Week 6 –
High and Low Context Cultures

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- If a submission is deemed suspicious, the student will be invited to a Viva prior to an investigation by the Academic Office (AO)
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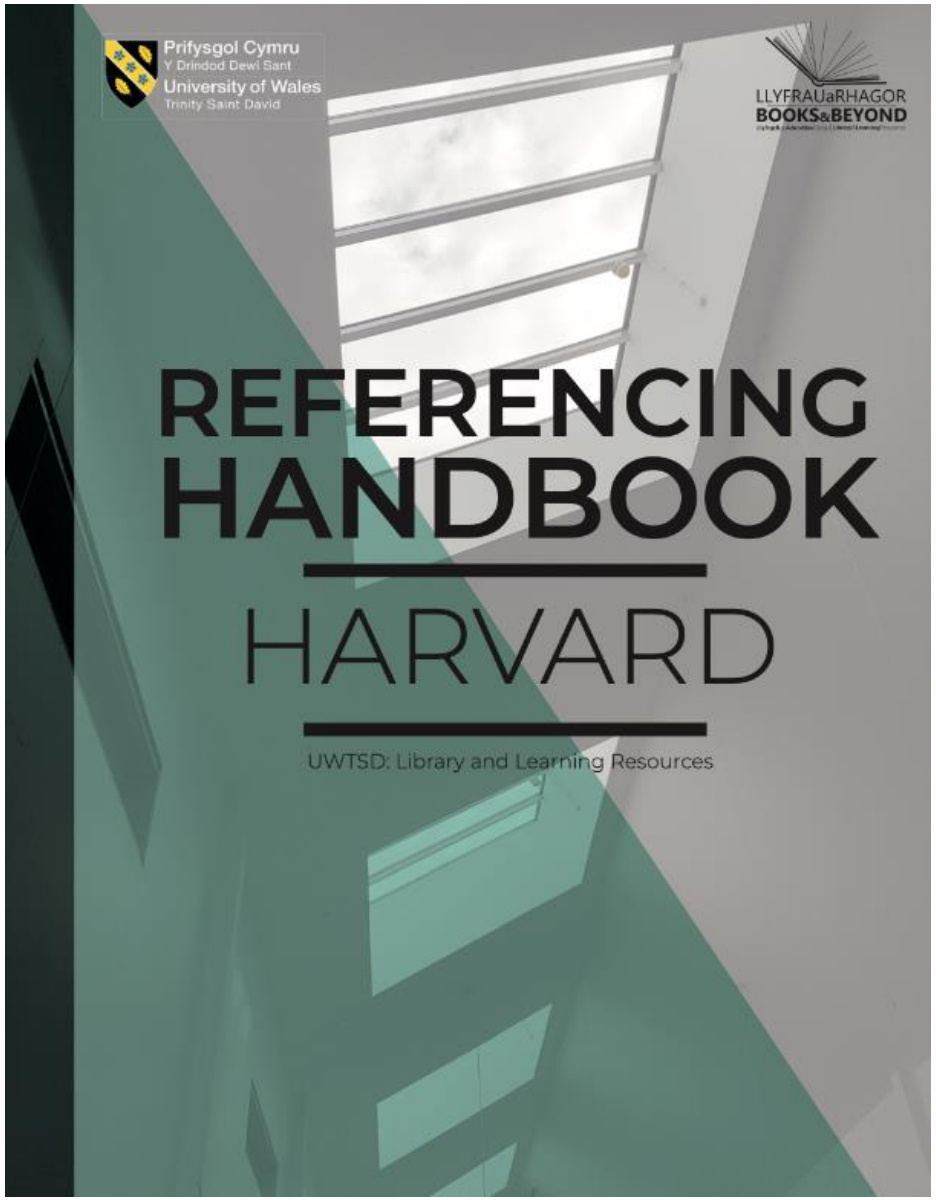
Referencing

- The latest version is available on Moodle and the Online Library
- Please refresh your knowledge from the Business Skills module



Credible Sources

- IoH Library
- UWTSD Online Library
- Databases, e.g. NewsBank, MarketLine etc.
- Leganto Reading Lists
- Google Scholar and Google Books
- Academic books and journals

