

Week 7 – High and Low Context Cultures

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HOSPITALITY
AND
TOURISM
MANAGEMENT

*Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales*



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

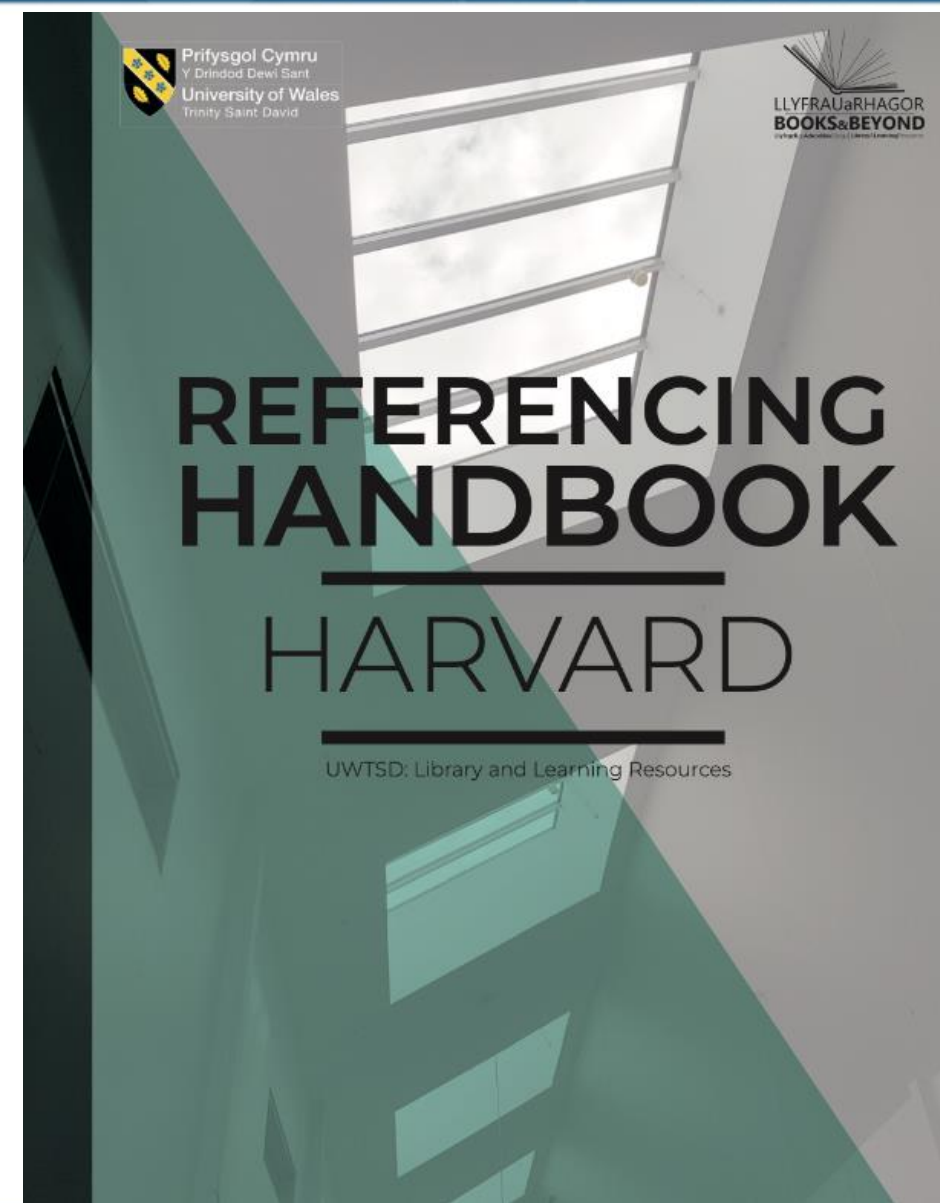
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- UWTSD has a strong commitment to academic integrity which reflects the University's core mission
- Academic Misconduct will not be tolerated in any shape or form
- If a submission is deemed suspicious, the student will be invited to a Viva prior to an investigation by the Academic Office (AO)
- Do not work in teams/pairs – if you are found to share your work with another student, you will also be investigated.



