



Centre for  
Cultural Diversity  
in Ageing


  
culturalsynergies

# ‘CROSS CULTURAL COMMUNICATION’

- DR TOM  
VERGHESE



# INTENTION

The background of the slide is a photograph of a long, straight asphalt road with a yellow center line and white edge lines, stretching towards a range of snow-capped mountains under a bright blue sky with scattered white clouds. The road is flanked by green shrubs and grass.

**To better understand culture, cultural intelligence and bias so that you can be more effective when working across cultures.**



# SESSION ROAD MAP



**CONTEXT SETTING**



**CULTURE**

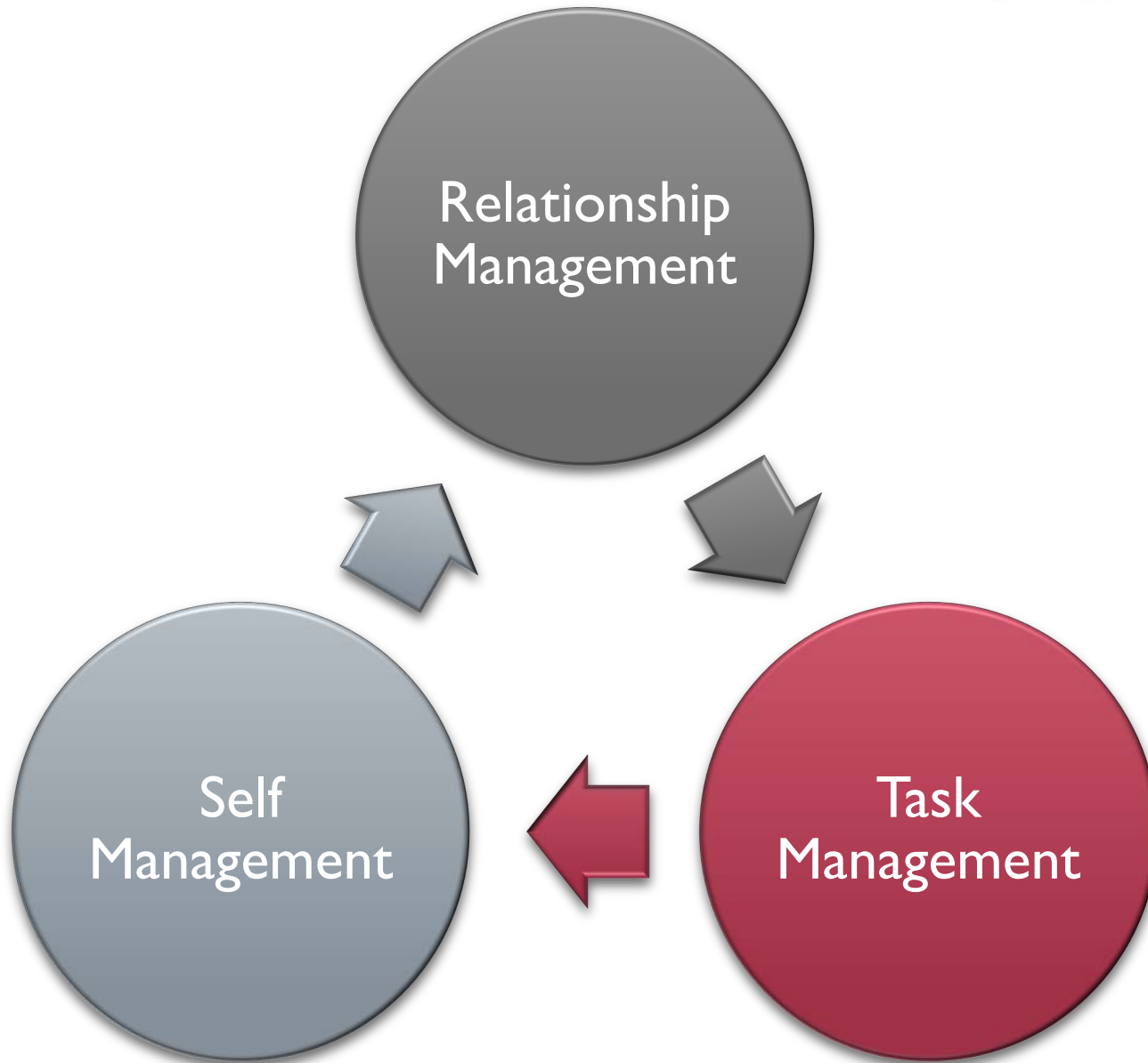


**BIAS**



**CULTURAL  
INTELLIGENCE**

