



# **Global Leadership and Intercultural Communication**

*From Awareness to Competence*

*World Affairs Challenge*

*Smart Cities*

*2017*

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## I: OVERVIEW - VALUE AND ROLE OF CULTURAL DIVERSITY

### EXCHANGE SHOES—CHANGE YOUR FRAME OF REFERENCE

- Take your left shoe and put it on your right foot, and vice versa.
- How do the shoes feel?
- What is the difference?
- How does this relate to cultural awareness?

Your shoes are like a culture. You identify with them, respond automatically in them and hardly think about wearing them. Like every other unfamiliar experience, intercultural contact is likely to involve some discomfort and stress.

“Stepping” into another culture involves feelings, strong emotions and personal self-examination. You will also re-examine your own culture when working in another culture or with another cultural perspective.

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*“Unconsciously, you bring your own cultural frame of interpretation to any situation. Our culture has taught us to communicate through unspoken messages that are so automatic that we rarely even think about them.”*

*“The intellectual challenge is understanding the essence of national culture: the rules of the social game that differ across borders. The emotional challenge is being able to put yourself in the place of somebody from a ‘strange’ country.”*

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### WHAT IS CULTURE?

- List at least three (3) cultural groups with which you identify. (*Refer to list on next page.*)

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- Rank order the three cultures by importance.
- What stereotype about one of these three cultures does not apply to you personally?

Think about your identity and how your “cultural programming” impacts your interaction with others. We learn more about ourselves by learning more about others.

## Types of Cultures

- Nationality – Japanese, Mexican, U.S. American, Swedish
- Ethnicity – African-American, Native American, N. European
- Regional – Southern California, West Germany, Northeast U.S.
- Gender – female/male “cultures”
- Age – generational “cultures”
- Physical Ability – deaf, people who use wheelchairs
- Sexual Orientation – gay, lesbian, heterosexual, bisexual
- Religion – cultures of shared belief
- Class – economic level, social status
- Organizational – museum, business, government, non-profit
- Professional – psychologist, business executive, government employee, musician

## Definitions of Culture

- “Culture is defined as a **system of values and beliefs which we share** with others, all of which gives us a **sense of belonging or identity**. Gary R. Weaver, Culture, Communication and Conflict, 2003
- Culture is the **learned and shared patterns** of beliefs, behaviors and values maintained by groups of interacting people. Milton Bennett
- “Culture is the **collective programming (software)** of the mind that distinguishes the members of one human group from another.” Geert Hofstede, Cultures and Organizations, 1997
- “Culture is the shared ways in which **groups of people understand and interpret the world**.” Fons Trompenaars, Riding the Waves of Culture, 1998

## NATIONAL CULTURE—BENEFITS AND CHALLENGES

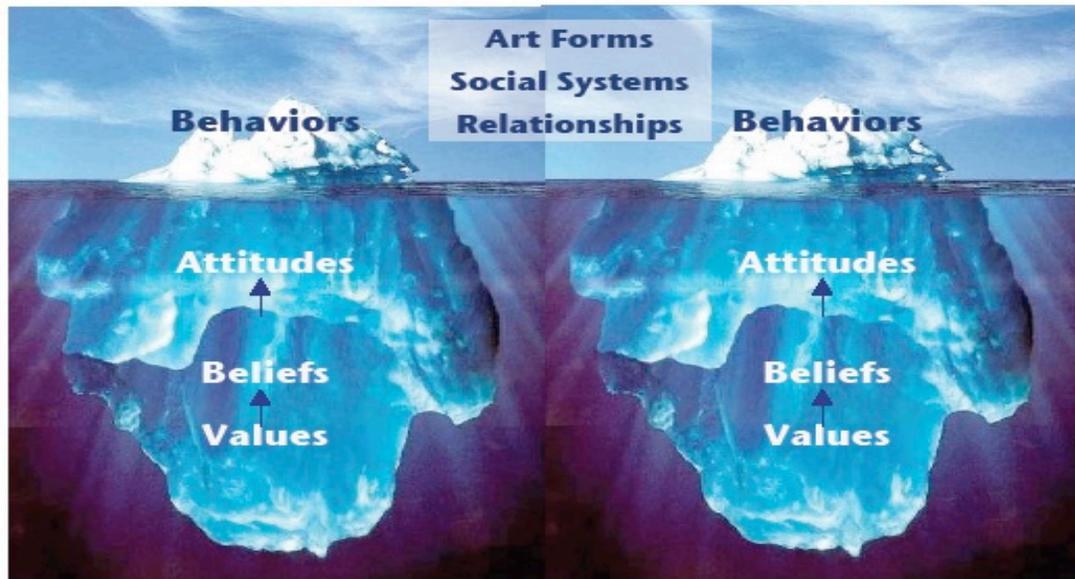
### Culture is like an iceberg. How much of an iceberg is above water?

- Culture has visible and invisible aspects
- Values, attitudes and beliefs are the invisible parts of culture. Examples are: identity, communication style, comfortable distance, and acceptance of inequality—all of which result in specific behaviors (visible culture) that represent the values.
- How have you experienced these differences?

An iceberg is a useful model of culture. The patterns of values, beliefs and attitudes that lie out of sight under the water’s surface shape the visible aspects of culture such as behavior, relationships, social systems and the arts. It is important that you understand the invisible values, beliefs and attitudes that drive visible behavior, particularly when different value systems interact.

**Culture shock** is the psychological reaction an individual experiences when he or she engages with another culture. It results from the conflict that arises between his/her identity and the values, perceptions and social cues of the other culture. (Picture two icebergs colliding.)

Figure 1. Iceberg Model of Culture



**Invisible Attitudes/Beliefs/Values:**

- Personal/Private Space
- Formal or Informal Interaction
- Identity – Source of Identity or Focus
- Communication Style
- Power Distance
- View of Time

**Stereotypes vs. Generalizations**

**Stereotypes** are widely held beliefs about a group of people. They tend to apply to **all** people **always** and they may be positive or negative. However, individuals may embody cultural traits to a greater or lesser degree. Take care in pre-judging individuals against a rigid stereotype. Generalizations are useful for cultural context, but are discarded when they are not appropriate.

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*“In heaven, the cooks are French, the police are British, the mechanics are German, the lovers are Italian and everything is organized by the Swiss.”*

*“In hell, the cooks are British, the police are German, the mechanics are French, the lovers are Swiss and everything is organized by the Italians.”*

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**Describing vs. Interpreting Behavior**

When we observe behavior, we are likely to view behavior using our “cultural” filters and interpret behavior according to our “shoes.” Closer observation and objective description provide a more accurate interpretation of behavior.

