

Week 8 – Challenging Unconscious Bias & Module Summary

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Foreign Languages & Cultural Awareness (BMIH5003)

Recap

- German – Lesson 4
- Research on Communications/Edward T. Hall
- High vs Low Context Cultures
- Proxemics and Chronemics
- Cultures Within Cultures



Today's Agenda

- German – Lesson 5
- What Is Unconscious Bias?
- Diversity, Equity and Inclusion
- Managing Diverse Workforces
- Module Summary
- Culture Quiz 2.0
- Module Evaluation





Foreign Languages

German

Wohnen / To live

Wo wohnst du? / Where do you live?

Ich wohne ...

Du wohnst ...

Er/Sie wohnt ...

...in...

English: 'in'

Example: Ich wohne in Swansea. / I live in Swansea.



Übung / Exercise:

A: Hallo! Wie heißt du?

B: Hallo! Ich heiße [name]. Und du? Wie heißt du?

A: Ich heiße [name]. Woher kommst du?

B: Ich komme aus [country]. Und du?

A: Ich komme aus [country]. Wo wohnst du?

B: Ich wohne in [city]. Und du?

A: Ich wohne in [city]. Was bist du?

B: Ich bin Student(in). Und du?

A: Ich bin Lehrer(in).

B: Okay! Danke. Auf Wiedersehen!

A: Auf Wiedersehen!



Let's practise!

German	English
Willkommen in unserem Hotel!	Welcome to our hotel!
Entschuldigen Sie bitte.	I am sorry.
Bitte schön.	Here you are.
Bitte	Please
Gern geschehen!	You are welcome!
Dankeschön	Thank you
Danke	Thanks
Vielen Dank	Thank you very much
Gute Reise!	Have a pleasant journey!

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 [...].

LEKTION 4 (VIER)

SEIN = TO BE

Singular

I am → ich **bin**

you are → du **bist**

he/she/it is → er/sie/es **ist**

Plural

we are → wir **sind**

you are → ihr **seid**

they are → sie **sind**

BERUFE (PROFESSIONS)

SEIN

Ich bin...

Du bist...

Er/Sie ist...

Wir sind....

Ihr seid...

Sie sind...



Student (m) / Studentin (f) /
Studenten (pl)



Rezeptionist (m) / Rezeptionistin (f)
/ Rezeptionisten (pl)



Kellner (m) / Kellnerin (f) /
Kellner (pl)



Reinigungskraft (f) /
Reinigungskräfte (pl)

GESCHLECHTER - GENDERS

SEIN

Ich bin...

Du bist...

Er/Sie ist...

ein (m/n)

eine (f)

(Both mean: 'a/an')



Frau (f) / Frauen (pl)



Mann (m) / Männer (pl)

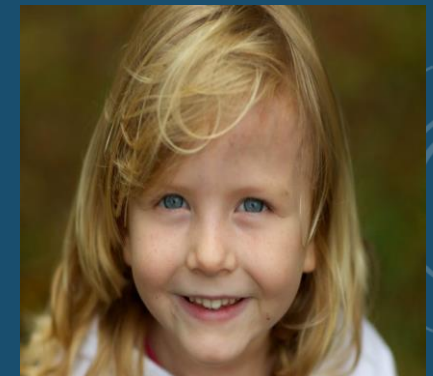
Wir sind...

Ihr seid...

Sie sind...



Junge (m) /
Jungs (pl)



Mädchen (n) /
Mädchen (pl)

NATIONALITÄT - NATIONALITY

- Was bist du?

SEIN

Ich bin...

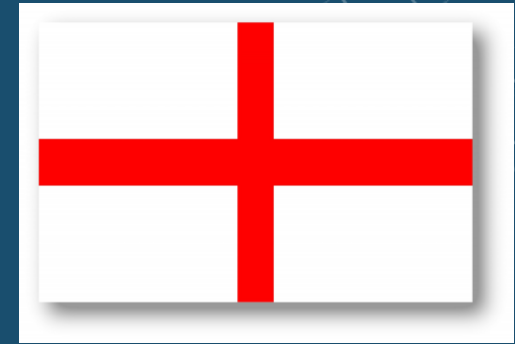
Du bist...

Er ist...

Sie ist...



Rumäne / Rumänin



Engländer / Engländerin



Bulgare/ Bulgarin



Deutscher / Deutsche

RELIGIONEN - RELIGIONS

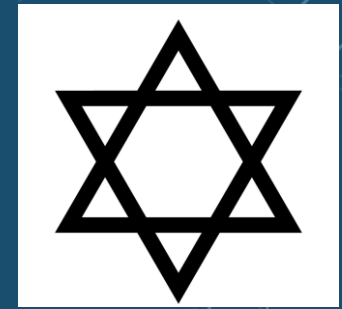
- Was ist deine Religion? /
What is your religion?

SEIN

Ich bin...
Du bist...
Er ist...
Sie ist...



Atheist



Jüdisch



Katholisch /
Evangelisch



Moslem



Buddhist



Orthodox

ZAHLEN / NUMBERS (1 to 10)



Eins	1	Sechs	6
Zwei	2	Sieben	7
Drei	3	Acht	8
Vier	4	Neun	9
Fünf	5	Zehn	10

ZAHLEN / NUMBERS (11 to 20)



Elf	11	Sechzehn	16
Zwölf	12	Siebzehn	17
Dreizehn	13	Achtzehn	18
Vierzehn	14	Neunzehn	19
Fünfzehn	15	Zwanzig	20

Zahlen / Numbers (21 to 99)

1 eins (ighnss)	30 dreiig (DRIGH-sikh)
2 zwei (tsvigh)	40 vierzig (FEER-tsikh)
3 drei (drigh)	50 fnfzig (FUUNF-tsikh)
4 vier (feer)	60 sechzig (ZEKH-tsikh)
5 fnf (fuunf)	70 siebzig (ZEEP-tsikh)
6 sechs (zekhs)	80 achtzig (AHKH-tsikh)
7 sieben (ZEE-ben)	90 neunzig (NOYN-tsikh)
8 acht (ahkht)	...
9 neun (noyn)	100 (ein)hundert ([ighn]-HOON-dert)
10 zehn (tsayn)	200 zweihundert (TSVIGH-hoon-dert)
11 elf (elf)	300 dreihundert (DRIGH-hoon-dert)
12 zwlf (tsvoolf)	...
13 dreizehn (DRIGH-tsayn)	1000 (ein)tausend ([ighn]-TOW-zent)
14 vierzehn (FEER-tsayn)	2000 zweitausend (TSVIGH-tow-zent)
15 fnfzehn (FUUNF-tsayn)	...
16 sechzehn (ZEKH-tsayn)	1,000,000 eine Million (igh-nuh mill-YOHN)
17 siebzehn (ZEEP-tsayn)	1,000,000,000 eine Milliarde (igh-nuh mill-YAR-duh)
18 achtzehn (AHKH-tsayn)	1,000,000,000,000 eine Billion (igh-nuh bill-YOHN)
19 neunzehn (NOYN-tsayn)	
20 zwanzig (TSVAHN-tsikh)	
21 einundzwanzig (IGHN-oont-tsvahn-tsikh)	
22 zweiundzwanzig (TSVIGH-oont-tsvahn-tsikh)	
23 dreiundzwanzig (DRIGH-oont-tsvahn-tsikh)	

Just the last number (*ones*) + first number (*tens*)

Examples:

- 24 = 4 + 20 -> Vier-und-zwanzig
- 37 = 7 + 30 -> Sieben-und-dreiig
- 42 = 2 + 40 -> Zwei-und-vierzig

Note: The number **sechzig** (60) drops the **s** in **sechs**. The number **siebzig** (70) drops the **en** in **sieben**. The number **dreiig** (30) is the only one of the tens that doesn't end with **-zig**.

