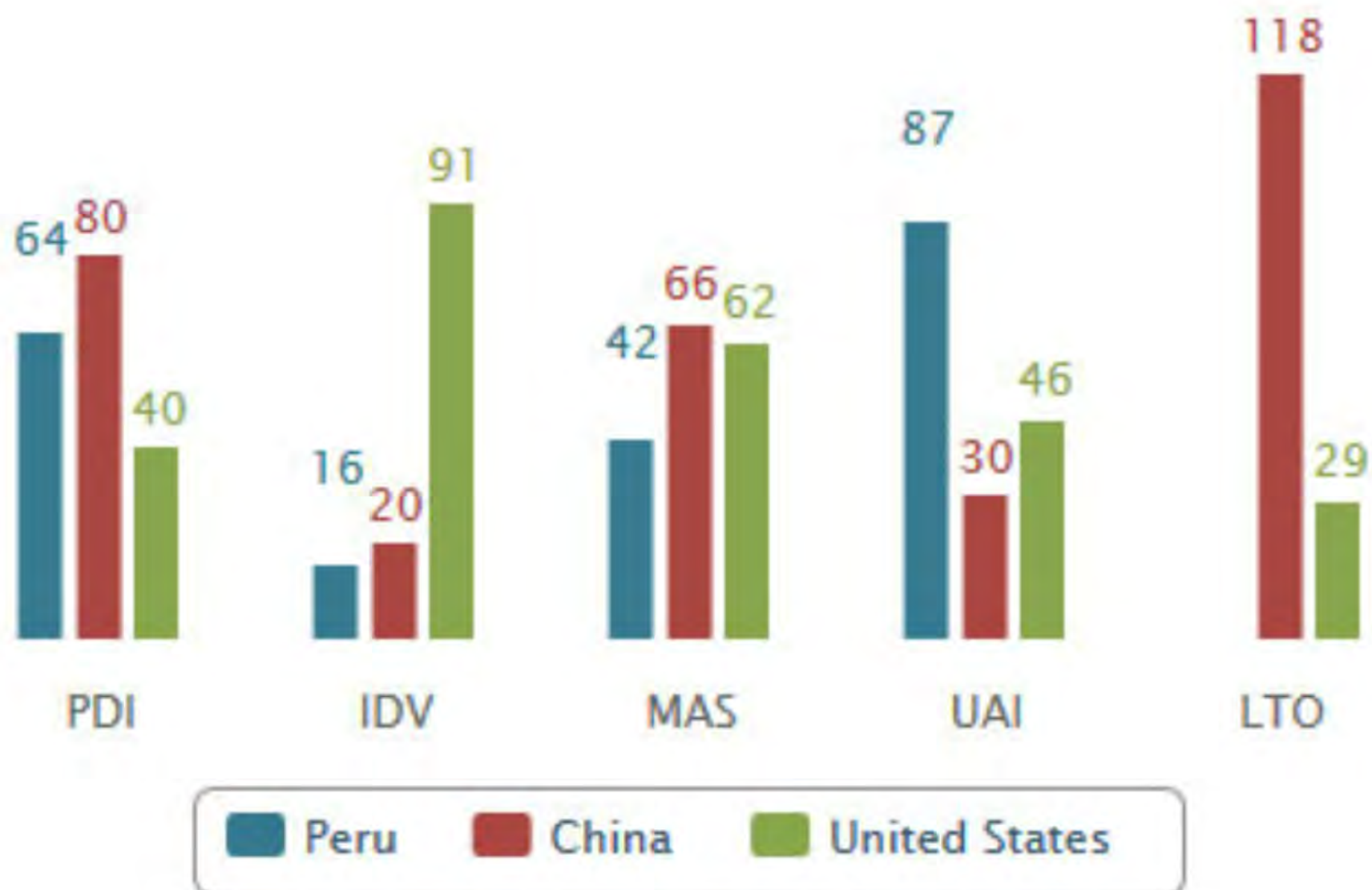
Dimension added by a Chinese study

Added subsequently to Hofstede Dimensions (Hofstede '94)

Problematic measurement

## Peru

in comparison with the below



- Hall



## High-Low context cultures

### High-context cultures

Internal, implicit, non verbal, symbols  
Eg. twins  
Economical fast and efficient but time must be devoted to programming

Symbolism or indirect verbal expression in advertising

Rely more on visual and symbols, context such as people and motives

Asian cultures, France (mixture)

### Low-context cultures

Explicit code, verbal  
Eg. lawyers  
Explicit verbal messages, words

Argumentation and rhetoric in advertising

Rely on fact and data

US, Germany, Switzerland

\*Correlation between collectivism and high-context

## Time: monochronic-polychronic

### Monochronic-time:

one thing at a time  
organized and methodical  
a chain of isolated successive blocks  
Eg. Germans  
usually also low-context

### Polychronic-time:

tend to do many things simultaneously  
'never-ending ocean extending in every direction'  
Eg. Spanish, Arabs, South Americans  
usually also high-context

# High-Low context

## High-context cultures

Internal, implicit, non verbal, symbols

Eg. twins

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## Polychronic-time:

tend to do many things simultaneously

‘never-ending ocean extending in every direction’

Eg. Spanish, Arabs, South Americans

usually also high-context

1 2 3 4

Source: The Silent Language (1959)  
The Hidden Dimension (1966)  
Beyond Culture (1976)



high context	high context
Economical fast and efficient but time must be devoted to programming	Explicit verbal messages, words
Symbolism or indirect verbal expression in advertising	Argumentation and rhetoric in advertising
Rely more on visual and symbols, context such as people and motives	Rely on fact and data
Asian cultures, France (mixture)	US, Germany, Switzerland
*Correlation between collectivism and high-context	

## Time: monochronic-polychronic

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tend to do many things simultaneously  
'never-ending ocean extending in every direction'  
Eg. Spanish, Arabs, South Americans  
usually also high-context

# - Trompenaars and Hampden-Turner

### Problems with Dimensions

- overlap
- extremes
- dimension 1 & 2 not clear



## Universalism – Particularism

## Specific – Diffuse

## Ascribed – Achieved Status

## Neutral - Emotional

## Individualism - Collectivism

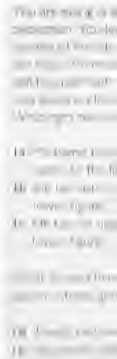
## rules vs. relationships

the range of involvement

how status is accorded

the range of feelings expressed

## Individual – group interest



1. Use of rules only when relevant to the context you bring to the issue.
2. Respect for superior hierarchy is based on whether he or she effectively has or has not performed and from their knowledge.
3. Most senior managers, varying age and gender, have different priorities and specific goals.

You are riding in a car driven by a close friend. He hits a pedestrian. You know he was going at least 35 miles per hour in an area of the city where the maximum allowed speed is 20 miles per hour. There are no witnesses. His lawyer says that if you testify under oath that he was only driving 20 miles per hour it may save him from serious consequences.

What right has your friend to expect you to protect him?

- Ia** My friend has a definite right as a friend to expect me to testify to the lower figure.
- Ib** He has some right as a friend to expect me to testify to the lower figure.
- Ic** He has no right as a friend to expect me to testify to the lower figure.

What do you think you would do in view of the obligations of a sworn witness and the obligation to your friend?

- Id** Testify that he was going 20 miles an hour.
- Ie** Not testify that he was going 20 miles an hour.



## Recognising the differences

---

### Achievement-oriented

---

- 1 Use of titles only when relevant to the competence you bring to the task.
- 2 Respect for superior in hierarchy is based on how effectively his or her job is performed and how adequate their knowledge.
- 3 Most senior managers are of varying age and gender and have shown proficiency in specific jobs.

---

### Ascription-oriented

---

- 1 Extensive use of titles, especially when these clarify your status in the organisation.
- 2 Respect for superior in hierarchy is seen as a measure of your commitment to the organisation and its mission.
- 3 Most senior managers are male, middle-aged and qualified by their background.

# Problems with Dimensions

- overlap
- extremes
- primacy of a culture
- Western reasoning
- ...

So how can we describe cultural differences?!

# 

Specific – Diffuse	=	the range of involvement
Ascribed – Achieved Status		how status is accorded
Neutral – Emotional		the range of feelings expressed
Individualism – Collectivism		Individual – group interest



## 

- more context-rich approach
- leveraging the emotional appeal
- more comprehensive and holistic

## 

### 



### 



## 

### 

Example: Kazakhstan

Kazakhstan, a country with 17 million inhabitants and a territory of 2,400,000 square kilometers (larger than Western Europe)



### 

Gannon



Yin-Yang  
by Tony Fang  
for Chinese communication



### 

Yin-Yang

Yin-Yang

## 



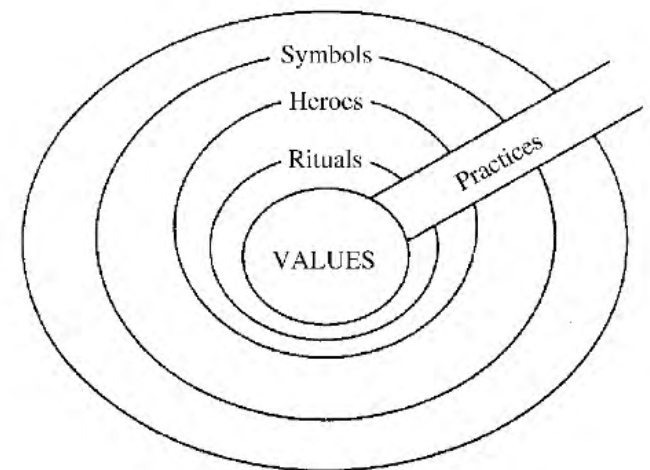
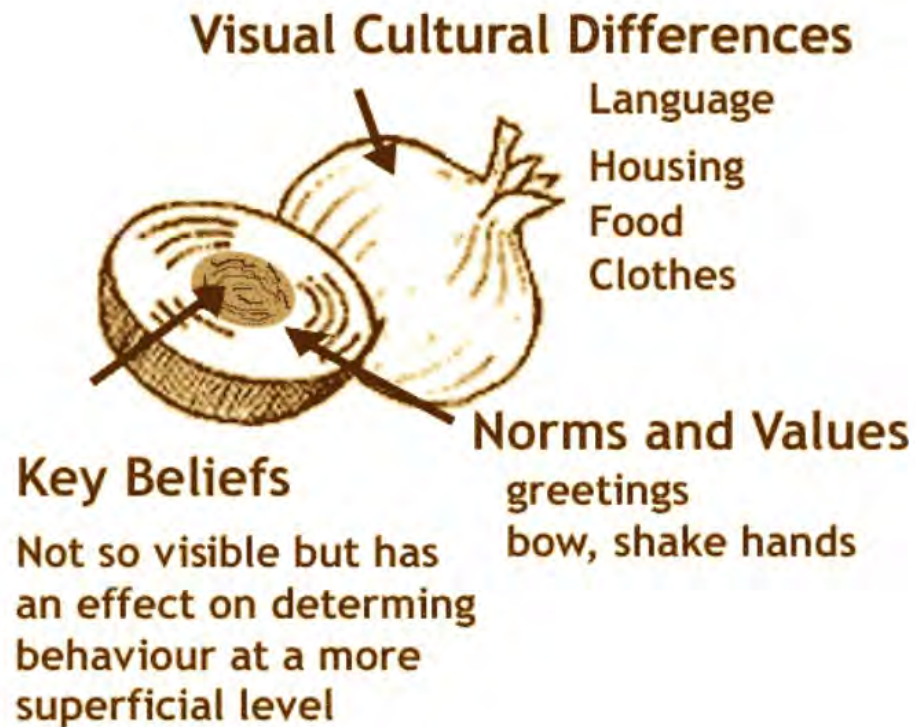
Yin-Yang



- more context-rich approach
- leveraging the emotional appeal
- more comprehensive and holistic

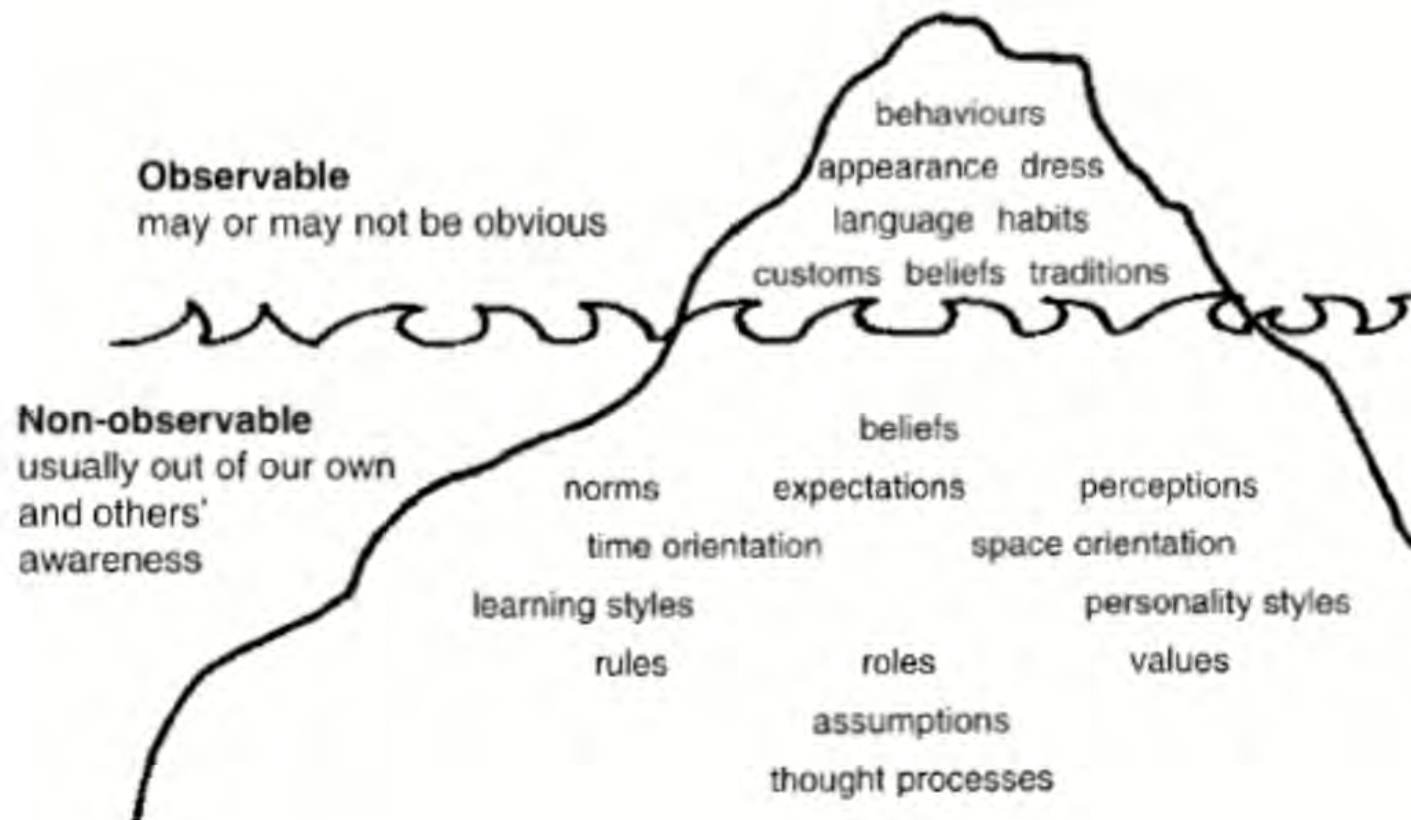
- Culture

# Cultural Onion



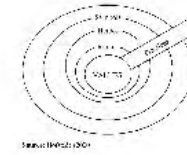
Source: Hofstede (2000)

# Iceberg



# -Specific cultures

## Iceberg



## United States



**Personas Individuales**

- individualism and collectivism;
- gender roles;
- language (jargon / jargonless)
- high risk aggression (risker0, safer)
- respect
- people from different backgrounds and abilities come together peacefully in a polite discussion problems
- emphasis on education of all citizens

