

## Chapter 1 – The Necessity of Intercultural Communication

### Benefits of Intercultural Communication

- Although there are challenges, communicating and establishing relationships with people from different cultures can lead to a host a benefits
- **Healthier Communities**
  - Community is a **condition of togetherness**, with **lowered defenses** and an **acceptance for differences**
  - Healthy communities are made up of **individuals working collectively** for the **benefit of everyone**, not just their own group
  - Support all members and **strive to understand**, appreciate and acknowledge each member
- **Increased Commerce:** Ability to interact successful can lead to economic potential
- **Reduced Conflict**
  - Conflict is inevitable, but can reduce and manage conflict through intercultural communication
  - Learn to think and act cooperatively
  - Assert and be responsive to intercultural communication
- **Personal growth through tolerance**
  - As communication increases, you learn and become more tolerant
  - Understand and empathize
  - Humans all have basic needs, just different ways of achieving them
  - As we learn out way is not the only way, we build tolerance
  - As we learn about others, we learn about ourselves

### Eight Dimensions of Communication

<b>1. Process</b>	- <b>Ongoing, ever changing and continuous</b> -Communication is <b>always developing, never still or motionless</b> -Overall process of communication is <b>infinite</b> -Irreversible, <b>affects future communication</b>
<b>2. Dynamic</b>	-Active or forceful, communication is a <b>dynamic process</b> -Impossible to capture its essence -As a dynamic process, communication is <b>flexible, adaptive, fluid.</b>
<b>3. Interactive-Transactive</b>	-Participation of 2+ sides sending and receiving signals - <b>Interactive:</b> communication is a <b>2 way process</b> - <b>Transactive:</b> speaker and receiver <b>simultaneously send messages</b>
<b>4. Symbolic</b>	-Symbols is an <b>arbitrarily selected and learned stimulus</b> that represents something → <b>verbal / non-verbal</b> -No natural relationship with what they represent, they transmit thoughts and ideas
<b>5. Intentional</b>	-When 2+ people consciously engage in interaction with some <b>purpose</b> -Intentional comm. verbal/nonverbal is more informative than unintentional comm. -Unintentional comm. When a person responds to a stimulus, communication has occurred
<b>6. Contextual</b>	-Context is the <b>cultural, physical, relational and perceptual</b> environment in which comm. occurs. → context defines the meaning of messages -4 contexts influence process of communication (1) Cultural & Microcultural (2) Physical (3) Sociorelational (4) Perceptual
<b>7. Ubiquitous</b>	-Communication is everywhere, <b>impossible not to communicate</b>
<b>8. Cultural</b>	- <b>Culture shapes communication and communication is culture bound</b> -Verbal/ nonverbal symbols → strongly influenced by culture

### Human Communication Apprehension

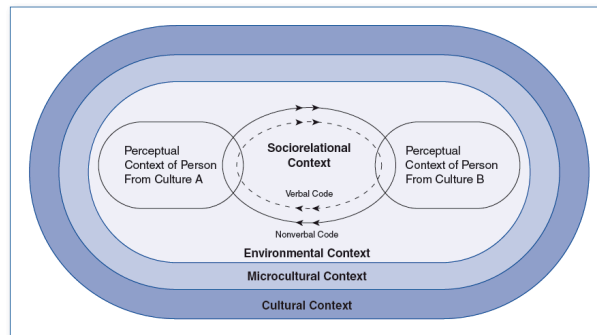
- Definition: is the **fear and anxiety** people experience when communication with others
- Nearly everyone experience some kind of comm.. apprehension.
- **4 Types of Communication Apprehension**
  - ***Trait-like***: enduring general personality predisposition, usually experiences across most comm.. situations
  - ***Context based***: restricted to certain generalized context (public speaking, group meetings, job interviews) anxiety only in certain contexts.
  - ***Audience based***: triggered not by a specific context but by a specific person/audience (talking to professor in class)
  - ***Situational***: experienced by virtually everyone, combination of a specific context and audience. (Alone talking to a professor)

### The Nature of Culture

- Definition: ***Culture is defined as an accumulated pattern of values, beliefs, and behaviors shared by an identifiable group of people with a common history and verbal + nonverbal symbol systems***
- Most of thoughts, emotions, and behavior are culturally driven
- Direct influence on the physical, relational and perceptual contexts

## A Contextual Model of Intercultural Communication

Figure 1.5 A Contextual Model of Intercultural Communication



- Intercultural communication occurs whenever a minimum of two persons from different cultures or microcultures come together and **exchange verbal and nonverbal symbols**
- According to the model, intercultural comm.. occurs within and between a variety of interconnected contexts: **cultural, microcultural, environmental, perceptual, and sociorelational contexts**
- The model attempts to identify the various contexts that define what happens when a person from Culture A communicates with Culture B.
- **Cultural Context** (largest outer circle)
  - Represents an accumulated **pattern of values, beliefs, and behaviors**, shared by an identifiable group of people with a common history and verbal and nonverbal symbol systems
- **Microcultural context** (2<sup>nd</sup> largest circle)
  - Exists within a larger culture, they are usually **treated differently** by the members of a larger culture → **sub culture / minority groups**
- **Environment Context** (3<sup>rd</sup> circle)
  - Represents the **physical, geographical location** of the interaction
  - While culture prescribes the overall rules for communication, the physical location indicates when and where the **specific rules apply** ← key role in comm..
  - Conceptually, one's culture and microcultural groups significantly influence how one **perceives the environment**
- **Perceptual Context A and B** (2 circles in middle)
  - Refers to **how an individual gathers, stores and retrieves information**
  - Refers to the individual characteristics of each interact, including cognitions, attitudes, dispositions, and motivations
- **Sociorelational context** (circle connecting perceptual context)
  - Refers to the relationship between the interactants, **each person assumes a role**
  - This connection/**relationship is represented by the sociorelational context, linking the 2 perceptual contexts**
  - **One's roles prescribe verbal / non-verbal symbols are exchanged**
  - Majority of communication is **non-verbal, we are always communicating**
  - **Verbal message** is dashed to represent the **digital quality**, meaning our verbal comm.. is **made up of words that have recognizable and discrete beginning and ending points**
- Intercultural communication is defined by the interdependence of these various contexts

## Fundamental Assumptions about Intercultural Communication

### #1 Assumption

- **During intercultural communication, the message sent is usually not the message received**
  - Culture acts as a filter through which all messages (verbal / non-verbal) must pass
  - The process of encoding, decoding, and interpreting is filled with cultural noise
  - All intercultural exchanges are charged with ethnocentrism
    - Ethnocentrism: one's culture is the center and all other cultures are scaled and rated with reference to it ← clouds our perceptions and is the basis of patriotism, group loyalty etc.