**Exercise**

Remember it is important to start by describing the behavior and then assigning meaning—or “interpreting” the behavior using the enhanced cultural sensitivity you are gaining through your experience with other cultures.

In the following pairs of statements, one statement is a description and one statement is an interpretation. Put “D” next to the description and “I” next to the interpretation.

Statements	D or I
That young man is very angry.	
That young man is talking quite loudly.	
That girl stands three feet away when she speaks to me.	
That girl is cold and aloof.	
That worker is afraid of his boss.	
That worker never contradicts his boss in public.	
That volunteer never does anything until she is told.	
That volunteer is lazy.	
He lied to me.	
He said “yes” when the answer to my question was “no.”	

Can you identify the cultural value differences in each pair of sentences?

- Identity – Individual or Collective
- Communication Style – High (Indirect) or Low (Direct) Context
- Power Distance – Hierarchical (High) or Egalitarian (Low)
- Personal Space
- Non-verbal communication and gestures

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*“The core of intercultural awareness is learning to separate observation from interpretation. Postpone interpretation until you know enough about the other culture.”*

*“Do not judge someone from another country by your own cultural values until you have first come to know them and their cultural values.”*

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### Not a National Cultural Issue

Not every behavior can be explained by a reference to national culture. If human behavior were put on a continuum, behavior that is cultural would fall in the middle, with universal behavior on one extreme and individual on the other. **Universal behaviors** are those that apply to everyone—often referred to as “human nature.” **Cultural behaviors** are those that are determined by cultural values, beliefs and attitudes. **Individual behavior** is more determined by individual preference and life experience. Regional variations within a country will affect behavior, as will organizational culture or even department/group expectations and procedures.

- All people in all cultures eat to survive (Universal behavior).
- French prepare and eat different foods than Kenyans (Cultural behavior).
- An individual in Singapore may prefer more spice in his/her food than others (Individual behavior).

This exercise illustrates and clarifies the difference between universal behavior (U), cultural behavior (C), and individual behavior (I). Put U, C, or I next to the item.

Behavior	U/C/I
Liking “Star Wars” movies.	
Being first to try something new.	
Considering lateness as an indication of incompetence.	
Learning one’s native language.	
Speaking Spanish as a Mexican native.	
Learning Spanish as a second language.	
Relying primarily on email to conduct many business actions.	
Respecting older people.	
Feeling sad at the death of a close family member.	
Wearing white mourning robes for 30 days after the death of a close family member.	
“Disliking” having to wear mourning clothes for 30 days after the death of a close family member.	

Key Takeaway:

**“The point is not who is right or who is wrong because all cultures are “right: according to their own mental software (Shoes). The goal is to understand the perceptions of difference that create trouble, and how to understand the other point of view. Once you find out the reasons behind different procedures and thought processes, you recognize that other cultures do some things better than you do. Then comes the possibility of richly creative intercultural energy.”**

Craig Sorti, *Cross-Cultural Dialogues*, 1994

## II: SELF-ASSESSMENT OF KEY INTERCULTURAL SKILLS

### BACKGROUND, BENEFITS AND USES OF THE CROSS-CULTURAL ADAPTABILITY INVENTORY (CCAI)

The CCAI was developed from an in-depth study of the literature on cross-cultural adaptability. A composite list was developed of all traits and skills associated with the ability to adapt to other cultures. Cross-cultural training experts then rated each trait or skill on the list, indicating the ones believed to be most important for adapting to other cultures. Four skill sets were consistently rated most highly by experts and became the basis for the extensive statistical testing that followed. The testing yielded four refined skill sets used in the CCAI.

Cross-cultural effectiveness is associated with competence, success and **specific skills such as cultural empathy, ability to form and maintain relationships, ability to deal with psychological stress and a nonjudgmental attitude.**

The CCAI is a practical, self-assessment training tool that addresses cross-cultural (or intercultural) effectiveness. It can be used to help people develop the knowledge and skills to: (1) **interact effectively** with people from other cultures, (2) **promote understanding** among cultural groups, and (3) **adapt** to another culture. It is a **culture-general** instrument that explores a person's abilities to adapt to any culture. This is in contrast to a culture-specific instrument that measures a person's compatibility with a particular culture. Therefore, the CCAI addresses **universal aspects of intercultural misunderstanding and cultural adjustment.**

The CCAI allows individual reflection on the key components of effective interaction with and in other cultures. It is a **tool for developing self-understanding and action plans** for personal and professional development. It is not designed to predict success or failure in cross-cultural effectiveness. It is also **not a "test"** for which there are "right or wrong" answers. The only "right answer" is based on **accurate self-perception and honesty.** Participants should honestly respond to items according to how they perceive themselves now, not how one would like to be.

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### EFFECTIVE INTERCULTURAL COMMUNICATION—FOUR SKILL SETS

The CCAI assesses four skill sets: emotional resilience, flexibility and openness, perceptual acuity, and personal autonomy. There are different scales for each skill set, and therefore, your numeric scores will have different placement on each quadrant of the circle. In general, the roundness of the diagram represents equivalent competences in all areas. You will want to focus efforts for improvement in the dimensions with a lower score (or smaller part of the circle).

**Prediction Exercise:** Read and evaluate your strengths and areas of improvement (use + or -). Rank in order of strengths (1) to areas of improvement (4).

*Note that personality preferences may influence your pre-disposition to develop strengths in the different skill sets. Knowing your preferences (Myers-Briggs Type Inventory) will help your skill development.*

#### Dimension 1: Emotional Resilience (ER)

Being among people from another culture may be a new and unfamiliar experience to some. In these situations, it is important to **maintain a positive and welcoming attitude**. It is also helpful to be able to **maintain one's self-esteem and self-confidence**. Other characteristics associated with emotional resilience include confidence in one's ability to welcome the unfamiliar and to react positively to new experiences. This can require courage, risk taking, and a sense of adventure.

#### Dimension 2: Flexibility/Openness (FO)

Adapting to different ways of thinking and acting requires an ability to be **open to ideas that are different** from one's own and **to people who are different** from oneself. These characteristics are also helpful in **developing relationships with people who are different**. **Tolerance**, lack of rigidity, and a liking for and **comfort with all kinds of people** are also features of a person who is strong in this dimension.