## Germany



**Common strategies:**  
 Goals are individual or self-oriented  
 position and performance  
 Individual goals are more desired  
 group goals

| Italy | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 | 2033 | 2034 | 2035 | 2036 | 2037 | 2038 | 2039 | 2040 | 2041 | 2042 | 2043 | 2044 | 2045 | 2046 | 2047 | 2048 | 2049 | 2050 | 2051 | 2052 | 2053 | 2054 | 2055 | 2056 | 2057 | 2058 | 2059 | 2060 | 2061 | 2062 | 2063 | 2064 | 2065 | 2066 | 2067 | 2068 | 2069 | 2070 | 2071 | 2072 | 2073 | 2074 | 2075 | 2076 | 2077 | 2078 | 2079 | 2080 | 2081 | 2082 | 2083 | 2084 | 2085 | 2086 | 2087 | 2088 | 2089 | 2090 | 2091 | 2092 | 2093 | 2094 | 2095 | 2096 | 2097 | 2098 | 2099 | 2100 | 2101 | 2102 | 2103 | 2104 | 2105 | 2106 | 2107 | 2108 | 2109 | 2110 | 2111 | 2112 | 2113 | 2114 | 2115 | 2116 | 2117 | 2118 | 2119 | 2120 | 2121 | 2122 | 2123 | 2124 | 2125 | 2126 | 2127 | 2128 | 2129 | 2130 | 2131 | 2132 | 2133 | 2134 | 2135 | 2136 | 2137 | 2138 | 2139 | 2140 | 2141 | 2142 | 2143 | 2144 | 2145 | 2146 | 2147 | 2148 | 2149 | 2150 | 2151 | 2152 | 2153 | 2154 | 2155 | 2156 | 2157 | 2158 | 2159 | 2160 | 2161 | 2162 | 2163 | 2164 | 2165 | 2166 | 2167 | 2168 | 2169 | 2170 | 2171 | 2172 | 2173 | 2174 | 2175 | 2176 | 2177 | 2178 | 2179 | 2180 | 2181 | 2182 | 2183 | 2184 | 2185 | 2186 | 2187 | 2188 | 2189 | 2190 | 2191 | 2192 | 2193 | 2194 | 2195 | 2196 | 2197 | 2198 | 2199 | 2200 | 2201 | 2202 | 2203 | 2204 | 2205 | 2206 | 2207 | 2208 | 2209 | 2210 | 2211 | 2212 | 2213 | 2214 | 2215 | 2216 | 2217 | 2218 | 2219 | 2220 | 2221 | 2222 | 2223 | 2224 | 2225 | 2226 | 2227 | 2228 | 2229 | 2230 | 2231 | 2232 | 2233 | 2234 | 2235 | 2236 | 2237 | 2238 | 2239 | 2240 | 2241 | 2242 | 2243 | 2244 | 2245 | 2246 | 2247 | 2248 | 2249 | 2250 | 2251 | 2252 | 2253 | 2254 | 2255 | 2256 | 2257 | 2258 | 2259 | 2260 | 2261 | 2262 | 2263 | 2264 | 2265 | 2266 | 2267 | 2268 | 2269 | 2270 | 2271 | 2272 | 2273 | 2274 | 2275 | 2276 | 2277 | 2278 | 2279 | 2280 | 2281 | 2282 | 2283 | 2284 | 2285 | 2286 | 2287 | 2288 | 2289 | 2290 | 2291 | 2292 | 2293 | 2294 | 2295 | 2296 | 2297 | 2298 | 2299 | 2300 | 2301 | 2302 | 2303 | 2304 | 2305 | 2306 | 2307 | 2308 | 2309 | 2310 | 2311 | 2312 | 2313 | 2314 | 2315 | 2316 | 2317 | 2318 | 2319 | 2320 | 2321 | 2322 | 2323 | 2324 | 2325 | 2326 | 2327 | 2328 | 2329 | 2330 | 2331 | 2332 | 2333 | 2334 | 2335 | 2336 | 2337 | 2338 | 2339 | 2340 | 2341 | 2342 | 2343 | 2344 | 2345 | 2346 | 2347 | 2348 | 2349 | 2350 | 2351 | 2352 | 2353 | 2354 | 2355 | 2356 | 2357 | 2358 | 2359 | 2360 | 2361 | 2362 | 2363 | 2364 | 2365 | 2366 | 2367 | 2368 | 2369 | 2370 | 2371 | 2372 | 2373 | 2374 | 2375 | 2376 | 2377 | 2378 | 2379 | 2380 | 2381 | 2382 | 2383 | 2384 | 2385 | 2386 | 2387 | 2388 | 2389 | 2390 | 2391 | 2392 | 2393 | 2394 | 2395 | 2396 | 2397 | 2398 | 2399 | 2400 | 2401 | 2402 | 2403 | 2404 | 2405 |


**Full program**  
 08:30-09:00  
 09:00-10:00  
 10:00-11:00  
 11:00-12:00  
 12:00-13:00  
 13:00-14:00  
 14:00-15:00  
 15:00-16:00  
 16:00-17:00  
 17:00-18:00  
 18:00-19:00  
 19:00-20:00  
 20:00-21:00  
 21:00-22:00  
 22:00-23:00  
 23:00-24:00

## China



Chinese Family name:  
Hawkeye (this is a variety  
of sparrow hawk)  
(this is a bird)  
This is a bird is still a bird  
(this is a bird)  
This is a bird is still a bird  
(this is a bird)



(Bakardajev, Yang, & Yuan, 2011). Chinese Government's One-Child Policy: A Yin-Yang Perspective. *International Journal of Environment and Behavior*.





# Gannon

Cultural metaphor = “some unique or distinctive institution, phenomenon or activity expressive of a nation’s values”

Examples (Gannon):

American football, German symphony, Italian opera, Chinese family altar, Japanese garden, Swedish stuga, etc.

# United States



American football:

- individualism and competitive specialization

- complex plays (playbook)

- high risk, aggressive (violent), rich rewards

- people from different backgrounds and abilities come together periodically to solve short-term problems.

- ceremonial celebration of perfection

# Germany



German symphony:

focus on enduring achievement

precision and synchronicity

Individual goals are subordinated to  
group goals



# Italy



## Italian opera:

operatic overture

spectacle

exteriority. The belief that the individual cannot keep thoughts and emotions to himself/herself.

interaction between soloists and chorus, similar to the interaction between the individual and the group

# China



## Chinese Family altar:

Harmony with the family

Capacity of changing while  
maintaining solid traditions

Well-integrated social unit uniting  
generations (including the dead)

or Family meal





# Yin-Yang

by Tony Fang

for Chinese communication



Required reading: Fang & Faure (2011). Chinese Communication Characteristics: A Yin Yang Perspective. International Journal of Intercultural Relations.

# Yin-Yang

Cultural oxymoron

- Opposite of western non contradictory principle
  - both-and instead of either-or
- Paradoxical orientation
- Yin-Yang: Center of Chinese cognitive process
  - change- fundamental principle of the universe
- Two opposite but complementary forces
  - no absolute borderline between Yin and Yang
  - Constant dynamic balance
- Weiji (crisis): wei=danger, ji=opportunity

"In cross-cultural management and intercultural communication literature, culture and communication are conceptualized in terms of static bipolar cultural dimensions. [...]

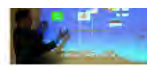
This dichotomist system of analysis reflects a western bias in defining the object as it sets attributes in terms of opposition.

The Chinese logic rather tends to associate them.

**The non contradictory principle is a product of Western ideology."**

Chinese people are collectivists in some situations and individualists in other situations/contexts

Fang & Faure 2001: 324

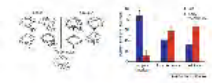
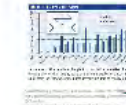


The Yang (Sun) of the communication process  
The Yin (Moon) of the communication process  
The communication process is a dynamic and complex system  
The communication process is a dynamic and complex system  
The communication process is a dynamic and complex system  
The communication process is a dynamic and complex system

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The communication process is a dynamic and complex system

# 3. Geography

## - of Thought



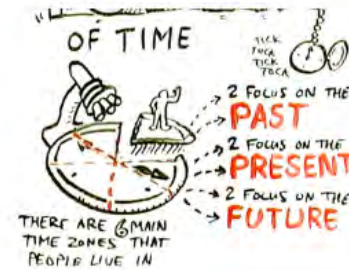
Regional reading: Nelson, R. & Myerson, Y. (2001). The  
influence of a new historic view on the perception  
of the world. *Journal of Geography*, 107, 407-421.



## - of Time



Levin, R.V. (1996). *A Geography of Time: The Temporal  
Mechanisms of a Social Psychology*. New York: Praeger,  
page 187, 206 (chapter 5).



### Temporal thinking

Temporal thinking is a way of thinking that focuses on the flow of time and the relationship between the past, present, and future. It is a key component of many cultures and religions.

### Temporal thinking programs

Temporal thinking programs are designed to help people develop a better understanding of time and its flow. They often include activities that focus on the past, present, and future.

### Temporal flexibility

Temporal flexibility is the ability to adapt to changes in time and to think about time in a flexible way. It is a key skill for many people in the modern world.



# 萬國總圖



此圖係由西人繪出，其地甚廣，其民甚衆，其物甚多，其俗甚異。其地之廣，不可殫述；其民之衆，不可殫數；其物之多，不可殫載；其俗之異，不可殫言。此圖之繪，實為西人之心血，亦即西人之智慧也。其地之廣，不可殫述；其民之衆，不可殫數；其物之多，不可殫載；其俗之異，不可殫言。此圖之繪，實為西人之心血，亦即西人之智慧也。

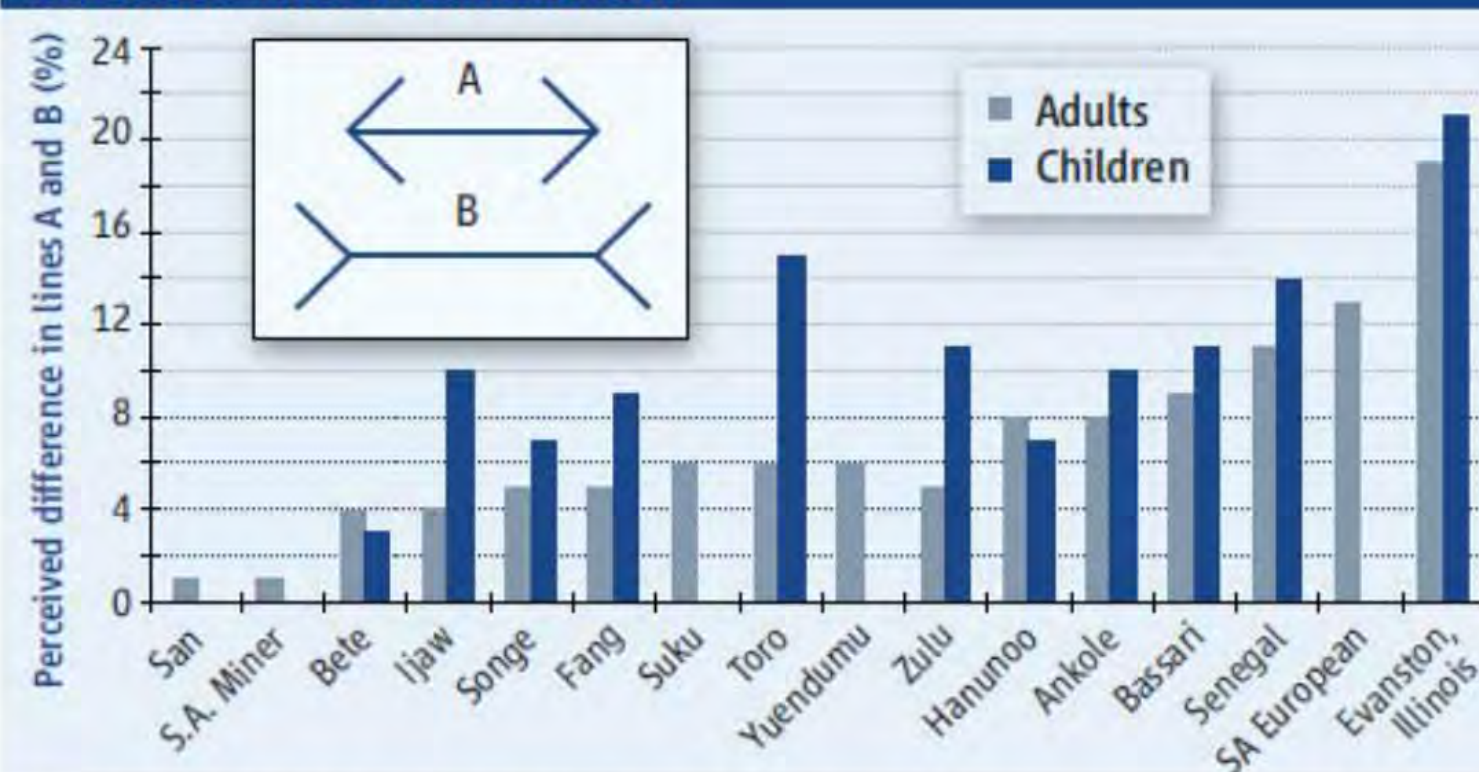


Geographical maps are NOT objective depictions  
of reality  
they are a product of what the author wants to  
emphasize

Traditional world map: product of conventions  
Many types of world maps exists with different  
orientations  
<- i.e., Japanese map of 1671

Source: Holenstein

## THE MULLER-LYER ILLUSION



**In the eye of the beholder.** People in industrialized societies often think line A is shorter than line B, but that illusion is weaker or absent in some small-scale societies, whose members perceive the lines as equally long.

Source: Henrich, J., Heine, S. J., & Norenzayan, A. 2010. The WEIRD people in the world? Behavioral and Brain Sciences, Cambridge University Press, 33 (2-3): 61-83.

WEIRD = Western, Educated, Industrialized, Rich, and Democratic



# - of Thought



Required reading: Nisbett, R. & Miyamoto, Y. (2005). The influence of culture: holistic versus analytic perception. *TRENDS in Cognitive Sciences*, 9 (10): 467-473.

Further optional reading: Nisbett, R. (2003), *The Geography of Thought*.