# KEY CHALLENGES

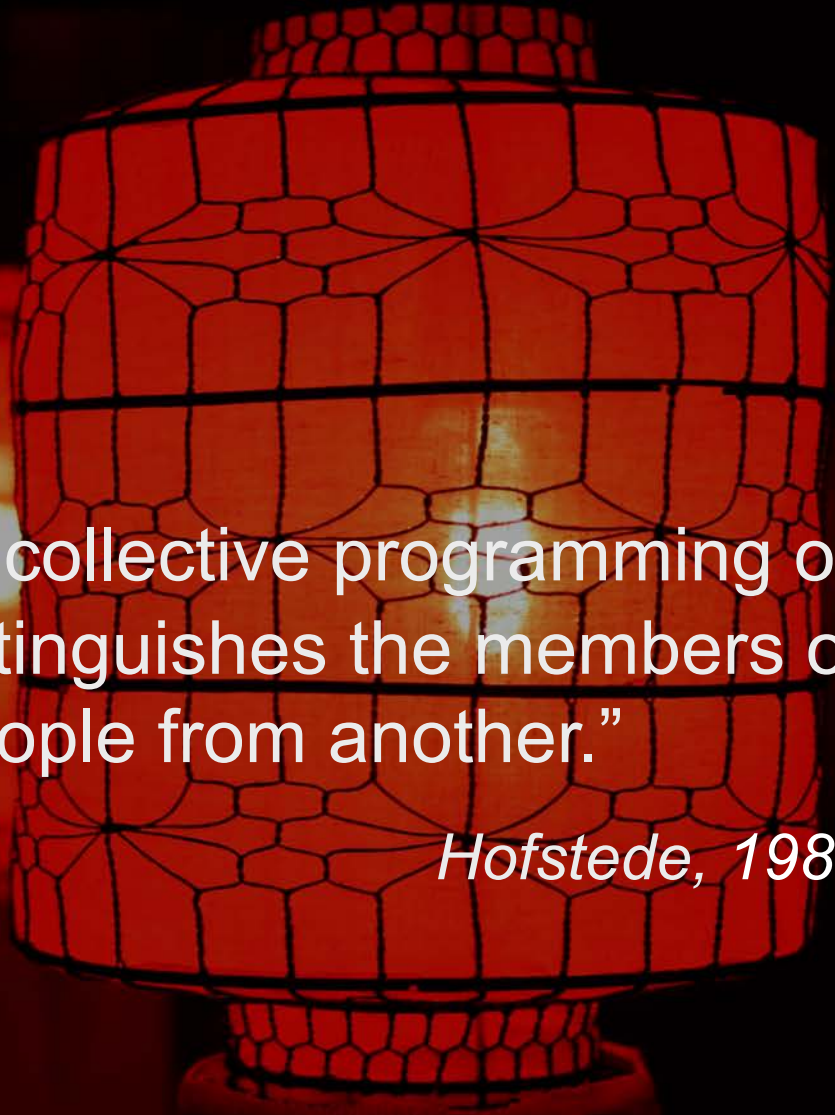


# THE ELEPHANT IN THE ROOM

  
cultural synergies



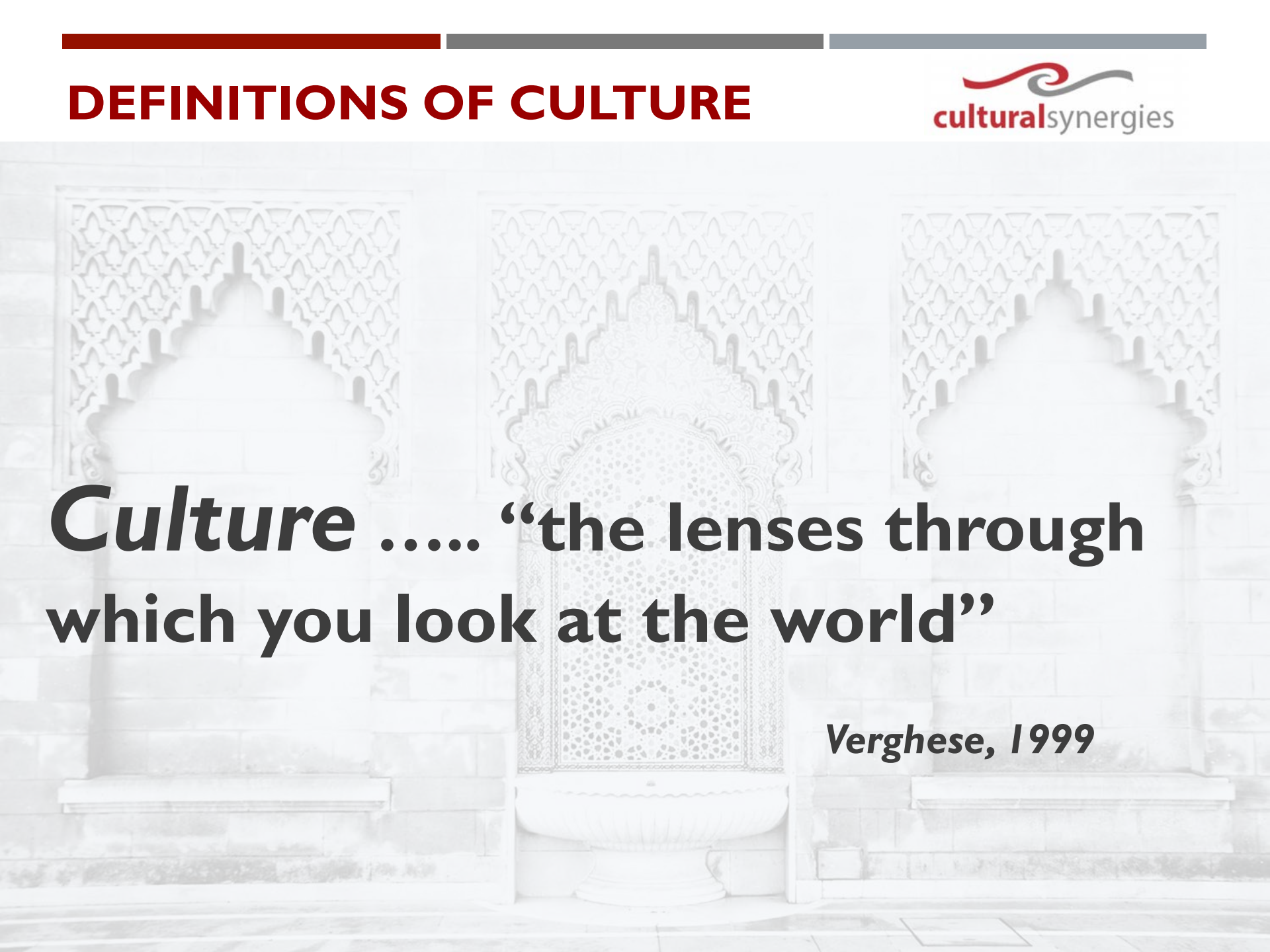
# DEFINITIONS OF CULTURE



***Culture* .....** “the collective programming of the mind which distinguishes the members of one category of people from another.”