### #2 Assumption

- **Intercultural communication is primarily a nonverbal act between people**
  - The expression of intimacy, power and status among communicators is typically accomplished nonverbally
  - People from different cultures engage in a selective screening of sensory information that leads to different perceptions of experience

### #3 Assumption

- **Intercultural communication necessarily involves a clash of communicator style**
  - The value of speech versus silence in different cultures
  - Direct versus indirect styles of communication

### #4 Assumption

- **Initial intercultural communication is a group phenomenon experienced by individuals**
  - In our initial communication we consider the other person as a member of a specific group rather than an individual
  - We do not see the person – we see the groups to which the person belongs
  - But must be mindful that he/she is also an individual within the group

### #5 Assumption

- **Intercultural communication is a cycle of stress and adaption**
  - Many initial contacts could be very stressful, especially if you do not have experience → must learn from every experience
  - You have to learn to adapt and adjust your communication style from different types of cultures you are communicating with
  - Do not be afraid of making mistakes, learn from them and try not to repeat

### The Ethics of Intercultural Communication

- What is ethics? Judgments about what is right and wrong
- Cultural Universalism
  - Same ethical principles apply to all cultures
- Cultural Relativism
  - Unique ethical standards apply to each culture individually

## 5 Western Ethical Approaches

- **Utilitarian Approach**
  - Emphasizes the **consequences of actions** have on people and their **well being of all persons directly or indirectly affected**: benefit/harm
- **Rights Approach**
  - Focus is on **peoples' individual right**
  - Acts are ethical when they respect the rights of others and non-ethical when they violate the rights of others
  - Including the basic human rights: **truth / privacy / freedom expression**
- **Social Justice and Fairness Approach**
  - Requires people to be **treated with consistency**, an act that shows **favoritism and or discrimination is unethical**
- **Common Good Approach**
  - **Societal orientation** → **one's actions affect everyone's (society) welfare**
  - Differs from the Rights Approach as this approach also challenges societal members to recognize and **advance the goals shared by the community**
- **Virtues Approach**
  - There are certain **ideals, principles or standards** every individual should **strive to reach its higher potential (virtues: truth, honesty, courage, love etc.)**
  - Actions manifested in such virtues are considered ethical

## Confucianism

- Prescribes social rituals designed so that the natural world, social institutions and humans all flourish interdependently
- **Five Basic Virtues**
  - Ren: benevolence / altruism
  - Yi: integrity / sense of rightness
  - Li: rite / propriety
  - Chi: moral understanding
  - Shin: trust
- Humans are defined by their obedience to their place in the social hierarchy
- **Five principle relationships**
  - Rule and subject
  - Parent and child
  - Husband and wife
  - Older and younger sibling
  - Friend and friend
- Some scholars criticize that Confucianism fosters inequality, gender biases and discrimination

## Hinduism

- Inegalitarian practice-based religion and follows a rigid caste system
- Caste: social ordering hierarchical system where people are ranked
- Prescribes strict rules and regulations about how to act within your caste level

**TN – Understanding Culture**  
**&**  
**Chapter 2: The Cultural Context**

**The focus of Cultural analysis for IB managers**

- **Psychological factors:** values beliefs, and social attitudes
- **Sociological factors:** status, roles and norms
- **Anthropological factors:** symbols, signs and customs
  - **Cultural analysis:** helps international business managers to choose *appropriate marketing strategies*, organizational structure and processes
  - Improve *profitability and reduce the risk* of costly blunders

**Cultural Context**

- Cultural provides the **overall framework** wherein humans learn to **organize their thoughts, emotions and behaviors** in relation to their environment
- Culture is **learned**, and humans are taught how to **think, feel act, interact/communicate**
- People from different cultures learn different implicit theories, they are learned through socialization and through socialization individuals **learn their dominant values of their particular culture and their self identities**

**Basic Elements of Culture**

- **Beliefs:** represent our understands about what is true
- **Norms:** both prescribe and proscribe behaviors; what we should/should not do
- **Values:** what is good/beautiful/holy and what are legitimate goals for life

**Characteristic of Culture**

- **Cultural symbols, stories and rituals:** communicate the basic elements of a society to its members
- **Culture is pervasive** in society: affects all aspects of life
- **Culture is shared:** similarity in basic elements of culture
- **Culture is dynamic, continuously developing and evolving:** culture evolves over time, changes in value systems and can be slow and painful for a society

**7 Functions of Culture**

- **1. Helps people** to deal with problems and to function effectively in a social environment
- **2. Serves the basic need** of laying out a predictable world
- **3. Sets the limits** of behavior and guides it along predictable path
- **4. Creates basic rules of behavior** accepted by the majority of a social group
- **5. Teaches how to behave**
- **6. Unifies, automates** behavior and judgment
- **7. Creates a learned pattern** of what people's behavior is expected to be

**Determinants of Culture**

- |            |                       |            |
|------------|-----------------------|------------|
| • History  | • Values              | • Language |
| • Religion | • Social organization |            |

**What do we see of Culture: Front stage vs. Back stage**

- **Front Stage** is easily observable aspect of culture ex:
  - Ex: Greetings → Japanese bow while Americans handshake
- **Back Stage** when only members of the culture understand other aspects of culture
  - Ex: Japanese saying "it's difficult" and twisting head to one side → means impossible

### Three Levels of Culture

- **1. National Culture:** dominant culture within the political boundaries of the nation-state
  - Values and standards
  - Language and communication
  - Dress and appearance
  - Food and eating habits
  - Time and age conscious
  - Relationships
- **2. Business Culture:** basic elements that pertain to all aspects of doing business in a culture; tells people the correct/acceptable ways to conduct in business society
  - Values and standards
  - **Language and communication**
  - Business Meetings: appearance / food / gifts / time
  - Rewards and Recognition
  - Relationships
  - Attitudes and beliefs
- **3. Corporate Culture:** the set of important understands that members of an organization share → the way we do things around here
  - **Three Levels of Organizational culture**
    - **Artifacts:** visible organizations structures and processes
    - **Espoused Values:** strategies, goals, philosophies (justifications)
    - **Underlying Assumptions:** unconscious beliefs, perceptions, thoughts and feelings
  - **Multilayered and Complex** phenomenon
  - **Strong and Enduring:** within the organization as a whole and within departments
  - Organization **Culture and Climate**
    - **Climate:** temporary attitudes, feelings, and perceptions of individuals
    - **Culture:** is an enduring, slow to change, and core characteristics
  - **Sub Cultures:** based on occupations/departments and common histories

