

Week 4 – Hofstede's Cultural Dimensions

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Foreign Languages & Cultural Awareness (BMIH5003)

Recap

- Italy and its Culture
- The Italian Language
- Regulators of Human Life



Religion, Nation, Class, Gender, Race, Civilisation

Today's Agenda

- Germany and its Culture
- The German Language
- Research on National Culture
- Hofstede's 6 Cultural Dimensions:
 - Individualism/collectivism
 - Masculinity/femininity
 - Power distance
 - Uncertainty avoidance
 - Long-term/short-term-orientation
 - Indulgence/restraint





Foreign Languages

German

What do you know about German, Germany, or its Culture?



- 95.9 million people globally speak German
- The German alphabet has 26 letters just like English and 4 additional letters: ä, ö, ü and ß.

The German Language

German is among the most widely spoken languages in the EU and is the official language in:

- Germany
- Austria
- Liechtenstein

It's also one of the official languages of:

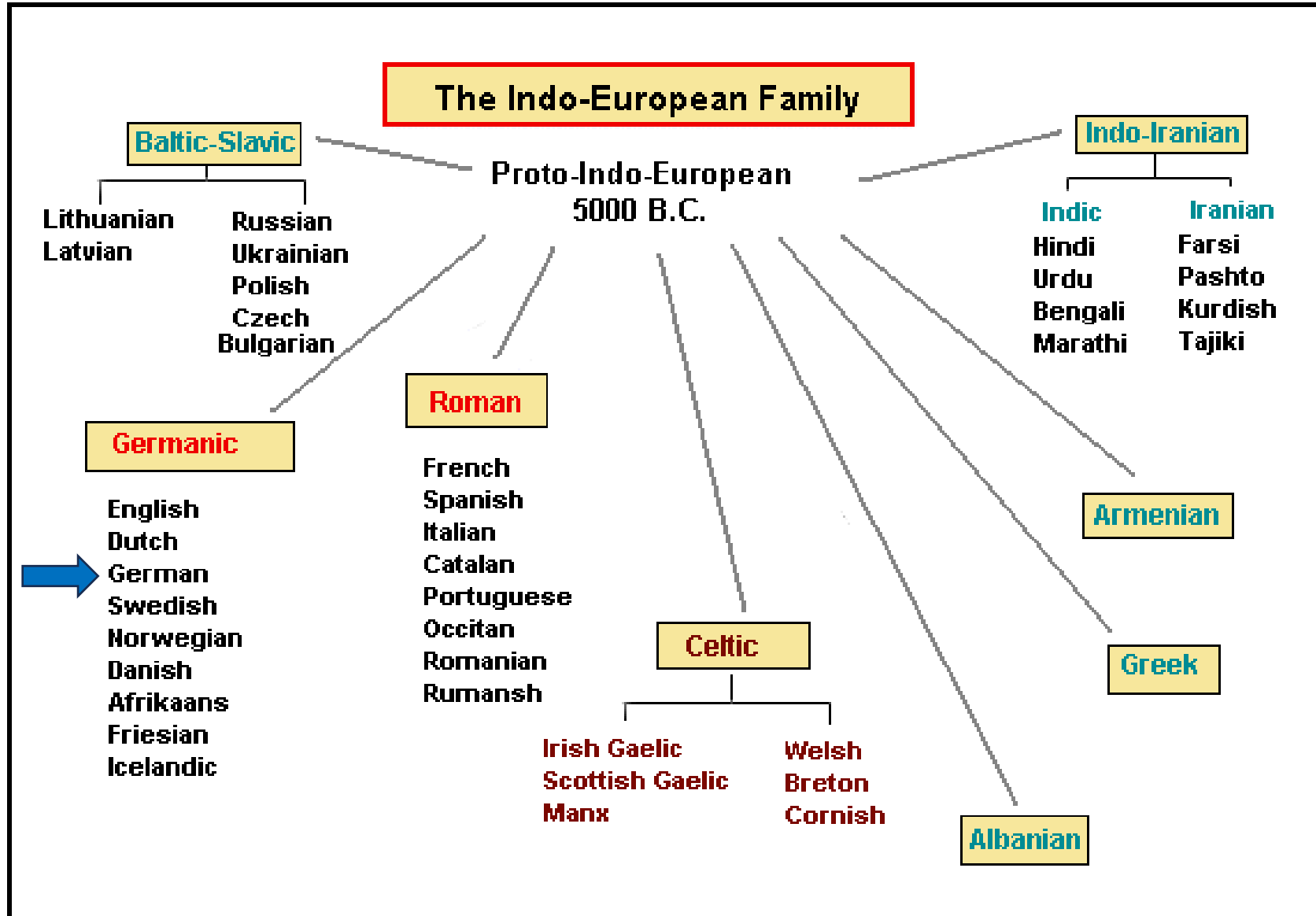
- Switzerland
- Luxembourg
- Belgium



Learning Other Languages



- The closest relative of German is **Dutch** and, believe it or not, **English**.
- German sits within the West Germanic arm of the Indo-European language family, together with **English, Dutch and Flemish, Frisian, Yiddish, Afrikaans and Luxembourgish**.
- There are certain similarities regarding grammar, syntax and vocabulary with **Norwegian, Swedish, Danish and Icelandic** which are among the North Germanic languages.



What stereotypes about
Germany/Germans can you
think of?



Work

Most Germans neither live to work nor work to live



- But a lot of Germans find that the two can be **enjoyed harmoniously** (the rest of the world should probably take note). **The average working week in Germany is around 35-40 hours**, one of the lowest in Europe.
- Productivity, however, is high, and whilst at work, most Germans take pride in doing a good job. And when not at work, they partake in a range of leisure activities and pastimes.