➡ Peer-reviewed

Reminder: Dos & Don’ts

Do

- Credible newspapers

e.g. The Financial Times

- Credible websites

e.g. Forbes, VisitBritain

- Credible magazines

e.g. The Caterer

Don’t

- Wikipedia
- Tabloids

e.g. The Sun, The Daily Mirror

- “dodgy websites”

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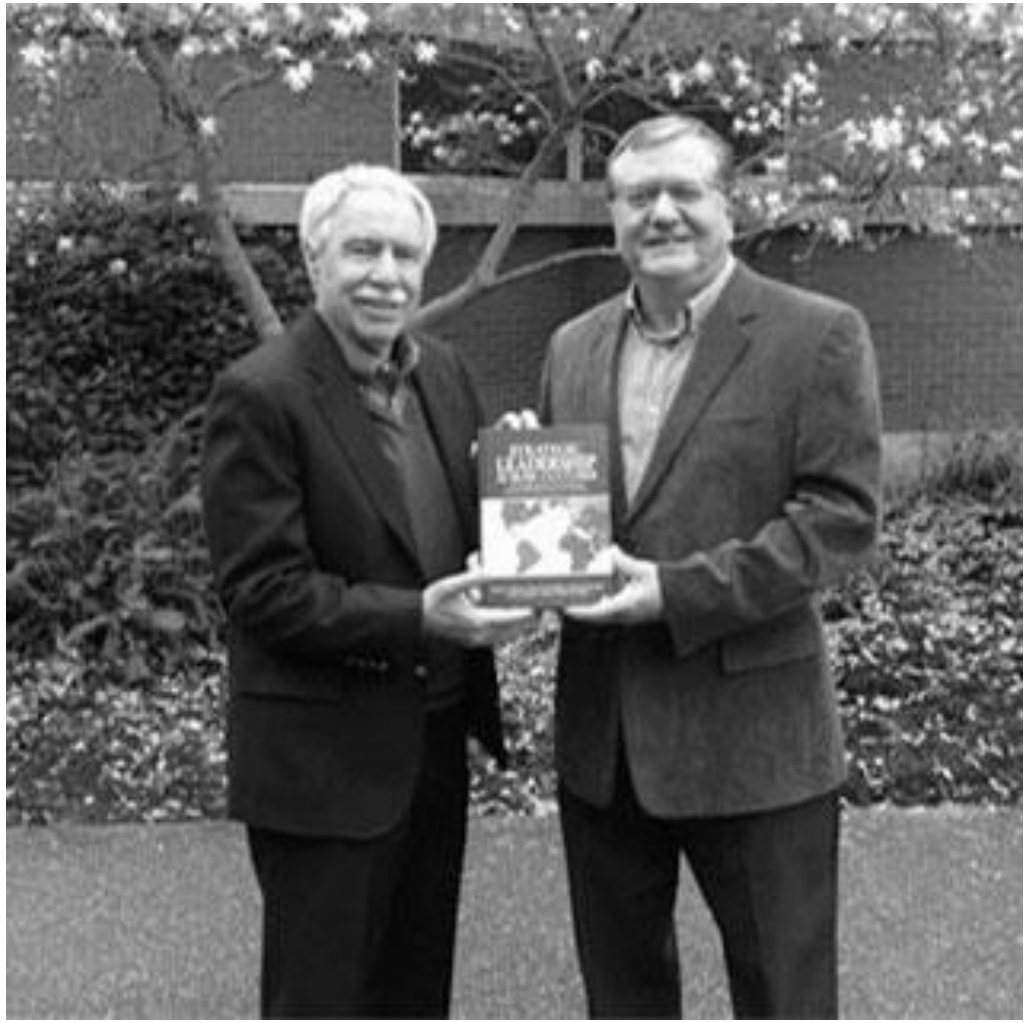
Foreign Languages & Cultural Awareness (BMIH5003)

Recap

- Cymraeg – Gwers 3
- Research by Robert J. House (2004)
- The GLOBE Project
- Self-Reflective Writing Exercise

House

- 9 Cultural Dimensions
- The GLOBE Project



The GLOBE Cultural Framework – 9 Dimensions

- **Uncertainty Avoidance**: extent to which a society, organisation, or group relies on social norms, rules, and procedures to alleviate unpredictability of future events
- **Power Distance**: extent to which the community accepts and endorses authority, power differences, and status privileges
- **Institutional Collectivism**: degree to which organisational and societal institutional practices encourage and reward collective distribution of resources and collective action
- **In-group Collectivism**: degree to which individuals express pride, loyalty, and cohesiveness in their organisations or families
- **Gender Egalitarianism**: degree to which a collective minimises gender inequality

The GLOBE Cultural Framework – 9 Dimensions (contd.)