### Hofstede Model - 5 Dimensions of cultural values

#### 1. Power Distance: High and Low

- **The extent to which less powerful members of a country expect and accept that power is distributed unequally**
- How cultures deal with inequality and focuses on norms, values and beliefs
  - *Norms that tell superiors how much they can determine the behavior of their subordinate. Values and Beliefs that superiors and subordinates are fundamentally different kinds of people*
- **High Power Distance**
  - **Inequality is fundamentally good**, everyone has a place high and low rank
  - People should be **dependent on a leader**
  - The **powerful are entitled to privileges** and should not hide it
  - Emphasize positional power, based on formal authority
  - Considerable dependence of subordinated on superiors
  - Focus strongly on favorability of their outcomes
- **Low Power Distance**
  - Emphasize that **inequalities among people** should be **minimized and need interdependence**
  - Recognize and respect **earned power**, based on **individual's accomplishments**
  - Managers **minimize status differences** during conflict and **rely on peers** and subordinates to assist in **mediating conflict**

- Cultures place more **value on the quality of their treatment by authorities**
- **Power Distance and Facework**
  - **Self**-face: concern for one's **own image**
  - **Other**-face: concern for **another's image**
  - **Mutual**-face: concern for **both parties**

## 2. Uncertainty Avoidance: High and Low

- The degree to which the members of a particular culture feel **threatened by uncertain or unknown situations**. People avoid **unstructured, unclear or unpredictable** situations
- **Tolerance for ambiguity** Based on idea **that future is unknown**
  - **Conflict** should be **avoided**
  - **Deviant** people and ideas should **not be tolerated**
  - **Laws are very important** and should be followed
  - Experts and **authorities are usually correct**
  - **Consensus is important**

	Uncertain Situation	Certain Situation
Uncertainty Orientation	<b>Active Engagement</b>	<i>Passive Disengagement</i>
Certainty Orientation	<i>Passive Disengagement</i>	<b>Active Engagement</b>

- **Uncertainty oriented** individuals have a **weak uncertainty avoidance** tendency
  - Handle **uncertainty** through **active engagement** ← try to understand and discover aspects of the self and environment about which they are uncertain
  - More individualistic – self oriented
- **Certainty oriented** individuals have a **strong uncertainty avoidance** tendency
  - Undertake activity that **maintains clarity**, when confronted with **uncertainty** they will rely on **passive disengagement**
  - Develop a self-regulatory style that goes around the uncertainty
  - More collectivist – group oriented

## 3. Individualism / Collectivism

- Focus is on the **relationship between the individual and the group**
  - **Individual:** individual achievement is common, dynamism of western economy and high level of entrepreneurship
  - **Group (2+ppl):** shared sense of identity and who interact with each in structured ways on the basis of a common set of expectations about each other's behavior
- **4 Attributes of "Individualism – Collectivism" (Triandis)**
  - **1. How individuals perceive themselves:** unique vs. member of group
  - **2. How individuals relate to others:** self gains vs. affect others
  - **3. Goals followed:** I want to win vs. help group win
  - **4. What drives behavior:** my right vs. duty to group
- Individualism and Collectivism are **NOT mutually exclusive, they CAN coexist within a person** of any culture
  - **The degree** is triggered by **social context and social relations**
- **Competitiveness** is associated with **both individualism and collectivism**
- Psychological level
  - **Idiocentric:** when people carry **individualistic** tendencies
  - **Allocentric:** when people carry **collectivistic** tendencies

	<u>Individualism</u>	<u>Collectivism</u>
<u>Horizontal</u>	Autonomous <b>self is valued</b> but individuals are <b>equal to others in status</b>	Individuals see the <b>self as a member of an in-group</b> and <b>members are similar and interdependent</b> (Theoretical Communism)
<u>Vertical</u>	Autonomous <b>self is valued</b> but individuals are <b>unequal to others in status</b>	Individuals see the <b>self as an integral part of the in-group</b> but members are <b>different, some have more status.</b> <b>*Inequality within group is valued</b>

### Individualism (Western countries)

- **Value personal independence.**
  - Personal responsibility
  - Freedom of choice
  - Personal autonomy
  - Achieving self fulfillment
- Strive to maintain distinctive personal attitude and opinions and prefer self directed behavior and independence of groups → unique
- Emotionally **independent** from groups, **rely on own strength and capabilities**
- **Emotionally disconnected from in-groups** such as family
- **Social control depends more on guilt** than other social norms/conformity
- In the **business environment individualism ...**
  - Creates lack of **company loyalty** and failure to **gain company specific knowledge**
  - **Competition between individuals vs. team building**
  - Less ability in developing a strong network of contacts within a firm

### Collectivism (Asian countries i.e. Japan)

- **Groups bind and mutually obligate individuals** → sense of **duty**
- **Interdependent with others**, where **responsibility is shared** and **accountability is collective** → **identity** is based on **group membership**.
- **Group goals take precedence** and group decision-making is best.
- **Stress values** that serve the in-group by subordinating personal goals
  - **Harmony, social reciprocity, obligation, dependence, and obedience**
  - Stress harmony an cooperation, strive for the approval of the in-group, conform to group's norms
- Collectivists form friendships that are determined by their hierarchical role in society, apply different value standards to members of in/out groups
- Group **protect** individuals in exchange for their **loyalty** to group and is primary unit
- In the **business environment collectivism..**
  - **Discourages job switching** between firms
  - Encourages **lifetime employment** systems
  - Leads to **cooperation in solving** business problems
  - But might **suppress individual creativity** and initiative

### **Pancultural Self:** people in all cultures strive to maintain and achieve **positive self regard as a primary motivation**

- Both individualist and collectivist cultures endorse self enhancement, a person's motivations for behavior and self definition stem primarily from one's personal identity and an independent sense of self
- Self enhancement is sanctioned through upward mobility, status seeking and general promotions of the self → people engage in strategic efforts to self enhance