Food and Drink



- German food culture revolves around the preparation of hearty meals. **Meat** in Germany is **very popular** and is typically eaten with most meals, **along with bread and potatoes**. German cooking includes national dishes such as *Rouladen*, German noodles (*Spätzle*) and *Schnitzel*.
- On a day-to-day basis, a cooked breakfast, a cooked lunch, and a dinner of bread, ham, cheese, and pickle could be considered typical. **Dining out is popular**, and cities and towns are all home to a range of fast food stops, bakeries (namely German or Turkish), deli outlets, and German and international gourmet restaurants as well as (increasingly in the bigger cities) food markets, pop-ups, and street food.
- Alcohol consumption is fairly high and is enjoyed in both bars and at home. By far the **most popular drink is beer**, followed by wine, schnapps, and brandy.

Sport

- Sport is an **integral element of German society**, both in terms of participation and spectating. A third of all German residents belong to a sports club or organisation and hundreds of thousands watch football, ice hockey, and handball games every week.



Cars



- As the country that **invented the modern motor car** and the birthplace of Audi, Volkswagen, Porsche, Mercedes-Benz, and BMW, it's little wonder that **Germans take great pride in their motor vehicles.**
- Many Germans view **driving as a relaxing pastime** as much as a means of getting from A to B. And you can often get from A to B quickly, thanks to the lack of a national speed limit on the Autobahn (motorway) and an excellent road network.



Traditional Clothes

- Traditional clothing in Germany includes the world-famous *Lederhosen*, an outfit once worn by rural men, traditionally those undertaking farm work or manual labour. A knee-length set of breeches complete with braces, worn over a short sleeve shirt, *Lederhosen* are traditionally associated with Bavarian and Tyrolean culture.
- For women, traditional German clothes include the *Dirndl*, a dress made from a bodice, pinafore and full skirt. The shirt underneath is usually low cut and made with short puffy sleeves. Today these clothes are no longer seen on farm workers but on the staff and partygoers at beer festivals.

Complete Outfits

Dirndl
*
Apron
*
Blouse

* * * * *

Lederhosen
*
Shirt
*
Hat
*
Socks



Politeness

- **German** is one of those languages that differentiate between a formal and informal **you**, especially when it comes to business. Always use the formal **Sie** for people you've just met and only switch to the informal **du** after being invited to do so. Play it safe and address a person unknown to you with **Herr, Mr, or Frau, Ms**, followed by their surname. The German **Fräulein** for an unmarried woman is totally out-of-date.
- Germans strongly differentiate between work and play. A firm handshake is the traditional formal greeting. In a more informal setting, simply say **Hallo** and possibly pursue with cheek-kissing, which is very much en vogue amongst women with their friends, whether male or female, but not so much between male friends, who prefer a firm pat on the shoulder.
- Titles are still very important, so don't be surprised to find many people in Germany calling themselves **Doktor**. This title is more proof of academic credentials than of medical skills.

HOW ARE YOU?

Wie geht es dir?

[informal]

Wie geht es Ihnen?

[formal]

Mir geht es gut.

(I am fine.)



WHAT IS YOUR NAME?

Wie heißt du?

[informal]

Wie heißen Sie?

[formal]

Ich heiße

(My name is)



WHERE ARE YOU FROM?

Woher kommst du?

[informal]

Woher kommen Sie?

[formal]

Ich komme aus *[country]*.

(I come from)

Bangladesch	Bangladesh
Deutschland	Germany
England	England
Moldawien	Moldova
Polen	Poland
Rumänien	Romania



Introduction/Einführung



Konversation 1 (EINS)

A: Hallo! Wie geht es dir?

B: Mir geht es gut. Und dir?

A: Mir auch. Danke.

Hallo!



Konversation 2 (ZWEI)

A: Hallo! Wie heißt du?

B: Ich heiße Und du?

**A: Ich heiße Auf
Wiedersehen.**

Konversation 3 (DREI)

A: Hallo! Woher kommst du?

B: Ich komme aus Und du?

A: Ich komme aus Auf Wiedersehen.



Let's practise!

German	English
Willkommen in unserem Hotel!	Welcome to our hotel!
Entschuldigung.	Sorry! / Excuse me!
Bitte schön.	Here you are.
Gern geschehen!	You are welcome!
Guten Tag!	Good afternoon!
Auf Wiedersehen.	Goodbye.
Gute Reise!	Have a pleasant journey!
Wie geht es Ihnen?	How are you? (formal)
Wie geht es Dir?	How are you? (informal)



LET'S PRACTISE!

German	English
Guten Appetit!	Enjoy your meal!
das Frühstück	the breakfast
Haben Sie freie Zimmer?	Do you have any vacancies?
Ich hätte gerne ein Einzelzimmer.	I'd like a single room.
Ich hätte gerne ein Doppelzimmer.	I'd like a double room.
Ich habe eine Reservierung.	I have a reservation.
Wie viel kostet es pro Nacht?	How much is it per night?
Das Zimmer kostet [] Euro.	The room costs [...] euros.
Ihre Zimmernummer ist [...].	Your room number is [...].



Understanding Culture and Management

- Research on National Culture
- Hofstede's 6 Cultural Dimensions

Understanding Culture and Management

The term **culture theory** has been applied to diverse attempts to conceptualise and understand the dynamics of culture.