- **Future Orientation**: extent to which individuals engage in future-oriented behaviours such as delaying gratification, planning, and investing in the future
- **Assertiveness**: degree to which individuals are assertive, confrontational and aggressive in their relationships
- **Performance Orientation**: degree to which a collective encourages and rewards group members for performance improvement and excellence
- **Humane Orientation**: degree to which a collective encourages and rewards individuals for being fair, altruistic, generous, caring and kind to others

Assignment 2

BA DEGREE ASSIGNMENT SPECIFICATION SCHOOL OF INTERNATIONAL HOTEL MANAGEMENT			
Student name:		**Student P number:**	
Programmes:	**BA International Hotel Management**		
Module:	**Cultural Awareness**	**Module Level (4, 5, 6):**	**5**
Module code:	**BMIH5003**	**Contribution to Overall Module Assessment (%):**	**25%**
Lecturer:	**Lisa Bassler, Giulia Chifari, Heidi Prosser**	**Internal Verifier:**	**Lola Villard-Coles**
Assignment Title:	**Intercultural Competence Report (1,000 words)**	**Assignment No:**	**2**
Hand Out Date: **Draft Submission:**	**25th September 2023** **2nd November 2023 by 5pm**	**Submission deadlines:** **Return date of provisional marks & written feedback:**	**10th November 2023 by 23:59pm** **By 8th December 2023**

TASK DESCRIPTION: INTERCULTURAL COMPETENCE REPORT

You are the Assistant General Manager at the Diversity Hotel & Spa in London (5-star UK-based hotel company). The hotel chain has recently expanded overseas and the General Manager is due a visit to the new hotel (**country of your choice**) to train the hotel personnel on the chain's operations, brand standards etc. prior to the hotel's grand opening.

In preparation for their trip, the General Manager has asked you to prepare a **report** on intercultural competence and leadership.

Begin by briefly outlining the **chosen country's culture and customs**.

Using the **GLOBE Project**'s culture and leadership study, provide a **country analysis on your chosen country** (focusing on the **most relevant practices and values** for this scenario).

Within your report, critically discuss why **cultural intelligence and sensitivity** is essential for hotel personnel within the business context.

Present a short list of **recommendations** to the General Manager.

Today's Agenda

- Cymraeg – Gwers 4
- Research on Communications/Edward T. Hall
- High vs Low Context Cultures
- Proxemics and Chronemics

- Bore da. Croeso i'r gwesty Marriott.
- Bore da. Mr Jones ydw i. Ga i 'stafell teuluol am wythnos os gwelwch yn dda?
- Wrth gwrs. Hoffech chi brecwast?
- Hoffwn.
- Dim problem.
- Diolch yn fawr.

Cofiwch??
Remember??

- Prynhawn da. Croeso i'r gwesty Hilton.
- Prynhawn da. Mrs Edwards ydw i. Ga i 'stafell dwbl am noson os gwelwch yn dda?
- Wrth gwrs. Hoffech chi brecwast? Beth am cinio *(dinner)?*
- Na, dim diolch.
- Dim problem. Hwyl am y tro.
- Diolch. Hwyl fawr.

- O ble rwyt ti'n dod yn wreiddiol? Oh bleh roit teen doad yn reith-ee-ol?
- *Where do you come from originally?*

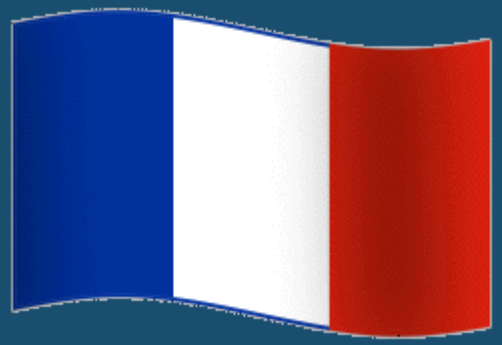
Dw i'n dod o	I come from	Do een doad o .....
Rydych chi'n dod o	You come from	
Mae e'n dod o	He comes from	
Mae hi'n dod o	She comes from	

We use 'ti' as the singular and informal form of 'you'.
We use 'chi' as the plural and formal form of 'you'.