ALTER - AGE

Vocabulary:

Age = das Alter (n)

Year = das Jahr (n), Jahre (pl)

- Wie alt bist du? / How old are you?

SEIN

Ich bin...

Du bist...

Er ist...

Sie ist...

_____ Jahre alt.

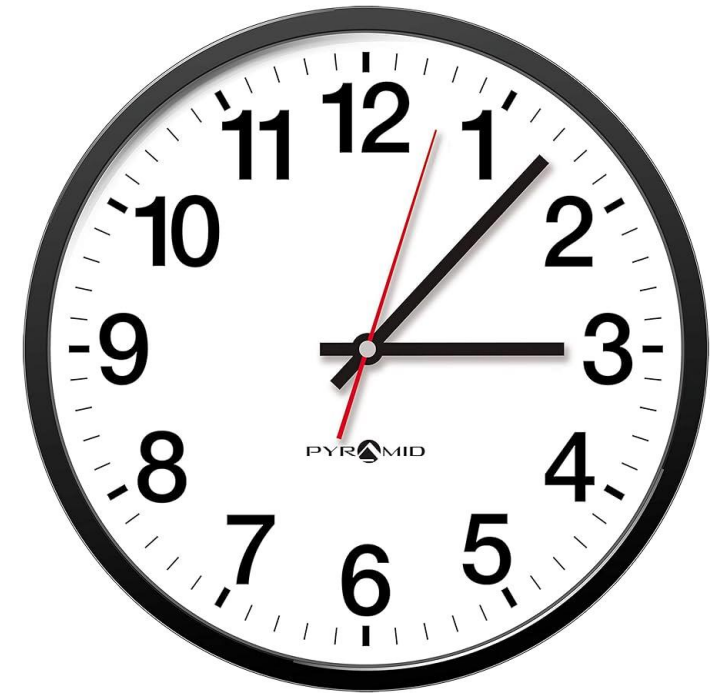
Example:

Ich bin achtzehn Jahre alt. / I am eighteen years old.

Uhrzeit / Time of Day

A: Wie spät ist es? / What time is it?

B: Es ist ____ Uhr. ? / It is ____ o'clock.



A: Wann ist Check-out? / When is check-out?

B: Check-out ist um **elf** Uhr. / Check-out is at **eleven** o'clock.

Feminine, Masculine and Neutral

Definite Article:

Masculine	Feminine	Neutral
Der	Die	Das

Plural
Die

➡ English: THE

Indefinite Article:

Masculine	Feminine	Neutral
Ein	Eine	Ein

➡ English: A/AN

English	German - Singular	German - Plural
hotel	das Hotel	die Hotels
restaurant	das Restaurant	die Restaurants
reception	die Rezeption	-
room	das Zimmer	die Zimmer
parking lot	der Parkplatz	die Parkplätze
swimming pool	das Schwimmbad	die Schwimmbäder

HABEN = TO HAVE

Singular

I have → ich **habe**

you have → du **hast**

he/she/it has → er/sie/es **hat**

Plural

we have → wir **haben**

you have → ihr **habt**

They have → sie **haben**

Wie viel(e)? / How much/many?

Examples:

A: Wie viele Zimmer hat das Hotel? / How many rooms does the hotel have?

B: Das Hotel hat dreißig Zimmer. / The hotel has 30 rooms.

A: Wie viele Parkplätze hat das Hotel? / How many parking spots does the hotel have?

B: Das Hotel hat zwanzig Parkplätze. / The hotel has 20 parking spots.

Wie viel(e)? / How much/many?

Vocabulary:

to cost = kosten

Euro = Euro (€)

breakfast = das Frühstück (n)

per night = pro Nacht

per person = pro Person

Examples:

A: Wie viel kostet das Zimmer? / How much is the room?

B: Das Zimmer kostet 60 Euro pro Nacht. / The room costs 60 euros per night.

A: Wie viel kostet das Frühstück? / How much is the breakfast?

B: Das Frühstück kostet 12 Euro pro Person. / The breakfast costs 12 euros per person.

Übersetze / Translate:

1. I am ten years old.
2. The hotel has twenty rooms.
3. I live in Cardiff.
4. The breakfast costs 12 euros per person.
5. The hotel has fourteen parking spots.
6. I come from Germany.

Frühstückszeiten / Breakfast Schedule

- Typical breakfast time in Germany:
6:00 AM to 8:00 AM (at home)
7:00 AM to 10:00 AM (hotel – weekdays)
7:30 AM to 11:00 AM (hotel – weekend)
- Do not be late for breakfast!



Frühstückszeiten:

Montag	7:00 - 10:00
Dienstag	7:00 - 10:00
Mittwoch	7:00 - 10:00
Donnerstag	7:00 - 10:00
Freitag	7:00 - 10:00
Samstag	7:30 - 11:00
Sonntag	7:30 - 11:00

Nach den Frühstückszeiten können Sie gerne so lange Sie möchten verweilen und weiterhin Kaffee und Tee genießen!

A: Um wie viel Uhr gibt es Frühstück? / At what time is breakfast?

B: Das Frühstück beginnt um *sieben* Uhr. / Breakfast starts at 7 o'clock.

A: Um wie viel Uhr öffnet das Restaurant? / At what time does the restaurant open?

B: Das Restaurant öffnet um *achtzehn* Uhr. / The restaurant opens at 6pm.

Zimmerreservierung / Room Reservation



A: Guten Morgen! Womit kann ich Ihnen behilflich sein? (How may I help you?)

B: Guten Morgen! Ich möchte gerne ein Hotelzimmer buchen. (I would like to book a hotel room)

A: Sehr gerne! Für wie viele Personen? (For how many people?)

B: Für zwei Personen. (For two people)

A: Ein oder zwei Zimmer? (One or two rooms?)

B: Ein Zimmer, bitte.

A: Das Zimmer kostet 80 Euro pro Nacht.

B: Alles klar! Vielen Dank.