1. Research on Communications

- Edward T. Hall (Iceberg Theory), Proxemics/Chronemics (Polychronic and Monochronic Time), High and Low Context Culture

2. Research of Different Organisational Functions

- Nancy Adler

3. Research on Organisational Culture

- Edgar Schein

4. Research on National Culture

- Geert Hofstede
- Fons Trompenaars



National Cultural Dimensions

- 3 respected authorities whose work seeks to distinguish between national cultures, based on identified elements of culture – **‘Cultural dimensions’**:
 - Hofstede (1991)
 - Trompenaars (1993)
 - House (2004)

Factors Affecting National Culture



Language



Religion



Education



Values



Political
System

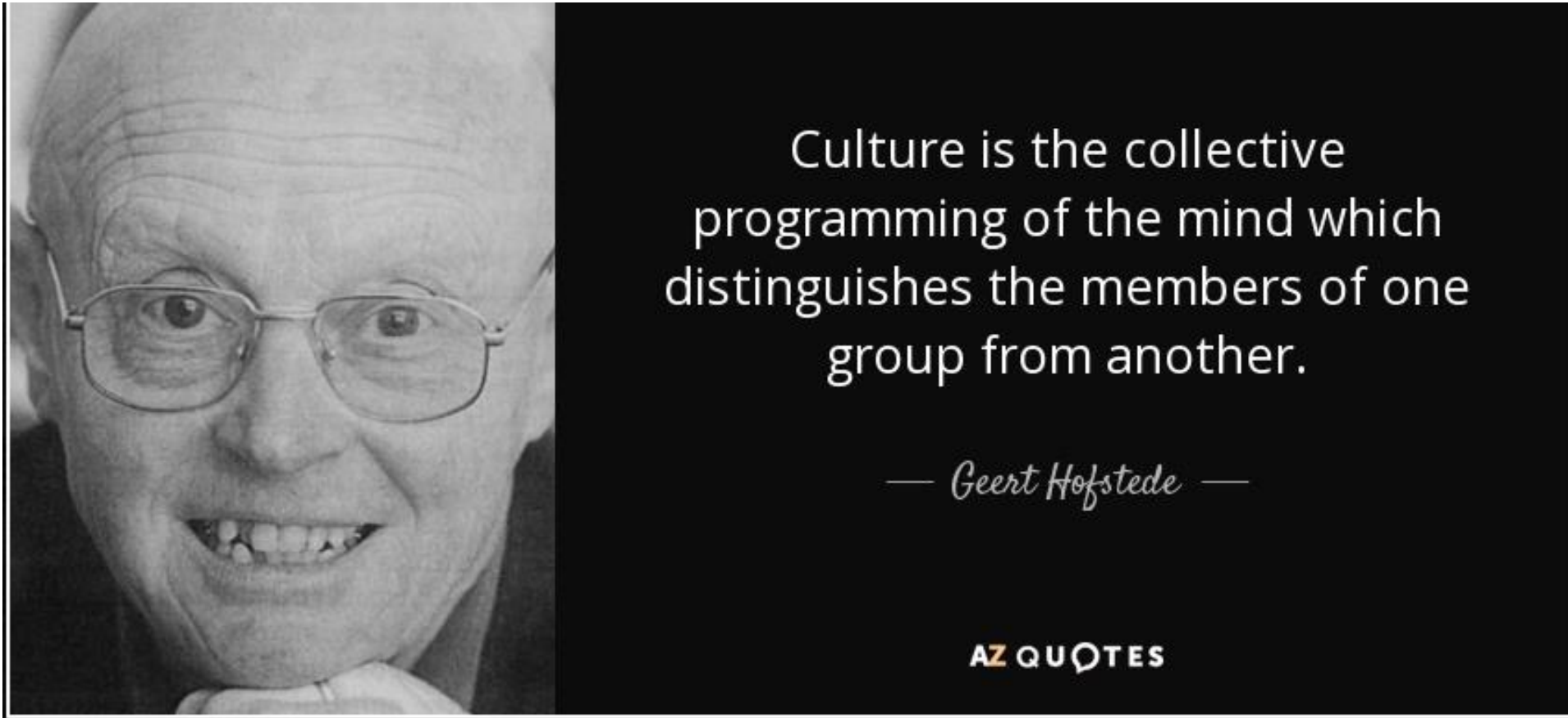


Legal System

Source: From Brooks, I., Organisational Behaviour: Individuals, Groups and Organisation, Third Edition, Financial Times Prentice Hall (2006), p. 272, with permission from Pearson Education Ltd. Taken from Mullins (2010)

(1) Hofstede

- 6 Cultural Dimensions



Geert Hofstede on Culture

Hofstede's Dimensions

- Hofstede was one of the first researchers to analyse the influence of NATIONAL culture on management practices
- Empirical study at large multinational company (IBM):
 - 66 national subsidiaries
 - 116,000 questionnaires
 - 60 out of 150 questions concerned values and opinions
- Hofstede described culture as 'the collective programming of the mind which distinguishes the members of one human group from another' (1980:25)
- When elaborating on his definition, he says: 'Culture, in this sense, includes systems of values; and values are among the building blocks of culture'.

Hofstede's Dimensions

- Hofstede initially identified **four** dimensions (between 1967 and 1973) which he labelled:
 - Individualism-collectivism
 - Masculinity-femininity
 - Power distance
 - Uncertainty avoidance

- Hofstede and co-authors later identified a **fifth** dimension and a **sixth** dimension:
 - Long-term orientation versus short-term orientation (1984)
 - Indulgence versus self-restraint (2010)

1. Power Distance

- Shows the difference between people in a society.
- Difference in authority, power, influence.
- It also determines how formal and informal people in a culture are and how they interact.