Rwmania

Cymru

Gwlad Pŵyl



Ffrainc

Lloegr

Yr Almaen

- Ble rwyt ti'n byw?
- *Where do you live?*

Bleh roit teen bew?

- Dw i'n byw yn.....
- *I live in .....*

Do een bew un .....

Dw i'n byw yn Abertawe (Swansea.)

- O ble rwyt ti'n dod yn wreiddiol?
- Dw i'n dod o .....

Oh bleh roit teen doad yn reith-ee-ol?

Do een doad o .....

- Ble rwyt ti'n byw?
- Dw i'n byw yn .....

Bleh roit teen bew?

Do een bew un .....

Practise asking and answering these questions for 1 minute!

THE 3RD PERSON (SINGULAR) – TALKING ABOUT SOMEONE ELSE (HE / SHE / IT)

- You are already able to say some things in Welsh using the 1st Person (singular.) Da iawn!
- Today we are going to ramp it up a little by introducing the 3rd person – this is not difficult so please don't panic! You are all doing brilliantly and I am delighted with your progress. Ardderchog.

- O ble mae Anat yn dod?
- *From where does Anat come?*

Oh bleh my Anat yn doad?

- Mae hi’n dod o Rwmania
- *She comes from Romania*

My he’n doad oh Romania

- Ble mae Khaleda’n byw?
- *Where does Khaleda live?*

Bleh my Khaleda’n bew?

- Mae hi’n byw yn Loughborough
- *She lives in Loughborough*

My he’n bew yn Loughborough

- O ble mae Oladipupo’n dod? — Oh bleh my Oladipupo’n doad?
- *From where does Oladipupo come?*

- Mae e’n dod o Nigeria — My eh’n doad oh Nigeria
- *He comes from Nigeria*

- Ble mae Constantin yn byw? — Bleh my Constantin yn bew?
- *Where does Constantin live?*

- Mae e’n byw yn London — My eh’n byw yn London
- *He lives in London*

This ‘yn’ changes to ‘n after vowels.

- If I wanted to introduce more than one person, still using the 3rd person I would use the plural form.

- Dyma fy ffrindiau Sam a Shah. Maen nhw'n byw yn Leicester.
- *Here are my friends Sam and Shah. They live in Leicester.*

The plural form of friends.

This is what we use for the 3rd person plural 'they'.

- Mae Julian yn dod o Rwmania
- Mae Antonia’n byw yn Barnsley
- Mae Pellita’n dod o India
- Mae Traian yn byw yn Newark
- Mae Alina a Maria’n dod o Rwmania
- Mae Nasima’n byw yn London

Practise the 3rd person by saying these sentences.

Bore da! Lavinia ydw i. Dw i'n dod o Rwmania'n wreiddiol a nawr dw i'n byw yn London.
Dyma fy ffrind Andreea. Mae hi'n dod o Rwmania'n wreiddiol a nawr mae hi'n byw yn Doncaster.

Dyma fy ffrind …..
Here is my friend …..

Bore da! Dominik ydw i. Dw i'n dod o Hungary yn wreiddiol a nawr dw i'n byw yn Cheshire.
Dyma fy ffrind Abdul. Mae e'n dod o Bangladesh yn wreiddiol a nawr mae e'n byw yn Birmingham.

yn wreiddiol – originally
a nawr – and now

- Dyma — dumber
- *Here is*

- Fy ffrind — vy frind
- *My friend*

- Fy ffrindiau — vy frind-ee-aye
- *My friends*

- Maen nhw'n — mine noon
- *They are / do*

Your task is to write a paragraph saying where you are from and where you live now and then using the 3rd person give the same information for a friend.

10 minutes!