Challenging Unconscious Bias

- What is Unconscious Bias?
- The 'Halo' Effect

Unconscious Bias



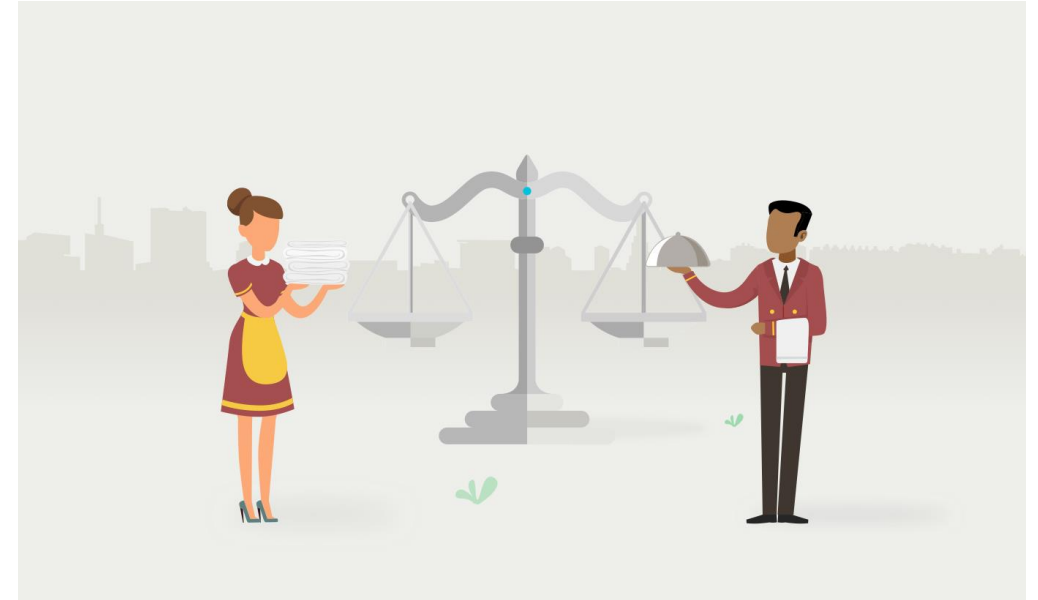
- refers to the automatic, unintentional, and often unconscious mental processes that influence our attitudes, judgements, and decisions towards certain individuals or groups.
- These biases are formed based on societal stereotypes, cultural norms, personal experiences, and other influences.
- **Unconscious bias** operates outside of our awareness, making it difficult to control or consciously override.
- Examples: Favouring individuals who are similar to us; making assumptions based on stereotypes; treating certain groups differently without conscious intent.

Understanding Unconscious Bias in Hospitality



Frequent Types of Unconscious Bias in Hospitality

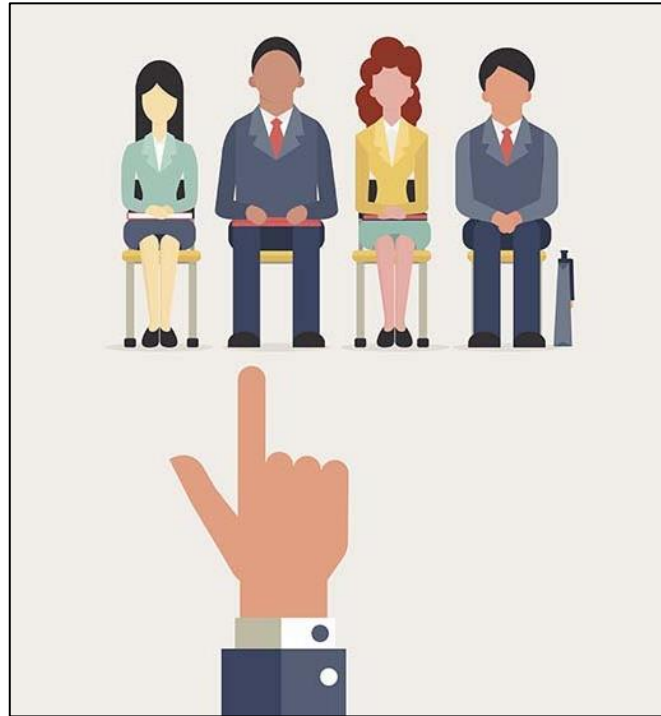
- Racial and gender unconscious bias
- Ageism
- Confirmation and Affinity bias
- the 'Halo' Effect



Racial and Gender Unconscious Bias

Racial:

- Racial bias is a personal and sometimes unreasoned judgment made solely on an individual's race.



Gender:

- Globally, women are underrepresented in corporations, and the share of women decreases with each step up the corporate hierarchy.

Ageism

Ageism refers to discrimination or the holding of prejudices against people based on their age. Usually, it insinuates discrimination against the elderly.



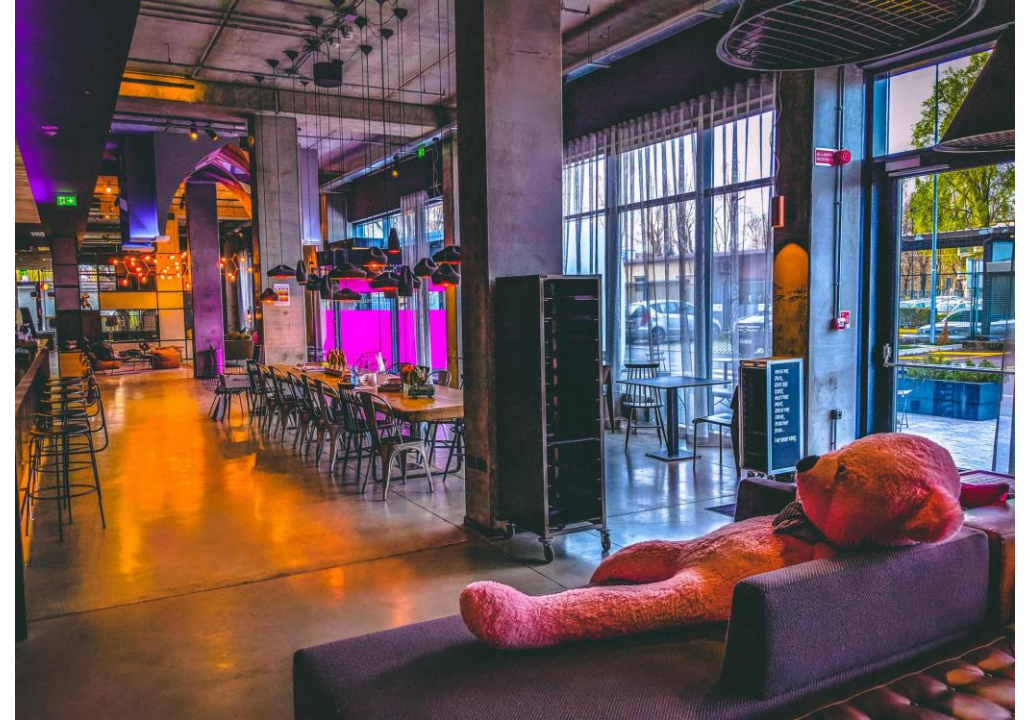
Examples:

- Losing or being refused a job because of your age
- Bullying, including comments like “dirty old man”
- Receiving lower quality service in a hotel or restaurant because of the organisation’s attitude to older people

Ageism can be particularly prevalent in the workplace, where it can affect everything from your financial security to your mental health.

Moxy Hotels

- Moxy is a playful, affordable, and stylish hotel brand designed to give guests “everything they want and nothing they don’t”.
- The brand specifically targets “fun hunters”, party people and Millennials/Gen Z.



Would you consider this as a form of ageism?

Confirmation Bias

- refers to the tendency to search for, interpret and recall information in a way that supports what we already believe.

Examples:

- **Social media**
- **Political news**
- **Religious faith**



Affinity Bias

Affinity Bias refers to a preference for people who are similar to or have the same qualities as ourselves.