#### 4. Masculinity and Femininity

- High Masculinity countries have beliefs such as
  - **Gender roles** should be **clearly distinguished**
  - Men are **assertive, dominant and decisive**
  - Machismo / **exaggerated maleness is good**
  - Work takes **priority over duties**
  - Advancement, success and money are important

#### 5. Orientation: Long-term vs. Short-term

- **Long-Term** orientation **values patience**
  - **Managers are selected** based on the **fit of their personal and educational** characteristics
  - **A prospective employee's** particular **skills have less importance** in the hiring decision
  - **Training and socialization** for a **long-term commitment** to the organization **compensate for any initial weaknesses** in work-related skills
  - **Eastern cultures rank highest on long-term orientation**
    - Value synthesis in org. decisions
    - Belief in substantial savings
    - Willingness to invest
    - Acceptance of slow results
    - Persistence to achieve goals
    - Sensitivity to social relationships
    - Pragmatic adaptation
- **Short-Term** orientation values **logical analysis** (western cultures)
  - Designed and managed purposefully to **respond to immediate pressures**
  - Often use **quick layoffs** of "excess" employees to adjust to shrinking demand

#### Hall: High and Low Contextual Cultures Concept

<b>Contextual Features</b> → Culture (race / language) Physical environment (office / bank) Sociorelational (superior/subordinate) Perceptual (attitudes/emotions)	→	<b>Communication Decisions</b> → <b>Message</b> Verbal / Nonverbal codes
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- **High context** cultures: Rely more on **nonverbal code**
  - **Restricted code / Contextual elements / Internalized in person**
  - **Silence is valued, communicates mutual understanding**
  - **Indirect, implicit** messages that convey meaning
  - **In a high context transaction, the interactants will look to the physical, sociorelational and perceptual environment for information**
  - Collectivist societies
- **Low context** cultures: Rely extensively on the **verbal code**
  - **Elaborated code** dependent on words to convey meaning,
  - **Silence is uncomfortable but can communicate problems**
  - **Direct, explicit** messages
  - Individualist societies

### 7d Cultural Dimensions Model

- Builds on **traditional anthropological approaches to understanding culture**
- **Culture exists** because people need to **solve basic problems of survival**
- Challenges include how people **relate to others, times, and their environment**
  1. Universalism vs. Particularism
  2. Collectivism vs. Individualism,
  3. Neutral vs. Affective
  4. Diffuse vs. Specific
  5. Achievement vs. Ascription
  6. Sequential vs. Synchronic
  7. Internal vs. External Control

<b>Condon &amp; Yousef</b>			
<b>Value Orientations</b>			
Provided a set of value orientations that can be <b>used to compare cultures</b>			
<b>Individualistic Low Context</b>		<b>Collectivist High Context</b>	
<b>THE SELF</b> → Cultural values influence the self identity			
1. Individualism 2. Age 3. Sex 4. Activity	Individualism Youth Equality of sexes Doing	Individuality Middle years Female Superiority Being-in-Becoming	Interdependence Old age Male superiority Being
<b>THE FAMILY</b> → Relationships are not the same across cultures			
1. Relational orientations 2. Authority 3. Positional role behavior 4. Mobility	Individualistic Democratic Open High mobility	Collateral Authority centered General Phasic mobility	Lineal Authoritarian Specific-prescribed Low mobility-stasis
<b>SOCIETY</b> → Mutual exchanges made in dealings vary through cultures			
1. Social reciprocity 2. Group membership 3. Intermediaries 4. Formality 5. Property	Independence Many-brief membership Few Informal Private	Symmetrical-obligatory Balanced Specialist only Selective formality Utilitarian	Complementary-obligatory Few-prolonged membership Essential Pervasive formality Communal
<b>HUMAN NATURE</b> → How cultures perceive human character and temperament			
1. Rationality 2. Good/Evil 3. Happiness / Pleasure 4. Mutability	Rational Good Happiness is a goal Change, growth, learning	Intuitive Mixture Happy and sad, inexplicable Some change	Irrational Evil Life is mostly sad Unchanging
<b>NATURE</b> → Direct and indirect learning about nature			
1. Relationships: men vs. nature 2. Ways of knowing nature 3. Structure of nature 4. Concept of time	Humans dominate nature Abstract Mechanistic Future	Harmonious Induction-Deduction circle Spiritual Present	Nature dominates humans Specific-direct Organic Past
<b>THE SUPERNATURAL</b> → Perspective on the cosmos reflects its philosophy on human-supernatural relationship			
1. Relationships: Humans vs. supernatural 2. Meaning of life 3. Providence-divine intervention 4. Knowledge of cosmic order	Humans as God Physical/Material goals Good is unlimited Order is comprehensible	Pantheism Intellectual Goals Good & misfortune Faith and reason	Supernatural controls humans Spiritual goals Good is limited Mysterious and unknowable

**TN – Deep Structure of Culture**  
**Religion, Family, State, Education and History**

**Deep Structure Institutions (Universal Systems)**

- They **carry a culture's most important beliefs** → Church, family and state
  - **Teach** what is **important, good / bad**
  - **Help one understand what is expected** from life and loyalty
  - Family schools etc. are institutions, **their role** is to carry messages to the people around the world, **teach norms and values** and to help understand what is **expected** from them in a **cultural and societal context**
- Their message **endures** and are **reproduced** across cultures
  - **Slow changing**, must first change message in order to change the culture
  - Due to deep structure institutions, humans were **able to survive**, needed a **common goal / defense**, that is why these **messages reproduce culture**
- Their messages are **deeply felt**
  - Religion / Family / Community / Country
- **Supply and define our identity** as we belong to them
  - It is linked to the **process of socializing**, I **exist within and part of a group**, a unit.
  - Learn “who we are” in the process of socialization ← takes place in family 1<sup>st</sup>

**World View**

- World view is related to all these institutions, they **create your knowledge and explanations about major philosophical issues**
  - God
  - Humanity
  - Nature
  - Existence
  - Cosmos
  - Life
  - Moral and Ethics
  - Suffering
  - Death
- It is the **outlook or conception of the world**, learn from these institutions to become more socialized
- Influence perceptions, beliefs and values and helps **make sense of life experiences**
- Is imposed by the **collective wisdom**, using the **wisdom as part of their behavior as a motivator to survive**