#### Dimension 3: Perceptual Acuity (PAC)

Unfamiliar language—verbal or nonverbal—may make communication more difficult. Perceptual sensitivity is the key to successfully meeting this challenge. Perceptual acuity is associated with **attentiveness to interpersonal relations** and **to verbal and nonverbal behavior**. It also involves **paying attention to the context of the communication**, being able to read people's emotions, being sensitive to one's effect on others, and **communicating accurately**. In addition, a person who scores high on this dimension is able to **interpret information objectively**.

#### Dimension 4: Personal Autonomy (PA)

When one encounters people whose values and beliefs are different from one's own, **self-knowledge** is important. The main characteristic associated with personal autonomy is a **strong sense of identity**. Personal autonomy also includes the ability to maintain one's own personal values and beliefs, to **take responsibility for one's actions**, and to **respect oneself and others**. People with high personal autonomy feel empowered. They know how to make and act on their own decisions while respecting the decisions of others.

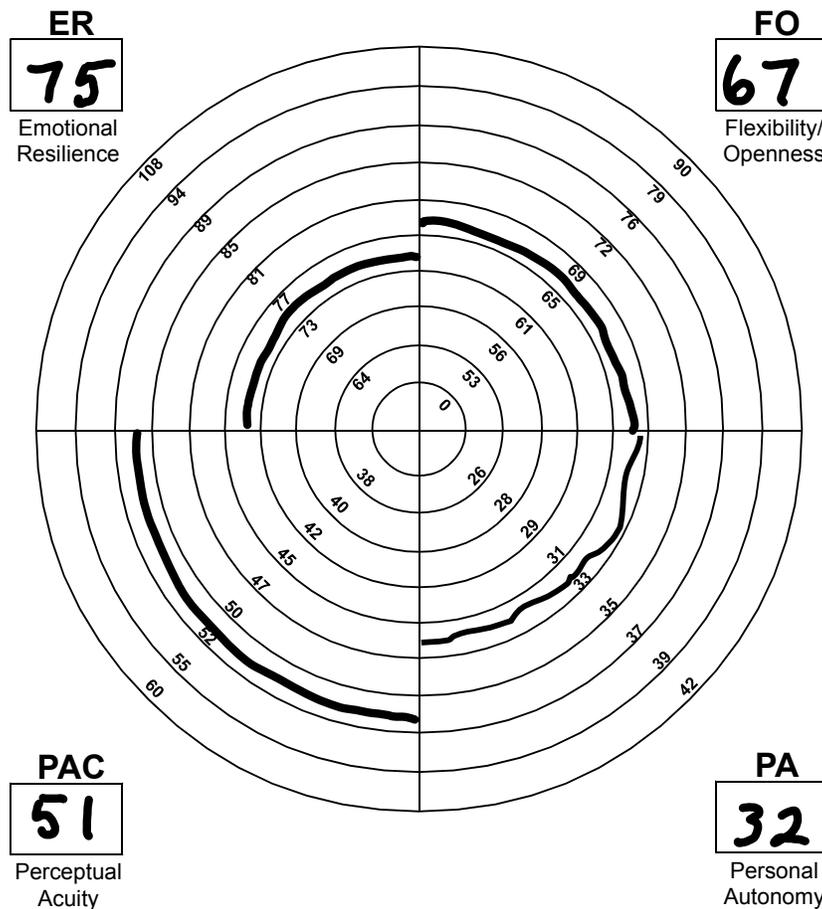
## Examples of Profile Interpretations

In order to understand how to interpret the score, here are two examples that may be helpful.

### Person A

This person's **strongest area was Perceptual Acuity** and **weakest area was Emotional Resilience**. Scores on Flexibility/Openness and Personal Autonomy were moderately high. When interacting with people from other cultures, this person would be expected to **communicate relatively well**. This person would also probably **spend some enjoyable time with people who are different**, and would be somewhat **self-directed** because of a moderately strong system of values. The person would have the **greatest difficulty dealing with situations that do not go as planned** or in which other stress or disappointments occur. Probably the first thing this person should **work on is coping skills**—ways to deal with stress and negative emotions in positive and constructive ways.

Figure 2. CCAI Profile: Person A

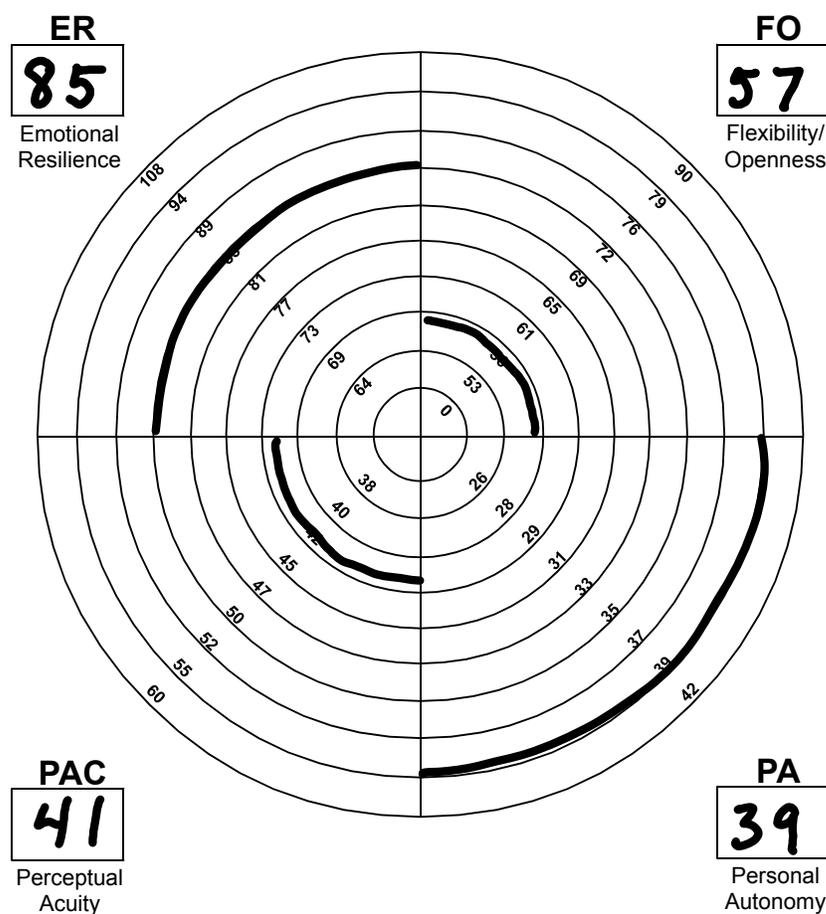


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### Person B

This person's **strongest area is Personal Autonomy**, and the **weakest areas are Perceptual Acuity and Flexibility/Openness**. Compared to these areas, Emotional Resilience is relatively strong. **Personal Autonomy and Emotional Resilience** both focus on the inner person and how he or she manages feelings, values and self-esteem (**intrapersonal skill sets**). A person who scores high on these dimensions is probably self-assured, positive and resilient. **Flexibility/Openness and Perceptual Acuity** both focus on the dynamics between people (**interpersonal skill sets**) — that is, how they pay attention to communication cues and how they react to different ideas, people and experiences. People who score low on these dimensions might be perceived as closed to or uninterested in people who are different from them. They may be preoccupied, distracted or inattentive to what other people are saying. This person should probably focus on **learning to like and appreciate different people and experiences**. This would make cross-cultural interaction more enjoyable and would encourage this person to pay closer attention to the cues inherent in cross-cultural communication.