A



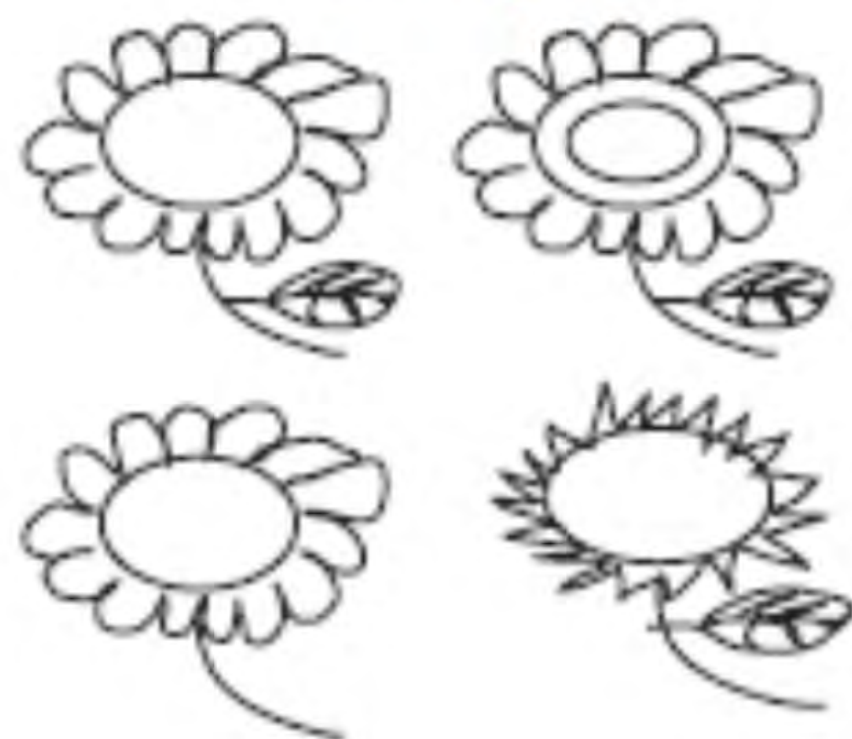
B



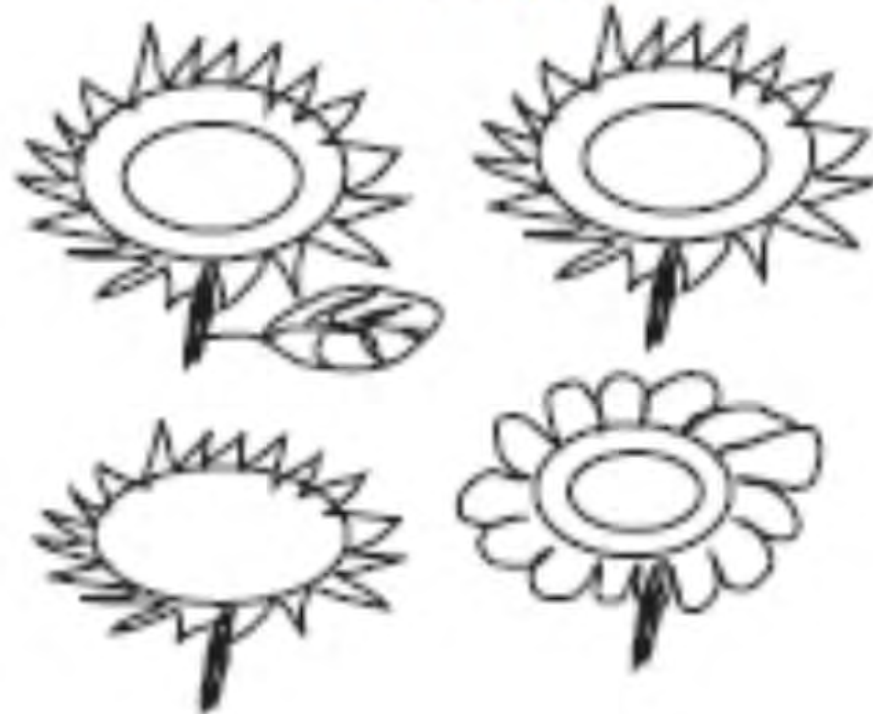
What goes with this? A or B



Group 1

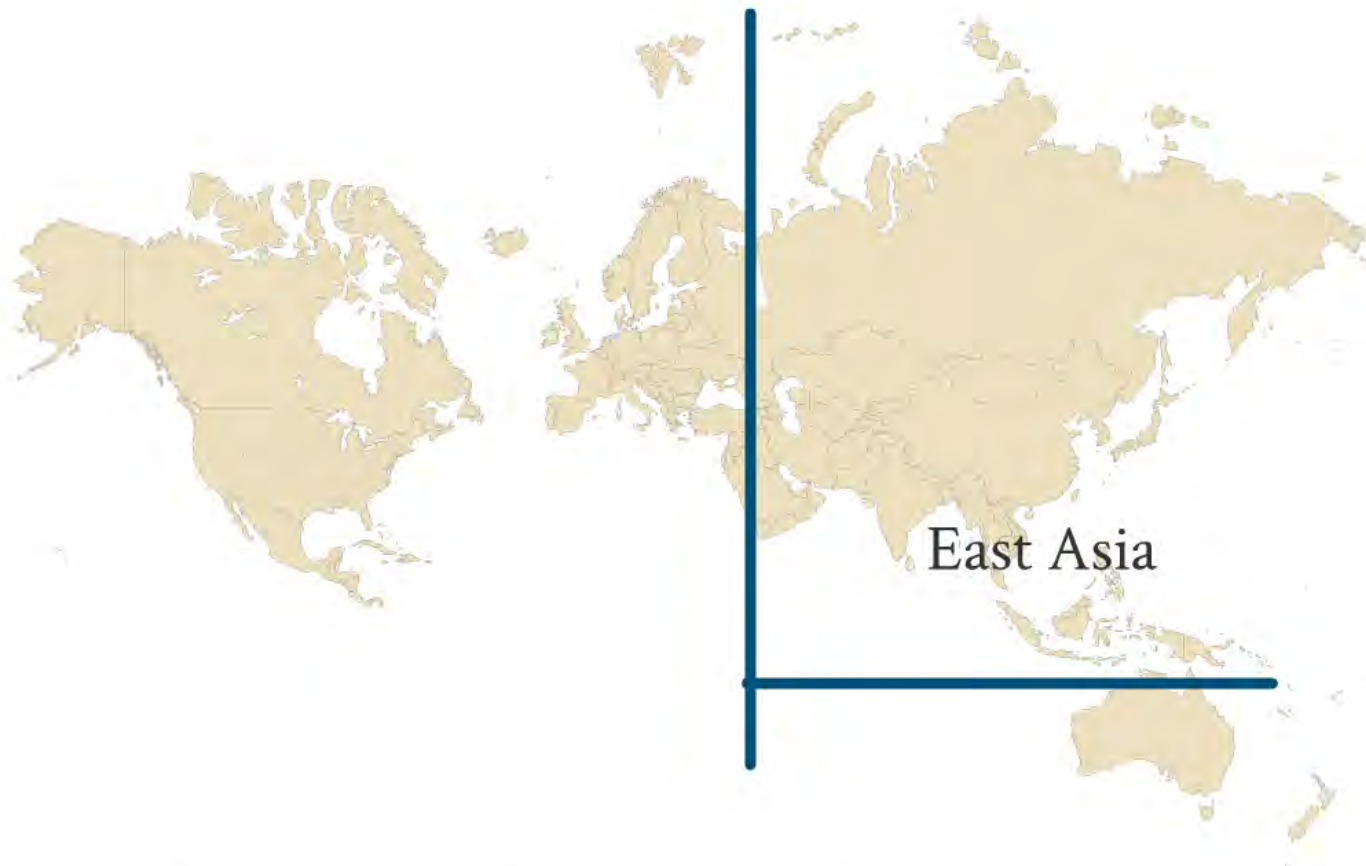


Group 2



Target object





“perceptual processes are influenced by culture”

Westerners

Focus on a salient object independently of its context

Favor reasoning that is:

- abstract
- analytic
- based on rules and categorization

East Asians:

attend to the relationship between the object and the context in which the object is located

Favor reasoning that is:

- holistic view of the world
- focus on relationships
- focus on similarities

**why?**

# Why?



The Geography of Thought:  
consequence of the influence of prominent philosophers over 2500 years ago.

Ancient Chinese: concerned primarily with social harmony, therefore public criticism and disagreement were discouraged. Relationships are the basis of society.

Ancient Greeks: emphasized freedom and individuality, viewed argumentation and criticism of others' point of view as a way to advance knowledge

# - of Time



Levine, R.V. (1998). A Geography of Time: The Temporal Misadventures of a Social Psychologist, Basic Books/Perseus, pages 187-206 (chapter 9).



# OF TIME

TICK  
TOCK  
TICK  
TOCK



2 FOCUS ON THE  
**PAST**

2 FOCUS ON THE  
**PRESENT**

2 FOCUS ON THE  
**FUTURE**

THERE ARE 6 MAIN  
TIME ZONES THAT  
PEOPLE LIVE IN

## Problem

Temporal illiteracy → awkward and embarrassing situations

"Extreme present-orientedness, not the lack of income or wealth, is the principal cause of poverty"

Banfield (1968) The Unheavenly City.

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Temporal illiteracy → awkward and embarrassing situations

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## Solution

Temporal training programs

In school children should behave according to sequential directions and temporal expectations

## Temporal flexibility

Example: Mexicans commuting daily to California

can switch back and forth between the two different times

"When entering the United States, he would feel his whole being switch to rapid clock-time mode: he would walk faster, drive faster, talk faster, meet deadlines." (pg. 190)

# Solution

## Temporal training programs

In school children should behave according to  
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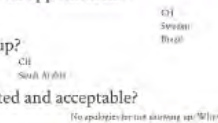
## Eight lessons: (for Westerners - time is money cultures - for surviving in slower cultures)

### 1. Punctuality: learn how to translate appointment time

What is the appropriate time to arrive for an appointment?

When should you expect others to show up?

What sort of apologies/excuses are expected and acceptable?



### 2. Understand the line between work time and social time

How much time of the work day is spent on-task and on socializing/chatting/being pleasant?

U.S.: 80%  
India/Spain: 50%  
Japanese perceive time as not very relevant, socialization is an essential part of the job

### 3. Study the rules of the waiting game

Ask:

- who is expected to wait for whom
- time is money?
- who should not wait
- what is the protocol for waiting in line?

### 4. Learn to reinterpret 'doing nothing'

"Is appearing chronically busy a quality to be admired or to be pitied?"

No plans, waiting for something to happen  
South Africa  
VS.  
constant activity  
Germany

### 5. Ask about accepted sequences

Take coffee/tea before getting down to business?

Man+woman having lunch together (alone) = love relationship

Love is necessary for getting married

### 6. Are people on clock time or event time?



### 7. Practice

understanding ≠ successful application

Training: no watch  
'simulated village'  
see Brazil/Spain exercises

### 8. Don't criticize what you don't understand

When we attribute a Brazilian's tardiness to irresponsibility, or a Moroccan's shifting of attention to their lack of focus, we are being both careless and ethnocentrically narrow-minded. These misinterpretations are examples of what social psychologists call the fundamental attribution error—that, when explaining the behaviors of others, there is a pervasive tendency for people to underestimate the influence of the situation and to overestimate others' internal personality dispositions. For example, when I hear strangers lose their temper, I infer that they must be angry people. When I lose my own temper, I blame it on the situation.

Fig. 10.1

# 1. Punctuality: learn how to translate

What is the appropriate time to arrive for an appointment?

CH  
Sweden  
Brazil

When should you expect others to show up?

CH  
Saudi Arabia

What sort of apologies/excuses are expected and acceptable?

No apologies for not showing up. Why?

# 2. Understand the line between work

How much time of the work day is spent on-task  
and on socializing/chatting/being pleasant?

U.S.: 80:20

India/Nepal: 50:50

Japan: private time is not very relevant, socialization is an essential part of the job

## 3. Study the rules of the waiting game

Ask:

- who is expected to wait for whom
- time is money?
- who should not wait
- what is the protocol for waiting in line?

## 4. Learn to reinterpret 'doing nothing'

"Is appearing chronically busy a quality to be admired or to be pitied?"

No plans, waiting for something to happen

Meaning of silence

VS.

stops along the way are as meaningful as the  
eventual destination

constant activity

Westerners need to make something happen,  
to control time

# 5. Ask about accepted sequences

Take coffee/tea before getting down to business?

Man+woman having lunch together (alone) = love relationship

(East Asia)

Love is necessary for getting married

115.00%  
India 21%  
Thailand 24%  
Pakistan 30%



# 6. Are people on clock time or event

"Imagine you have an appointment at 11:30 with a very solid student who always turns their assignments in on time and is really working along their degree program. They're going to get out on time. There's another student, though, who's been slow to come up with a thesis topic and is getting an awful lot of Bs and Cs even in the graduate program . . . At 11:25 this student comes and says, 'Professor, I finally have a thought, I finally have a potential thesis topic.' Who has more claims on our time, the student who had the 11:30 appointment or this student who shows up at 11:25? Who has claims on our time?"

Clock time (monochronic)

Event time (polychronic)



“Imagine you have an appointment at 11:30 with a very solid student who always turns their assignments in on time and is really working along their degree program. They’re going to get out on time. There’s another student, though, who’s been slow to come up with a thesis topic and is getting an awful lot of Bs and Cs even in the graduate program . . . At 11:25 this student comes and says, ‘Professor, I finally have a thought, I finally have a potential thesis topic.’ Who has more claims on our time, the student who had the 11:30 appointment or this student who shows up at 11:25? Who has claims on our time?”



# 7. Practice

understanding  $\neq$  successful application

Training: no watch  
'simulated village'  
for Peace Corps volunteers

# 8. Don't criticize what you don't understand

When we attribute a Brazilian's tardiness to irresponsibility, or a Moroccan's shifting of attention to their lack of focus, we are being both careless and ethnocentrically narrow-minded. These misinterpretations are examples of what social psychologists call the fundamental attribution error—that, when explaining the behaviors of *others*, there is a pervasive tendency for people to underestimate the influence of the situation and to overestimate others' internal personality dispositions. For example, when I hear strangers lose their temper, I infer that they must be angry people. When I lose my own temper, I blame it on the situation

# Communication

Verbal

## Classic Model of Communication:



## Type of message

Figure 1.3 Messages as Verbal



## Language



## Paralanguage



## Body movements and gestures



## Facial expressions

Facial expressions

## Gifts



## Eye contact

Westerners: Impulsive not to look at the speaker  
Asian: Avoid eye contact with superiors/parents

## Touch

West: People tend to touch those they like  
Impression on women and caring  
Arab World & Asia: no touching

## Dressing

Dressing

## Smoking

Smoking

## Personal space

Personal space

## Open doors

Open doors

Non verbal



Body movements (kinesic behavior)  
Actions are universal, meaning is not

Visual

## Advantages of visualization for intercultural communication



## Differences

### 1. Haptics

purpose of: customs, mating and sexual



### 2. Advertising / marketing

Coca Cola around the world



# West



# East

convey information

build/maintain relationships  
and hierarchy/status

(i.e., "older sister", "uncle")

(Dimension: power distance,  
ascribed status)

"Hall and Beardsley (1965) have maintained that,  
compared to East Asian countries, North America is in  
the Stone Age when it comes to social relationships."

goal of life: win, be the best

goal of life: harmony,  
be recognized by the in-groups

Dimension: collectivism

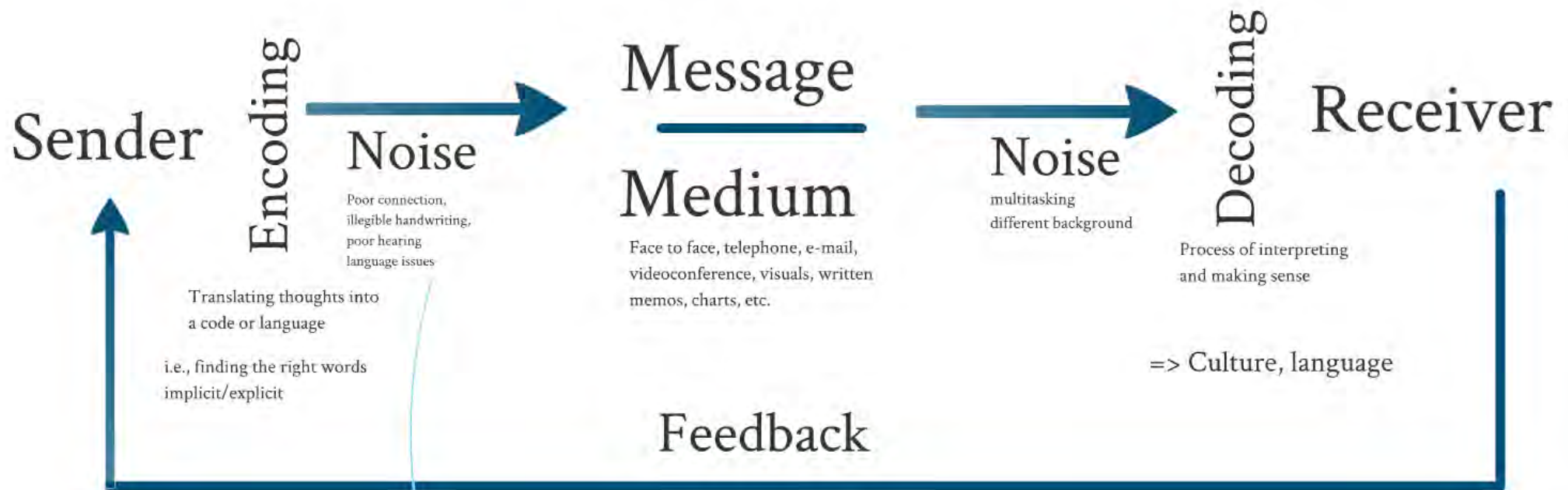


## USA / West Europeans

## ASIANS

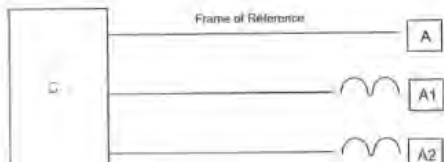
COMMUNICATION STYLE	COMMUNICATION STYLE
<p>extrovert forceful lively thinks aloud interrupts talkative dislikes silence truth before diplomacy overt body language</p>	<p>introvert modest quiet thinks in silence doesn't interrupt distrusts big talkers uses silence diplomacy before truth little body language</p>

# Classic Model of Communication: Western model (by Shannon and Weaver)



## Semantic Noise

Communicator and audience member (A) has same frame of reference so they understand the message, A1 is partially receptive, A2 is unable to understand.