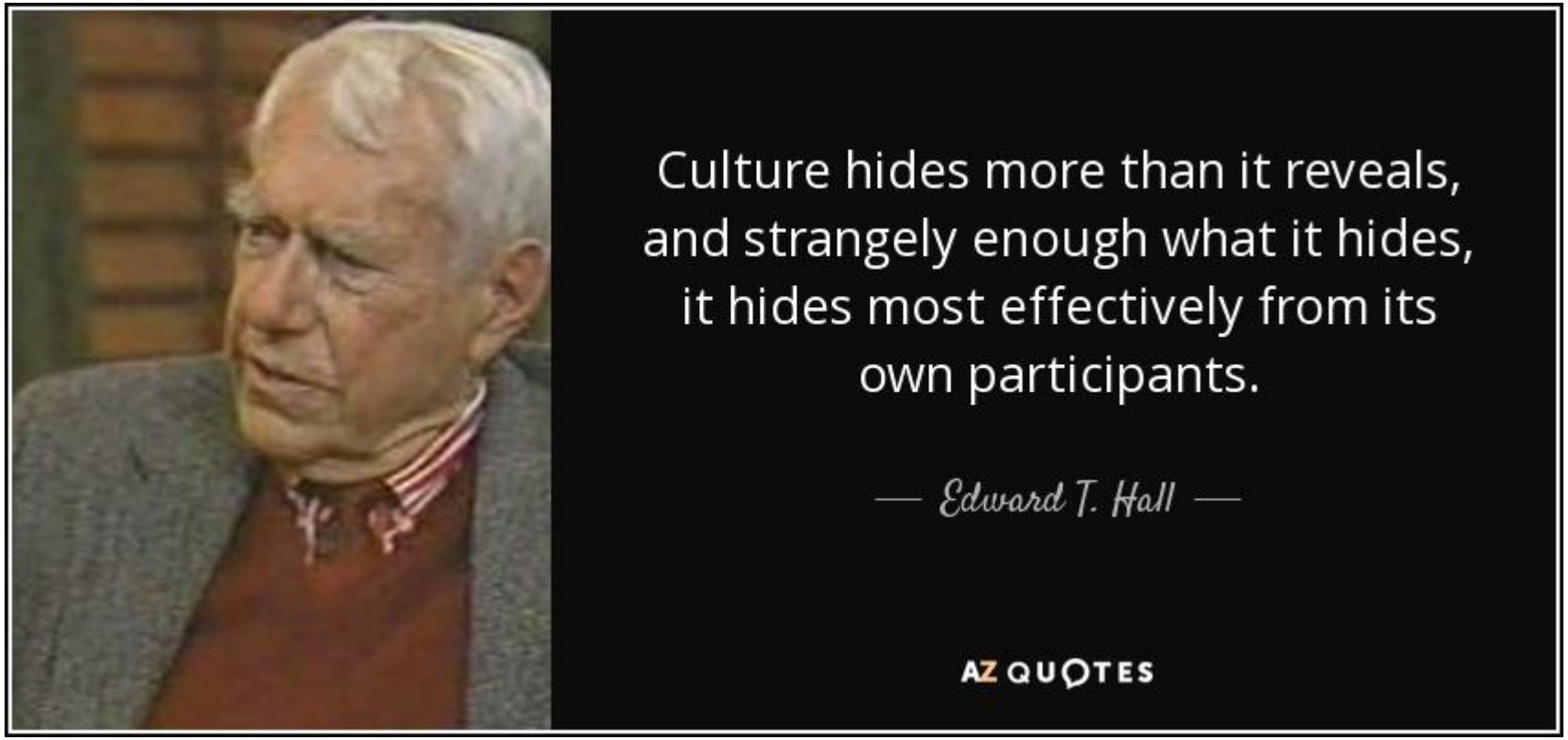
RHIFAU / NUMBERS (1 to 10)

UN	1	CHWECH	6
DAU	2	SAITH	7
TRI	3	WYTH	8
PEDWAR	4	NAW	9
PUMP	5	DEG	10

RHIFAU (11 i 20)

UN DEG UN	11	UN DEG CHWECH	16
UN DEG DAU	12	UN DEG SAITH	17
UN DEG TRI	13	UN DEG WYTH	18
UN DEG PEDWAR	14	UN DEG NAW	19
UN DEG PUMP	15	DAU DDEG	20