Examples:

- **Hiring decisions** – A hiring manager might prefer a candidate who went to the same university they did, overlooking other qualified applicants.
- **Team assignments** – A project leader consistently assigns important tasks to team members who share the same cultural background or hobbies as them.

The 'Halo' Effect

- The **'Halo' effect** is possibly the easiest unconscious bias trap to fall into in hospitality because it appears to be a positive action.

Halo Effect is a cognitive bias and thought errors that occur from making an overall opinion of people, things, and situations just by knowing a single quality.

Impact of the Halo Effect

- ✗ Reduces logical reasoning
- ✗ Critical thinking is effected
- ✗ Biased judgments
- ✗ Faulty decision making



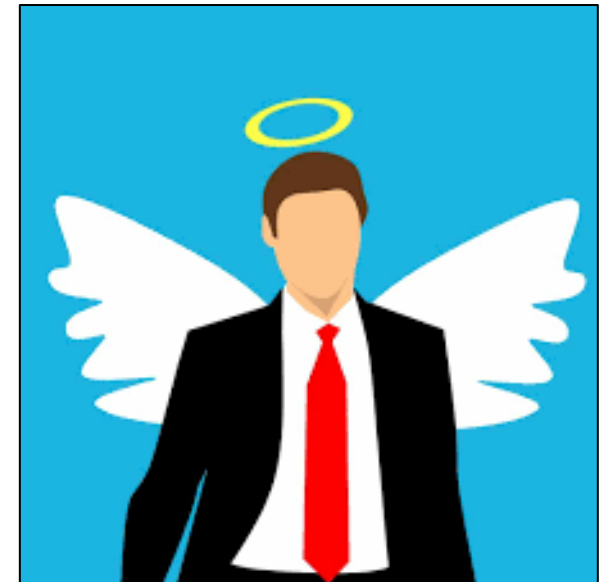
Reasons why it happens

- ✓ Tendency to validate first impressions
- ✓ Removes cognitive dissonance
- ✓ Reduces cognitive load
- ✓ Effective heuristic

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The 'Halo' Effect in Real Life: Examples

- The '**Halo**' effect influences how you think about others. It happens when you automatically make positive assumptions or judgments about people based on something positive you notice. In reality, you know little about them, but you subconsciously attach a "halo" to them anyway because you think they seem nice.
- A common example is **attractiveness**, and the tendency to assign positive qualities to an attractive person. For example, you might see a physically beautiful person and assume they are generous, smart, or trustworthy.



The 'Halo' Effect in the Workplace

- In the workplace, the **'Halo' effect** is our brain's misguided tendency to believe people skilled at one thing are equally skilled at unrelated things.
- The **'Halo' effect** can impact hiring, promotion, and performance evaluation in the workplace.
- For example, managers may be more likely to hire or promote employees who fit a particular image or personality type. This approach can lead to a workforce lacking diversity and not representative of the best talent available.

Ways To Avoid the Halo and Horn effect in Hiring

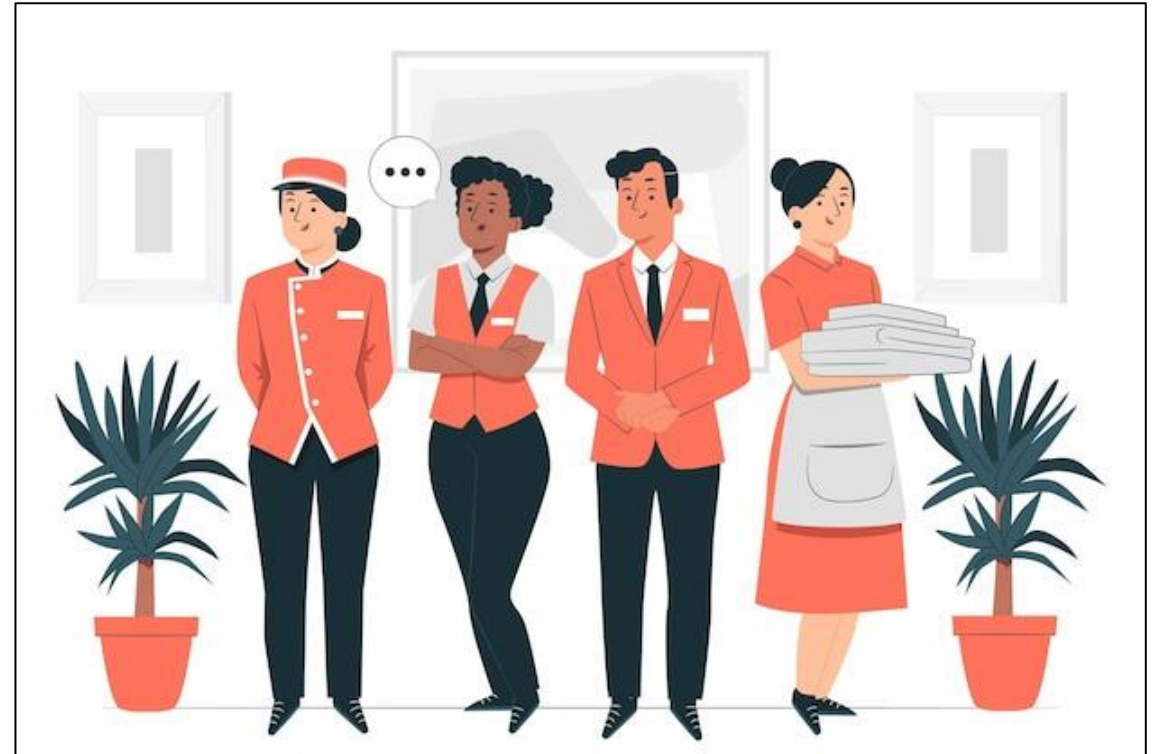


Managing Multicultural Teams

- Diversity, Equity and Inclusion
- Case Studies

Multinational Companies (MNCs)

- With the rise of MNCs, working in multi-cultural teams, that is teams which involve at least two individuals from at least two different cultures working interdependently, is increasingly common.
- It is important to understand something of each other's cultural traditions to avoid cultural misunderstandings.



Diversity

- **Diversity** refers to the presence of a wide range of distinct characteristics, backgrounds, and perspectives within a group or society. It encompasses differences in race, ethnicity, gender, age, religion, abilities, experiences, and more. Embracing diversity promotes understanding, inclusivity, and innovation.