**Figure 3. CCAI Profile: Person B**



## APPLICATION OF THE CCAI

Once you have your profile, here are ways to address the areas needing improvement.

### Emotional Resilience

*Bounces back; has emotional equilibrium, a positive attitude, a sense of adventure.*

If you have a low score, consider the following:

- **Meet someone new**, preferably from a culture different from your own, or do something new (food, dance, movie, etc.) relating to a different culture.
- **Remind yourself of your strengths** while trying something new that relates to a culture different from your own. For example you might try a short trip to a new country, or try learning a new language. Challenges are more manageable when you are building on your strengths.
- If you experience difficult feelings when you are with others different from yourself or in an unfamiliar setting, **pay attention to your underlying thoughts**. What are you telling yourself in order to create those feelings? Find more **useful and positive things** to say to yourself and practice saying them. Keep a journal of positive statements and use it as a resource.
- Other:

### Flexibility/Openness

*Lacks rigidity, is nonjudgmental, likes people, enjoys diversity.*

If you have a low score, consider the following:

- **Interact with people who are different** from yourself, who do not share your interests, or who think differently than you do. For example, **find out more about them** or **identify things that you like about them**. If you find yourself becoming judgmental about how they are different from you, find a way to appreciate the differences, and identify ways in which you are like them.
- **Visit a cultural setting different from your own**. Examples are another culture's holiday celebration, an ethnic restaurant or another country. Plan one or two things to do there that will give you pleasure or a sense of fulfillment.
- Practice doing things at a **slower pace** than you are accustomed to. Or try any pace different from your normal one. Focus on relaxing and appreciating the benefits of this new pace.
- Other:

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### Perceptual Acuity

*Attentive to verbal and non-verbal cues, aware of communication dynamics, empathic.*

If you have a low score, consider the following:

- **Learn how people in other cultures normally communicate and how they perceive your culture.** This can be done in many ways. Examples are hosting a foreign student, taking a class or joining an interest group. Identify those things which you particularly like or appreciate about the other person's culture.
- Practice paying attention to body language by **watching television with the sound turned down**, observing people whose language you do not speak, or watching a foreign-language videotape. Guess what is occurring and what people are feeling, and check your perceptions with a person of the culture or a cultural expert.
- **Ask for information from others regarding how they perceive you.** It is preferable to choose people from a culture different from your own or to choose people who are different from you. This can be more or less structured, depending on the culture of the other person(s). For example, it is important to be aware of others' perceptions in order to understand their behavior toward you and to maximize your interactions with them. However, remember that their perceptions do not necessarily reflect who you are. The goal is simply to understand each others' perceptions.
- **Observe others' body language in reaction to what you say** and to your own body language. This includes gestures, tone of voice, pace of speaking, facial expression, and posturing. Body language may be interpreted totally differently from what you intend to communicate.
- Other

### Personal Autonomy

*Clear personal value system, strong sense of identity, self-directed, self-respecting.*

If you have a low score, consider the following:

- **Clarify your personal values.** Make a rank-ordered list of what you stand for or what is genuinely important to you. Identify those things that mean most in life to you and what makes them so important to you.
- **Make a decision on the basis of what you find important in a situation**, regardless of what others may value. Or identify a similar situation in the past when it was difficult for you to make such a decision. Think about what made it difficult for you and how you can create a better outcome next time.
- Other

**Specific Action Steps**

Work with a partner to discuss:

1. Which was your strongest skill set? Why do you think this is your strength?

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2. Which was your weakest skill set? Why do you think this is the area needing improvement?

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3. What actions could you take to improve your weakest skill set?

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4. Develop three specific action steps you will take immediately to improve in the skill sets.

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5. Work with your partner in developing a support system to check each other's progress. Report on your progress at the end of the school year.

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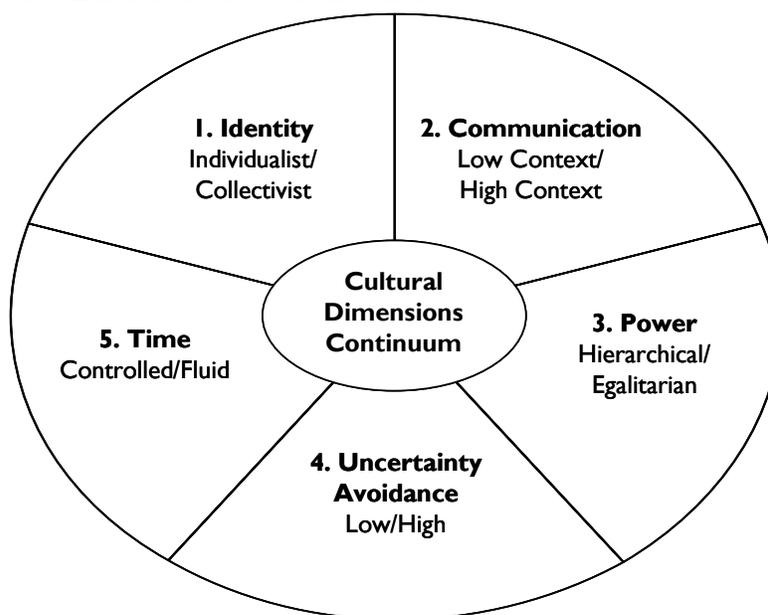
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## III: BUILD KNOWLEDGE ABOUT CULTURAL VALUES AND BEHAVIORS

### OVERVIEW OF CULTURAL DIMENSIONS: TOOLS OF UNDERSTANDING

Culture is complex, but it's not chaotic. There are clearly defined patterns to be discovered. Each culture's set of basic assumptions and value orientations can be organized into dimensions. Each dimension is a continuum, and cultures are positioned along the continuum. Generalizations about culture can be helpful as contextual reference, not as rigid assumptions about people or practices.