Edward T. Hall



- Research on Communications
- Proxemics/Chronemics
- High/Low Context Cultures

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

Edward T. Hall

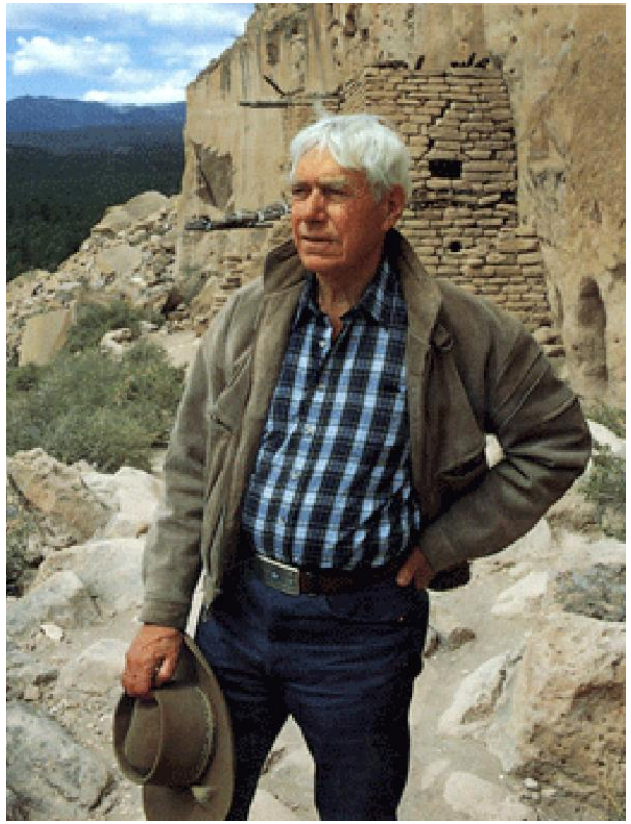
- American anthropologist and pioneer in the field of culture

- Developed concept of:

  - Proxemics

  - Chronemics (Polychronic and Monochronic Time)

  - High and Low Context Culture



Low Context Ideas

- In a **low-context culture**, Hall argues, “Most of the information must be in the transmitted message in order to make up for what is missing in the context.”
- To members of a low-context culture, speakers in a high-context culture seem to talk around a subject and never get to the point.

High Context Ideas

- A **high-context culture** is a culture in which people rely heavily on nonverbal and implicit communication.

- Examples:

China

Japan

Korea

Brazil

Spain

Saudi Arabia

High and Low Context Cultures in Comparison

Low-Context	High-Context
Information and meaning are explicitly stated in the message	Individual “internalizes” meaning and information, so that less is explicitly stated
Values Individualism	Values Group Sense
Values direct verbal interaction and is less able to read nonverbal expressions	Values indirect verbal interaction and is more able to read nonverbal expressions

High and Low Context Cultures in Comparison

Low-Context	High-Context
Tends to use “logic” to present ideas	Tends to use more “feeling” in expressions
Tends to emphasize highly structured messages, give details, and place great stress on words	Tends to give simple, ambiguous, noncontexting messages (reading between the lines)
Emphasizes linear logic	Emphasizes spiral logic

Examples

Low **Medium** **High**

Scandinavia	USA	Greece	African Countries
Germany		France	Asian Countries
New Zealand		Italy	India
Ireland		Spain	Latin America
		Middle East	