Power Distance in Comparison

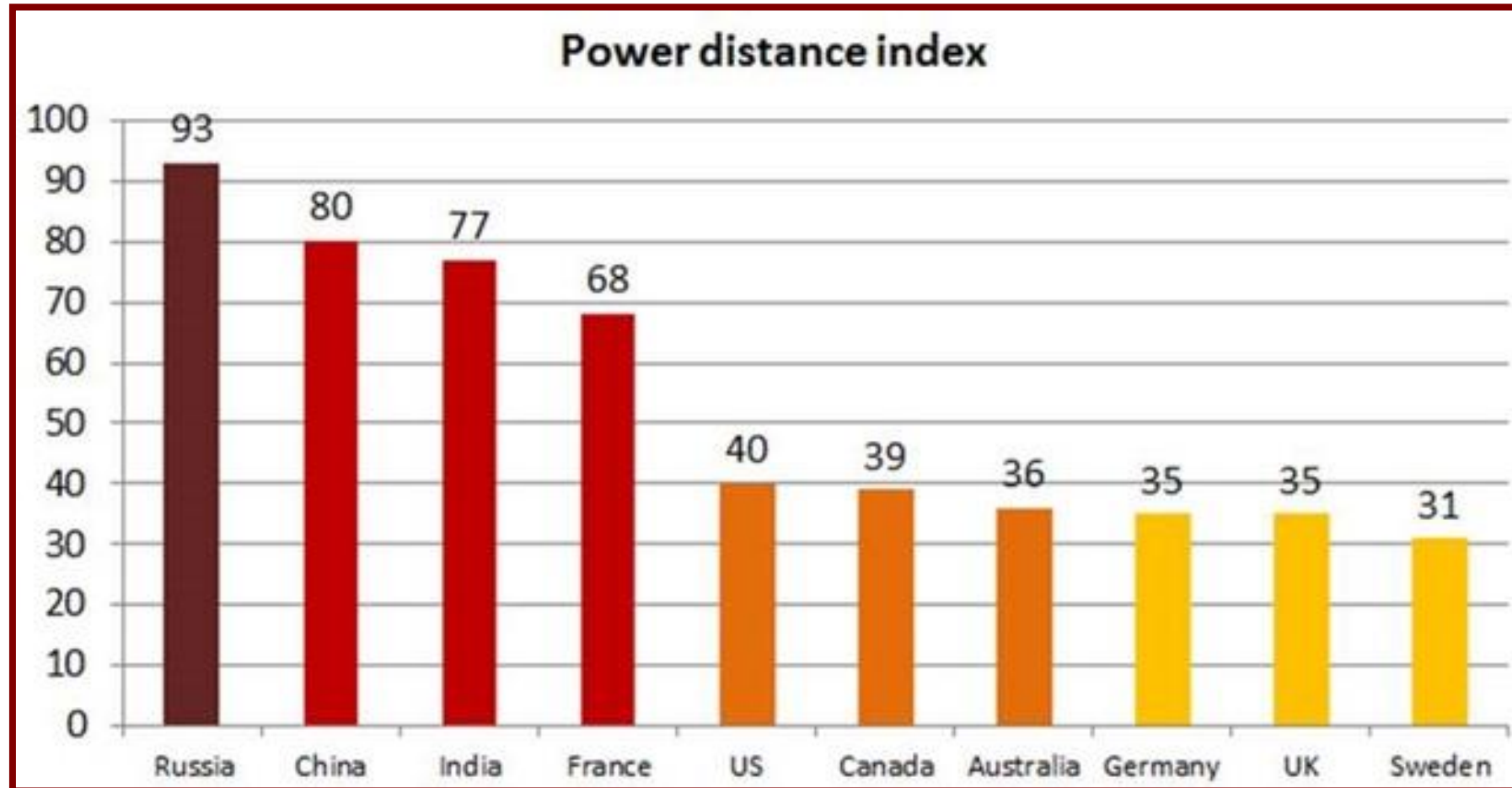
Small Power Distance

- All people should be independent.
- Superiors consider subordinates to be “people like me”.
- Superiors are accessible.
- All should have equal rights.

Large Power Distance

- A few people should be independent; most should be dependent.
- Superiors consider subordinates to be a different kind of people.
- Superiors are inaccessible.
- Power-holders are entitled to privileges.

Examples



2. Uncertainty Avoidance

Definition:

The extent to which people feel threatened by ambiguous situations, tolerate uncertainty and have created beliefs and institutions that try to avoid these.