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: Do & 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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- Referencing
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Foreign Languages & Cultural Awareness (BMIH5003)

Recap

- German – Lesson 3
- Research by Robert J. House (2004)
- The GLOBE Project
- Assignment 2



House (Recap)

- 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, Heidi Prosser	Internal Verifier:	Lola Villard-Coles
Assignment Title:	Intercultural Competence Report (1,000 words)	Assignment No:	2
Hand Out Date:	29th January 2024	Submission deadlines:	26th February 2024 by 23:59pm
Draft Submission:	19th February 2024 by 5pm	Return date of provisional marks & written feedback:	By 25th March 2024

TASK DESCRIPTION: INTERCULTURAL COMPETENCE REPORT

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

The Inclusivity hotel company's headquarters is in (*country of your choice**).

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 April 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** (in terms of culture, customs etc.)
- **Analyse and compare the two countries using the GLOBE Project's culture and leadership study**** (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).
- **Provide 3 realistic recommendations for how the Hotel Management Team can overcome these challenges.**

***Side note:**

-You **must choose your hotel location from one of the following cultural clusters** defined by the GLOBE Project:

- Germanic Europe (e.g. Germany, Austria, Switzerland)
- Latin Europe (e.g. Italy, France, Spain, Portugal)
- Southern Asia (e.g. India, Philippines, Thailand)
- Confucian Asia (e.g. Japan, China, South Korea)
- Middle East (e.g. Qatar, Turkey, Egypt, Morocco etc.)

****Side note:**

-**Illustrations** (e.g. screenshots) **of the country scores from the GLOBE Project website** should be incorporated within your report. You must reference these accordingly using Harvard Referencing style.

Assessment 2 – Cultural Awareness (25% weighting) – 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.

Today's Agenda

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





Foreign Languages

German

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.

Dialogue

A: Guten Morgen!

B: Guten Morgen. Wie geht es Ihnen?

A: Mir geht es gut. Und Ihnen?

B: Mir auch, danke. Wie heißen Sie?

A: Ich heiße *[name]*. Und Sie?

B: Ich heiße *[name]*. Woher kommen Sie?

A: Ich komme aus *[country]*. Und Sie?

B: Ich komme aus *[country]*. Auf Wiedersehen!

A: Auf Wiedersehen!

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

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 [...].

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

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...	}	ein (m/n) eine (f) (Both mean: 'a/an')
Du	bist...		
Er/Sie	ist...		



Frau (f) / Frauen (pl)



Mann (m) / Männer (pl)

Wir	sind...	}	
Ihr	seid...		
Sie	sind...		



Junge (m) /
Jungs (pl)



Mädchen (n) /
Mädchen (pl)

Example: Ich bin eine Frau. – I am a woman.

NATIONALITÄT - NATIONALITY

- Was bist du?

SEIN

Ich bin...

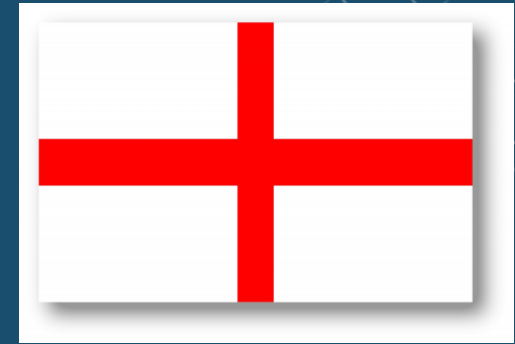
Du bist...

Er ist...

Sie ist...



Rumäne / Rumänin



Engländer / Engländerin



Bulgare/ Bulgarin



Deutscher / Deutsche



RELIGIONEN - RELIGIONS

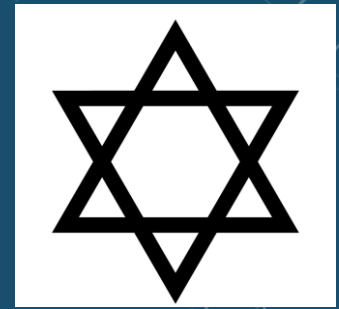
- Was ist deine Religion? /
What is your religion?

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**.

WIE VIELE? / HOW MANY?