*Hofstede, 1980*

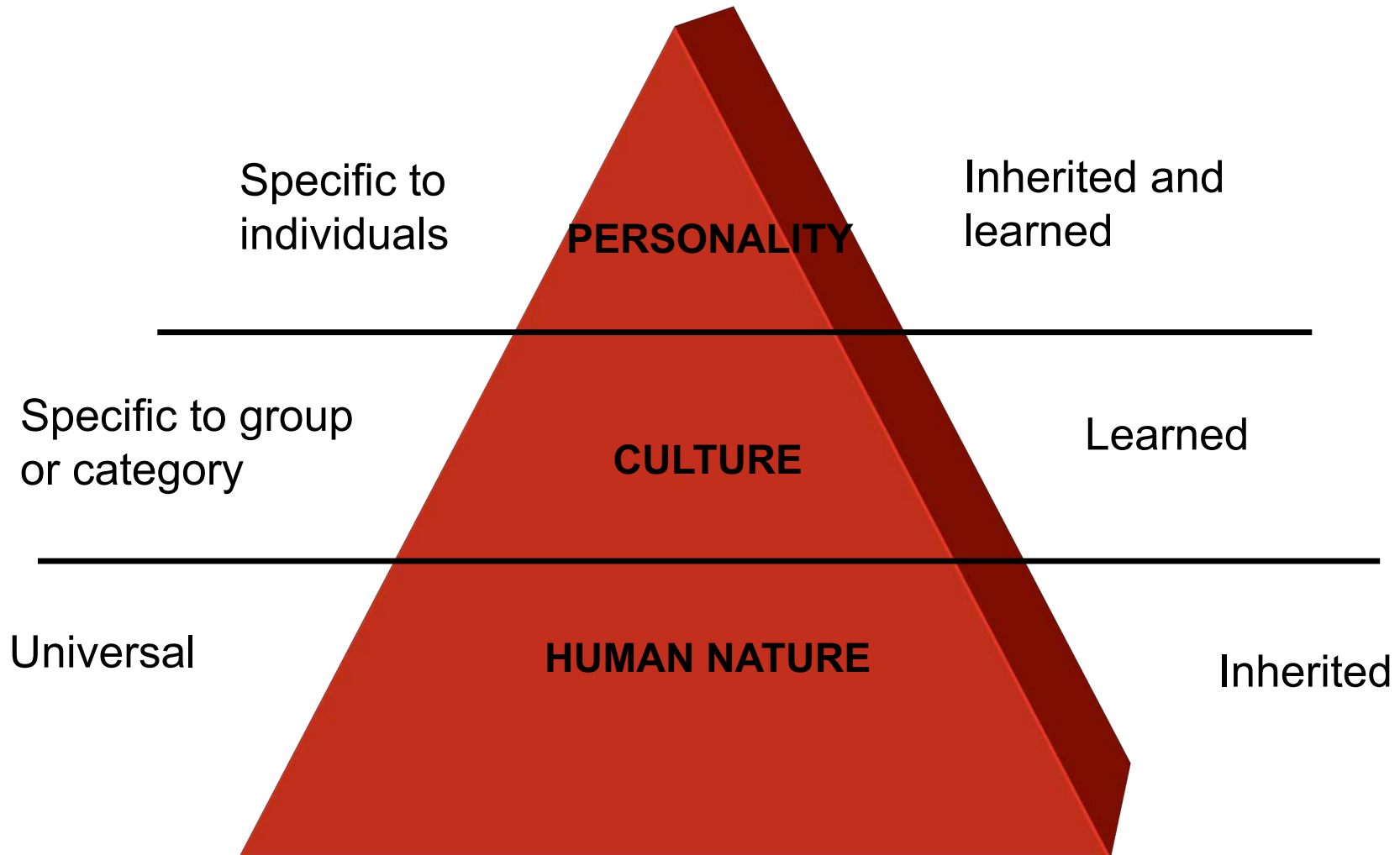
# DEFINITIONS OF CULTURE



***Culture* ..... “the lenses through which you look at the world”**

***Verghese, 1999***

# THREE LEVELS OF UNIQUENESS IN HUMAN MENTAL PROGRAMMING

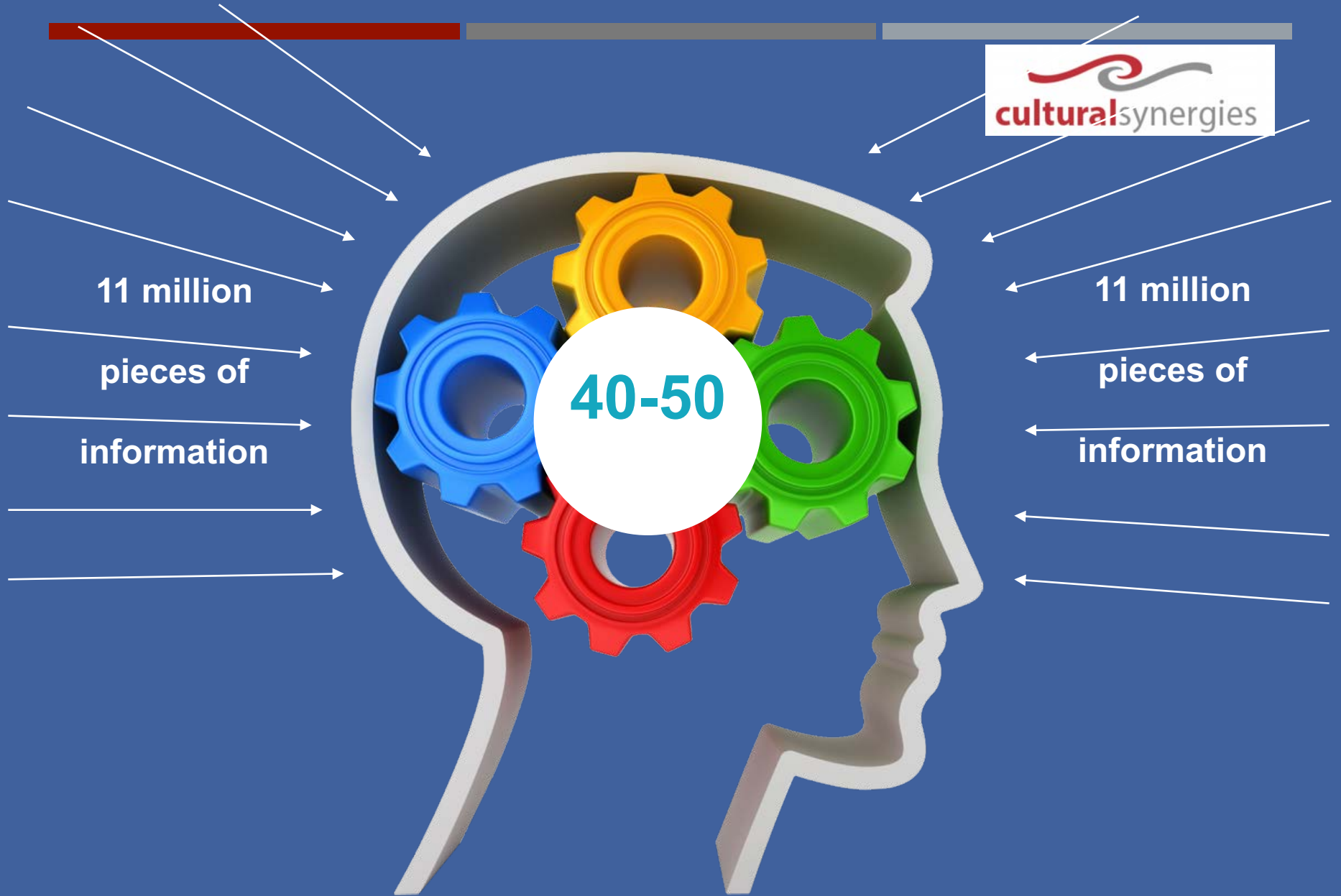




# WORLD VIEW AND MENTAL MODELS

World View : A particular philosophy of life or conception of the world.

Mental Model : Frameworks for thinking that simplify complex things so your brain can make sense of them.