**Religion as a World View**

- Religions are not totally different, possess many similar issues
  - Sacred Scriptures: Bible / Koran / Vedas
  - Authority: 1+ individuals
  - Traditional rituals: old complex / persistent
  - Speculation: mysteries of life / origin of universe
  - Ethics: avoid murder / thieving / lying / adultery
  - Security: provide sense of identity and security
  - Sacred dates: important days / holidays

**Major World Religions**

- **Christianity:** 1 God, Holy Trinity / Bible / Individual → God / Verbal comm..
- **Judaism:** 1 God / human will never be divine / Torah / obedience to god
- **Islam:** Pillars of faith / 5 pillars of practice / Koran / way of life
- **Hinduism:** Enlightenment / Brahmins / Self / Vedas / multiple paths
- **Buddhism:** 4 Noble Truths / Karma / individual / humanism
- **Confucianism:** Social harmony / rituals / the Analects / moral system / book of rites

## Family

- Importance of family → basic **element of social structure**
- **Family assures**
  - Not only the biological reproduction of life
  - Transforms a **baby into a social creature**
  - Creates the **best conditions** for a newly born:
    - **Love, Care, Physical conditions of life**
- **Functions of Family**
  - **Transmitting Culture**
    - **Teaches the new member of the culture about values, beliefs, norms of behavior**
    - Explains and **impose communication rules**
    - **Builds behavior habits**
  - **Transmitting Identity**
    - I am one of such and such family...
- **Types of Families** → depends on social, historical, ecological circumstances
  - Immediate
  - Extended
  - Two parents family + one, or more children
  - Monoparental
- **Communication, Culture, and Family**
  - All first communication experience is in the family
  - The **family life is based** on the **culture of the society**
  - **Repeated messages:** from parents and siblings, **shape and mold the way children communicate and interact**
  - **Gender Roles**
    - Observe what **parents are doing** → their responsibility in the family
    - Boys and girls play **different games with different toys**
    - Who is the **top authority** in the family
    - Difference in dress colors: boy blue / girl pink
  - **Individualism and Collectivism**
    - Children **receive messages related to what is important: individual / family**
    - Your decisions – how are they related to the family
    - **Loyalty to the family, or self importance**
  - **Age**
    - To be **young or old**, what does that entail?
    - **Level of respect between** young and old
    - **Roles of the young an old**
  - **Social Skills**
    - The **atmosphere, the communication** and interactions in the family influence enormously **children's basic social skills**
    - Children learn how:
      - How to be **polite or rude**
      - How to **communicate and make friends or enemies**
      - How to be **tolerant or aggressive**

## Education

- **Education system is important**
  - Gain **valuable insight into a culture** by knowing its **perception and approach**
  - An **awareness of the cultural diversity in education** helps understand **multicultural** classroom **dynamics**
- **Functions of Educational Institutions**
  - Create a system of knowledge that **influence our thinking and behavior**
  - It provides a **set of guidelines and values**
  - A **culture's history and tradition** are passed from generation to generation
  - Schools teach the **formal knowledge** a culture deems necessary
    - Language, history, government, science, art, music etc.
- **Cultural Differences in Education**
  - Knowing **how cultures teach** helps you understand:
    - **The nature of the culture**
    - **Interpersonal relationships**
      - Between students / student-teacher/importance of education
    - **Different patterns in the educational process**

## History of Cultures and states

- **The role of the past, the present and the future** of a culture
- **To understand** cultural differences **on needs to know about the history**
- One can understand a **culture's characteristics** by knowing
  - **Historical events and circumstances**
  - **Social, economic, and political developments**
  - **Geographical location and other factors play**
- **USA**
  - Relative short history, began with the European Colonization →
  - Emigration → Strong individuals voluntary emigration/ oppressed slaves involuntary emigration
  - Proclaimed fundamental values: life, liberty, pursuit of happiness, aggression
  - Other Values and beliefs: individuality, lack of formality, efficient use of time
- **Russia**
  - The largest state territory in the world
  - Security concerns
  - Democracy → lack of historical tradition
  - People and land patriotism
  - Art and literature
- **China**
  - Pride in the long history of the country
  - Chinese civilization has been built on agriculture
  - Many current values and beliefs come from the tradition established many years ago
  - History of physical and cultural isolation
  - Self perception of superiority
  - Clan and family: are more important than the state
  - Central role of values of merit and learning
  - Cultural evolution
- **Japan**
  - Isolation imposed by geography
  - Strong self identity
  - Homogenous society and culture
  - Strong allegiance to the country
  - Major values established a long time ago
    - Great loyalty to company and government
    - Discipline and sacrifice
    - High degree of conformity
    - Sense of belonging to a group, lack of individualism

## TN – Contrasting Cultural Values

### Cultural Values and their role in cross-cultural communication

- **Definition: Cultural values are accepted by a culture**
  - Social principles, goals and standards
- **Cultural value system is the core of a culture, it defines the way we think, perceive, act or react**
- **Values Establish**
  - **What is proper and improper behavior**
  - **What is normal and abnormal**
- **Values are Learned**
  - **By contacts with family members**
  - **Teachers and religions leaders**
  - **What we hear, read, or see on tv**
- **Managers need to be aware and understand differences in cultural values of:**
  - Their culturally diverse workforce
  - Their international business partners
  - We should be ware that our values may not be shared by people in other cultures
  - We value different qualities and principles
  - The better we know and understand other culture’s values, the more successful we will be in
    - Reducing uncertainty
    - Lessen anxiety
    - Increase predictability about your own and the other person’s behavior
- **Attribution**
  - Is the ability to look at a social behavior from another culture’s view
  - Can cause communication problems since:
    - Known experiences from your own culture are used to explain unknown behavior of those in another culture
- **Training** : Make people aware of own cultural context and how it differs from other cultural context

 <b>Contrasting Cultural Values</b>		
<b>PRIORITIES OF CULTURAL VALUES in several countries</b>		
<b>U.S. Americans</b>	<b>Japanese</b>	<b>Arabs</b>
<ol style="list-style-type: none"> <li>1. Freedom</li> <li>2. Independence</li> <li>3. Self-reliance</li> <li>4. Equality</li> <li>5. Individualism</li> <li>6. Competition</li> <li>7. Efficiency</li> <li>8. Time</li> <li>9. Directness</li> <li>10. Openness</li> </ol>	<ol style="list-style-type: none"> <li>1. Belonging</li> <li>2. Group harmony</li> <li>3. Collectiveness</li> <li>4. Age/Seniority</li> <li>5. Group consensus</li> <li>6. Cooperation</li> <li>7. Quality</li> <li>8. Patience</li> <li>9. Indirectness</li> <li>10. Go-between</li> </ol>	<ol style="list-style-type: none"> <li>1. Family security</li> <li>2. Family harmony</li> <li>3. Parental guidance</li> <li>4. Age</li> <li>5. Authority</li> <li>6. Compromise</li> <li>7. Devotion</li> <li>8. Patience</li> <li>9. Indirectness</li> <li>10. Hospitality</li> </ol>