Übung / Exercise:



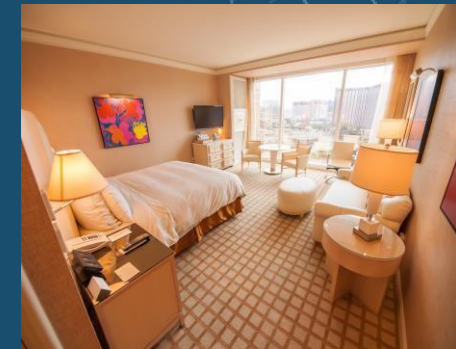
2



3



4



5



6



7



8



9

Wohnen / To live

Wo wohnst du? / Where do you live?

Ich wohne ...

Du wohnst ...

Er/Sie wohnt ...

...in...

English: 'in'



Übung / Exercise:

A: Hallo! Wie heißt du?

B: Hallo! Ich heiße Und du? Wie heißt du?

A: Ich heiße Woher kommst du?

B: Ich komme aus Und du?

A: Ich komme aus Wo wohnst du?

B: Ich wohne in Und du?

A: Ich wohne in Was bist du?

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

A: Ich bin Lehrer(in).

B: Okay! Danke. Auf Wiedersehen!

A: Auf Wiedersehen!



Edward T. Hall



Culture hides more than it reveals,
and strangely enough what it hides,
it hides most effectively from its
own participants.

— Edward T. Hall —

AZ QUOTES

- 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

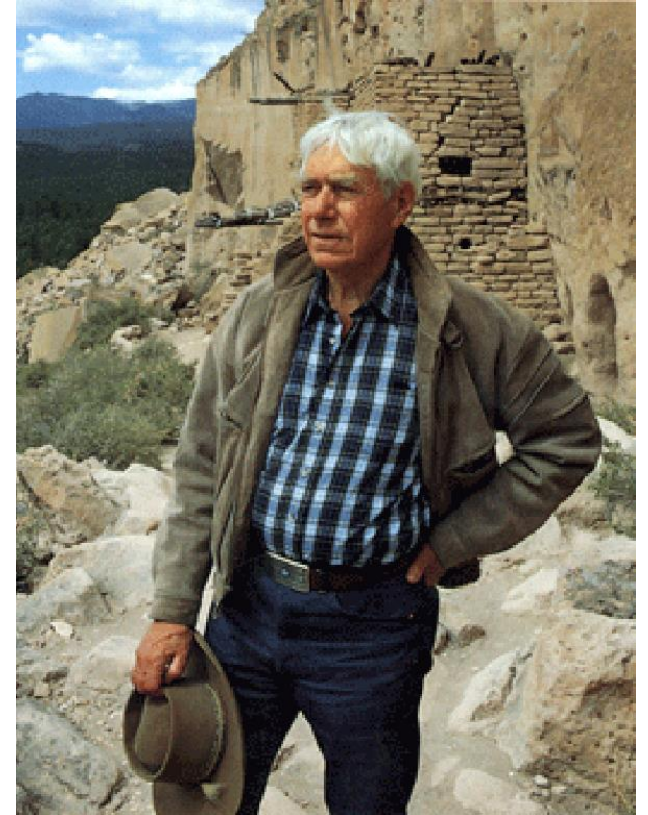
- Edgar Schein

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

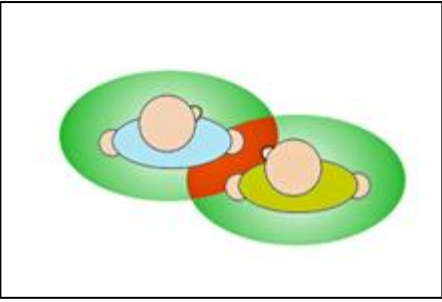
Low-Context	High-Context
Tends to use “logic” to present ideas	Tends to use more “feeling” in expressions
Tends to emphasize highly structured messages, give details, and place great stress on words	Tends to give simple, ambiguous, noncontexting messages (reading between the lines)
Emphasizes linear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

Examples

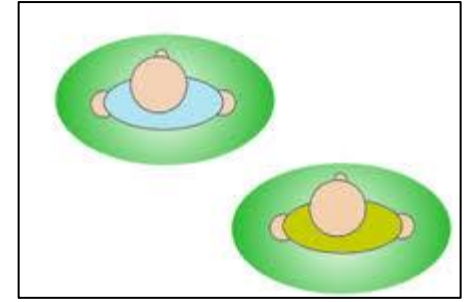


Proxemics (Space)