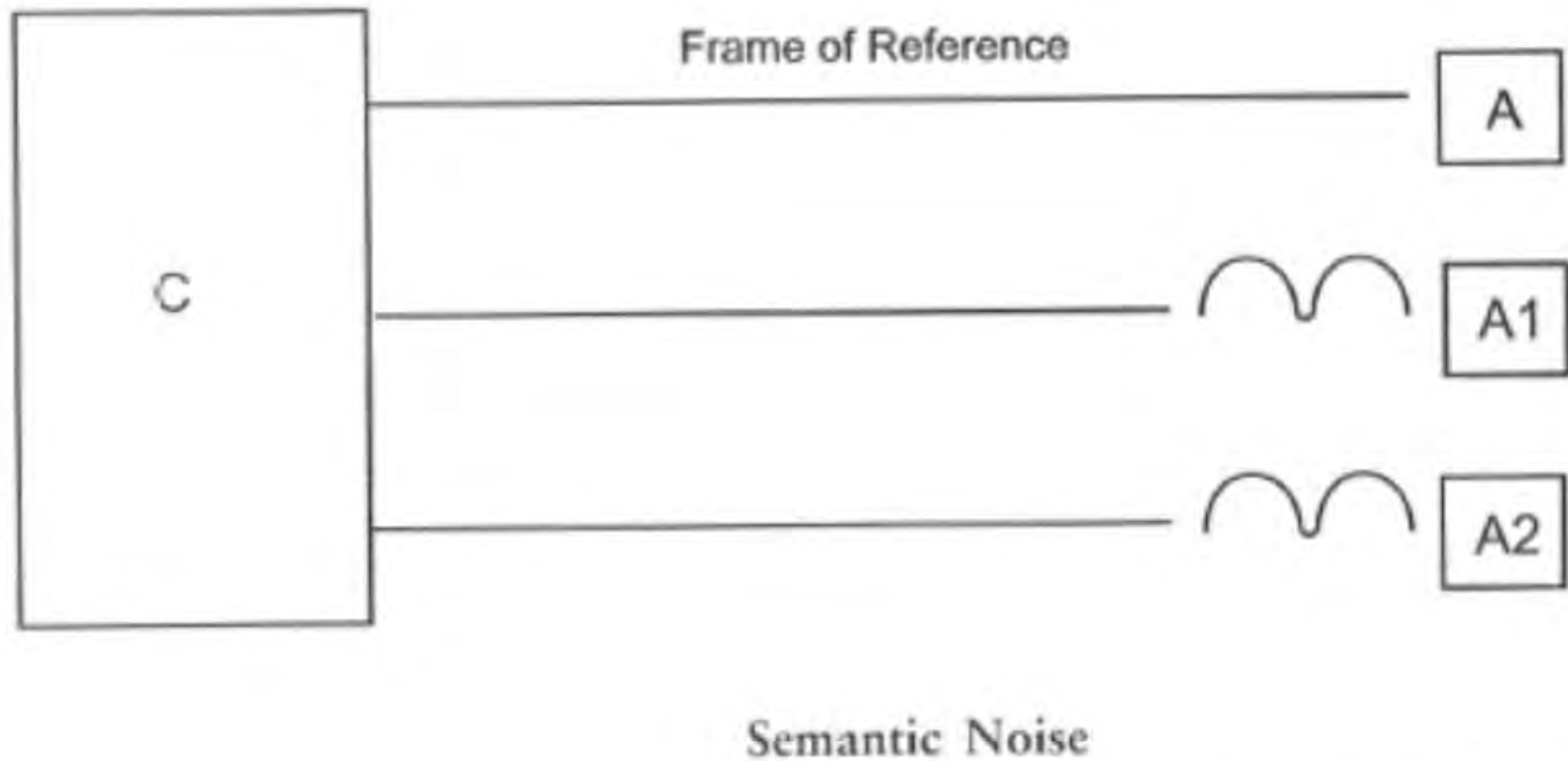


What is missing in the model?



# Semantic Noise

Communicator and audience member (A) has same frame of reference so they understand the message, A1 is partially receptive, A2 is unable to understand.



(Uma Narula)

# -Context

Hierarchy /status

# -Face issues

## East

indirect communication

embarrassment

## Strategies

mediated communication

- asking someone to do something

- talking to a third party

hearer

-acting as de facto

being from someone

## East

indirect communication helps to prevent the embarrassment of rejection

### Strategies

mediated communication:

- asking someone else to transmit the message
- talking to a third person in the presence of the hearer
- acting as delegate (=conveying the message as being from someone else)

## West

Direct communication is sign of honesty.  
Rejection is part of the learning process

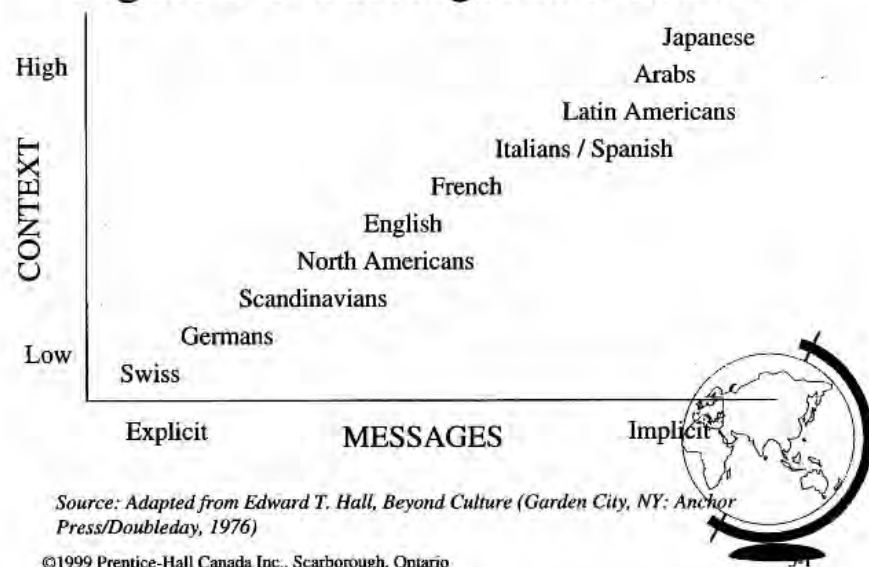
Indirect communication is perceived as unwillingness to take responsibility!

Embarrassing for Westerners  
Why involving other people?



# Type of message

Figure 5-3 Messages and Context



## Hall's Dimensions - implications for management communication

### Low-context cultures

Switzerland, Germany, U.S.

Communication media have to be explicit

direct = honest    indirect = dishonest

Conclusion is typically stated first and then defended and amended through dialog

Example: Germans expect considerable detailed information before making a business decision

### High-context cultures

Asia, Middle-East, Africa, Mediterranean

Need to read between the lines and interpret meaning

Conclusion is stated at the end: communication of facts of the situation, from which the conclusion should be obvious

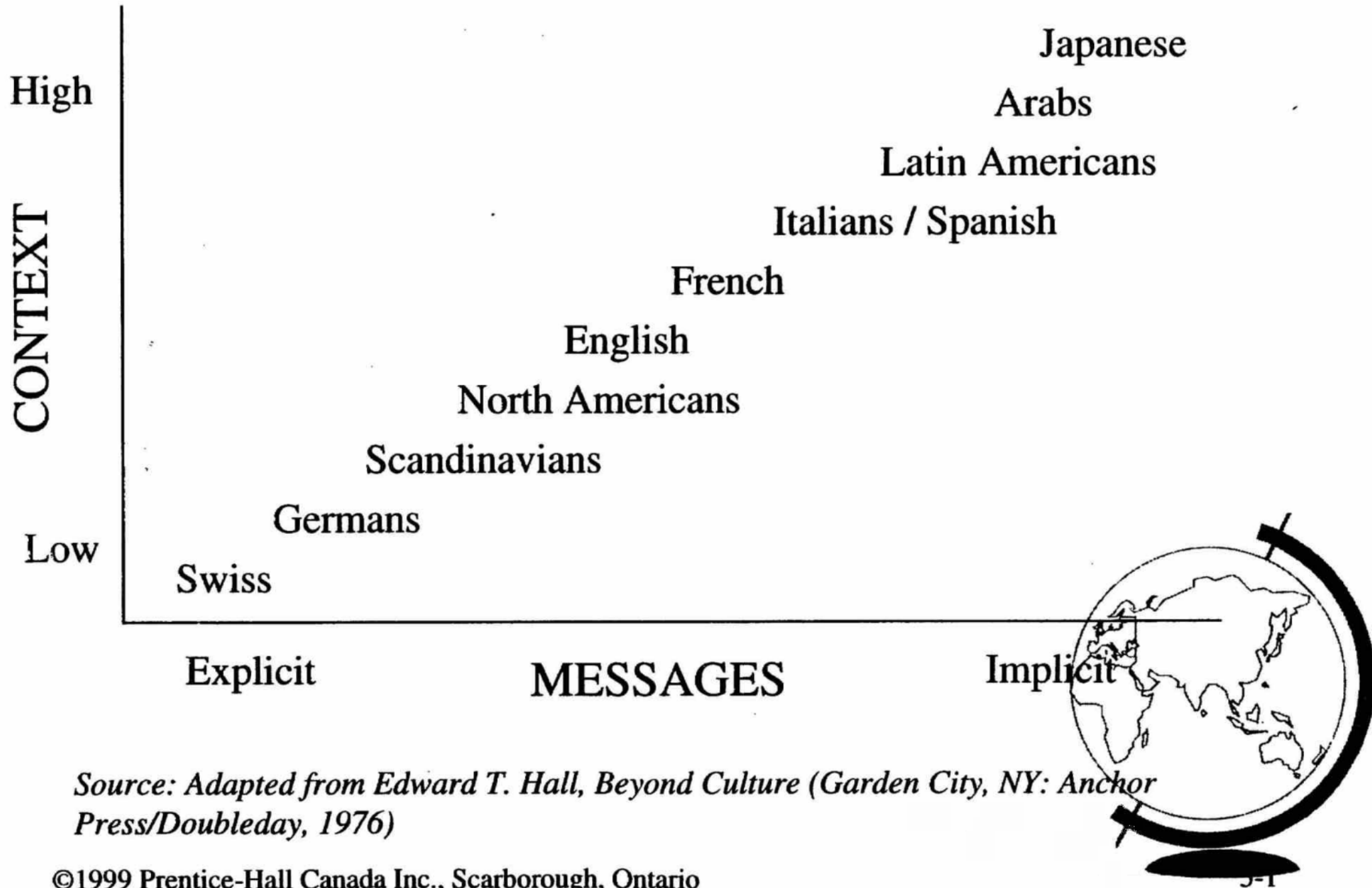
Example: Arabs base their decision more on knowledge of the people

Adapted from: Gannon (2001), 81

Source: Deresky (2002) Global Management, ch 4

# Language

# Figure 5-3 Messages and Context





## Hall's Dimensions - implications for management communication

### Low-context cultures

Switzerland, Germany, U.S.

Communication media have to be explicit

direct = honest      indirect = dishonest

Conclusion is typically stated first and then defended and amended through dialog

Example: Germans expect considerable detailed information before making a business decision

### High-context cultures

Asia, Middle-East, Africa, Mediterranean

Need to read between the lines and interpret meaning

Conclusion is stated at the end: communication of facts of the situation, from which the conclusion should be obvious

Example: Arabs base their decision more on knowledge of the people

Adapted from: Gannon (2001): 81

Source: Deresky (2002) Global Management, ch 4

Example:

Dear Miss Fei,

Yesterday, my friends and I went to have a meal in a restaurant outside campus. Unfortunately, the food was not clean and I have a stomachache this morning. I am afraid I cannot come to class today. I have to go to see a doctor.

Please forgive me for my absence.

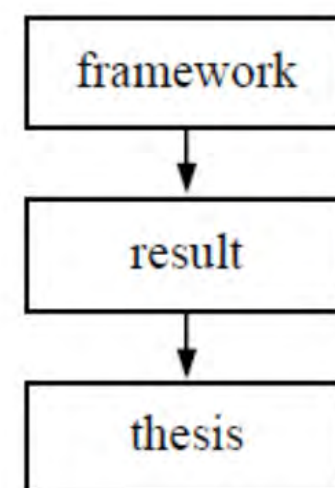
The structure of the piece of writing is as follows:

The first sentence serves as a

The second sentence serves as the

The third is the

Name of the student  
Date

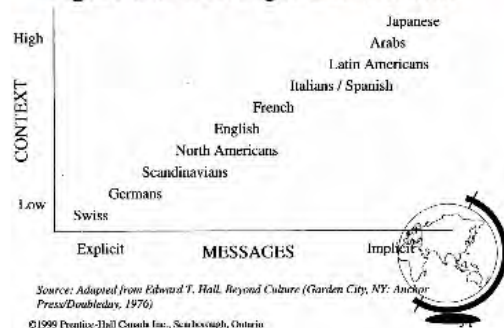


This way of sequencing, however, very often confuses a native English speaker who expects to find out the speaker's main point at the beginning of a conversation or a piece of writing, and is a challenge to the patience of an English speaker.

Fei Xi & Han Guang, Harbin Institute of Technology, China

# Type of message

Figure 5-3 Messages and Context



## Hall's Dimensions - implications for management communication

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/direct = honest /indirect = dishonest

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Example: Arabs base their decision more on knowledge of the people

Adapted from: Gannon (2001), 81

Source: Derovsky (2002) *Global Management*, ch 4



# Language

## Lost in Translation



You = 1  
We = 2  
They are = 3  
Everyone = 4

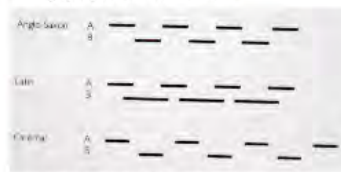


## Relevance of languages:

- basic means of communication in organizations
- basis for knowledge creation
- for organizing
- + power!

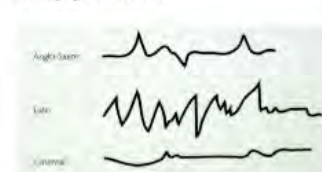
# Paralanguage

## Paralanguage: styles of verbal communication



Chinese prefer to think about the situation for more 30 seconds before they speak.  
Source: Trompenaars (1997) *Riding The Waves of Culture*

## Paralanguage: tone of voice



Source: Trompenaars (1997) *Riding The Waves of Culture*

## West

Direct communication is sign of honesty  
Retention is part of the learning process

Indirect communication is perceived as unwillingness to take responsibility

Embarrassing for Westerners  
Why involving other people?



# Lost in Translation



Sichuan mistranslates Xiaoxin huadao 小心滑倒



Yes = ?

No = ?

I will try = ?

Tomorrow = ?

## Relevance of languages:

basic means of communication in organizations

basis for knowledge creation

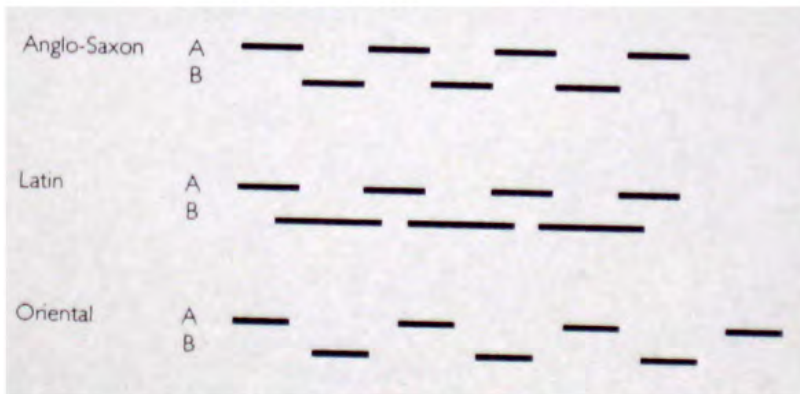
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+ power!