### Attitudes Toward Women

- In some countries
  - Women are considered to be **equal to men vs. subordinate to men**
  - Women are business owners, managers, professionals, politicians, and in other countries they are not allowed to work outside the home
- Career and family balance common to many cultures
- In fundamentalist Islamic countries women are allowed to work only with another woman

### Work Attitudes

- **In North America**
  - Hard work is applauded and rewarded

- Failure to work is viewed negatively
- Reward systems stimulate hard work and willingness to work beyond 40 hrs a week
- Strong believe that you are the master of your destiny
- Success is measured by what one earns, job position etc.
- **In Islamic Countries** → great importance is placed on the will of Allah
- **In Europe**
  - Attitudes toward work is more relaxed than in USA
  - Businesses close in August
  - Most people do not work on weekends or holidays, time for family or personal activities
- **In Japan**
  - Collectivist culture → very group oriented and plays a major role in life
  - Long working days (8+ hours)
  - Relaxation does not include working at home garden, instead – tv, drinking with friends

### Religious influences

- Impact when and **how business is conducted in international settings**
- **Lifestyle and religions are separate** (NA, SA, Europe, Australia)
- **Religion is a lifestyle** (North Africa, Asia)
  - Business people **may seek the advice of religious leaders on business matters**
- Conducting business on a religious holiday as Christmas
- The doctrine of **separation of church and state** → no **official government support to any particular religion**
- In some countries there are **many religious holidays**
- **Religious beliefs affect consumption patterns**
  - Beef is not eaten by Hindus
  - Pork is not eaten by Muslims or orthodox Jews

## Chapter 5: The Perceptual Context

- Intercultural communication is a process of connecting perceptual contexts
- Our knowledge of the world is dependent on our senses
- Our perception of the world is subjective and biased
- **Hofstede: Argues that culture is the software of the mind, human brains take in, store and recall information regardless of culture → enables communication**
- We are born human but we become cultural, culture is the software of the mind
- Culture teaches and conditions the human brain exactly how to take in, store and retrieve information
- Culture is biased, and our subjectivity is based on the simple physiological differences among humans
  
- **Perceptual context affects how people interact; when we communicate we bring with us a perceptual frame of reference through which all our messages are filtered.**
  - **The cultural, microcultural, environmental and perceptual contexts are interdependent influences that combine in a complex formula and that ultimately define our interactions with others.**

### Culture and Cognition

#### The Geography of Thought

- **Nisbett Thesis: geographical differences in culture have a dramatic influence on how humans in those distinct geographical areas perceive the world**
- Greek-Western (individualistic)
  - Seeing separate objects in isolation disregarding context
  - Individuals are unique, with distinct attributes and goals
- Chinese (communist) → Confucianism
  - Emphasize fluctuation, holism, interdependence, and harmony
  - All things understood as relationships with others
- We are not objective processors **we are biased processors.**

#### The Model of Human Information Processing

- Information is **entered, stored and retrieved in a sequence of stages**
- Each stage performs a specific operation on the information
- **Culture influences the specific strategies & styles of processing information in each stage**
  
- **Stage 1: Input / Sensation**
  - Raw information is taken in via the senses
  - **Perception: the mental interpretation of external stimuli via sensation**
  - Information is then passed through **perceptual filters**
    - **Physiological**
      - The natural/genetic differences on how we see, hear etc.
    - **Sociological:**
      - Demographic info and group memberships, including culture and microcultures ← influences perception of incoming stimuli
    - **Psychological:**
      - A person's dislikes and beliefs about what is right or wrong filter the perception of incoming stimuli
  - **4 Explanations for cross cultural differences in perception of sensory stimuli**
    - Conditions of the physical environment
    - Indirect environmental conditions
    - Genetic differences
    - Cultural differences in how people interact with the environment
      - Sensory receptors and Carpentered-world hypothesis

- **Stage 2: Storage / Memory**
  - Information is held in memory
  - **Short-term (working) memory**
    - **Coordinates ongoing mental activities, constantly being handled, combined and transformed**
    - It holds both **new** information and **retrieved** information from the long-term memory
    - The amount of information stored in the working memory is **quite limited**
      - According to miller: it contains **7 plus/minus 2 items**
    - Relatively **fragile**, unless rehearsed memory is **easily lost due to decay**
    - **Affected by differences in writing systems**
  - **Long-Term memory**
    - Information may be held for a life time
    - Virtually unlimited capacity, although decays due to interference
- **3 Types of long-term memory**
  - **1. Episodic / autobiographical**
    - **Unique experiences of the individual**
    - **Affected by cultural background**
    - **Relationship memory and self is built into culture**
    - **Independently oriented self:** early memory, elaborate, specific, emotionally charged and self focused
    - **Collectivistic self:** later memory, brief, general, emotionally unexpressive, and relationship centered
  - **2. Semantic**
    - **Preserves a person's general conceptual information of world knowledge and language abilities**
    - Unrelated to an individual's experience, how to spell words, count, and construct sentences
  - **3. Procedural**
    - **One's knowledge about how to do something manually**
    - People from different cultures perform different manual tasks
- **Stage 3: Recall / Retrieval**
  - **Once info is stored, it's relatively useless unless retrieved**
  - **Memory failure** (to forget): the inability to recall or recognize stored information
    - **Negatively accelerated curve:** most forgetting occurs rapidly and then levels off over time. Information is never really forgotten, lose access to it
    - **Interference**
      - When other **information intrudes on stored information**
      - Old memories interfere with the storage of new info and vice versa
    - **Anxiety / Negative Arousal**
      - Interfere with **long term memory**
      - Forget due to **repression:** when people actively, but unconsciously, forget unpleasant material
        - Pleasant material processed more easily than unpleasant
    - **Age:** Older people have difficulties to recall information,
      - Age and recall are **curvilinearly related**
  - **Encoding specificity: Context the info is encoded may facilitate recall**
    - **Contextual cues during gathering and storing serve as cues for recall**