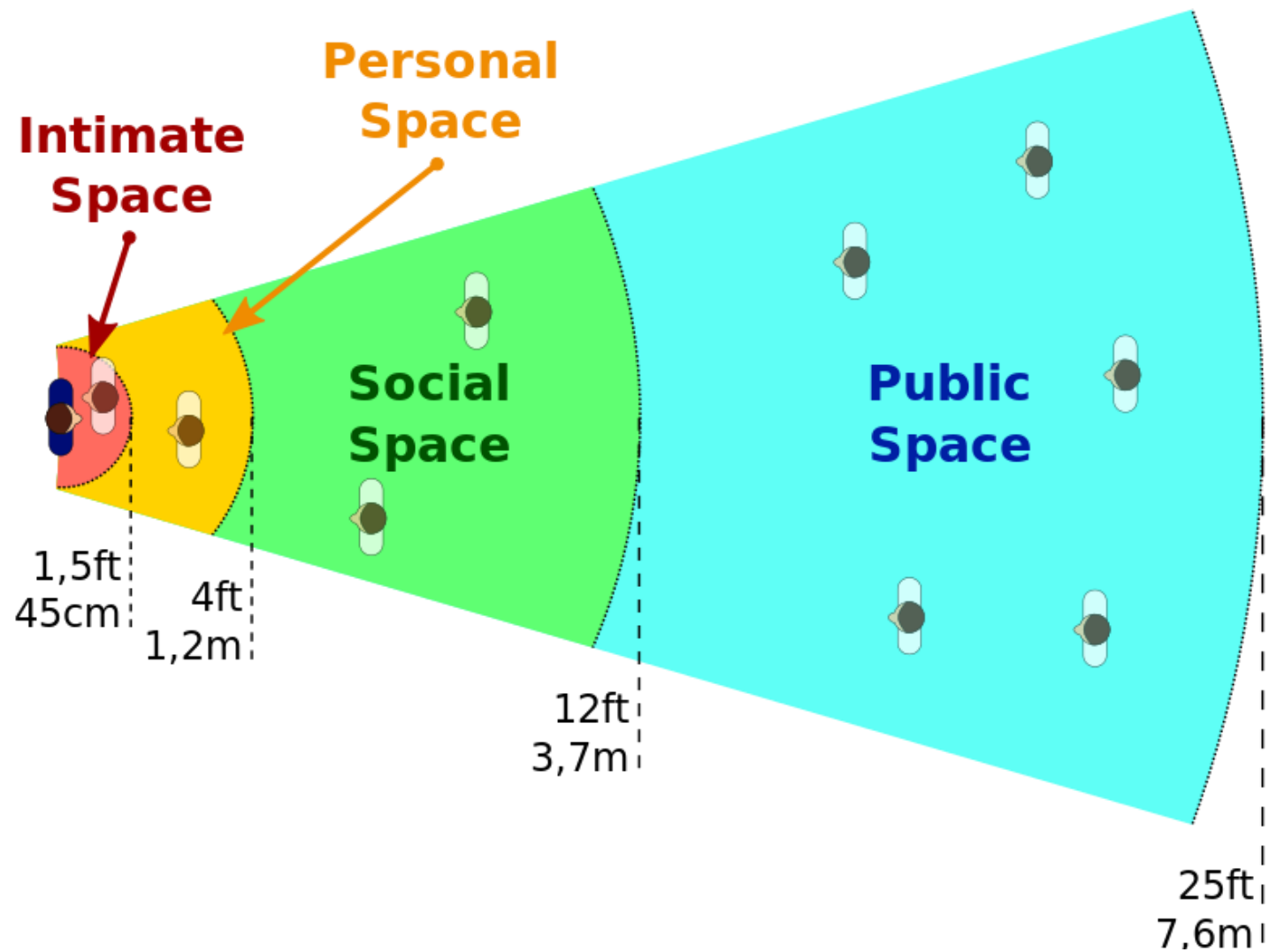
- **Proxemics** is the study of place and space from the cultural vantage point.
- Type of non-verbal communication
- Study of how we communicate with the space around us
- Involves how we arrange personal space and what we arrange in it
- Is the use of space, either personal or office.
- In the West, 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
- **Personal space**, the distance from another person at which one feels comfortable when talking to or being next to that other 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



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.