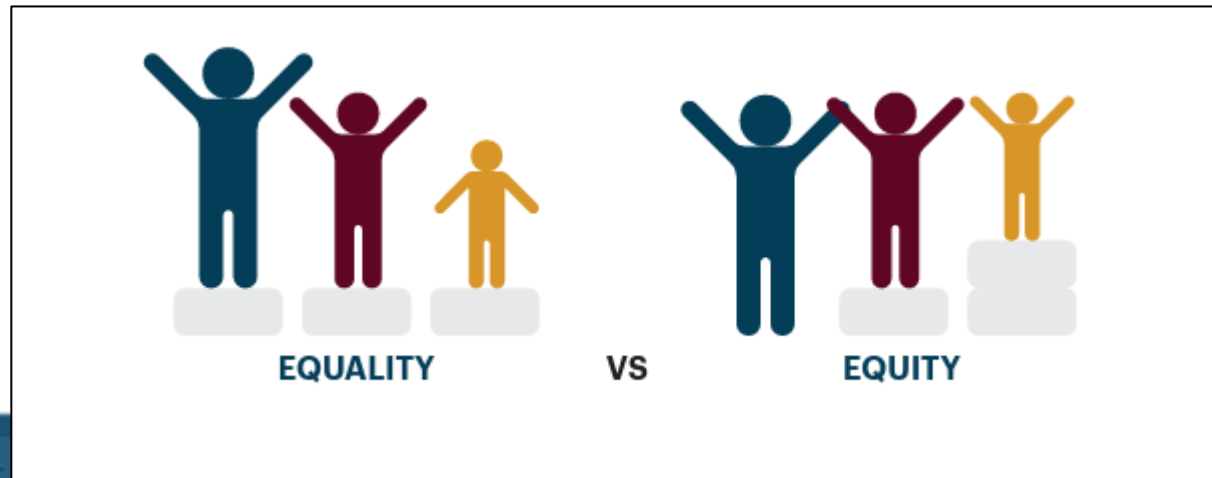
Examples:

- Ethnic Diversity
- Gender Diversity
- Religious Diversity
- etc.



Equity

- **Equity** refers to fairness and justice in the distribution of resources, opportunities, and privileges, taking into account the unique circumstances and needs of individuals or groups.
- It recognises that different individuals or groups may require different levels of support or accommodations to achieve a level playing field.
- Equity aims to address historical and systematic disadvantages and achieve 'equality of opportunity'.



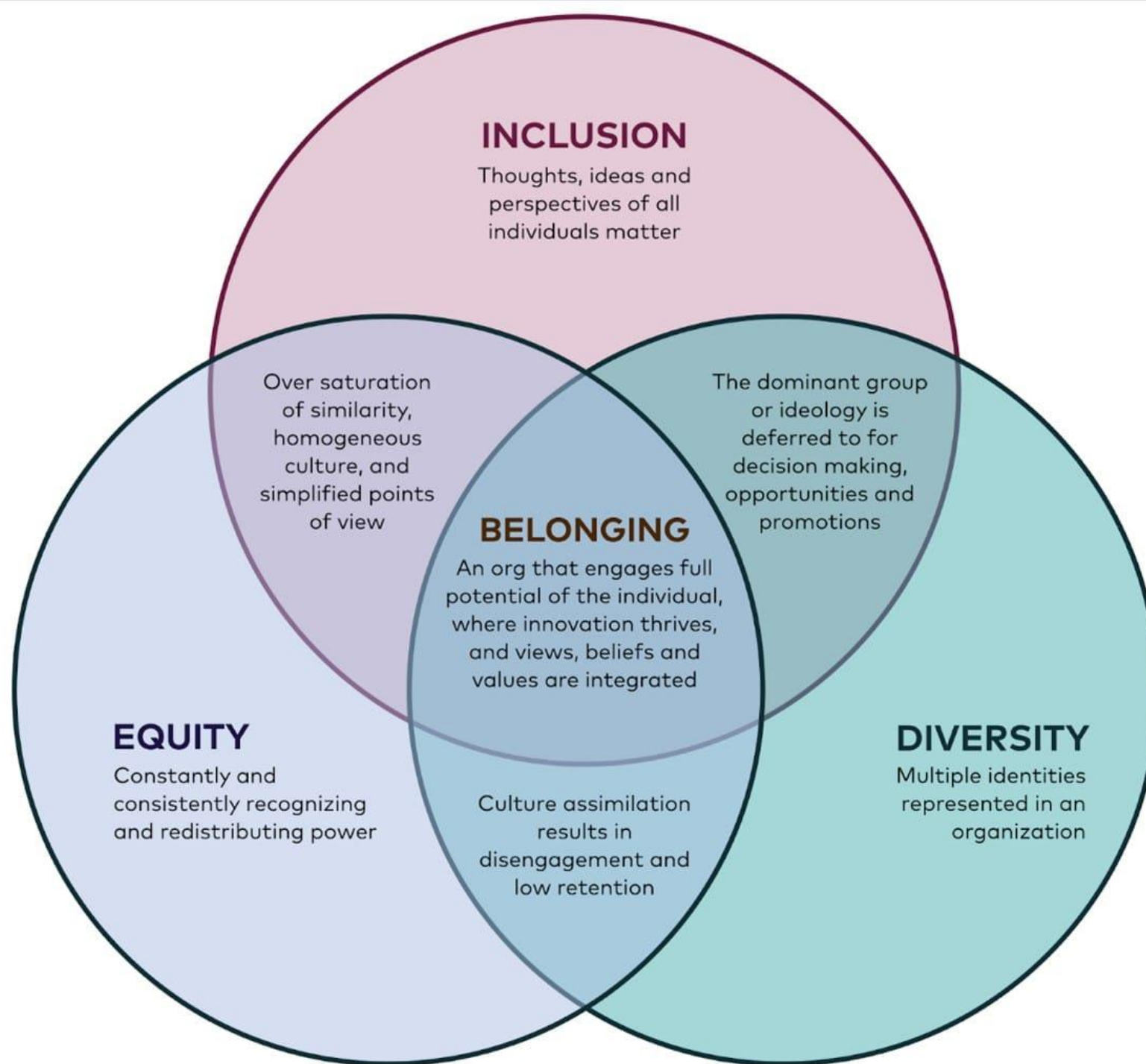
Inclusion

- **Inclusion** is the extent to which various team members, employees, and other people feel a sense of belonging and value with a given organisational setting.
- The act or practice of including and accommodating people who have historically been excluded (as because of their race, gender, sexuality, or ability).



Group Discussion

- Why are diversity and inclusion important in the workplace?
- What can companies do to promote diversity and inclusion?
 - Do you see your current workplace as inclusive? Why?



10 Inclusive employee benefits to create a more supportive workplace

- ☐ Floating holidays and unlimited PTO
- ☐ Leave for all parents
- ☐ Flexible scheduling
- ☐ Family building benefits
- ☐ Domestic partner benefits
- ☐ Gender-affirming benefits
- ☐ Caregiving benefits
- ☐ Wellness benefits
- ☐ Diverse healthcare providers
- ☐ Tuition assistance and financial education



Task: Multinational Hotel Companies (30 min.)

Task:

1. In your groups, select *one* of the following hotel companies:

Marriott International

Hilton Worldwide

Accor Group

2. Access your chosen hotel company's corporate website and research their diversity and inclusion policies/commitments.
3. Summarise your findings to present to the class.

Political Correctness: Words Have Power

Political correctness is a term used to refer to language that seems intended to give the least amount of offense, especially when describing groups identified by external markers such as race, gender, culture or sexual orientation.

There are two schools of thought on the subject:

One is that political correctness is actually essential.

Those who are most strongly opposed to so-called “political correctness” view it as **censorship** and a curtailment of **freedom of speech** that places limits on debates in the public arena. They contend that such language boundaries inevitably lead to self-censorship and restrictions on behaviour.

Political Correctness in the Workplace

- **Political correctness** has become a hot topic in recent years, and the workplace is no exception. With the rise of social media and the 24-hour news cycle, it's easy to see why some people are feeling more pressure to conform to certain standards of political correctness.
- However, it's important to remember that everyone has different opinions on what is considered politically correct. What may be offensive to one person may not be offensive to another. As such, it's important to tread carefully when discussing sensitive topics at work.