**Figure 4. Cultural Dimensions Continuum**



We will examine several of these dimensions in order for you to have a better understanding of each dimension and how it reflects key cultural values and behavior. You will learn about examples from around the world and specifically about countries you interact with regularly.

- **Identity:** Individualism/Collectivism
- **Communication:** Low Context/High Context
- **Power:** Hierarchical/Egalitarian
- **Uncertainty Avoidance:** Low/High
- **Time:** Controlled/Fluid

These dimensions are based on research of prominent anthropologists and cultural specialists such as Edward T. Hall, Geert Hofstede and Fons Trompenaars.

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*“People who share the same culture play the social game by the same rules. People from different cultures, however, play by different rules. It simply will not do to presume that all foreigners will one day become like us.”*

*Gert Jan Hofstede, Paul Pedersen, Exploring Culture: Exercises, Stories and Synthetic Cultures, 2002.*

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## IDENTITY: INDIVIDUALISM AND COLLECTIVISM

### Concept: Source of Identity or Focus

- **Individualist Cultures:** Priority to tasks and attention to individual goals and achievements.
- **Collectivist Cultures:** Priority to relationships with people and attention to group affiliation.

### Continuum of Countries: Identity—Individualism and Collectivism

Individualism						Collectivism						
<div style="border: 1px solid black; width: 50px; height: 20px; margin: 0 auto;"></div> <p>I before we:</p> <ul style="list-style-type: none"> <li>• Independence, self-reliance and empowerment are valued.</li> <li>• One may join groups, but group membership is not essential to one's identity, survival or success.</li> <li>• Being self-sufficient guarantees the well-being of the group.</li> </ul>						<div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto; display: flex; justify-content: space-between;"> <span style="width: 15%;"></span> </div> <p>We before I:</p> <ul style="list-style-type: none"> <li>• Harmony and saving face are highly valued.</li> <li>• Loyalty is given to the group in exchange for protection and knowing the group is responsible for the individual.</li> <li>• Survival and success of the group ensures the well-being of the individual.</li> </ul>						
Behaviors												
<ul style="list-style-type: none"> <li>• Individuals are singled out for recognition.</li> <li>• Friendships tend to be somewhat opportunistic and people have many friends.</li> <li>• It is expected that individuals will express an opinion and stand out in a crowd.</li> <li>• Individuals feel empowered to make decisions.</li> <li>• Individuals tend to define selves in terms of accomplishments rather than personal qualities.</li> <li>• Credentials and experience are important when selecting business partners or employees.</li> <li>• Agreements are most often solidified in legal documents.</li> </ul>						<ul style="list-style-type: none"> <li>• The group receives recognition for work well done.</li> <li>• Friendships are for life. People have strong and enduring bonds with several close friends.</li> <li>• It is expected that individuals will maintain group solidarity.</li> <li>• Consensus decision-making is the norm.</li> <li>• People define selves in terms of the group and, therefore, will not act contrary to the group's best interests.</li> <li>• People do business with members of their groups (or with people they know they can trust) so there is less need for signed contracts.</li> </ul>						
USA	AUSL	UK	FR	GER	INDIA	JPN	RUSS	ARW	MEX	HK	CHN	
91	90	89	71	67	50	46	39	38	30	25	20	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">             Europe 61           </div>						<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">             World: 43           </div>			<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">             Asia: 24           </div>		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">             Latin Am: 22           </div>	

Abbreviations: AUSL=Australia; CH=Switzerland; CHN=China; GER=Germany; HK=Hong Kong; INDIA=India; IRAN=Iran; JPN=Japan; LATIN AM=Latin America; MEX=Mexico; SLOV=Slovakia (number is estimated); UK=United Kingdom; USA=United States of America

## World Affairs Challenge Global Leadership

### Tips on Effective Interaction with Collective (Group-Oriented) Cultures

- Remember that individuals do not take sole credit for success. Regardless of the achievements by outstanding individuals, the group or team takes credit.
- There is a hierarchy in the group that is respected. It is extremely important to pay attention to those higher in the hierarchy.
- Decision-making often requires consensus, which may take longer to decide, but implementation will be quicker and more efficient.

### Tips on Effective Interaction with Individual Cultures

- People prefer to work independently and focus on their part of the teamwork.
- The Manager provides employees with sufficient opportunities for independent problem solving. Individuals respond well to autonomy, independence and flexibility to get the job done.
- Individual expression is encouraged and demonstrated in appearance and behavior.

### Implication for Community and Global Leadership

- Self-perception of one's role in the team
- Participation in team—initiative vs. follow the group
- Type of leadership style
- Leadership role

### Discussion

1. Have you observed the difference in this behavior? Describe the situation.
2. What are leadership situations where you might encounter this difference?
3. What are some actions you might take, or avoid, to bridge this cultural difference?
4. What is your key takeaway?
5. Describe implications for global leadership?

## COMMUNICATION: LOW CONTEXT AND HIGH CONTEXT

### Concept: The Information Surrounding the Message or Event

- **Low Context Cultures (Direct Communication):** Information in the message; less contextual understanding.
- **High Context Cultures (Indirect Communication):** Information in the situation, group or person; little in the language/message.

### Continuum of Countries: Communication—Low Context and High Context

<b>Low Context</b> 	<b>High Context</b> 
<p>Meaning is on the surface:</p> <ul style="list-style-type: none"> <li>• People tend to lead more independent lives with fewer shared experiences. This promotes less instinctive understanding of others.</li> <li>• People are more explicit and say exactly what they mean rather than suggest or imply.</li> <li>• The goal of most communication exchanges is to get or give information.</li> </ul>	<p>Meaning is below the surface:</p> <ul style="list-style-type: none"> <li>• As members of groups, individuals have shared experiences, value harmony, and tend to avoid confrontation.</li> <li>• People tend to infer, suggest and imply rather than say things directly.</li> <li>• The goal of most communication exchanges is to preserve and strengthen the relationship with the other person.</li> </ul>
<p><b>Behaviors</b></p>	
<p>Communication between casual acquaintances is more direct because they share less common understanding.</p> <ul style="list-style-type: none"> <li>• It is best to tell it like it is, even if the news is not welcome.</li> <li>• “Yes” means “yes,” and direct communication is interpreted fairly literally.</li> <li>• There is no need to read between the lines because the lines (words) are the primary carrier of meaning.</li> <li>• Who attends the meeting is an indication of who is available to attend. One doesn’t have to read extra meaning into nonverbal behaviors.</li> </ul>	<p>Communication between group members is more indirect because they share experiences and innate understanding.</p> <ul style="list-style-type: none"> <li>• People tell you what they think you want to hear because this preserves harmony and saves face.</li> <li>• “Yes” means “I hear you” because saying “no” may not be an option. “Yes” is an automatic response which may have many meanings.</li> <li>• Silence may mean disapproval, dissatisfaction, or a person is listening or waiting for the appropriate opportunity to speak.</li> <li>• Who attends the meeting is an indication of how important you or the topic is. Nonverbal behaviors are extremely meaningful.</li> </ul>
<p>USA, Western Europe</p>	<p>Latin America, Middle East and Arab World</p> <p>Asia</p>