## Categorization and Stereotyping

### Mental Economy Strategy

- **Categorization**
  - **Mechanism which we organize and manage the natural social world around us**
  - Grouping, sorting, or classifying objects, events, or living things **into identifiable groups or compartments**
  - Based on the belief that they **share certain features or characteristics**
  - Helps **information processor reduce uncertainty and increase the accuracy of predictions** about people
  - Helps **make attributions about the behavior** of others and help us **recall and recognize information**
  
  - **Perceived Conspicuous Differences**
    - Based on **easily seen similarities or differences**
    - Formed during **initial interaction**: ethnicity, dress, language, occupation
    - Help classify **in-groups / out-groups** → **lead to discrimination and intergroup bias**
  
  - **Culture affects categorization**
    - **Asian cultures create holistic categories**
      - Focus on context & environmental factors; relationships are explained with reference to how objects are related to environment. A part cannot be separated from whole.
    - **Western cultures create analytic categories**
      - Separation on object from its context; distinct groups and predictions are made based on these categories
  
- **Stereotypes**
  - **Subset of categorization**, stereotyping involved members of one group attributing characteristics to members of another group
  - **Membership in social categorizes – such as sex, race, age, or profession – believed to be associated with certain traits and behaviors**
  - Stereotypes provide the content of social categories
  - **We all stereotype, natural and universal information processing strategy**
  - Societies → carries negative valence and generalizes negative traits to a group
  - Stereotyping can lead to ethnocentrism, prejudice, and discrimination
  
  - **Common and Universal**
    - **Out-Group Homogeneity Effect**
      - People from **one group tend to see** people belonging to **another group as less diverse and more stereotypic** than themselves
      - Differences in perceived variability of group can cause differences in the stereotyping of those groups
    - **Illusory Correlation Principle**
      - If some **small number** of people from one group **behaves a certain way** we tend to **stereotype all members of the group** as being **the same**.
    - **Stereotype Threat**
      - Occurs when we sense that some aspects of our self seems to match the stereotype, making it appear valid
      - Can affect self perception, self-fulfilling prophecy

- **Stereotype content Model (SCM)**
  - Explains how and why people stereotype and the essential content of those stereotypes
  - Individual's social perceptions about others are based on 2 judgments
    - **Warmth**
    - **Competence**
  - People ask 2 questions when facing out-groups:
    - Do they intend to harm? And are they capable of harming me?
  - **Judgments of warmth** are based on social perceptions of honesty, trustworthiness, friendliness etc. **Judgments of competence** are based on social perceptions of skillfulness, knowledge, intelligence confidence
    - **Non competitive** groups seen as **warm**
    - **Competitive** groups seen as **cold**
    - **High status** groups are **competent**
    - **Low status** groups are **incompetent**
  - Warmth and competence judgments elicit one of four unique emotional responses

Judgment	Emotion
Low Competence – Low Warmth	<b>Contempt</b> (out-groups)
Low Competence – High Warmth	<b>Pity</b> (paternalistic stereotype)
High Competence – Low Warmth	<b>Admiration</b> (envious stereotype)
High Competence – High Warmth	<b>Pride</b> (in-groups)

- These judgments elicit active and passive behavior responses
- **Perceived warmth predicts active behaviors**
- **Perceived competence predicts passive behaviors**

### Ethnocentrism

- **Definition:** the tendency for any **people to put their own group in a position of centrality** and worth while **creating and reinforcing negative attitudes and behaviors toward out-groups**
- It is a **natural condition** as many people of the world do **not like foreigners** and openly **display feelings of hostility and fear** towards them.
- Hold different attitudes towards in-groups and out groups
- It fosters in-group survival, solidarity, conformity, cooperation, loyalty, and effectiveness
- **Ethnocentric Attributional Bias – Ultimate attribution error**
  - When people perceive what they regard as some **negative act performed by a member of an out-group**, they **attribute such behavior by some internal disposition** by the out-group member
    - **He failed cause he is lazy**
  - When people perceive what they regard as a **positive act performed by a member of an out-group**, they attribute such behavior to **situational factors**
    - **He passed cause he is lucky**
  - When they perceive the performance of a **member of their own group**, they **attribute the opposite way** in both positive and negative behavior
    - **I passed because I smart and I studied**

## Ethnocentrism Continuum

**Figure 5.8** Ethnocentrism Continuum



- **View ethnocentrism along a continuum, everyone to some extent is ethnocentric**
- **Ethnocentrism is essentially descriptive, not necessarily pejorative**
  - **Low Ethnocentrism**
    - Valuable function when one's central group is under threat/attack
    - Forms the basis for patriotism and the willingness to sacrifice for one's central group
  - **High Ethnocentrism**
    - Tendency for people to see their own way as the only right way can be dangerous and lead to pathological forms of ethnocentrism that results in prejudice, discrimination, and even ethnic cleansing
    - Perceive out group members as less attractive and incompetent
- **Our culture is the standard by which we evaluate other cultures**

### Ethnocentrism, Intercultural Communication, and Interpersonal Perception

- Ethnocentrism negatively influences intercultural comm..
- All intercultural exchange are charged with ethnocentrism
- "Self centered dialogue", interacts use own cultural standards to evaluate and communicate
- High ethnocentrism: dysfunctional in intercultural comm..
- Ethnocentric speech → 3 types of communicative distance
  - Indifference: speech patterns (talk loud/slow/ exaggeration / expressions)
  - Avoidance: minimize or avoid contact
  - Disparagement: openly express contempt through derogatory terms

### Ethnocentrism and Racism

- **Racism** refers to the **hierarchical ranking of one's race above the others** and is not universal and is **thought to be learned**
- **Ethnocentrism** refers to the **strong preference for one's own culture over other cultures** and is a **universal phenomenon that reflects a biologically rooted survival instinct experienced by all cultures → we are born ethnocentric**
  - **Ethnocentric but not racist is possible**
  - **Racist and not ethnocentric is unlikely**
- Believe that your race is superior, also believe that your culture is superior

### Racism, stereotyping, prejudice and discrimination are often linked

- When a racial group is **labeled inferior, stereotypes emerge.**
- Because **racial stereotypes are often negative**, people become **prejudiced toward the racial group and discriminate against it**
- **Prejudice** determines how **people feel or think** about a particular group and **discrimination is the behavioral outcome** – that is, **action against the group.**