The “Gender Star” – *

- In Germany, the German language has long been criticised for not being inclusive.
- In recent years, liberals have been pushing towards a more inclusive language.
- A "Gender Star" is one possible way to combine male and female forms of a noun into one word.
- Critics say that the language is centuries-old hence should not be changed. Also, will there be more and more additions/signs to include every single person on the planet? Where does it end?

What do you think? Is this the way forward for other languages?



Top Tips for Dealing With Political Correctness at Work

- Be aware of your own biases and assumptions
- Make an effort to understand where others are coming from
- Be respectful of others' opinions, even if you don't agree with them
- Avoid making sweeping generalisations about groups of people
- Use inclusive language that everyone can feel comfortable with.

Module Summary

- Week 1 to Week 8 Content

Week 1

- Introduction to the Module

What is Culture?

a: the customary beliefs, social forms, and material traits of a racial, religious, or social group

b: the set of shared attitudes, values, goals, and practices that characterises an institution or organisation

c: the set of values, conventions, or social practices associated with a particular field, activity, or societal characteristic

d: the integrated pattern of human knowledge, belief, and behaviour that depends upon the capacity for learning and transmitting knowledge to succeeding generations

What is Culture?

- There is no single definition but general consensus that culture refers to a pattern of **values and beliefs which inform attitudes and behaviours** and which **distinguish one group from another** and **binds them together**
- These values and behaviours are passed on to new members of the group as the right way to see, think, feel and act in given circumstances, referred to by Torrington (1994) as 'learned frameworks'
- Culture is not static but evolves over time
- We draw on many sources for our cultural identity, including gender, occupation, social class, workplace, religion, ethnicity



Understanding Culture – Is Multi-Layered

- It isn't easy to reach the deeper levels of culture and its meanings!
- What you see on the surface may mask differences below the surface!

Understanding Culture – The Iceberg Theory

- In order to understand cultural differences better, view culture as an iceberg.
- Most of it is **invisible**, under the water.
- Only a small part can be seen.

Hall's Cultural Iceberg Model (1976)

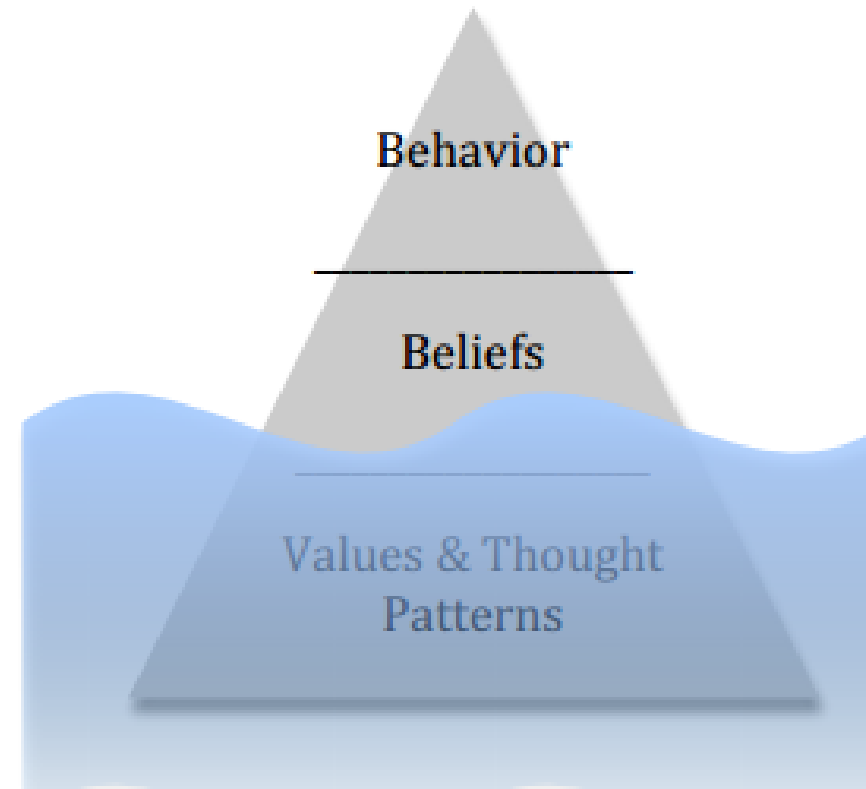
Internal

Implicitly Learned
Unconscious
Difficult to Change
Subjective Knowledge

versus

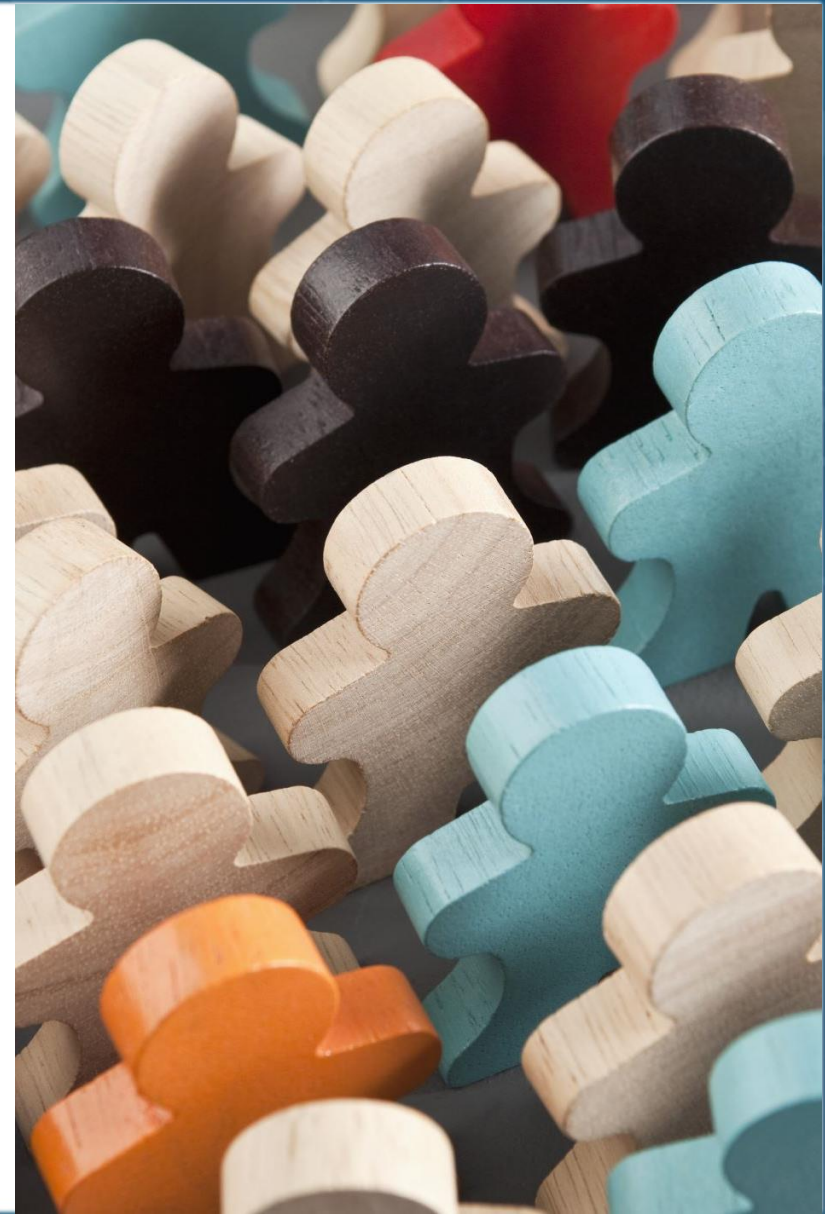
External

Explicitly Learned
Conscious
Easily Changed
Objective Knowledge



Why is Cultural Awareness Important?