Numeric references for individual countries were not available for this cultural dimension. Source: *Understanding Cultural Differences* by Edward T. Hall.

## World Affairs Challenge Global Leadership

### Dialogue: Is Mr. Wu going to work on Saturday?

- Mr. Jones: It looks like we're going to have to keep the production line running on Saturday.
- Mr. Wu: I see.
- Mr. Jones: Can you come in on Saturday?
- Mr. Wu: Yes, I think so.
- Mr. Jones: That'll be a great help.
- Mr. Wu: Yes, Saturday's a special day, did you know?
- Mr. Jones: How do you mean?
- Mr. Wu: It's my son's birthday.
- Mr. Jones: How nice. I hope you all enjoy it very much.
- Mr. Wu: Thank you. I appreciate your understanding.
- 

### Tips on Effective Interaction with High Context Cultures

- **Implications for leadership:** Pay attention to nonverbal gestures and clues in order to understand the context of the verbal interaction. Silence is often used to consider an idea. Respect the use of silence for contemplation, emphasis and impact. Don't fill gaps in conversation, as you will appear superficial. Think before you speak.
- Primary consideration is given to the preservation of harmonious interaction—over the conclusion of a task or agreement. Recognize that this is meant to preserve the relationship, not to be dishonest.
- It is critical to always confirm information; to have multiple, independent, and reliable sources to verify or interpret what you are being told; and to be able to read between the lines.

### Tips on Effective Interaction with Low Context Cultures

- The verbal message is more important than body language and voice modulation although one should be observant about nonverbal signals.
- **Implications for leadership:** Note the difference in style between “generalizations” (high context) and details (low context). It is important to “get to the point.”
- People prefer directness and authenticity when communicating. Try not to be offended.

### Discussion

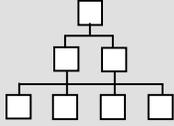
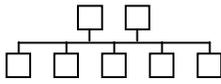
1. Have you observed the difference in this behavior? Describe the situation.
2. What are leadership situations where you might encounter this difference?
3. What are some actions you might take, or avoid, to bridge this cultural difference?
4. What is your key takeaway?
5. Describe implications for global leadership?

## POWER: HIERARCHICAL AND EGALITARIAN

**Concept: How Power is Allocated or Earned, and Attitudes of a Society Toward Acceptance of Inequality**

- **Hierarchical (High Power Distance):** Top-down power structure is generally accepted de facto by members of the group. Status, titles and seniority determine who has the power.
- **Egalitarian (Low Power Distance):** Flat organizational structure is the norm. Employees are empowered and given decision-making ability. Leaders are not authoritative.

### Continuum of Countries: Structures—Hierarchical and Egalitarian

Hierarchical	Egalitarian																						
 <p>Power resides in seniority or birthright:</p> <ul style="list-style-type: none"> <li>• Inequalities in power and status are natural and expected.</li> <li>• Those with power hold it closely and distinguish themselves from those without power. They are expected to accept the responsibilities that accompany power and look after those beneath them.</li> <li>• Subordinates are not expected to take initiative and are closely supervised.</li> </ul>	 <p>Power is available to those with initiative:</p> <ul style="list-style-type: none"> <li>• Inequalities in power are man-made, largely artificial and not natural.</li> <li>• Those with power tend to de-emphasize it and minimize the differences between themselves and subordinates. They delegate or share power to the extent possible.</li> <li>• Subordinates are rewarded for taking initiative and do not like close supervision.</li> </ul>																						
Behaviors																							
<ul style="list-style-type: none"> <li>• Superiors are shown deference. People are less likely to question the boss, and students don't question teachers.</li> <li>• The chain of command (i.e., hierarchy) is sacred. Skipping people in the chain of command can be seen as trying to usurp their power.</li> <li>• Workers prefer precise instructions from superiors, as workers don't want to make mistakes and be criticized for doing so. Interaction with superiors is formal.</li> <li>• Elitism is more common and tolerated. It is accepted that the higher up one is, the more privileges go with the increased responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing ideas openly is encouraged, as supervisors are not threatened by differences of opinion.</li> <li>• The chain of command is mainly for convenience. Discussions with those higher up are not viewed as "going around" the next level.</li> <li>• Subordinates and bosses are interdependent and the lines of authority are often blurred. Interaction between boss and subordinate is more informal.</li> <li>• Consultative and democratic management style is more common than authoritarian management.</li> </ul>																						
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>RUSS</td><td>VEN</td><td>MEX</td><td>CHN/ARW</td><td>INDIA</td><td>BRZ</td><td>JPN</td><td>USA</td><td>CAN</td><td>UK</td><td>DEN</td> </tr> <tr> <td>93</td><td>80</td><td>81</td><td>80</td><td>77</td><td>69</td><td>54</td><td>40</td><td>39</td><td>35</td><td>18</td> </tr> </table>	RUSS	VEN	MEX	CHN/ARW	INDIA	BRZ	JPN	USA	CAN	UK	DEN	93	80	81	80	77	69	54	40	39	35	18	
RUSS	VEN	MEX	CHN/ARW	INDIA	BRZ	JPN	USA	CAN	UK	DEN													
93	80	81	80	77	69	54	40	39	35	18													

Averages:



Abbreviations:

CH=Switzerland; CHN=China; DEN=Denmark; HK=Hong Kong; INDIA=India; IRAN=Iran; JPN=Japan; LATAM=Latin America; MEX=Mexico; SLOV=Slovakia (number is estimated); UK=United Kingdom; USA=United States of America

## World Affairs Challenge Global Leadership

### Tips on Effective Interaction with Hierarchical Cultures

- Pay attention to status, role and title. Pay deference to those high in hierarchy. Embrace hierarchy and respect its presence both inside and outside the workplace – don't fight it.
- **Implications for leadership:** Expect leaders to provide clear, explicit directions regarding duties, methodology and deadlines. Do the same for those in your charge.
- Do not expect leaders to display their emotions or to show desire for a relationship.
- Do not expect relationships to become relaxed, accepting and informal. It may take time for your peers to relate to you that way, and many of them may never change at all.