# Paralanguage

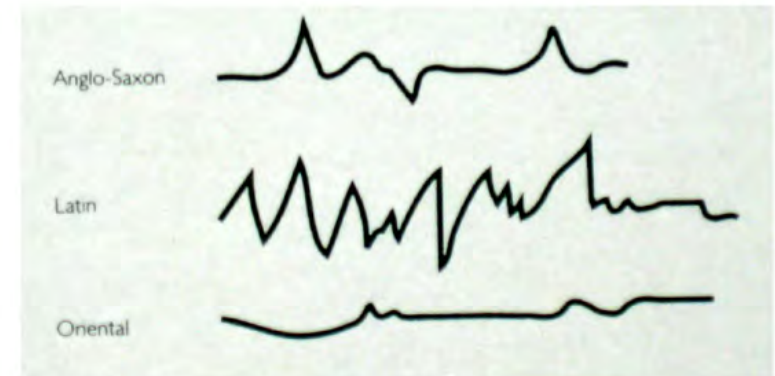
Paralanguage: styles of verbal communication



Chinese prefer to think about the situation for over 30 seconds before they speak

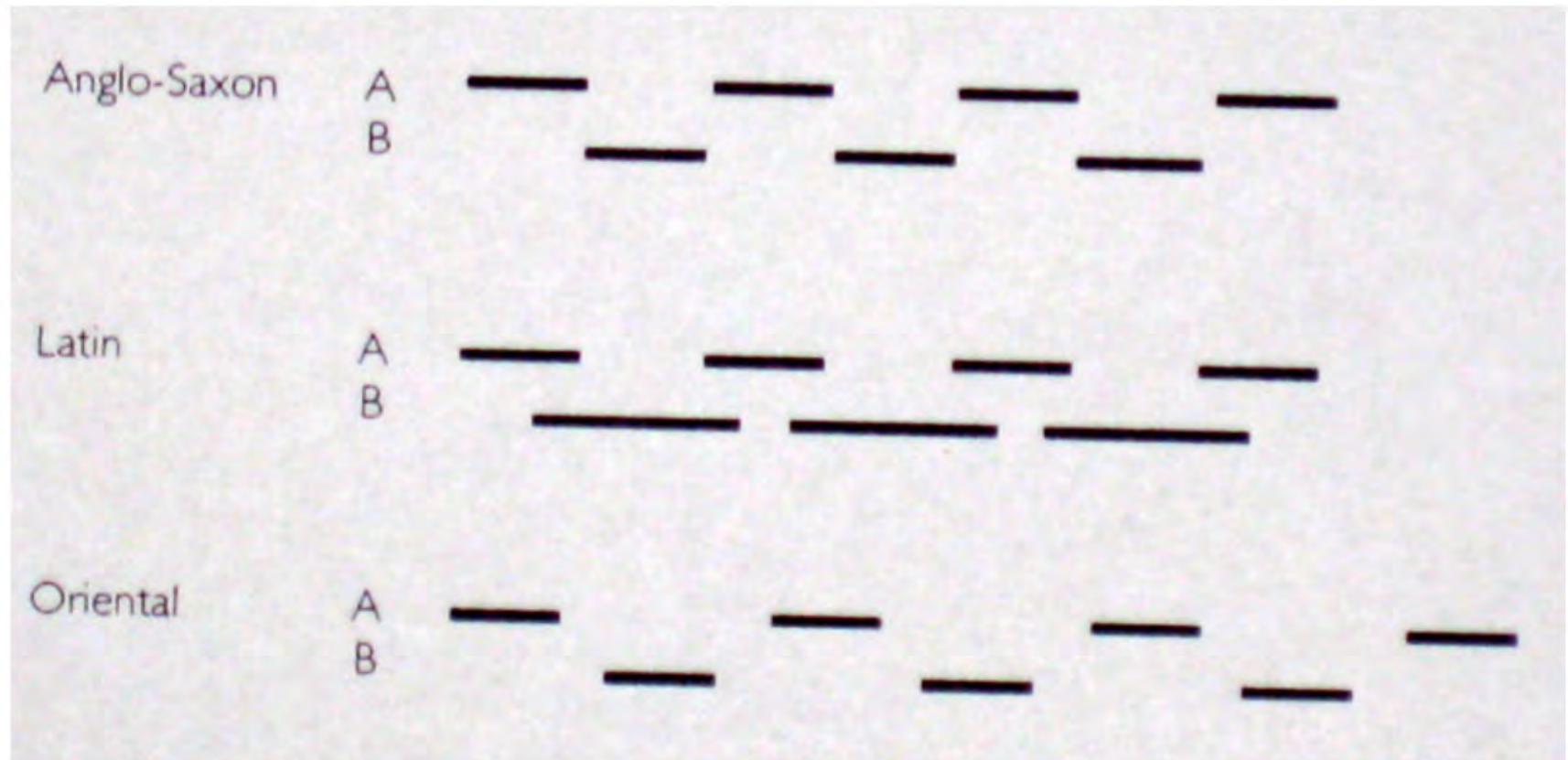
Source: Trompenaars (1997) Riding The Waves of Culture

Paralanguage: tone of voice



Source: Trompenaars (1997) Riding The Waves of Culture

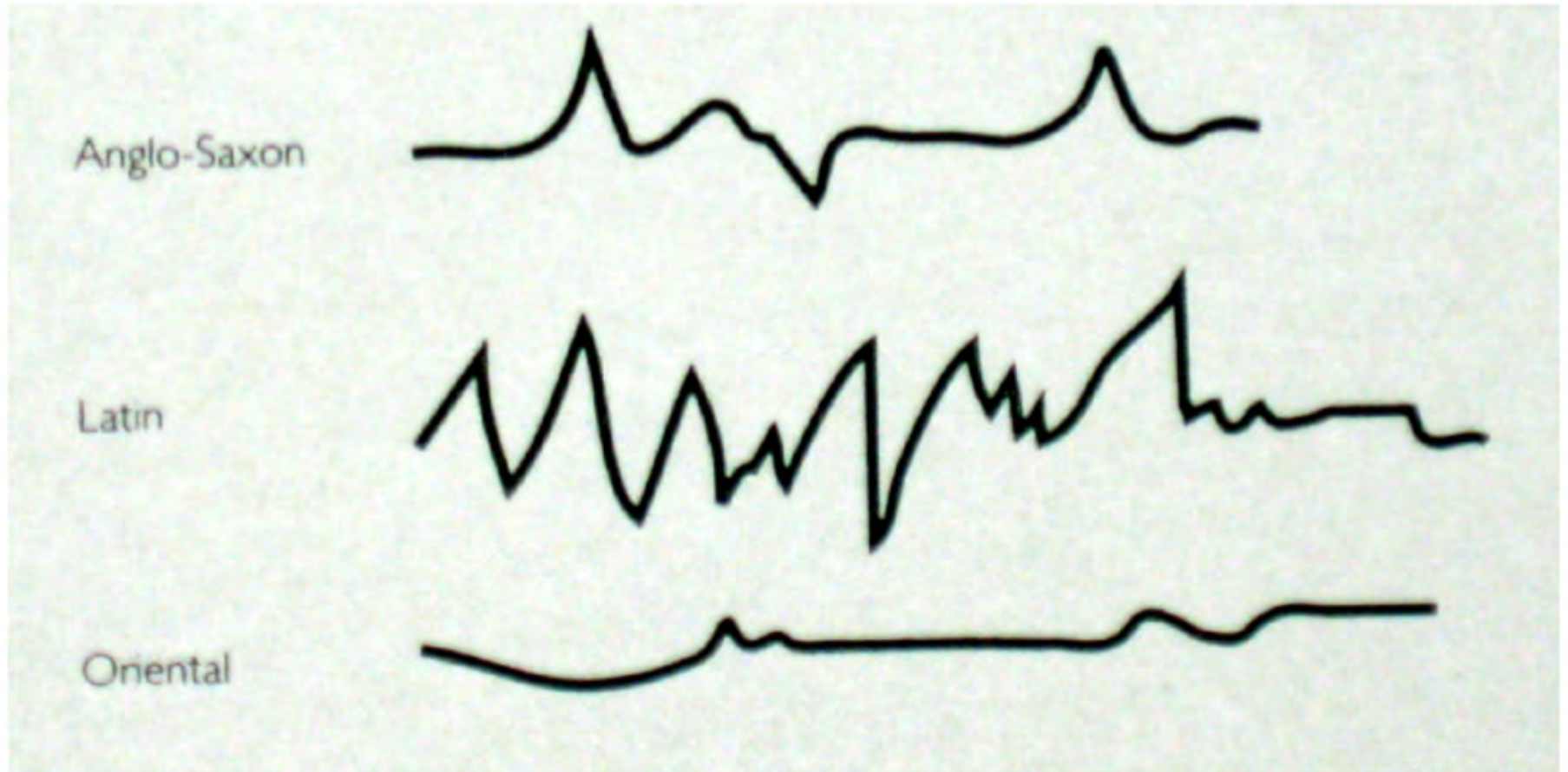
## Paralanguage: styles of verbal communication



Chinese prefer to think about the situation for over 30 seconds before they speak

Source: Trompenaars (1997) *Riding The Waves of Culture*

Paralanguage: tone of voice



Source: Trompenaars (1997) *Riding The Waves of Culture*





-Context

Baron/Cyranos

-Face issues

#### East

indirect communication helps to prevent the embarrassment of rejection

#### Strategies

mediated communication:

- asking someone else to transmit the message
- talking to a third person in the presence of the hearer
- acting as delegate (=conveying the message as being from someone else)

# Non verbal

Body movements (kinesic behavior)

Actions are universal, meaning is not



# Body movements and gestures

Tip: avoid gestures



# Facial expressions

honesty vs. hiding emotions



## Eye contact

Westerners: impolite not to look  
at the speaker



Asian: avoid eye contact with  
superiors/parents

# Touch

West: People tend to touch those they like  
 Impression on warmth and caring  
 Arab World & Asia: no touching



# Dressing

Arab world, South Asia: full body coverage

# Smoking

Arab world: way of socializing (for men only)

India, USA: lower classes only, if you smoke = you are low class

South Korea =

When "the soiling environment" itself is disturbing, as happens with a jungle walk, the soiling environment itself can become a source of pleasure, and the soiling itself can become a source of pleasure. In the case of a jungle walk, the soiling itself can become a source of pleasure, and the soiling itself can become a source of pleasure.

# Personal space

# Open doors

America = I'm working

Africa = come inside, I feel friendly today

# Arab World & Asia: no touching

# Dressing

Arab world, South Asia: full body coverage

# Smoking

Arab world: way of socializing (for men only)

India, USA: lower classes only, if you smoke = you are low class

South Korea =

When I was studying and doing loads while I was making, or shopping, Korean people were painting it and eating in really bad way. On top of that, most people came to eat, and had something on. It was like painting my argument. I am Korean. To be honest, I needed to study something better than food with this tradition of the day. Korean painting is Korean people, it means something probably like proper art, which even says. We put a new bar on painting.

# Personal space

# Open doors

America = I'm working

Africa = come inside, I feel friendly today

# Gifts

When? Friends  
Business

What? West: flowers, chocolates, (wine)  
India: cloths (don't bring food)  
Arabic countries: no wine, no gifts for opposite gender

Open it? Not in Asia  
(and comment?)



Visual

# Advantages of visualization for intercultural communication

## 1. Overcoming linguistic barriers



## 2. Providing double cues

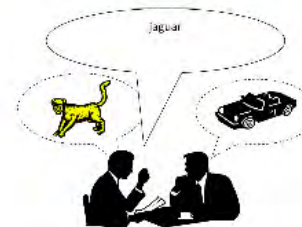


## 3. Seeing the Big Picture



and the relations

## 4. Surface misunderstanding



## 5. Prevent personal conflict



\* Power distance



# 1. Overcoming linguistic barriers



## 2. Providing double cues

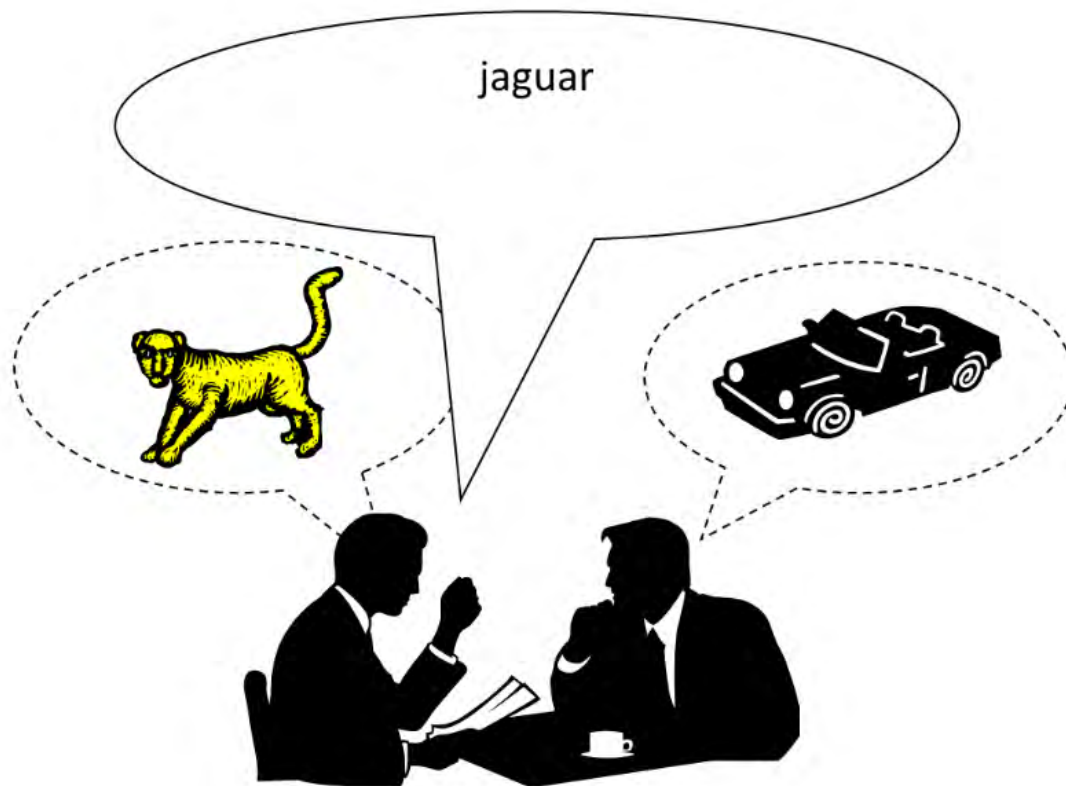


# 3. Seeing the Big Picture

and the relations



# 4. Surface misunderstanding





# 5. Prevent personal conflict



\* Power distance



# Differences

## 1. Humor: purpose of cartoons, manga and anime



dramatic Japanese movie dealing with the happenings in Kobe during the Second World War

West  
for children  
(but changing...)

Asia  
serious topics

Japan  
dramatic topics

## 2. Advertising / marketing

### Coca Cola around the world



USA



Germany

very structured, clear categories

rules

vs.

relationships



China



Fig. 18: Singapore (<http://www.coca-cola.com.sg/home/home.asp>, retrieved 17.01.2012)



crowded, people, faces

Fig. 19: South Korea (<http://www.cocacola.co.kr/>, retrieved 17.01.2012)



Fig. 20: Japan (<http://www.cocacola.jp/>, retrieved 17.01.2012)



# 3. Knowledge work

## Visualization as a method for analyzing cultural incidents

In class the only ones who were speaking and discussing were the Germans, the Swiss were silent and they gave their opinion only if the lecturer asked for it. If it happened that the Swiss gave their opinion then they did it very cautiously and reserved. Formulations contained very often «It might be that», or «One could see it also from this point of view» or «It were good if» and so on. It was striking to me that the Swiss compared to the Germans were talking slowly and that they had difficulties talking High German. Compared to the Swiss I perceived that the Germans were speaking fast, violently and loudly and in my opinion their attitude consisted of «I am right, I know that». Furthermore, I noticed that the Germans did not have any inhibitions to fall into the word of the other or to take the word itself while the other person was still speaking. And last but not least: I perceived the way the Germans were acting as unfriendly and arrogant. And I disliked their attitude which, from my point of view, consisted of «I am better than you». To illustrate that a little example: A study mate was once talking to me and he mentioned that they had to take an exam in order to study at this university. That means (from his point of view) that this exam is for all aliens a special qualification and that I should think if I could have done it as well. Oops, I was offended, speechless and furious about his way of acting.