- We acquire deeper self-knowledge when we are able to understand the basis for our own beliefs, actions, and responses toward others.
- We live in a world of different cultures that inform the beliefs and behaviours of others. Cultural awareness is the first step in working well with people from a variety of cultures.



Why do Hotel Managers and Staff Need to Understand Different Cultures?



- 1. Effective Communication:** Understanding cultural clusters helps hospitality professionals communicate effectively with guests from different cultural backgrounds.
- 2. Cultural Sensitivity:** Hospitality is about creating a welcoming and inclusive environment for **all** guests.
- 3. Personalised Service:** Different cultural clusters may have specific preferences, expectations, and needs when it comes to hospitality. By recognising these differences, hospitality professionals can offer personalised services tailored to each guest's cultural background.
- 4. Overcoming Barriers:** Cultural differences can sometimes create barriers in hospitality, such as language barriers or conflicting social norms. By understanding cultural clusters, hospitality professionals can proactively address these challenges, find common ground, and bridge gaps in communication or expectations.

Cultural Competence

- Being **culturally competent** means having the skillset necessary to communicate with people from diverse cultural backgrounds effectively.
- **Cultural competence** enables individuals to respect and appreciate the diversity of human experiences and work towards creating inclusive environments that support the needs of diverse populations. A culturally competent practitioner can bridge cultural gaps and reduce misunderstandings between cultures by being aware of, and sensitive to, cultural differences.



Learning the Language

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”

Nelson Mandela

- Speaking in someone's language signals an interest in local people and their culture
- Language cannot be separated from its cultural context, or the subtlety of meaning can be lost



Week 2

- Understanding Intercultural Communication and the Benefits of Bilingualism

Why Study Intercultural Communication?

- 6 imperatives based on work by Martin and Nakayama (2004) follow to address this issue:

- (1) technological imperative
- (2) demographic imperative
- (3) economic imperative
- (4) peace imperative
- (5) self – awareness imperative
- (6) ethical imperative

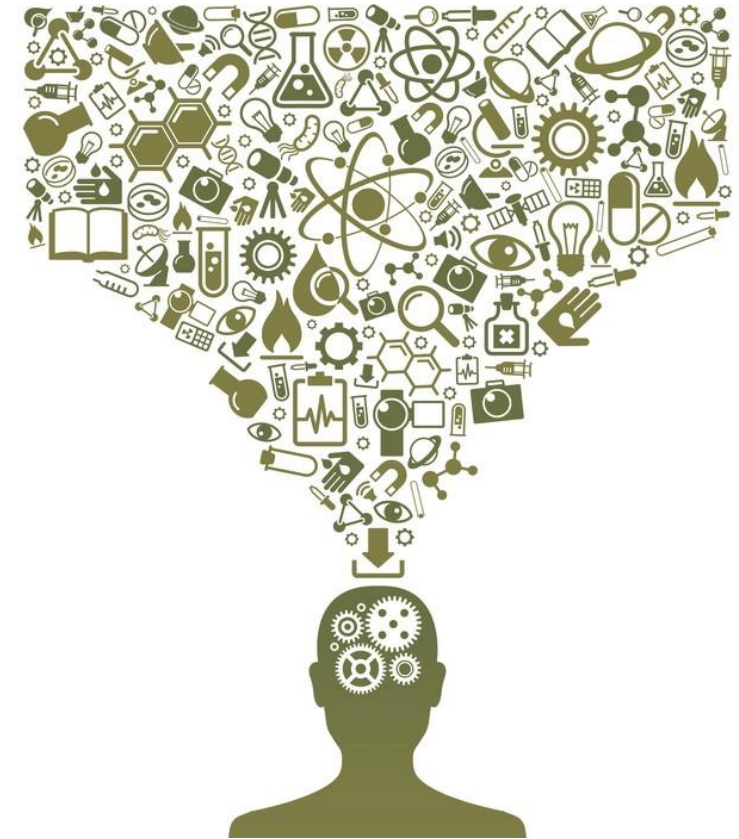
Challenges to Intercultural Communication



- A.** Ethnocentrism – the process of judging another culture using the standards of your own culture
- B.** Stereotyping – can be good or bad.
- C.** Anxiety and uncertainty – You may feel anxiety or uncertainty when you are introduced to people who speak, look, and act differently from you (Gudykunst and Kim, 1997).
- D.** Misinterpretation of nonverbal and verbal behaviours.

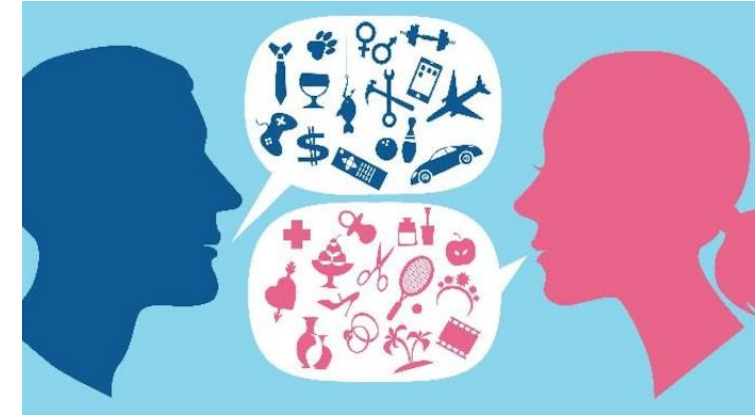
Choices for Intercultural Communication

- A. Know your biases and stereotypes.
- B. Tolerate the unknown.
- C. Practice cultural respect.
- D. Educate yourself.
- E. Be prepared for consequences.
- F. Relate to the individual, not the culture.
- G. Reevaluate and eliminate your prejudices.



Stereotypes

A **stereotype** is an oversimplified and widely held generalisation about a group of people.



Stereotypes are formed through social learning and reinforced by confirmation bias. Breaking the cycle requires conscious effort and education.

Example:

- Girls are better at languages while boys are better in math.

Negative Effects on Communication

Stereotypes are harmful as they impede communication in at least four ways:

- They cause us to assume that a widely held belief is true when it may not be
- Continued use of the stereotype reinforces the belief
- Stereotypes also impede communication when they cause us to assume that a widely held belief is true of any one individual
- The stereotype can become a “self-fulfilling prophecy” for the person stereotype

Week 3

- Regulators of Human Life

Theorists of Intercultural Communication

Neuroscientist – Antonio Damasio (2010)

- Our world, our environment is so complex and so varied on the planet that diverse social networks developed to regulate life so that we could survive.