Uncertainty Avoidance in Comparison

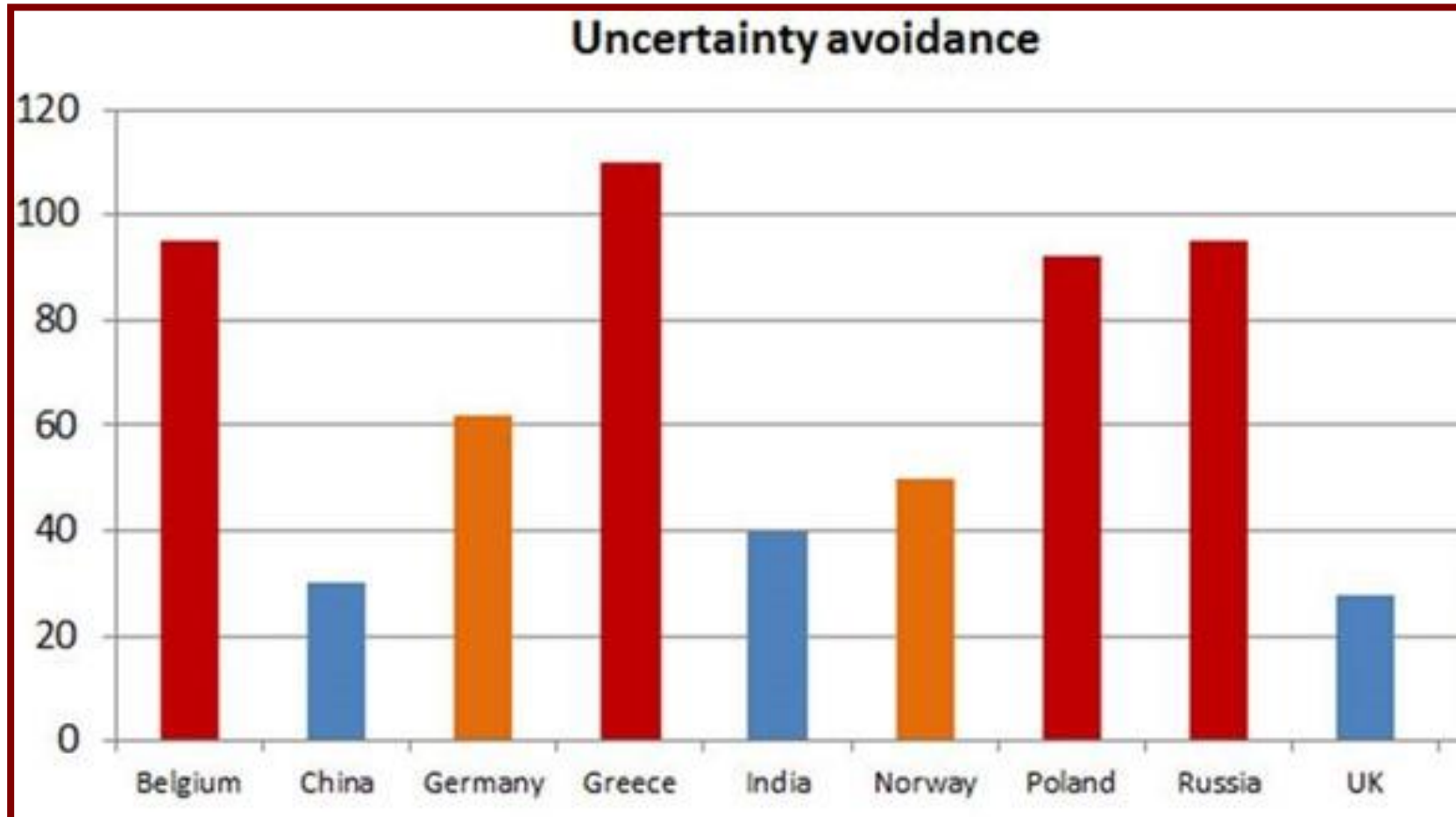
Weak Uncertainty

- The uncertainty inherent in life is more easily accepted and each day is taken as it comes.
- Time is free.
- There is more willingness to take risks in life.
- There should be as few rules as possible.

Strong Uncertainty

- The uncertainty inherent in life is felt as a continuous threat that must be fought.
- Time is money.
- There is great concern with security in life.
- There is a need for written rules and regulations.

Examples



3. Individualism/Collectivism

Definition: **Individualism**

- People are interested in their own achievement.
- Make decisions for themselves.
- Value is placed on “I”

Definition: **Collectivism**

- People are group oriented and are interested in group achievement.
- They prefer to make decisions involving others.
- Value is placed on “We”

Individualistic/Collectivistic in Comparison

Individualist

- In society, everybody is supposed to take care of himself/herself.
- Everybody has a right to a private life.
- Belief is placed in individual decisions.

Collectivist

- In society, people are born into extended families or clans who protect them in exchange for loyalty.
- Private life is invaded by organisations and clans to which one belongs.
- Belief is placed in group decisions.

Individualism Ranking

- There are only **six** countries in the Geert Hofstede research that have Individualism as their highest Dimension:
 - USA (91)
 - Australia (90)
 - United Kingdom (89)
 - Netherlands and Canada (80)
 - Italy (76)

Examples

Individualistic-Oriented Cultures

- United States
- Canada
- Australia
- Great Britain
- Germany
- Italy
- France
- Sweden

Collectivistic-Oriented Cultures

- China
- Japan
- Columbia
- Venezuela
- Indonesia
- Pakistan
- Costa Rica
- Peru

4. Femininity/Masculinity Dimension

Is addressed as a **societal**, not an individual's, characteristic and "refers to the distribution of values between the genders".



4. Femininity/Masculinity Dimension

Definition: **Masculinity**

- A culture in which the dominant values in society are achievement, heroism, assertiveness, money and material rewards for success.

Definition: **Femininity**

- A culture in which the dominant values in society are cooperation, modesty, caring for the weak and quality of life.