### Tips on Effective Interaction with Egalitarian Cultures

- People expect to be treated with an equal amount of respect and will express their opinions based upon their ability to contribute rather than their position.
- **Implications for leadership:** As a leader, manager or team member, plan to be inclusive.
- People feel empowered to demonstrate initiative and take responsibility.
- Don't expect deferential treatment or special privileges based on your position in society or the workplace.

### Implications for Community and Global Leadership:

- Perception of Power—how to operate within chain of command vs. open discussion
- Wait for direction vs. empowerment (decision making) and take initiative
- Follow rules vs. “think out of the box”

### Discussion

1. Have you observed the difference in this behavior? Describe the situation.
2. What are leadership situations where you might encounter this difference?
3. What are some actions you might take, or avoid, to bridge this cultural difference?
4. What is your key takeaway?
5. Describe implications for global leadership?

## UNCERTAINTY AVOIDANCE: LOW AND HIGH

### Concept: Views Toward Change, Ambiguity and Tradition

- **Low Uncertainty Avoidance:** Positive attitude toward change and ambiguity.
- **High Uncertainty Avoidance:** Skepticism toward change and ambiguity.

### Continuum of Countries: Uncertainty Avoidance

Low Uncertainty Avoidance   						High Uncertainty Avoidance 					
<p>Positive attitude toward change and ambiguity:</p> <ul style="list-style-type: none"> <li>• Country has less concern about ambiguity and uncertainty, and more tolerance for a variety of opinions.</li> <li>• Society is less rule-oriented, more readily accepts change, and takes more and greater risks.</li> <li>• Trial, error and experimenting are to learn and improve products and services.</li> <li>• What is different is interesting. Change is positive. New is often better.</li> <li>• Tradition is not valued for its own sake. The “way we have always done things” is not necessarily the best way.</li> <li>• What we don’t know can’t hurt us.</li> </ul>						<p>Skepticism toward change and ambiguity:</p> <ul style="list-style-type: none"> <li>• Country has a low tolerance for uncertainty, ambiguity and unstructured situations.</li> <li>• Rule-oriented societies institute laws, rules, regulations and controls in order to reduce the amount of uncertainty.</li> <li>• One doesn’t try something until one knows it will work.</li> <li>• What is different can be dangerous. Change is threatening. New is not necessarily better.</li> <li>• Traditions should be respected and are a good guide to the future. There’s a good reason for the “way we have always done things.”</li> <li>• What we don’t know can be troubling.</li> </ul>					
<b>Behaviors</b>											
<ul style="list-style-type: none"> <li>• Individuals are willing to be the first to trial a new product or approach.</li> <li>• Units or individuals may volunteer readily for new, unknown job assignments.</li> <li>• Feedback is encouraged in order to improve or change a process or product.</li> </ul>						<ul style="list-style-type: none"> <li>• Individuals are reluctant to innovate without evidence of proven success.</li> <li>• Individuals or units will share risk across levels of responsibility.</li> <li>• Rules are meant to be followed and not interpreted.</li> </ul>					
UK	HK	INDIA/CHN	USA	CAN	GER	ARW	BR	MEX	FR	JPN	RUS
35	29	40	46	48	65	68	76	82	86	92	96

### Averages:

Asia & Europe: 60	World: 64	Latin Am: 70
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Abbreviations: AUSL=Australia; BR=Brazil; CHN=China; FR=France; HK=Hong Kong; INDIA=India; IRAN=Iran; JPN=Japan; MEX=Mexico; RUS=Russia; SING=Singapore; SLOV=Slovakia (number is estimated); USA=United States of America

## World Affairs Challenge Global Leadership

### Tips on Effective Interaction with High Uncertainty Avoidance Cultures

- Recognize the value of traditions and recognize their important role in governing behavior. Know and play by the rules.
- When making suggestions, try to minimize risk and share responsibility so no one person or group will be subject to “losing face.”
- Demonstrate that the change might not be as “risky” as it appears by providing information about previous success stories and positive experiences elsewhere.

### Tips on Effective Interaction with Low Uncertainty Avoidance Cultures

- Learn to “embrace change” as both an opportunity and a challenge (not only a danger).
- Be open to new ideas even though they fly in the face of tradition—try to imagine an improvement in any possible aspect.
- Be open to dialog with others during the change process, as this interaction might alleviate concern and stress.

### Implications for Community and Global Leadership

- Embracing change and innovation vs. reluctance to abandon “ways that worked.”
- View of “failure” as “lessons learned” vs. “end of career.”
- Different views of risk/reward and what is worth the “risk.”

### Discussion

1. Have you observed the difference in this behavior? Describe the situation.
2. What are leadership situations where you might encounter this difference?
3. What are some actions you might take, or avoid, to bridge this cultural difference?
4. What is your key takeaway?
5. Describe implications for global leadership?

## VIEW OF TIME: CONTROLLED AND FLUID

### Concept

Cultural orientations to time have to do with how we view and use the concept of time. They also influence how we form relationships.

- **Controlled** – Time is limited and subject to control. Focus on task completion.
- **Fluid** – Time is limitless and circular. Focus on achieving task through relationships.

### Continuum of Countries: View of Time

Controlled (Monochronic) 	Fluid (Polychronic) 	
<ul style="list-style-type: none"> <li>• Time is currency – spent, wasted, saved, or given. It can be free, extra, spare or lost.</li> <li>• Time is heavily scheduled.</li> <li>• Time and work are related. Projects have priority over people.</li> <li>• Things are done one at a time and sequentially. Focus is on the job at hand.</li> <li>• One should be prompt and “on time.” Projects should be done within deadlines.</li> <li>• Accustomed to short-term relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• There is as much time as one needs. Time is constantly in flux.</li> <li>• Little interest in schedules or appointments.</li> <li>• Relationships and time are related. People have priority over work.</li> <li>• Many things are done at once. Attention is easily distracted and people are able to multi-task.</li> <li>• Time is elastic and “late” is widely interpreted. Projects are done when the “time is right.”</li> <li>• Tend to form life-long relationships.</li> </ul>	
USA, GER, FIN, CZR	HK, SING, TWN, FR, Central Europe	MEX, Middle East, INDIA, INDO, JPN, CHN, RUS

Numeric references for individual countries were not available for this cultural dimension. Source: Understanding Cultural Differences by Edward T. Hall.