Sir David Cannadine (2013)

- There are six main forms of regulators of human life:
**RELIGION, NATION, CLASS, GENDER, RACE AND
CIVILISATION**

Week 4

- Hofstede's Cultural Dimensions

Factors Affecting National Culture



Language



Religion



Education



Values

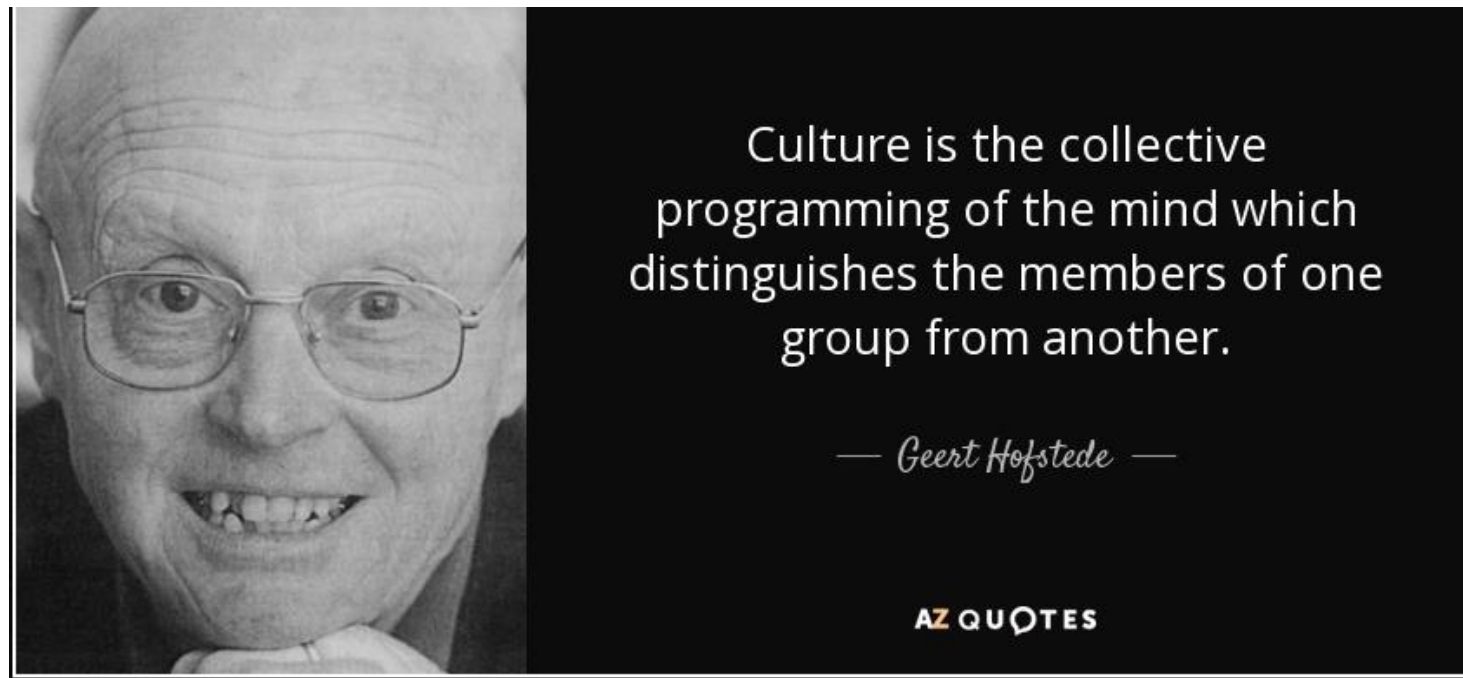


Political
System



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)



Hofstede

- Research on National Culture
 - 6 Cultural Dimensions

Four Aspects of National Culture – Hofstede's Original Model

1. Power Distance

- Attitudes to authority
- Distance between people in a hierarchy

2. Uncertainty Avoidance

- Degree of tolerance for uncertainty or instability

3. Individualism/Collectivism

- Independence and interdependence Loyalty towards oneself and a group

4. Masculinity/Femininity

- Importance of work goals vs. personal goals

The Fifth and Sixth Dimensions

5. Short-term vs. Long-term Orientation

- Attitudes towards long-term goals and future rewards
- NOT found in the data used to determine the original dimensions (Hofstede, 2001)
- Emerges from the Chinese Values Survey (1985) which contained a Confucian dynamism scale.

6. Indulgence vs. Restraint

- Degree of enjoyment without restraint

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)

Week 6

- The GLOBE Project

House

- 9 Cultural Dimensions
- The GLOBE Project



The GLOBE Project

- GLOBE stands for **Global Leadership and Organisational Behaviour Effectiveness**.

- GLOBE is an organisation dedicated to the international study of the relationships among societal culture, leadership and organisational practices.
- In the initial 2004 study, data was gathered from 17,000 mid-level managers in 62 countries.
- In the latest 2014 study, data was collected from over 100 CEOs and 5,000 senior executives in corporations in a variety of industries in 24 countries.
- This study demonstrated the considerable influence of culture on societal leadership expectations and the importance of matching CEO behaviours to expectations for leadership effectiveness. <https://globeproject.com/>

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

Relevance and Limitations of the GLOBE Project

- Builds on the work of Geert Hofstede.
- The findings of the GLOBE Project are based on a very large data set and show the importance of understanding cultural differences and how it relates to organisational performance.
- However, as the data is gathered from select groups in certain sectors it may not be generalisable to the whole of society and suffers from many of the limitations of survey-based data.
- Research does not provide a clear set of assumptions and propositions that can form a single theory about the way culture relates to leadership or influences the leadership process.

Relevance and Limitations of the GLOBE Project

- Labels and definitions of cultural dimensions and leadership behaviours are somewhat vague, difficult at times to interpret or fully comprehend the findings about culture and leadership.
- This study focuses on what people perceive to be leadership and ignores a large body of research that frames leadership in terms of what leaders do (e.g., transformational leadership, path-goal theory, skills approach).
- Researchers in the GLOBE study measured leadership with subscales that represented a very broad range of behaviours and as a result compromised the precision and validity of the leadership measures.
- The GLOBE studies tend to isolate a set of attributes that are characteristic of effective leaders without considering the influence of the situational effects (Northouse, 2007, p. 324-325).

Week 7

- High and Low Context Cultures
- Proxemics
- Chronemics

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

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

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.

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?**

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?**

Week 8

- Challenging Unconscious Bias

Recap Quiz: Culture 2.0 (10 min.)

Activity:

Complete the Culture Quiz on Moodle (Week 8)





personal

- Your personal background
- Knowledge of other cultures



study

- Research to develop knowledge and understanding



result

- Intercultural communication competence

Module Aims and Learning Outcomes

By the end of this module, you should be able to...

Foreign Languages

- Communicate effectively in both written and spoken language within the set of hospitality, business and professional context

Cultural Awareness

- Comprehend and gain an understanding of different international customs and culture in order to enhance the guest service experience

Activity: Module Evaluation Questionnaire

You have 10 Minutes to complete



Scan the QR or click on this link :
[Module Evaluation Questionnaire 23/24](#)

Here are the answers for Page 1 :

1. **Module Code** : BMIH5003
2. **Module Name** : Foreign Languages & Cultural Awareness
3. **Institute** : Institute of Management and Health
4. **Campus** : Swansea SA1

I hope you enjoyed this module
and keep
studying German!!



Vielen Dank und auf Wiedersehen!