# Implications for business presentations

## Audience expectation during presentations

(Lewis, 2008)

USA	Singapore	Sub-Saharan Africa	Germany	Italy	France
<ul style="list-style-type: none"><li>• humorous opening</li><li>• joking maintained</li><li>• generosity</li><li>• modernity</li><li>• gimmicks</li><li>• slogans</li><li>• catch phrases</li><li>• hard sell</li><li>• speed</li><li>• USA is best</li></ul>	<ul style="list-style-type: none"><li>• know-how</li><li>• humble tone</li><li>• reserve and patience</li><li>• export prospects</li><li>• long-term view</li><li>• licensing</li><li>• equality of treatment</li><li>• older speakers</li><li>• respect for their elders</li><li>• acknowledgement of Singapore's achievements</li><li>• respect both democracy and hierarchy</li></ul>	<ul style="list-style-type: none"><li>• warmth</li><li>• friendliness</li><li>• humanity</li><li>• sincerity</li><li>• trust</li><li>• no patronising</li><li>• no hurry</li><li>• some humour</li><li>• no "jungle" words</li><li>• professional appearance</li><li>• concessions</li><li>• physical proximity</li><li>• help us</li></ul>	<ul style="list-style-type: none"><li>• solidity of company</li><li>• solidity of product</li><li>• technical info</li><li>• context</li><li>• beginning – middle – ending</li><li>• lots of print</li><li>• few or no jokes</li><li>• soft sell</li><li>• good price</li><li>• quality</li><li>• delivery date</li></ul>	<ul style="list-style-type: none"><li>• friendliness</li><li>• flexibility</li><li>• style</li><li>• tasteful product</li><li>• elegance</li><li>• well-dressed</li><li>• personality</li><li>• laughter</li><li>• some cultural reference</li><li>• delicacy</li><li>• design-conscious</li></ul>	<ul style="list-style-type: none"><li>• formality</li><li>• innovative product</li><li>• "sexy" appeal</li><li>• imagination</li><li>• logical presentation</li><li>• reference to France</li><li>• style, appearance</li><li>• personal touch</li><li>• a little irony</li><li>• may interrupt</li></ul>



**Behavior**

**Individual**

**Motivation**

**Decision Making**

**Ethics**

**Group**

**Organizational**

**Leadership across cultures**

**Leaders**

**Diversity and Financial Performance**

**Motivation**

The quality of work  
(The personal and individual)

**Extrinsic Theory**

Extrinsic Theory is a theory of motivation that focuses on external factors that influence an individual's behavior. It is based on the idea that people are motivated by external rewards and punishments, such as money, praise, and criticism.

**Decision Making**

The Ethical Decision-Making Process

1. Identify the ethical issue  
2. Determine the stakeholders  
3. Gather the facts  
4. Identify the ethical principles that apply  
5. Consider the consequences of each alternative  
6. Make a decision and act on it

**Ethics**

...the study of the principles of right and wrong...

**Business Ethics**

Business ethics is the study of the moral principles that govern the behavior of individuals and organizations in the workplace.

**Ethical Issues in Business**

1. Discrimination  
2. Harassment  
3. Sexual harassment  
4. Unfair labor practices  
5. False advertising  
6. Product safety  
7. Environmental protection  
8. Consumer protection  
9. Fair trade  
10. Corporate social responsibility

[illegible]





# Motivation



Required reading: Adler, N (2001) International Dimensions of Organizational Behavior, 3rd ed.; Taylor, chapter 7.

No general approach

Consider individual differences

# Expectancy Theory

Vroom 1964

"Belief that effort leads to a specific level of performance"

\* Universal principle to the extent that it does not specify the type of rewards

\* Universal principle to the extent that it does not specify the type of rewards

# "Belief that effort leads to a specific level of performance"

\* Universal principle to the extent that it does not specify the type of rewards







# Outcome

Culturally dependent:

pay, promotion

Individualist

In Japan: the promotion of a manager separated him from his colleagues, embarrassed him and diminished his motivation to work

Paid on the base of time vs. output

social benefits

collectivistic cultures

China vs. U.S.A.  
Employees in China are more likely to accept social benefits than employees in the U.S.A.

job security

high uncertainty avoidance

recognition

Individualist

In Africa: condemnation of self-seeking individualism!

challenge

individualist & low uncertainty avoidance

achievement

individualist + depends on training

E.g.: In India entrepreneurs trained for achievement performed better than untrained entrepreneurs

quality of life

Mexico, Mediterranean countries

Number of vacation days linked to seniority or performance?

Brazil: typical to help employees with personal financial problems

support

Fun (Tahiti: more fun less cost)

# Culturally dependent:

pay, promotion

Individualist

In Japan: the promotion of a manager separated him from his colleagues, embarrassed him and diminished his motivation to work

Paid on the base of time vs. output

social benefits

collectivistic cultures

India vs. U.S.A.:

"Major Indian companies are not succeeding despite the fact they are pursuing a social mission and investing in their employees. They are succeeding precisely because they do so."

Source: The India Wins America for the U.S. Institute of Management Programs, May 2011

job security

high uncertainty avoidance

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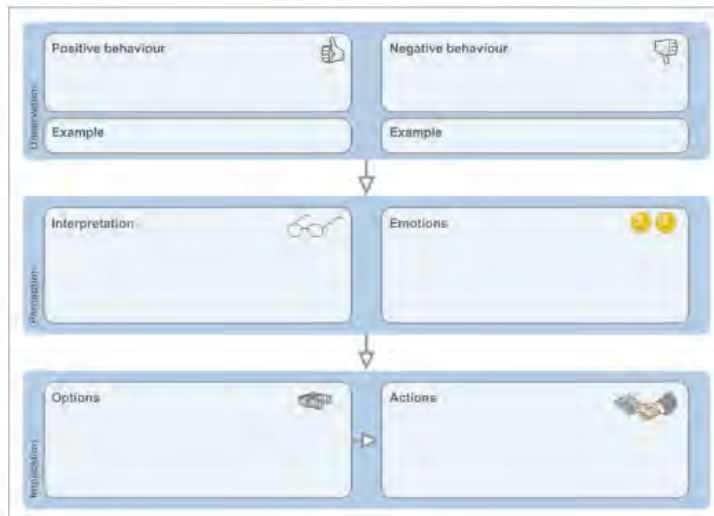
# Feedback

## Giving and receiving

### STRUCTURE:

Start with **positive** feedback  
then **negative** feedback  
conclude with **suggestions** for improvements

Feedback is necessary for improving  
yourself/ your actions/ your products



### Challenge

"360-degree review processes are a waste of time: employees from high-power distance cultures are hesitant to be critical of their superior and fail to participate in the process."



# Decision Making



Required reading: Adler, N (2001) International Dimensions of Organizational Behavior, 3rd ed.; Taylor, chapter 8.

Five Steps in Decision Making	WEST	EAST
	Cultural Variations	
1. Problem Recognition	<i>Problem Solving</i> We should change the situation. <small>Westerners</small>	<i>Situation Acceptance</i> Some situations should be accepted as they are. <small>Asians, Africans</small>
2. Information Search	<i>Gathering "facts"</i> <small>numbers, data</small>	<i>Gathering ideas and possibilities</i> <small>i.e., from family and friends</small>
3. Construction of Alternatives	<i>New, future-oriented alternatives</i> <small>future-oriented activities generate more alternatives</small> Adults can learn and change.	<i>Past-, present-, and future-oriented alternatives</i> Adults cannot change.
4. Choice	<i>Individual decision making</i> Decision-making responsibility is <u>delegated</u> . Decisions are made quickly. Decision rule: Is it true or false?	<i>Team decision making</i> <u>Senior managers</u> often make decisions. <small>Americans prefer directness, so being straightforward makes them "better" at it.</small> Decisions are made slowly. <small>Most East Asians have a "collective" decision-making style, which is based on consensus and the particular relationship between the decision maker and the particular matter at hand.</small> Decision rule: Is it good or bad?
5. Implementation	<i>Slow</i> Managed from the top Responsibility of one person	<i>Fast</i> Involves participation of all levels Responsibility of team

Americans pride themselves on being quick decision makers. Being 'decisive' is a compliment.

Middle East : "Americans' unwillingness to take more time reflects the lack of importance they place on the business relationship and the particular work at hand"

# Recruiting (HR)

Desired employees qualities are culturally dependent!

## UK: Mini-case

A Norwegian master student  
applies for a job in a bank, in London

My approach to the personal interviews was to exhibit maturity in the work related knowledge, an area in which I was confident that I possessed the necessary skills. In terms of personality fit and motivation, I wanted to present myself as humble and hard working. I highlighted my strengths, but at the same time focused on giving modest answers, and tried to communicate that I saw the potential employment as an opportunity to satisfy personal goals through a rewarding and interesting job.

but...

It was a disappointment and surprise when I received a negative response to my candidacy. The feedback was that I had shown superior mastery of the technical knowledge related to the business. However, the representatives had the impression I was not ambitious and competitive enough to deliver the required results, and that my motivation put too much weight on personal goals rather than achieving monetary results for the firm. Similarly, I had proven the ability to produce excellent business ideas, but had too easily conformed to the general opinion of the group, which had even left the impression that I seemed somewhat uninterested in the task.

## Western/Multinational companies

- Use heavily Linked-in
- will check your online presence
  - => you should have one  
(positive)





# Desired employees qualities are culture

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# Ethics

Humane interactions across boundaries

Ethical behavior is different across cultures!

"Ethics in Confucian thought are based on relationships and situations rather than on some absolute and abstract good.

From a North American point of view, applying different rules to different people and situations may seem to violate the sacred code of fairness and equality that accompanies the individualistic values"

Dimensions:  
particularism  
collectivism

Dimensions:  
universalism  
individualism

(Samovar and Porter)

Is it okay to...

- steal others' properties?
- kill people?
- kill animals?
- lie?
- cheat taxes?
- cheat partner?
- bribe?
- copy?

Is it ethical?



Western manufacturers, burned by the experience of seeing their former Chinese partners produce copycat versions of their products, increasingly shift (part of) the production to India

Gupta and Wang, 2009

Would you report a classmate who cheated in an exam?

Would you report to the authorities if the company you work for is conducting business unethically?

## Critical incident

A major North American company operating in Asia discovered one of the local employees stealing company property of minimal value. The senior managers at the location, all of whom were expatriate Americans, had little doubt about the employee's guilt.

Following the company's standard worldwide procedure, the North American managing director reported the case to the local police. Similar to many other North American companies, this company believed that it was best to let officials from the local culture deal with theft and similar violations in whatever way they found most appropriate, rather than imposing the system of justice from their home culture. The local police arrived at the company, arrested the employee, took him to the police station, and interrogated him according to local procedures. The employee confessed. The police then took the employee outside and shot him dead.

The North American managing director was devastated. For months, he was haunted by the fact that his action, taken because he thought it was culturally appropriate and fair, had led to the murder of an employee.

"Ethics in Confucian thought are based on relationships and situations rather than on some absolute and abstract good.

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(Samovar and Porter)

# Ethical behavior is d

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Dimensions:  
particularism  
collectivism

Dimensions:  
universalism  
individualism

(Samovar and Porter)

Is it okay to...

steal others' properties? And what can you do if somebody steals something from you?

kill people? death penalty / private property

kill animals? India's sacred cow

lie? in communication

Is it okay to...

steal others' properties? And what can you do if somebody  
steals something from you?

kill people? death penalty / private property

kill animals? India's sacred cow

lie? 10 commandments

cheat taxes?

cheat partner?

bribe? A common practice in many countries  
Unacceptable in North America and northern Europe

copy? no copyright in Russia  
high concern about intellectual property in the West



Western manufacturers, burned by the experience  
→ of seeing their former Chinese partners produce  
copycat versions of their products, increasingly shift  
(part of) the production to India

Gupta and Wang, 2009



# Group



Required reading: Adler, N (2001) International Dimensions of Organizational Behavior, 3rd ed.; Taylor, chapter 5.

# Types of Diversity in Teams

## Homogeneous

- Evaluate, perceive, interpret similarly

## Token

- Today: significant attention on leveraging potential contributions of “token” member

## Bicultural

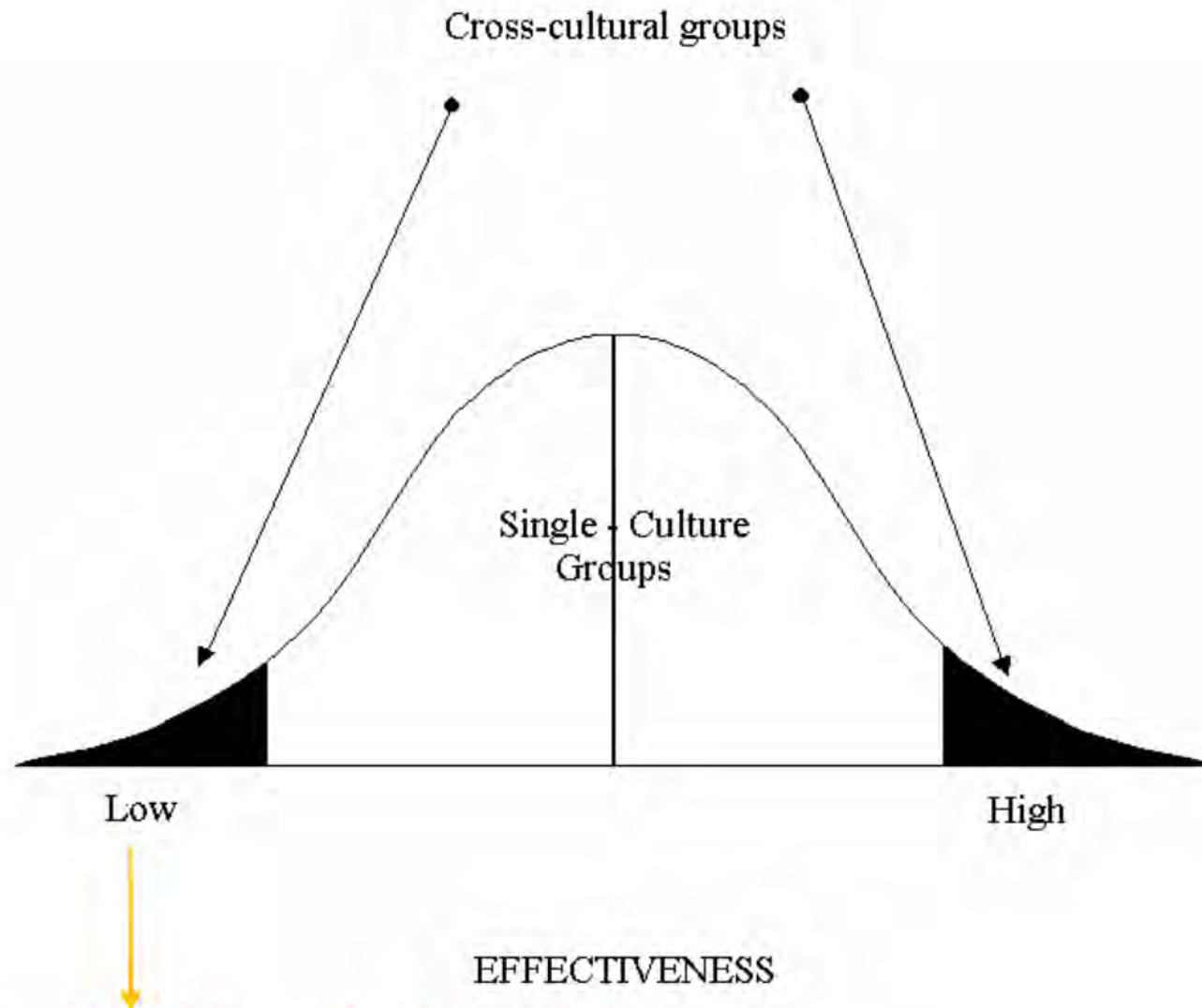
- Balance, recognize & integrate perspectives
- Dominance of culture representation

## Multicultural

- Need to recognize & integrate all perspectives
- Globally distanced teams are increasing (electronic meetings)



# Effectiveness of global teams



**Diversity should not be ignored!**

Problem: "North America cultural norms encourage managers to blind themselves to gender, race, and ethnicity"



# Paradox of multicultural team effectiveness

multicultural teams have the potential to be: - the **most productive**  
- the **least productive**  
homogeneous teams tend to be of average effectiveness

Why?