HOSPITALITY
AND
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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?



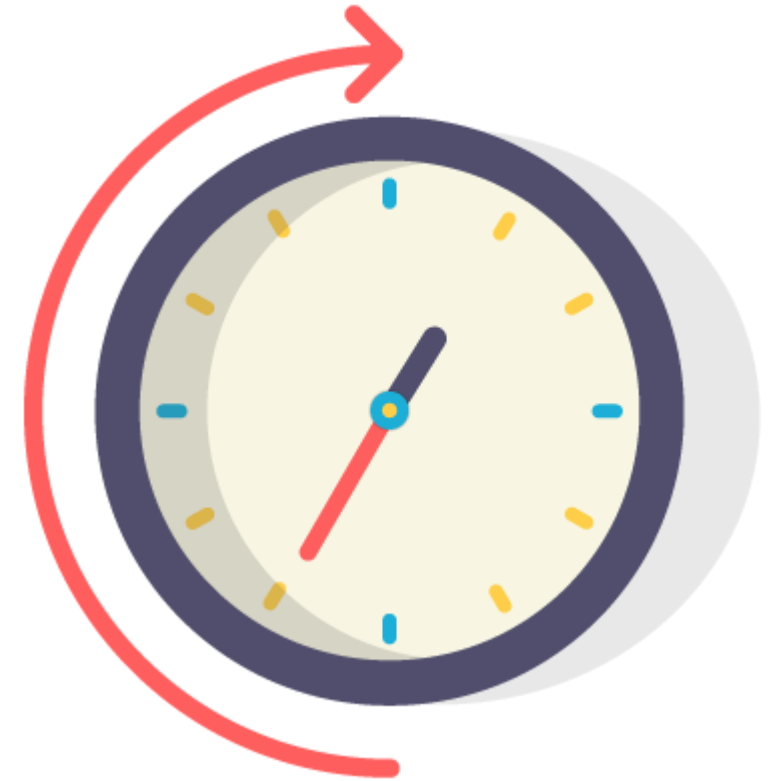
Chronemics



- **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

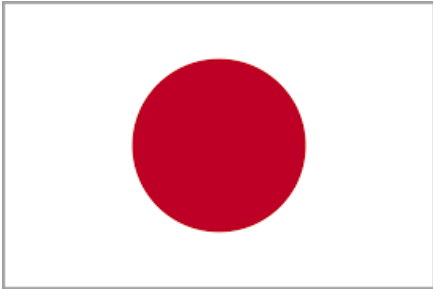
Importance of Relationships and Work



- 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 in religion.

Cultures within Cultures

- Subcultures
- Subgroups
- Co-cultures

Cultures Within Cultures

- **Subculture:** resembles a culture in that it usually encompasses a relatively large number of people; exists within dominant culture and is often a subdivision based on geographic region, ethnicity, or economic or social class
- **Ethnicity:** term referring to a group of people of the same descent and heritage who share a common and distinctive culture passed on through generations; distinguishing characteristics can be language, accent, physical features, family names, customs, and religion
- **Co-culture:** suggests that no one culture is inherently superior to the other coexisting culture; mutuality may not be easily established



Cultures Within Cultures

The Māori of New Zealand

- 1840: Māori chiefs signed the Treaty of Waitangi, which in exchange for granting sovereignty to Great Britain promised the Māori full possession of their lands
- The terms of the treaty were largely ignored as Māori land was appropriated as settlers arrived
- 1975: the government investigated Māori claims, which resulted in some return of Māori land
- 1994, the government proposed to settle all Māori land claims for \$1 billion, a small percentage of current value
- Today, New Zealand's population by descent is approximately 13% Māori and 78% Pakeha (European)



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Cultures Within Cultures

- **Subgroup:** membership group
- Subgroups exist within a dominant culture and are dependent on that culture
- Like cultures, subgroups provide members with relatively complete sets of values and patterns of behavior and in many ways pose similar communication problems as cultures
- Occupation is one important subgroup
- Membership in subgroup can be temporary The reference group is the group someone wants to belong to, creating “wannabe” behavior



Next Week

- German – Lesson 5
- Unconscious Bias
- Diversity, Equality and Inclusion
- Managing Diverse Workforces
- Module Summary





Any questions?