## Chapter 6: The Sociorelational Context

### Sociorelational Context

- **The sociorelational context refers to how group memberships affect communication**
- **The verbal and nonverbal messages of people from different cultures are defined and filtered through their group memberships**
- Intercultural communication is a **group phenomenon** experienced by individuals
- There is a considerable **difference across cultures regarding groups**
  - **The nature of group membership**
  - **The group behavior**
  - **The group communication**
- **Cultures impact differently**
  - **The number** of social groups a person belongs
  - **The length** of association with those groups
  - **How one becomes a member** of a group
    - **Birth vs. Eligibility**
  - **The purpose** of the groups

### Dimensions of Group Variability

- **Membership Groups – groups you belong to**
  - **Involuntary** membership groups – **no choice**
  - **Voluntary** membership groups –choice to belong
    - **Varies according to culture,**
    - **Are groups to which people do not belong**
    - **Some people are eligible / not eligible to join a group**
- **Non-membership Groups – groups you do not belong to**
  - **Non-members may differ regarding their ability and motivation to become members**
  - **Some may aspire to membership while some may be indifferent, and other remain motivated to stay unaffiliated**

### In-groups and Out-groups

- **In-group**
  - **A group whose norms, aspirations, and values shape the behavior of its members**
- **Out-group**
  - **A group whose attributes are dissimilar from those of the in-group or that opposes the accomplishment of the in-group's goals**
  - **To be classified as an out-group, group must be perceived as threatening, and be relatively stable, impenetrable and dissimilar**
- **People can be perceived as in-group members in one context and out-groups in another**
- **Attributions about in-group / out-group are biased in favor of the in-group**
- **In-group biases function to**
  - **Promote, enhance, protect and maintain their self esteem**
  - **Preserve in-group solidarity and justify the exploitation of out-groups**
- **In-group biases manifests in-group virtues and out-group vices**
  - **Actions are seen virtuous in in-groups while the same actions are viewed as unacceptable in the out-group**

### Reference Groups

- **A group to which we may or may not belong but with which we identify in some important way** → possesses some quality to which we aspire to
  - Voluntary **membership in-groups** serve as a **positive reference groups**
  - Voluntary **non-membership out-groups** are seen as **negative reference groups**
- **Serve 2 functions**
  - **Comparative function:** Compare ourselves against reference groups in making judgments and evaluations
  - **Normative function:** Establish norms and standards to which they conform
- **Our reference groups influence our self concept, self esteem and our relationships with others**

### Role Relationships

- **One's relative position in a group with an expected set of verbal and nonverbal behaviors**
- Any group role **exists in relation to another role** in that group
  - **Roles cannot exist in isolation**
- **Roles are hierarchically organized**, where some roles have more influence and prestige than others
- **Formal Roles (CEO)**
  - **The well defined and often contractual, behavioral expectations associated with them, which vary across cultures**
  - Regardless of who assumes the role, the **behavioral expectations remain the same** → Formal roles and their prescription vary across cultures
- **Informal Roles (Father)**
  - **Learned informally** and much **less explicit than formal roles**
  - **Behavioral expectations must be mastered by experience** and **vary considerably** across people, groups and cultures
  - Not specifically defined and learn from experience

### Roles and Communication

- **Roles Prescribe with whom, about what and how to communicate**
- **Social identity:** the **total combination of all your roles** and related group memberships and **how society sees you** and **hierarchically ranks you**.

### 4 Dimensions of Cross Cultural Role Variation

- **1. Degree of personalness:** *Personal vs. impersonal*
- **2. Formality:** *Formal vs. Informal*
- **3. Hierarchy:** *Strict vs. Flexible*
- **4. Deviation from ideal role enactment**
  - How much a person is permitted to deviate from the prescribed role expectation without significant negative sanction

### Role Differentiation and Stratification

- **Social stratification is the rank ordering of roles within a culture**
  - It **varies across culture**, not all roles value the same
- A highly differentiated culture may make numerous role distinctions such as corporate, religious, educational, military roles etc.
- **Social stratification exists in a culture with a highly differentiated role hierarchy that is organized in a vertical status structure** → pyramid: wealthy on top, poor on bottom
- **Cultural role differentiation and stratification appear to be related to the ecological systems among cultures**
  - Ex: nomads have less differentiation and stratification vs. sedentary groups

- **Many collectivist, high context, and large power distance cultures possess strict hierarchal role stratification** compared with individualistic, low context, and small power distance cultures
- Communication in cultures with a **rigid social stratification system is very predictable** as roles prescribe with whom, about what and how to comm.. with others
- Individualistic cultures profess equality → minimize role stratification but more uncertainty

### Family Groups

- Family is the **basic and most important group** for any human being
- The **first steps in socialization** takes place in the family
- The **structure of the family** and the **degree of influence** a family has on its children **differ a lot across cultures**
  - **Nuclear family:** typical for low-context, individualistic, small power distance cultures (USA)
  - **Extended family:** typical for collectivist cultures
- Hmong culture of Laos
  - The family and the clan: the most important sociocultural group
    - Headed by men
    - Clan combines social, political, economic and religious dimensions
    - Clan system is the primary guide for social behavior
    - Each person of the clan has certain obligations
    - Members of different families call each other brother/sister
- Korea
  - Family roles and social interactions are guided by Confucianism
  - The patriarchal Confucianism prescribes a social structure of authoritarian collectivism
  - Imposes a rigid hierarchy and inequality between different age groups and men vs. women
  - Loyalty and obedience to parents
- Islamic Culture
  - Family is the foundation of society
  - Obedience and respect for parents
  - The man has authority over the woman

### Sex and Gender

- Biological differences between males and females are **universally recognized**
- **Sex:** biological **anatomical classifications** of males and females
- **Sex role:** set of expectations about how one **should behave: masculine/feminine**
- **Gender:** social and symbolic creation that we learn through enculturation and socialization
  - **Gender is defined as the behavioral, cultural, and psychological traits associated with one's sex**
- **Characteristics of the person assuming the role are associated with that sex**
- **Sex is innate. Gender is learned.**
- **Gender Roles** are **prescribed by culture and are different across countries**
  - **Social strata**
- Masculine cultures: Japan, Ireland, USA
- Feminine cultures: South Korea, Finland, Sweden