Femininity/Masculinity in Comparison

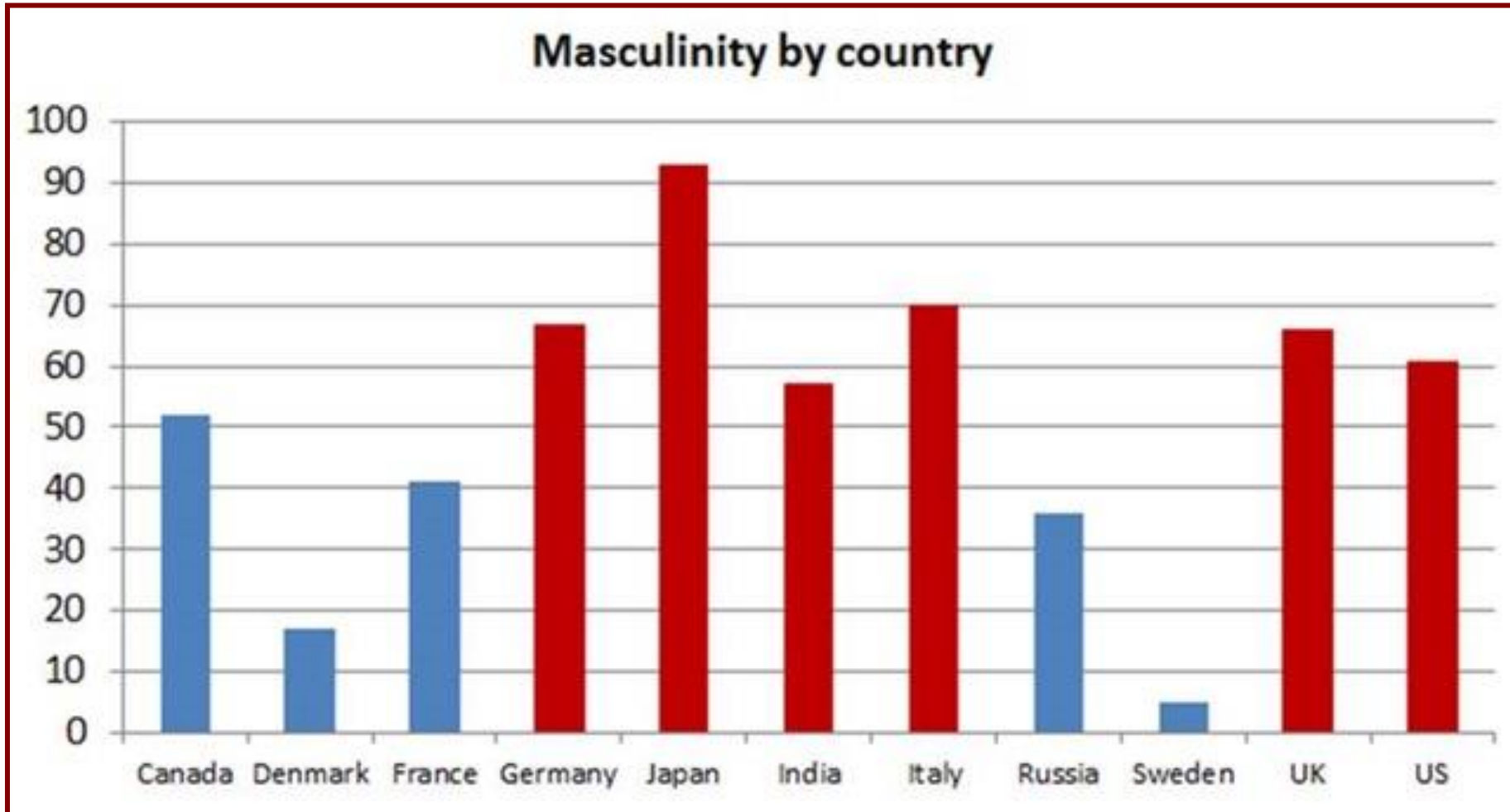
Femininity

- Sex roles in society are more fluid.
- There should be equality between the sexes.
- Quality of life is important.
- You work in order to live.
- People and environment are important.

Masculinity

- Sex roles in society are clearly differentiated.
- Men should dominate in society.
- Performance is what counts.
- You live in order to work.
- Money and material things are important.

Examples



5. Long-term Vs Short-term Orientation

- The values are taken straight from the teachings of Confucius.
- A number of Chinese social scientists were consulted to create a list of 10 basic values for Chinese people.
- To westerners some of these questions were difficult to relate to, as they were dealing with topics such as:
 - Honoring ancestors and obedience
 - Respect for tradition
 - Preservation of “face”
 - Respect for and financial support of parents

Examples

Long-term Orientation

- China
- Hong Kong
- Taiwan
- Japan
- South Korea
- Thailand
- Singapore
- Bangladesh

Short-term Orientation

- UK
- Norway
- Kenia
- most European countries
- most American countries
- African countries

6. Indulgence Vs. Restraint

Indulgence:

- Indulgence stands for a society that allows relatively free gratification of basic and natural human drives related to enjoying life and having fun.
- Indulgence stands for a culture that can freely satisfy their basic needs and desires.
- Indulgence as a cultural value also tends towards a perception of personal life control.
- Indulgent cultures will tend to focus more on individual happiness and wellbeing.
- Leisure time is more important.