- creativity and effectiveness tend to be enhanced with diversity
- critical to address conflicting values and attitudes directly
- "trained incapacity" of functional specialists



# Diversity-Related Advantages

- Multiple perspectives and interpretations
- Richer alternatives & more ideas
- Increased creativity and problem solving skills
- Increased flexibility
- Limited groupthink: less likely to engage in
  1. self-censoring
  2. sharing an illusion of unanimity
  3. directly pressuring
  4. emergence of self-appointed mindguards

## Diversity-Related Problems



1. self-censoring
2. sharing an illusion of unanimity
3. directly pressuring
4. emergence of self-appointed mindguards

## **Diversity-Related Problems**

- Increased ambiguity and confusion
- Difficulty to converge meanings
- Miscommunication
- Lack of trust
- Harder to reach agreement
- Lower cohesiveness
- Harder to make decisions and agree on specific actions

# Actual productivity=potential activity-losses

( faulty process )

A successful team should:

- recognize the differences
- Establishing a vision
- Equalizing power
- Create mutual respect
- Giving feedback

*Due to extreme differences in opinion on what constitutes good medical practice, the team designed the new product with maximum flexibility to suit the requirements of each country. We later discovered that the greater flexibility was a huge advantage in developing and marketing a wide range of internationally competitive products.<sup>5</sup>*

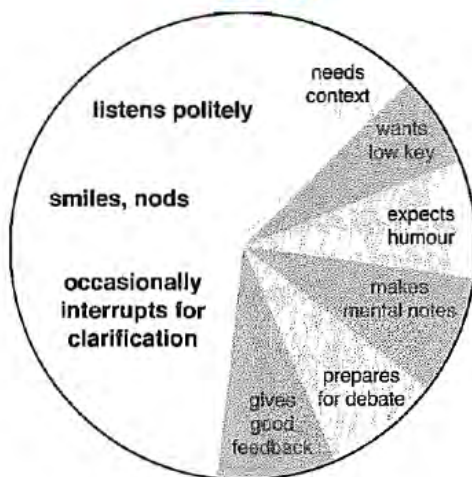
# Listening habits

(Lewis, 2008)

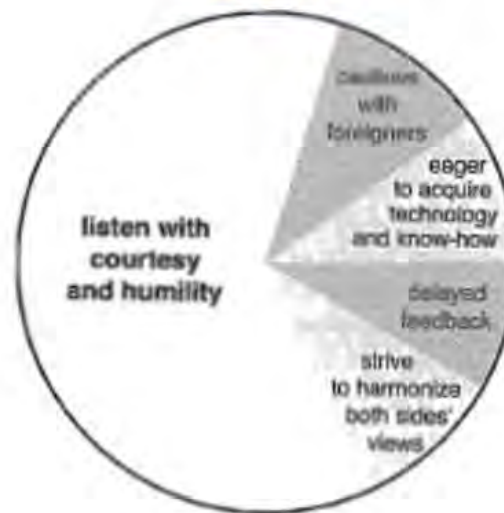
## U.S.A.



## U.K.



## China



## South Korea

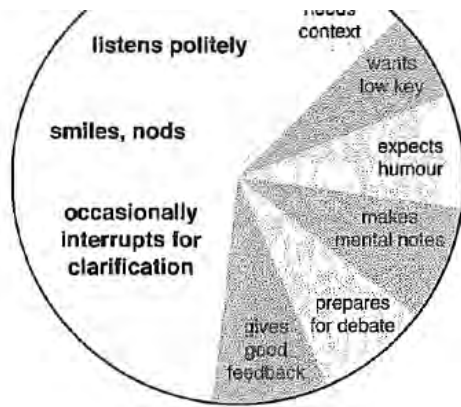


## Japan

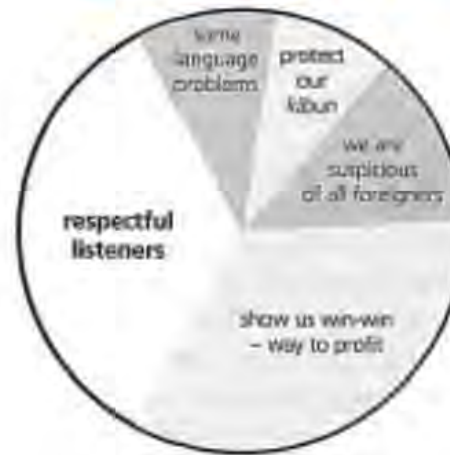


## Hong Kong





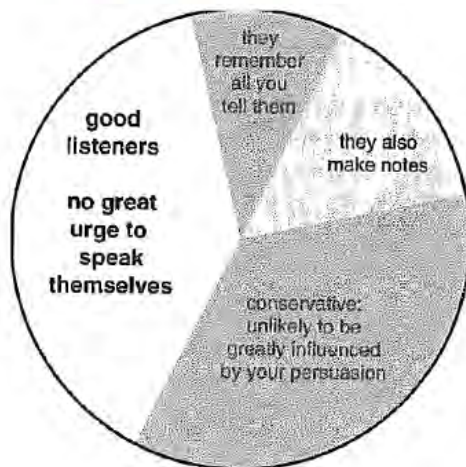
## South Korea



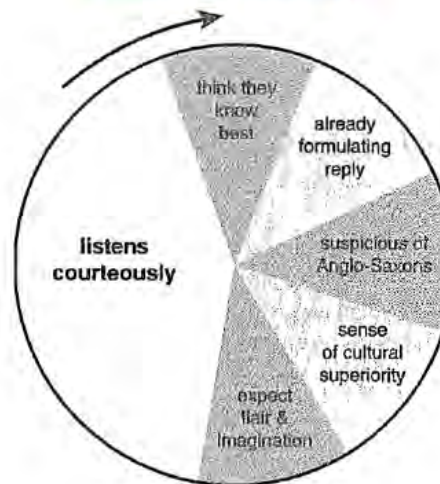
Korean Listening Habits



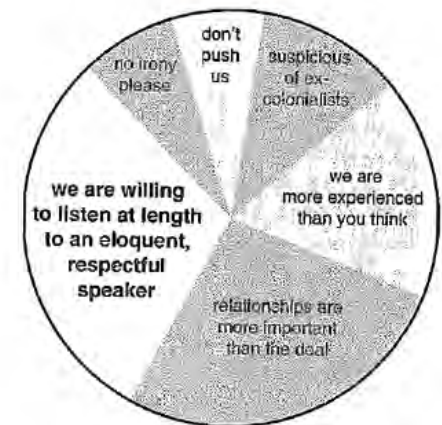
## Switzerland



## Hispanic America



## India



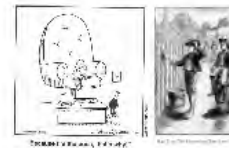


Why?



- creativity and effectiveness tend to be enhanced with diversity
- critical to address conflicting values and attitudes directly
- "trained incapacity" of functional specialists

# Organizational



"It is important for a manager to always have precise answers for most of the questions followers ask."

TRUE FALSE



Source: Organizational Behavior, 10th Edition, Chapter 1, The Nature of Organizations, Copyright 2013, Pearson Education, Inc.



# Diversity and Financial Performance



Niclas, L., Erhardt, N.L., Werbel, J. D. & Shrader C. B. (2003). Board of Director Diversity and Firm Financial Performance, *Corporate Governance*, 11 (2): 102-111.

# Diversity =

women and minorities

\* definition specific to this study

Hypothesis:

greater demographic diversity on boards of directors has a positive impact on financial performances

## Why?

## Diversity

2000s knowledge base  
 2000s knowledge base  
 2000s knowledge base  
 2000s knowledge base


 I was really excited to meet you again & spend time with you and I find it really difficult to explain it to those people that are not...

positive request for the controlling function  
minimal group (1961)

Indrajit Banerji, CEO of PepsiCo

"I look at the increasing literacy of our executive branch. We have 20 people on the Executive Committee. We have *Soldados* leading Europe, a NATO Alliance in this area, an Italian side in leading North American before us, a Middle Eastern front line, and I look at our position in the world. Our system is still a strong and completely growing. I look at the growth of the free world, and I see the future."



Sample:

112 large US companies

Measures:

board diversity

financial performances

For more details of the methodology, see the references and the appendix.

WILLIAMSON, J. 1993. The effects of the 1992-1993 El Niño on the marine benthos of the Pacific coast of Central America. *Journal of Marine Research* 51:1-24.

## Results

executive board of director diversity was positively associated with both return on investment and return on asset

# Indra Nooyi, CEO of PepsiCo.

second largest food and beverage business  
in the world by net revenue

"I look at the amazing diversity of our executive Committee. We have 29 people in the Executive Committee. We have a Sudanese leading Europe, a North American as vice chair, an Italian who is leading North American beverages, a Middle Easterner runs Asia, and I don't even want to talk about the CEO. That diversity is what keeps our company grounded and helps us make market-based, sensible decisions."

# Diversity affects teams' performance



The overall effects of diversity on the performance of teams and decision-making groups, especially Boards of Directors, are positive. To increase diversity, firms should consider acquiring beyond traditional talent pools.

# Hypothesis:

greater demographic diversity on boards of directors has a positive impact on financial performances

## Why?

### Diversity



greater knowledge base  
increases creativity, innovation,  
quality of decision making  
more effective in dealing with org. change



negatively related to consensus  
more time and effort to reach decisions  
reduced team performances



positive impact on the "controlling function"  
minimize group think



# Diversity



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positive impact on the "controlling function"  
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Sample:

112 large US companies

Measures:

board diversity

percentage of women and minorities to white  
Anglo-Saxons for executive board of directors

financial performances

ROA 1993 and 1998  
ROI 1993 and 1998

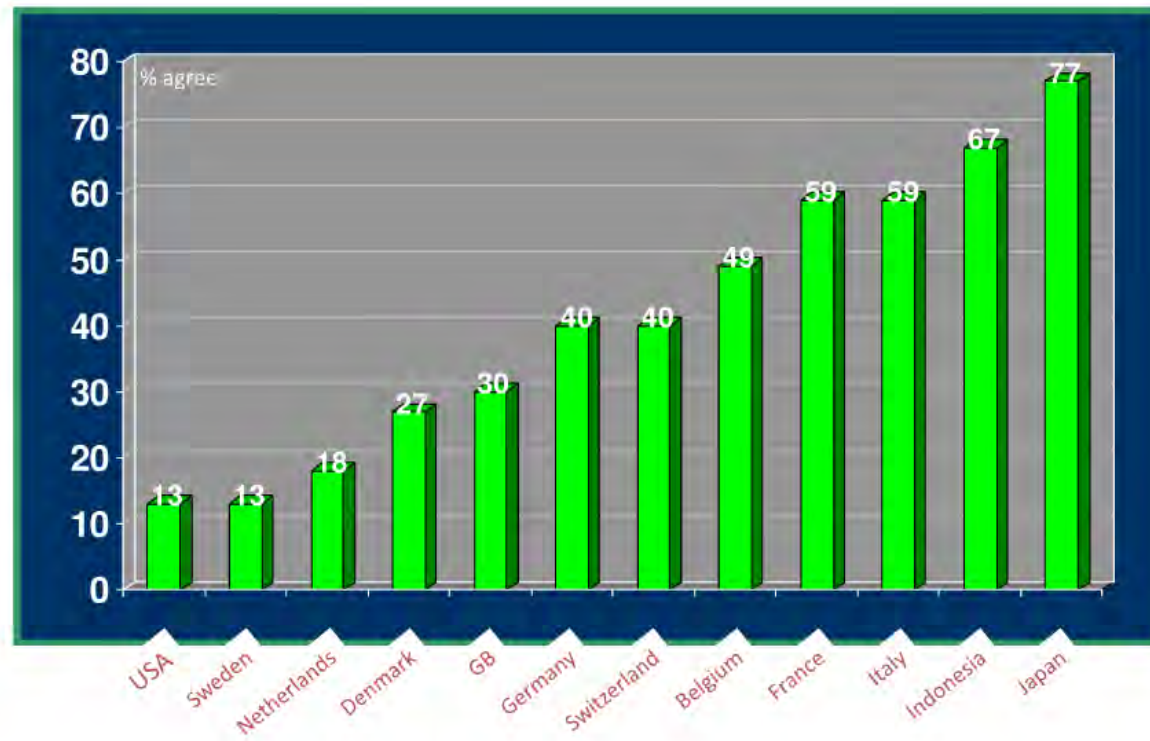
# Results

executive board of director diversity was positively associated with both return on investment and return on asset

“It is important for a manager to always have precise answers for most of the questions followers ask.”

TRUE

FALSE



# Leadership across cultures



Required reading: Javidan, M., Dorfman, P. W., De Luque, M. S., & House, R. J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from Project GLOBE. *The academy of management perspectives*, 20(1), 67-90.



## Leadership

The the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members (House & Javidan, 2004, p.15)

## GLOBE study

**GLOBE study** Global Leadership & Organisational Behaviour Effectiveness

Goal: investigating relationships between societal culture, organisational culture, leadership, and organisational effectiveness

Data: >60 countries  
>17.000 middle managers  
> 900 Organisations

### Example

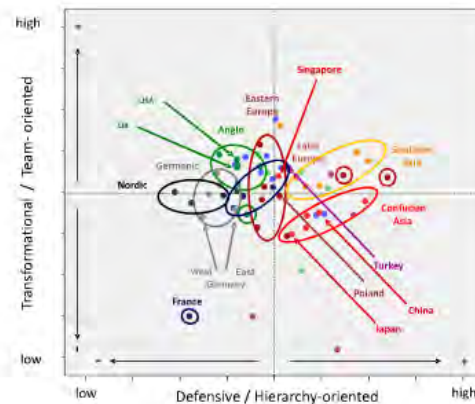
Question	Answer
Q1: "How does it feel to collect on these 'bad' debts?"	A1: "I feel like a doctor."
Q2: "I heard that you're going to make a movie."	A2: "I don't know."
Q3: "Can you tell me how you manage to make it in Los Angeles?"	A3: "I don't know."
Q4: "Hi, David."	A4: "Hi, David."
Q5: "Can I ask you about the 1992-1993 season?"	A5: "Yes, I can."
Q6: "How do you feel about the 1992-1993 season?"	A6: "I don't know."
Q7: "What is the worst?"	A7: "I don't know."
Q8: "Is it still your dream?"	A8: "I don't know."
Q9: "How do you feel about the 1992-1993 season?"	A9: "I don't know."

### Different expectations on the attributes of good leadership across cultures

**Solution7**

Understand attributes of a good leader:

- Worldwide
- Culture-specific



GLOBE Software Cluster  
 ● Eastern Europe  
 ● Latin America  
 ● Asia Pacific  
 ● Continental Asia  
 ● Nordic Europe  
 ● Anglo  
 ● Sub-Saharan Africa  
 ● Western Asia  
 ● Germanic Europe  
 ● Middle East

Source: MDS GLOBE countries (Brodbeck, Ohlkan, & House, 2007/8).

### Cultural Views of Leadership Effectiveness

The following is a partial list of leadership attributes with the corresponding primary leadership dimension in parentheses.

### Universal Facilitators of Leadership Effectiveness

- Being trustworthy, just, and honest (integrity)
- Having foresight and planning ahead (charismatic-visionary)
- Being positive, dynamic, encouraging, motivating, and building confidence (charismatic-inspirational)
- Being communicative, informed, a coordinator, and team integrator (team builder)

### Universal Impediments to Leadership Effectiveness

- Being a loner and asocial (self-protective)
- Being non-cooperative and irritable (malevolent)
- Being dictatorial (autocratic)

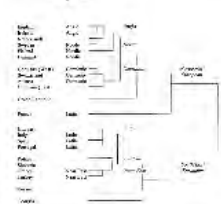
### Culturally Contingent Endorsement of Leader Attributes

- Being individualistic (autonomous)
- Being status conscious (status conscious)
- Being a risk taker (charismatic III: self-sacrificial)

Brazil vs. USA



## Europe



Searcy, Bradshaw et al. (2009)

[illegible]



# Leadership

The the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members (House & Javidan, 2004, p.15)

# Example

BEHAVIOR	ATTRIBUTION
<i>American:</i> "How long will it take you to finish this report?"	<i>American:</i> I asked him to participate. <i>Greek:</i> His behavior makes no sense. He is the boss. Why doesn't he tell me?
<i>Greek:</i> "I don't know. How long should it take?"	<i>American:</i> He refuses to take responsibility. <i>Greek:</i> I asked him for an order.
<i>American:</i> "You are in the best position to analyze time requirements."	<i>American:</i> I press him to take responsibility for his actions.
<i>Greek:</i> "10 days."	<i>Greek:</i> What nonsense: I'd better give him an answer.
<i>American:</i> "Take 15. Is it agreed? You will do it in 15 days?"	<i>American:</i> He lacks the ability to estimate time; this time estimate is totally inadequate.
In fact, the report needed 30 days of regular work. So the Greek worked day and night, but at the end of the 15th day, he still needed to do one more day's work.	
<i>American:</i> "Where is the report?"	<i>American:</i> I offer a contract. <i>Greek:</i> These are my orders: 15 days.
<i>Greek:</i> "It will be ready tomorrow."	<i>American:</i> I am making sure he fulfills his contract.
<i>American:</i> "But we agreed it would be ready today."	<i>Greek:</i> He is asking for the report. (Both attribute that it is not ready.)
	<i>American:</i> I must teach him to fulfill a contract. <i>Greek:</i> The stupid, incompetent boss! Not only did he give me the wrong orders, but he doesn't even appreciate that I did a 30-day job in 16 days.
The Greek hands in his resignation.	The American is surprised.
	<i>Greek:</i> I can't work for such a man.