Abbreviations: CHN=China; CZR=Czech Republic; FIN=Finland; FR=France; GER=Germany; HK=Hong Kong; INDIA=India; INDO=Indonesia; JPN=Japan; MEX=Mexico; RUS=Russia; SING=Singapore; TWN=Taiwan; USA=United States of America

## World Affairs Challenge Global Leadership

### Tips on Effective Interaction with Fluid-Time Cultures

- **Implications for Leadership:** Relationships are fundamental to task completion. The relationship is a key factor driving the team towards deadlines and meeting the schedule. Recognize that schedules/deadlines may be subject to change.
- When you arrange the first meeting, plan to spend extra time getting to know your counterparts. Review the process of the team meetings, how you will work together allowing a shared consensus on the best way to manage the projects.

### Tips on Effective Interaction with Controlled-Time Cultures

- **Implications for Leadership:** Take agendas, schedules and deadlines dates quite seriously. Alert team members to potential schedule hitches that may cause plans to be changed. Recognize that a tight view of time may not allow “space” for others to discuss point of conflicts and they may try to pass over them quickly to save the schedule. Tasks are more important than “relationships.”
- Realize that time is viewed as a valuable commodity and the respect of time reflects your respect of the team and others.

### Discussion

1. Have you observed the difference in this behavior? Describe the situation.
2. What are leadership situations where you might encounter this difference?
3. What are some actions you might take, or avoid, to bridge this cultural difference?
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5. Describe implications for global leadership?

**Global Leadership – implemented at individual, organizational and national levels**

*“Leaders who can communicate and collaborate across national and cultural borders to address mutual community and global issues or solve community and global problems.”*

1. List general leadership competencies

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2. List two examples of a “community and global leader” (by name or function)

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**Community and Global Leadership Competences**

*Culture shapes how we think about what is good leadership, and the definitions of “effective leadership” vary from one culture to another. In fact, effective leadership behavior in one culture could (and will) be completely ineffective in others.*

*Therefore, one approach will not work when implementing community and global leadership. While true leaders can envision what they want to achieve, know how to meet the challenges of their position and take steps to make that vision a reality, how they interact with people will define their success. Leaders with cultural sensitivity can be more effective than those without. Leadership is complex and leading across cultures is even more complex.*

**Step 1: Seeing Differences – Cultural Self-Awareness**

Awareness means the realization that one’s own leadership practices are shaped by a particular environment and that there are other perhaps equally or even more viable ways of getting things done in other locations. Leaders often must question their own actions and assumptions while checking for similarities and differences. This also helps put your own culture into perspective. Differences include physical distance, perspective on time/task/relationships, language, historical influences, view of power distance, communication style and non-verbal cues, among others.

Seeing differences also requires leaders to **Invite the Unexpected**. This contributes to a learning posture that is open to new information and experience. When one understands that one’s own way of doing things is the product of a particular (cultural, social, and personal) context, it is natural to be curious about other styles of leadership that are products of different contexts.

**Step 2: Making Connections – Results through Relationships**

Although personal relationships are important in any leadership role, global leaders must rely on others to a much greater extent because in a foreign environment they lack the local knowledge or skills that they would have at home. Be wary about making the mistake of focusing immediately on the task at hand rather

## World Affairs Challenge Global Leadership

than starting with a foundation of strong personal relationships. Such relationships are nearly always the doorway to getting things done in a global context.

### **Step 3: Adjusting – Frame-shifting**

Once leaders are aware of the differences that exist, have come to view themselves as the product of a particular cultural context, and have earned the respect of local counterparts, it will be necessary to shift their perspective and leadership methods to accommodate local realities. *Frame-shifting* is a competency that requires the cognitive and stylistic agility to not only see the differences but respond.

The first stylistic challenge is how to communicate. Leaders have an urgent need to get certain kinds of communication right, including asking others to take on tasks, giving and receiving critical feedback, getting to the bottom of key issues through their questions, and knowing when others have truly committed to a course of action.

Leaders trained in a consultative style that draws upon the input of others on the team may find that colleagues in another country actually expect them to take a more directive stance, and failing to do that can be a sign of weakness. A person who is used to being positioned as an expert, may need to shift to a broader perspective; those accustomed to organizational change may find they have to work within a system resistant to change.

### **Step 4: Integration and Change – Adapt and Add Value**

While adaptation is a given in a foreign environment (i.e. “the local culture is not going to adapt to you”), it is sometimes necessary to teach as well as to learn, to make decisions as well as to listen. The competency “*Adapt and Add Value*” refers to this need to balance adapting to local practices with asserting a different perspective or acting as a constructive change agent.

Getting this balance right is crucial to long-term success – leaders that adapt too much are unlikely to accomplish their goals, yet those who are overly quick or eager in their attempts to add value may find themselves isolated, shunned by local colleagues.

### **Step 5: Localization – Create Ownership**

For any organization to achieve ambitious targets, community and global leaders must weigh global and local perspectives with the best interests of the organization. The competency “*Create Ownership*” refers to ways to encourage a sense of participation, engagement in a shared process, and accountability for setting and achieving targets with local significance.

Source:

Gundling, Ernest, Terry Hogan and Karen Cvitkovich. “What is Global Leadership? 10 Key Behaviors that Define Great Global Leaders. Boston, MA: Intercultural Press, 2011.

## INDIVIDUAL ACTION PLAN

My general leadership competencies are:

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My strengths in intercultural communication and competence are:

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My areas of improvement (in Global Leadership) are:

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Specific action items (what I will work on over the rest of the school year) and how I will know if/when I am successful? (Milestones and results)

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Key Takeaway from today's session:

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## World Affairs Challenge Global Leadership

**Real World Solutions, LLC** provides practical training and coaching in intercultural awareness and competence for professionals and organizations in business, health care, education and community services. Services include seminars and online courses, assessment tools, coaching, translation and interpretation. Clients include UBS Financial Services, LGT Private Bank, Summit Mining Corporation (Sumitomo), Eaton Corporation, Daniels College of Business, Oracle Software, CableLabs, Semester at Sea, Boulder Community Hospital.

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