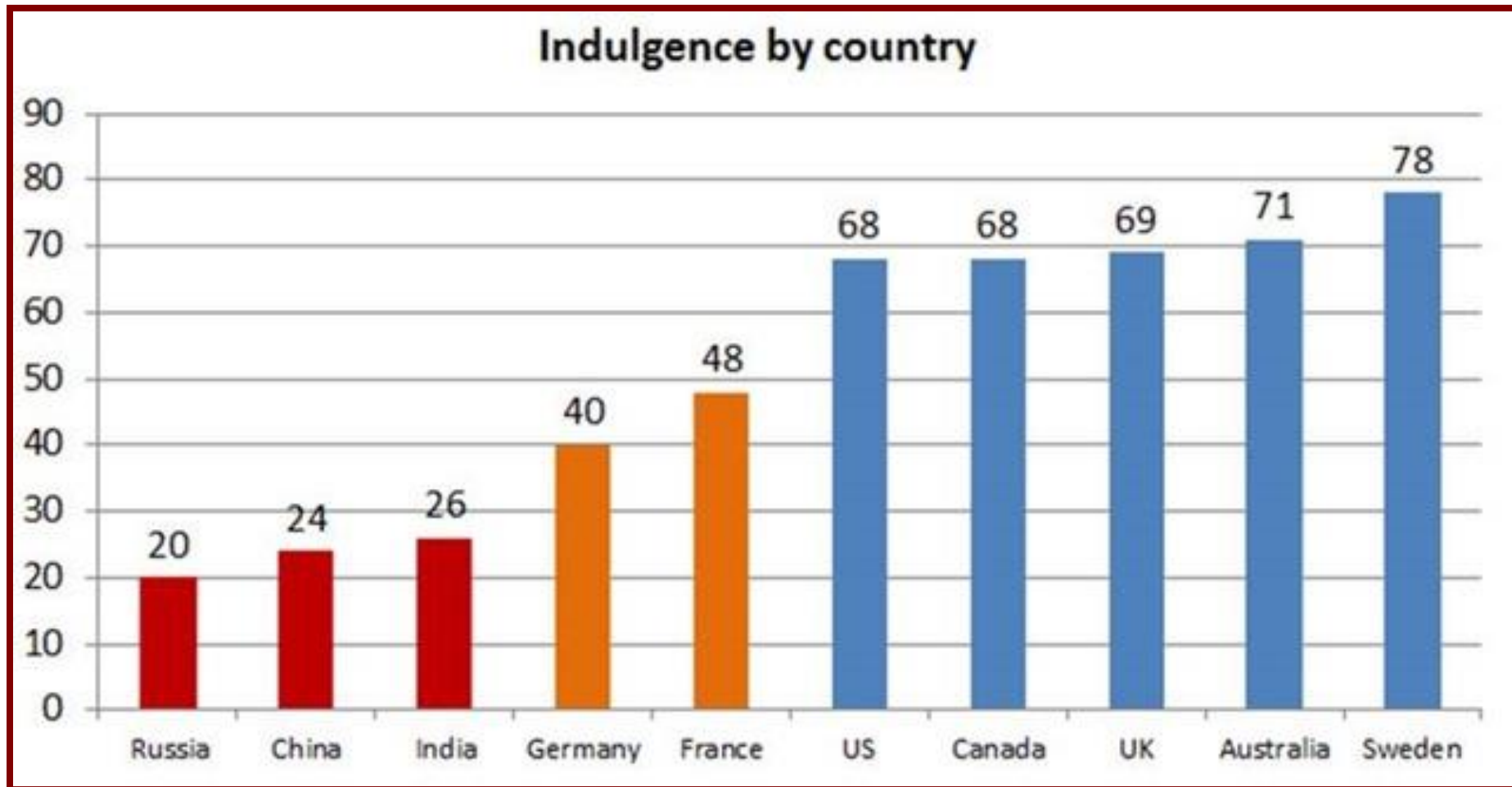
6. Indulgence Vs. Restraint

Restraint:

- Restraint "controls gratification of needs and regulates by means of strict social norms".
- In restrained cultures, positive emotions are less freely expressed, and happiness, freedom and leisure are not given the same importance.
- Restraint as a cultural value tends towards a perception of helplessness and that what happens in one's life is beyond his/her own control.



Examples



Group Activity: Country Comparison

1. Go to <https://www.hofstede-insights.com/country-comparison-tool>.
2. Type in the name of a **country of your choice** into the *Search* bar.
3. Read the explanation of the country's scores and their interpretation below the bar graph.
4. Write a short summary for each dimension.
5. Repeat the same for a second country of your choice.
6. Be prepared to answer the questions on the next slide.

Group Activity: Country Comparison

Questions:

1. What are your main findings?
2. Do you agree with the findings?
3. How might the dimensions influence communication across these cultures?
4. What are the strengths and weaknesses of Hofstede's model?

Hofstede Criticism

- Nations are not the best units for studying cultures; counterargument: in a large global corporation, employees perceive their nation-states as the frame of reference or identity
- Hofstede's survey data are based on a small sample: 117,000 questionnaires from 40 countries (1968-1969 and 1970-1973), for only 6 countries the number of respondents exceeded 1,000, while for 15 countries the numbers were fewer than 200
- Hofstede's survey data are old and outdated, cultures do not stand still; Hofstede's response (2002): the dimensions have centuries-old roots, recent replications show no changes, and the dimensions have been validated against other measures
- Hofstede's data are drawn from subsidiaries of only one company; Hofstede's response (2002): using the IBM data provides unusually well-matched samples from a large number of countries