# Different expectations on the attributes of good leadership across cultures

## Solution?

Understand attributes of a good leader:

- Worldwide
- Culture-specific

# GLOBE study

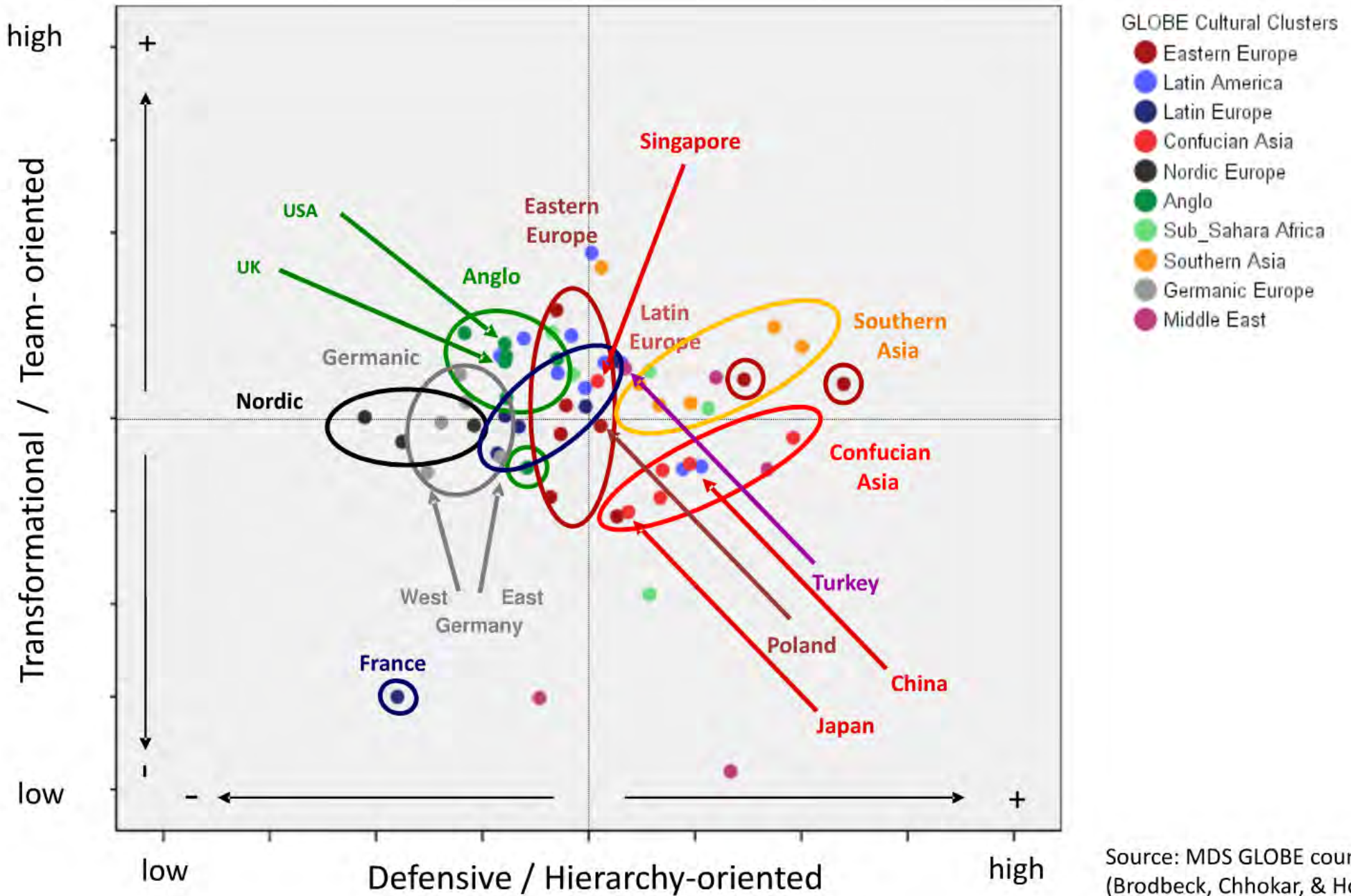
## **G L O B E study**

G lobal  
L eadership &  
O rganisation  
B ehaviour  
E ffectiveness

Goal: investigating relationships between societal culture, organisational culture, leadership, and organisational effectiveness

Data: >60 countries  
>17.000 middle managers  
> 900 Organisations





Source: MDS GLOBE countries  
(Brodbeck, Chhokar, & House, 2007/8)



## Cultural Clusters Classified on Societal Culture Practices (As Is) Scores

Cultural Dimension	High Score Clusters	Mid-Score Clusters	Low Score Clusters	Cluster-Average Range
Performance Orientation	<b>Confucian Asia</b>	Southern Asia	<b>Latin America</b>	3.73–4.58
	Germanic Europe	Sub-Saharan Africa	Eastern Europe	
	<b>Anglo</b>	<b>Latin Europe</b>		
		Nordic Europe		
Assertiveness		<b>Middle East</b>		3.66–4.55
	Germanic Europe	Sub-Saharan Africa	<b>Nordic Europe</b>	
	Eastern Europe	<b>Latin America</b>		
		<b>Anglo</b>		
		<b>Middle East</b>		
		<b>Confucian Asia</b>		
Future Orientation		<b>Latin Europe</b>		3.38–4.40
		Southern Asia		
	Germanic Europe	<b>Confucian Asia</b>	<b>Middle East</b>	
	<b>Nordic Europe</b>	<b>Anglo</b>	<b>Latin America</b>	
		Southern Asia	Eastern Europe	
		Sub-Saharan Africa		
Humane Orientation		<b>Latin Europe</b>		3.55–4.71
	Southern Asia	<b>Middle East</b>	<b>Latin Europe</b>	
	Sub-Saharan Africa	<b>Anglo</b>	Germanic Europe	
		Nordic Europe		
		<b>Latin America</b>		
		<b>Confucian Asia</b>		
Institutional Collectivism		Eastern Europe		3.86–4.88
	<b>Nordic Europe</b>	<b>Anglo</b>	Germanic Europe	
	<b>Confucian Asia</b>	Southern Asia	<b>Latin Europe</b>	
		Sub-Saharan Africa	<b>Latin America</b>	
		<b>Middle East</b>		
		Eastern Europe		
In-Group Collectivism	Southern Asia	Sub-Saharan Africa	<b>Anglo</b>	3.75–5.87
	<b>Middle East</b>	<b>Latin Europe</b>	Germanic Europe	
	Eastern Europe		<b>Nordic Europe</b>	
	<b>Latin America</b>			
	<b>Confucian Asia</b>			
Gender Egalitarianism	Eastern Europe	<b>Latin America</b>	<b>Middle East</b>	2.95–3.84
	<b>Nordic Europe</b>	<b>Anglo</b>		
		<b>Latin Europe</b>		
		Sub-Saharan Africa		
		Southern Asia		
		<b>Confucian Asia</b>		
Power Distance		Germanic Europe		4.54–5.39
		Southern Asia	<b>Nordic Europe</b>	
		<b>Latin America</b>		
		Eastern Europe		
		Sub-Saharan Africa		
		<b>Middle East</b>		
Uncertainty Avoidance		<b>Latin Europe</b>		3.56–5.19
		<b>Confucian Asia</b>		
	<b>Nordic Europe</b>	<b>Anglo</b>	<b>Middle East</b>	
	Germanic Europe		<b>Latin America</b>	
		Sub-Saharan Africa	Eastern Europe	
		<b>Latin Europe</b>		
		Southern Asia		

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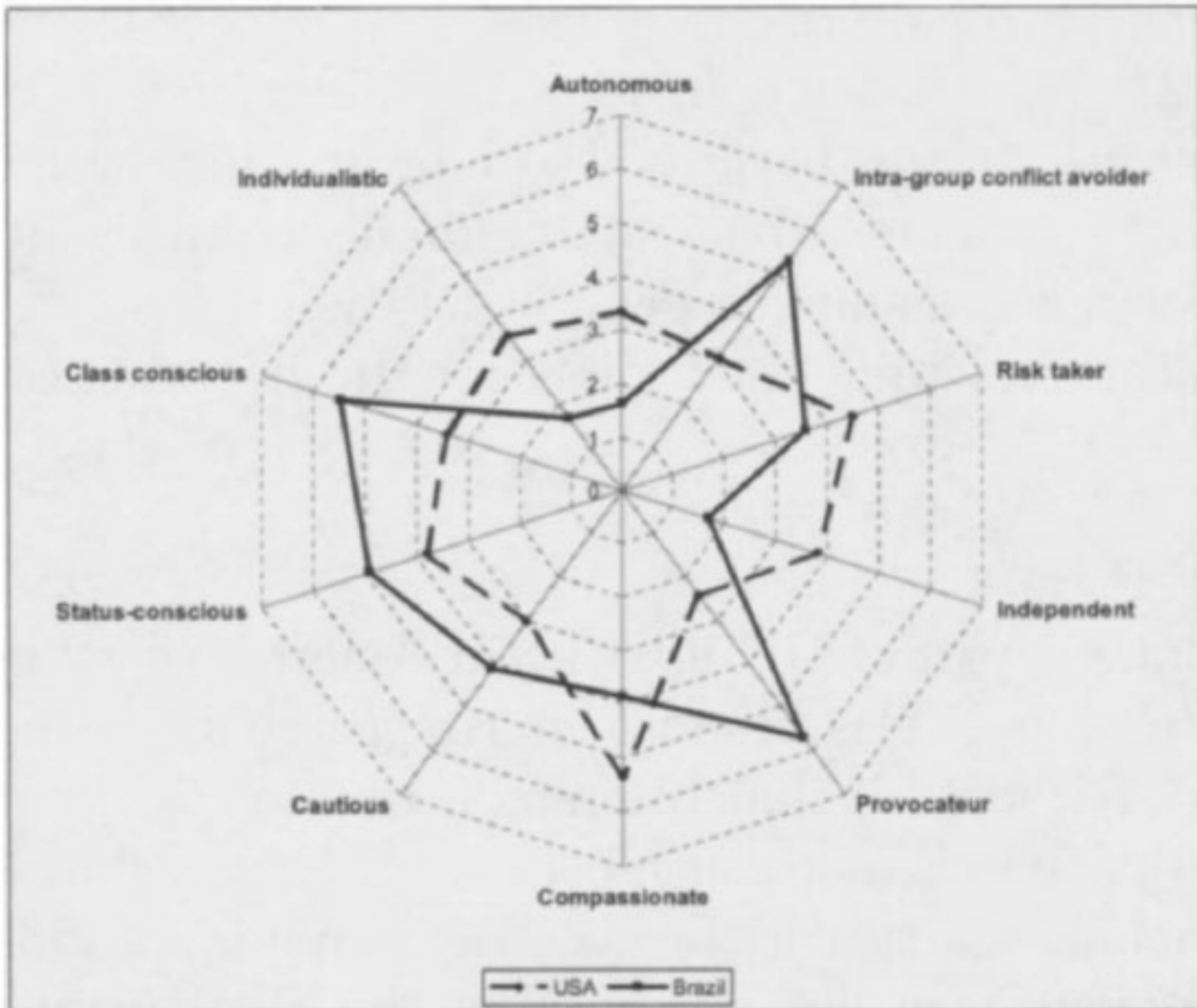
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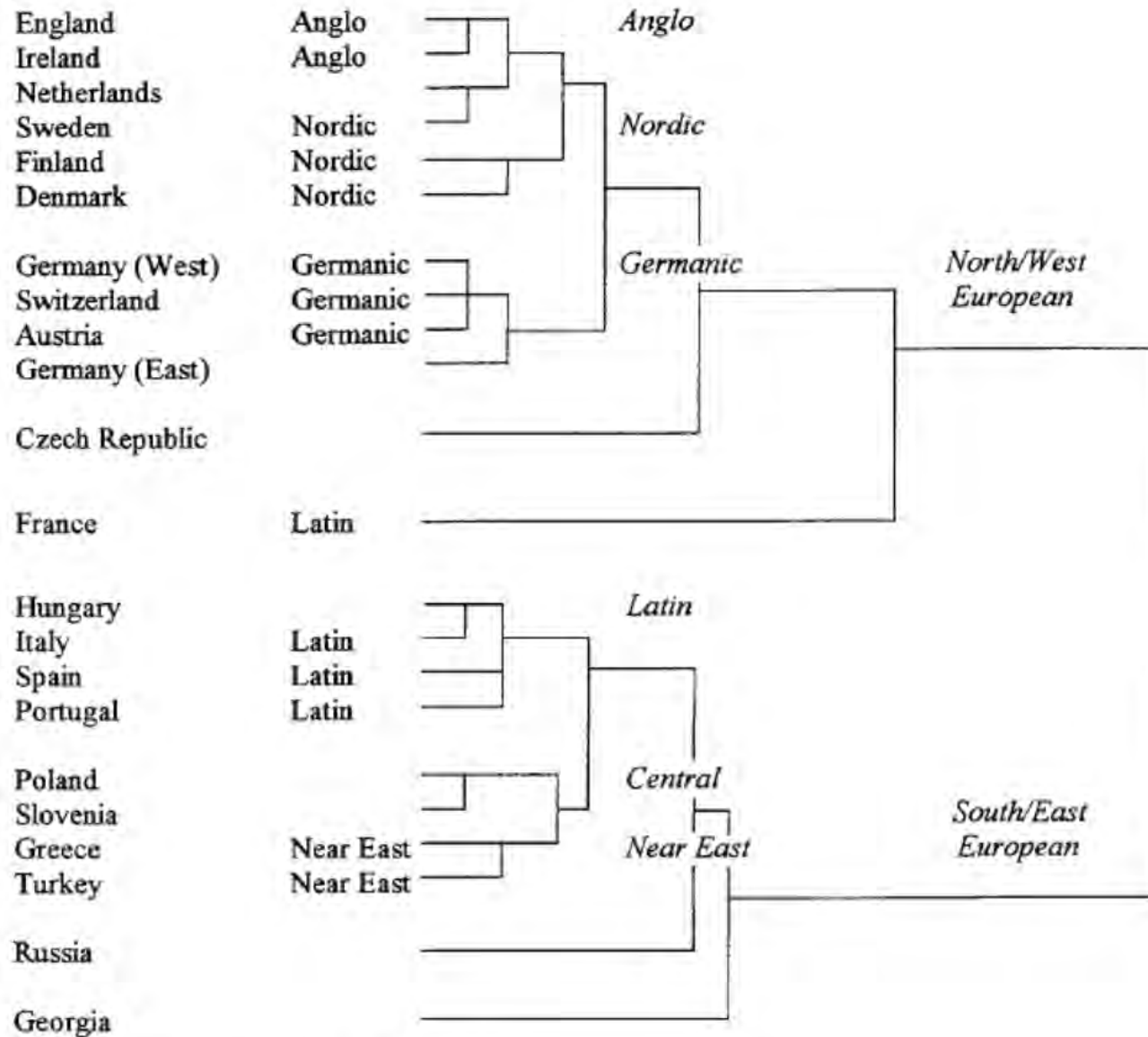
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- Being individualistic (autonomous)
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# Brazil vs. USA



# Europe



Source: Brodbeck et al. (2000)



# Leaders

## U.S.A.



Jack Welch  
former CEO of GE



Mark Zuckerberg  
Founder and CEO of Facebook



## India



Narayana Murthy, co-founder and CEO of  
Infosys

## Europe



Richard Branson, founder and CEO of Virgin



## China



Jack Ma, owner of Alibaba and Taobao

"eBay may be a shark in the ocean, but I am a crocodile in the Yangtze river. If we fight in the ocean, we lose - but if we fight in the river, we win."

Jack Ma, CEO Alibaba Group

"A leader's most important job is to maintain the team's morale and foster a never-give-up attitude"