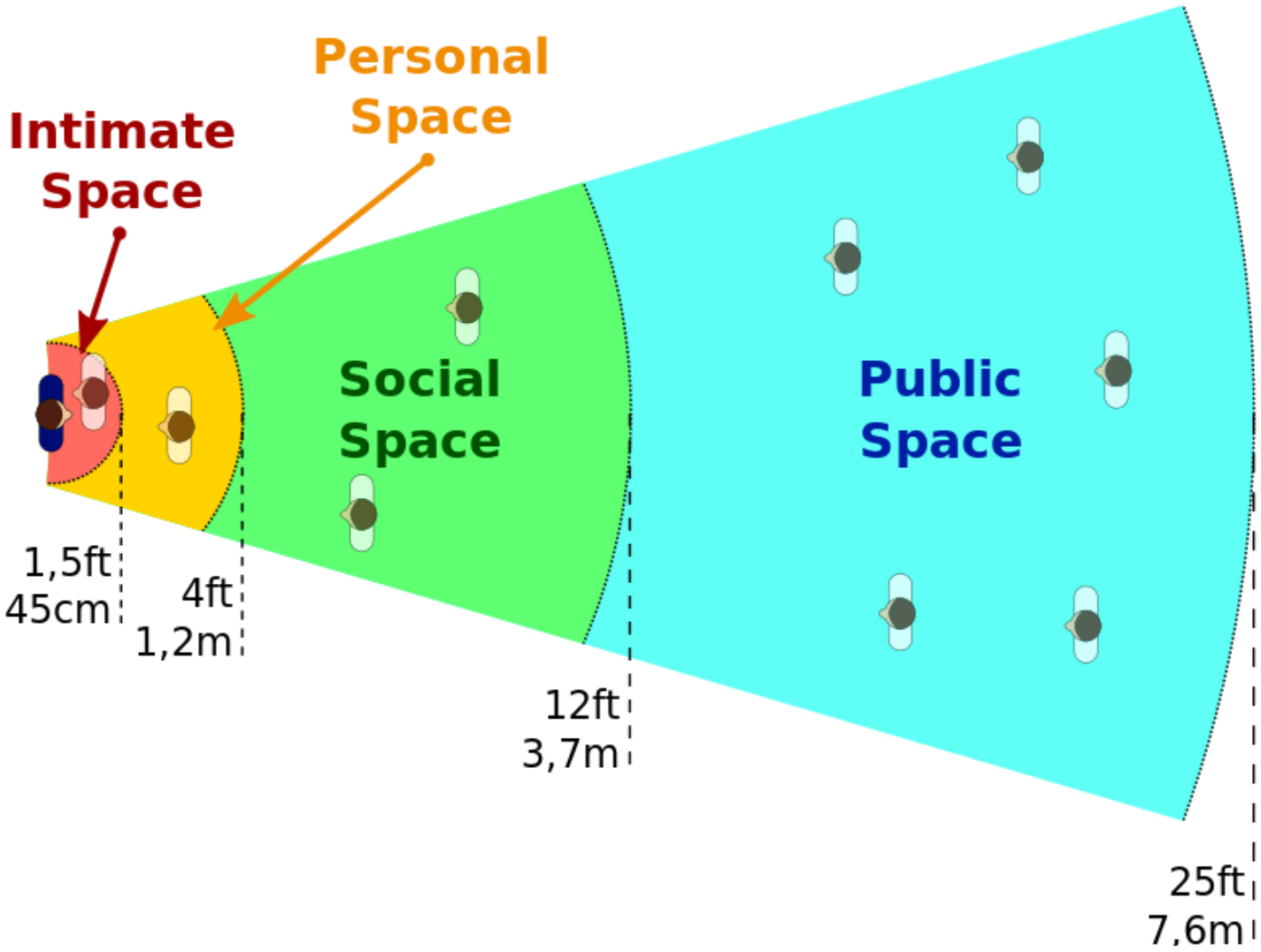
Men **Women**

Proxemics (Space)

- **Proxemics** is the study of place and space from the cultural vantage point.
- Type of non-verbal communication
- Study of how we communicate with the space around us
- Involves how we arrange personal space and what we arrange in it
- Is the use of space, either personal or office.
- In the West, people use one of four zones:
    - Intimate zone
    - Personal zone
    - Social zone
    - Public zone

Hall's Definition of Space

- **Intimate space**, the closest bubble of space surrounding a person
- **Social and consultative space**, spaces in which people feel comfortable conducting routine social interactions with acquaintances as well as strangers
- **Public space**, the area of space where people will perceive interactions as impersonal and relatively anonymous


Personal Space
Intimate Space
Social Space
Public Space
1,5ft
45cm
4ft
1,2m
12ft
3,7m
25ft
7,6m

Proxemics and Culture

- Of course, these codes depend on culture and history.
- In North American culture over the last hundred years, there has been both a decrease in the size of the intimate and personal space and an expansion in the social and personal space.
- In other words, in many cases people demand much more space between themselves and non-intimates while simultaneously requiring less distance between friends, family members, and other intimates.