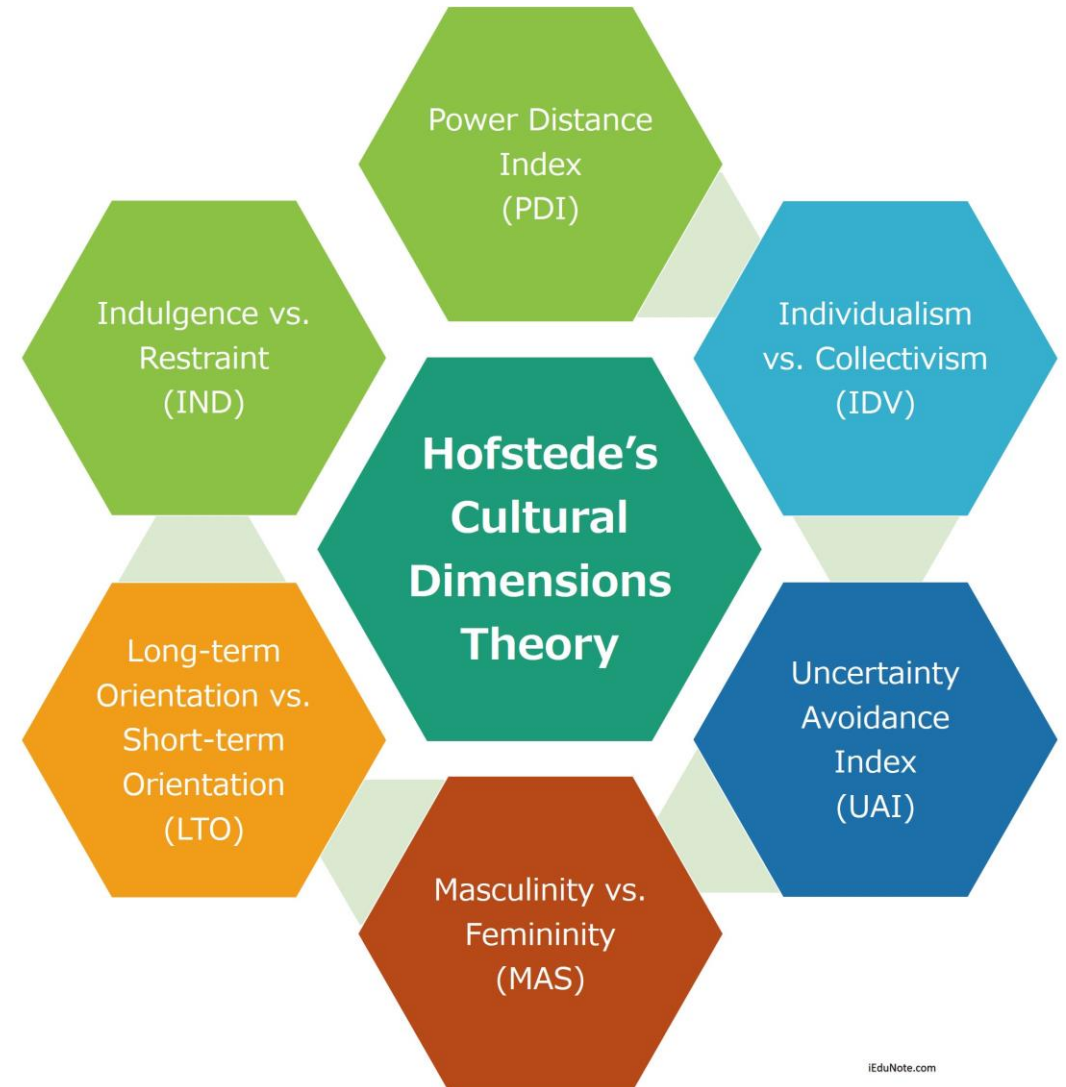
Hofstede's Reply

“I provided a skeleton for the countries to be studied, and you provide the flesh. The skeleton I proposed is a worldwide structure in cultural differences amongst countries.”

(Hofstede, 1999, p.39)

Recap

- German – Lesson 2
- Hofstede's 6 Cultural Dimensions



Assignment Alert!

- Assignment 2: 1,000-word report

LEVEL 5 ASSESSMENT SPECIFICATION

APPENDIX GA36b

Student name:		Student ID number:	
Programme:	BA International Hotel Management		
Module:	Foreign Languages & Cultural Awareness		
Module code:	BMIH5003	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Giulia Chifari, Antoinette Milne	Internal Verifier:	Lola Villard-Coles
Assignment Title:	Intercultural Competence Report	Word count (or equivalent):	1,000
Submission deadline:	7 th June 2024 by 23:59PM (Drafts: 31 st May 2024 by 5pm)	Return date of provisional marks & written feedback:	5 th July 2024 by 23:59PM
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Module Learning Outcomes (from module syllabus)			
To comprehend and gain an understanding of different international customs and culture in order to enhance the guest service experience. Critically understand international consumer behaviour to enhance guest service delivery, through gaining a knowledge of global customs and culture.			



TASK DESCRIPTION

You have been appointed as General Manager at the fictional 5-star **Multicultural Hotel & Spa** in **London, England (Anglo Cluster)**.

The Multicultural hotel company's headquarters is in *the country of your choice from the GLOBE project list*.

Prior to starting your new role, you are visiting the chosen country's hotel branch to learn about the hotel chain's operations, brand standards etc.

As some hotel employees of the chosen hotel location will be joining the hotel team in London from July 2024, you have been asked by the General Manager to prepare a 1,000-word report upon your return.

Within your report, you must discuss the following topics:

- **Outline the key differences between England and the chosen country**

Consider culture, customs and other topics discussed in class.

- **Analyse and compare the two countries using the GLOBE Project's culture and leadership study**

Ensure to focus only on the *most relevant practices and values* for this scenario.

- **Critically discuss the challenges of intercultural leadership in the hospitality industry**

Provide concrete examples as to where you see potential areas of conflict in managing a intercultural team by making links to the given scenario.

Additional Assignment Guidance

- Use a report format (1,000 words). Third-person writing only. The following report structure is recommended:
- **Executive Summary**
- **Content Table**
- **Introduction**
- **Main Body** (culture overview, GLOBE Project/country analysis, and then additional content which can be supported by illustrations, tables and graphs to support the written text)
- **Conclusion**
- **Recommendations** (bullet-points)
- **References** (minimum of 10 references)

The access link to the GLOBE Project's website can be found in the above reading list or accessed via Moodle. The GLOBE Project is part of the taught content.

The use of a culture study other than the GLOBE Project will result in a deduction of marks.

Students are expected to research their chosen country. The chosen country is to be discussed with the Module Tutor and confirmed as suitable for this assessment.

Assignment 2 - Let's get started!

- Start thinking about the **country** you wish to analyse in your report
- You may want to start identifying this **country's culture and customs**
- Check out the information relating to the **GLOBE Project** on Moodle



Any questions?

References

- Briscoe, D.R. and Schuler, R.S. (2004) *International Human Resource Management*. New York: Prentice Hall.
- Hofstede, G. (1984) National cultures and corporate cultures, in L. A. Samovar and R. E. Porter (eds) *Communication between Cultures*. Belmont, CA: Wadsworth. Torrington, D. (1994) *International Human Resource Management: think globally, act locally*. London: Prentice-Hall.
- The Employers Network for Equality & Inclusion (2015) What is Unconscious Bias? [video]. Available at: <https://www.youtube.com/watch?v=rbe5D3Yh43o> (Accessed: 30th August 2023).
- Torrington, D. (1994) *International Human Resource Management: think globally, act locally*. London: Prentice-Hall.