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16215

Personal Space by Morris

- Three 'personal space' zones in Europe.
- **Elbow zone – Spain, France, Italy and Greece, people stand close enough to touch each other easily.**
- **Wrist zone – In East European countries such as Poland, Hungary and Romania, people stand a little more distant.**
- **Fingertip zone – In Britain, Netherlands, Belgium, Germany and the Scandinavian countries, people prefer to stand further away from each other, and they do not generally touch.**

Do you agree with Morris's view ?

Personal Space

- How do you organise, use and indicate your personal space?
- Think about representatives of different cultures and how they behave with regard to their personal space.
- Are there any differences within cultures?

Chronemics

- **Chronemics** is the study of how human beings communicate through their use of time (in non-verbal communication)
- We attempt to control time, trying to use it more effectively.
- Good timing is very crucial as staying within time limits is a mark of courtesy and professionalism.

Cultural Perspective on Behavioural Patterns with Schedules Introduction

- Schedules and time management are influenced by cultural perspectives.
- Different cultures exhibit unique behaviours and attitudes toward schedules.
- Understanding these cultural perspectives enhances intercultural communication and collaboration.

Monochronic Culture

Monochronic cultures value punctuality and adherence to schedules.

Time is perceived as linear and segmented into discrete units.

Examples: North America, Northern Europe, Germany, Switzerland.

How do we manage people from these cultures within a business setting?

Monochronic Culture – Business Context

How do we best manage people from monochronic cultures?

- Emphasise promptness and meeting deadlines.
- Value efficiency, organisation, and time management.
- Expect clear agendas and scheduled appointments.

Polychronic Culture

Polychronic cultures have a fluid approach to time and schedules.

Time is viewed as cyclical and flexible.

Examples: Latin America, Middle East, Africa.

How do we manage people from these cultures within a business setting?

Polychronic Culture – Business Context

How do we best manage people from polychronic cultures?

- Prioritise relationships and human interactions over strict adherence to schedules.
- Allow flexibility in time commitments.

Case Study: Spain

Facts

- Spanish culture has a more relaxed attitude toward time and schedules.
- "Spain Time" or "**Hora Española**" refers to a flexible sense of time, where events may start later than the scheduled time.
- **Siesta** is a common practice where businesses and shops close for a few hours in the afternoon (typically from 2 pm to 5 pm).
- The evening work schedule is often extended, with dinner and socialising taking place late in the evening.

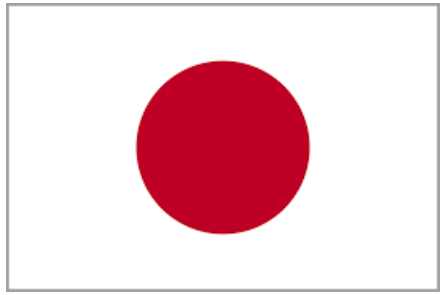
Case Study: Spain

Importance of Relationships and Work

- Spaniards prioritise building and maintaining strong relationships.
- Meetings and conversations may extend beyond the scheduled time as relationships and social interactions are valued.
- Personal connections and trust play a significant role in business and professional settings.
- Spaniards often exhibit flexibility and adaptability in their work schedules.
- Balancing work and personal life is important, and adjustments may be made to accommodate family commitments and social events.
- Working long hours is not necessarily equated with higher productivity or success.

Case Study: Japan

Importance of Relationships and Work



- Japanese culture is known for its high regard for punctuality and strict adherence to schedules.
- Arriving on time is expected, and tardiness is considered disrespectful.
- Being on time demonstrates respect for others' time and commitment to responsibilities
- The efficiency and punctuality of Japan's public transportation system, particularly trains, reflect the cultural value placed on schedules.
- Trains in Japan are known for their exceptional reliability, adhering to precise departure and arrival times.

Case Study: Middle East

Importance of Relationships and Work

- Middle Eastern cultures often exhibit a flexible approach to time and schedules, placing more importance on social interactions and relationships.
- Implications for **Intercultural Communication**
- Awareness of cultural perspectives on schedules helps navigate intercultural communication effectively.
- Flexibility, patience, and understanding are essential when working with individuals from different cultural backgrounds due to their beliefs and religion.

Next Week

- Cymraeg – Gwers 5
- Unconscious Bias
- Diversity, Equality and Inclusion
- Managing Diverse Workforces

Any questions?