**Preference (+ve or -ve) for an individual or group based on attitudes, assumptions, stereotypes.**

**Can be explicit (aware/conscious) or implicit (unaware/unconscious)**

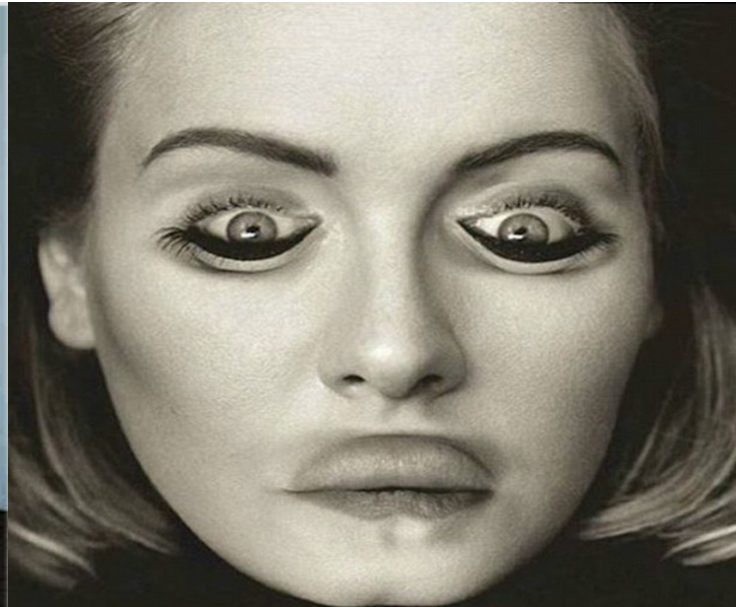




# PRODUCT OF AFFINITY BIAS: IN- GROUPS AND OUT-GROUPS

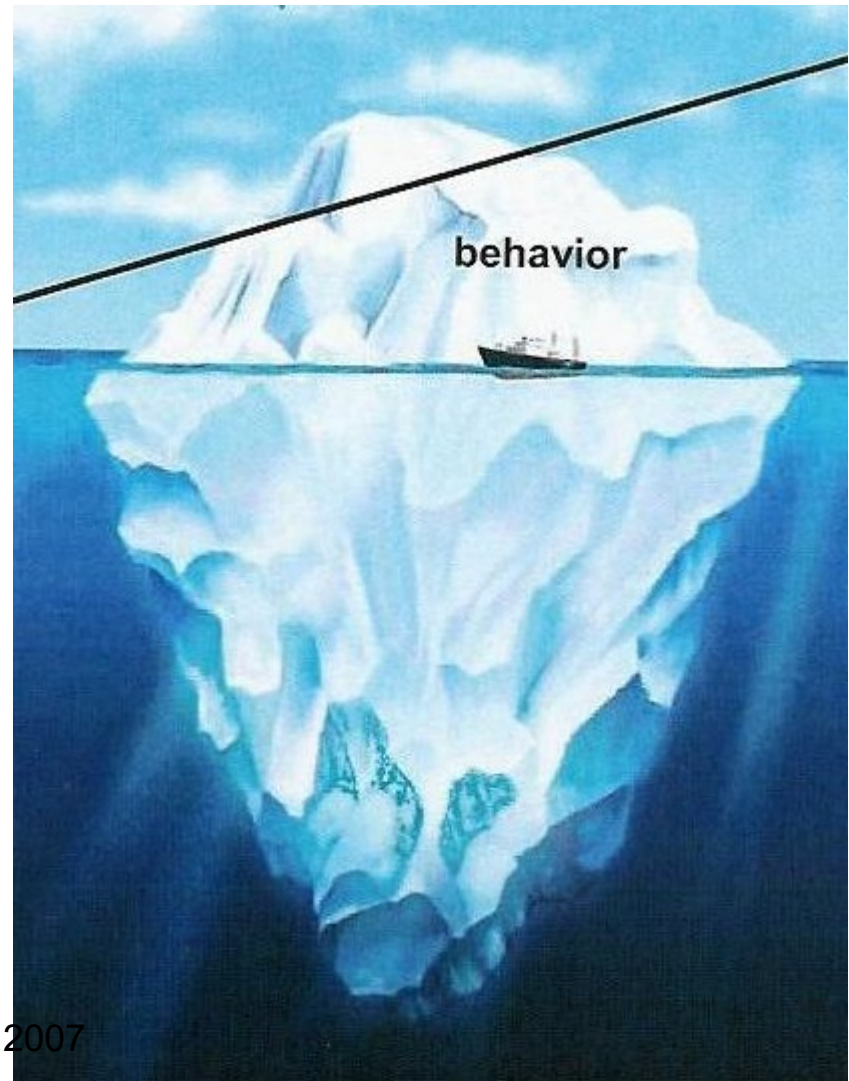
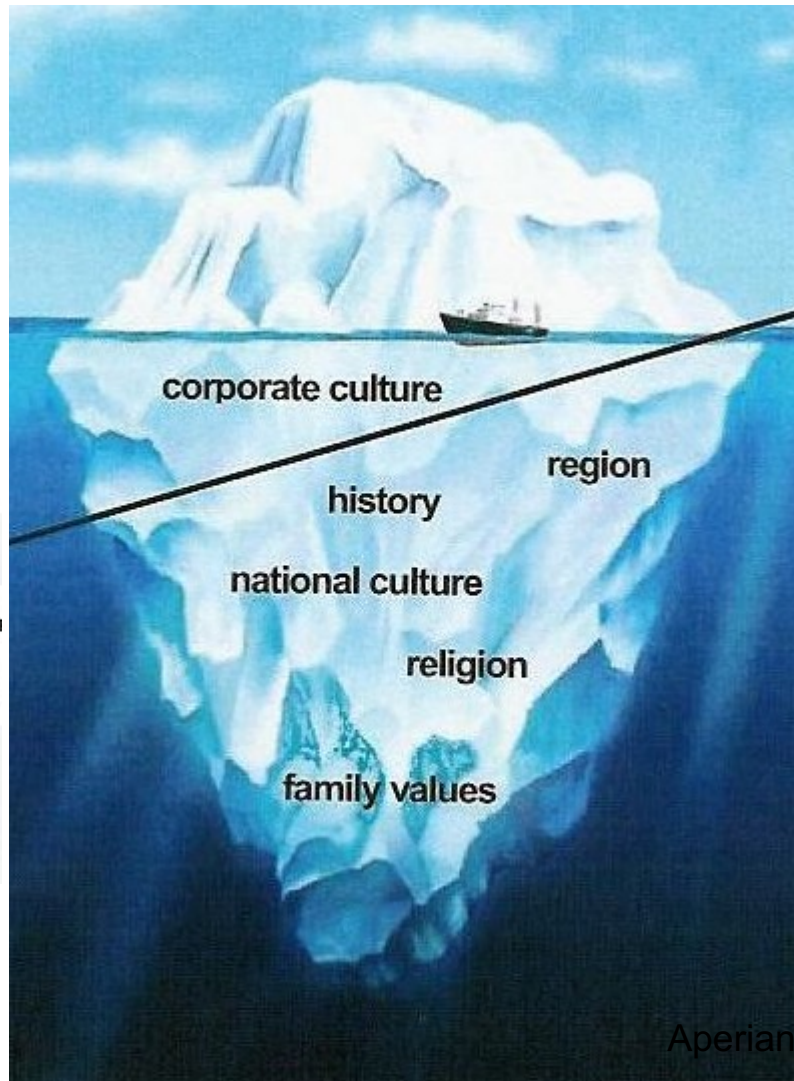
In-group	Out-group
Members seen as individuals	Seen as homogenous
Differences accepted	Differences minimised
Positive information remembered	Less positive information recalled
Greater recall of contributions	More likely to forget contribution
Prepared to make sacrifices for in-group	Less prepared to offer support















***‘Actions I take are totally decided by the  
perceptions I have’***

*Edward de Bono*



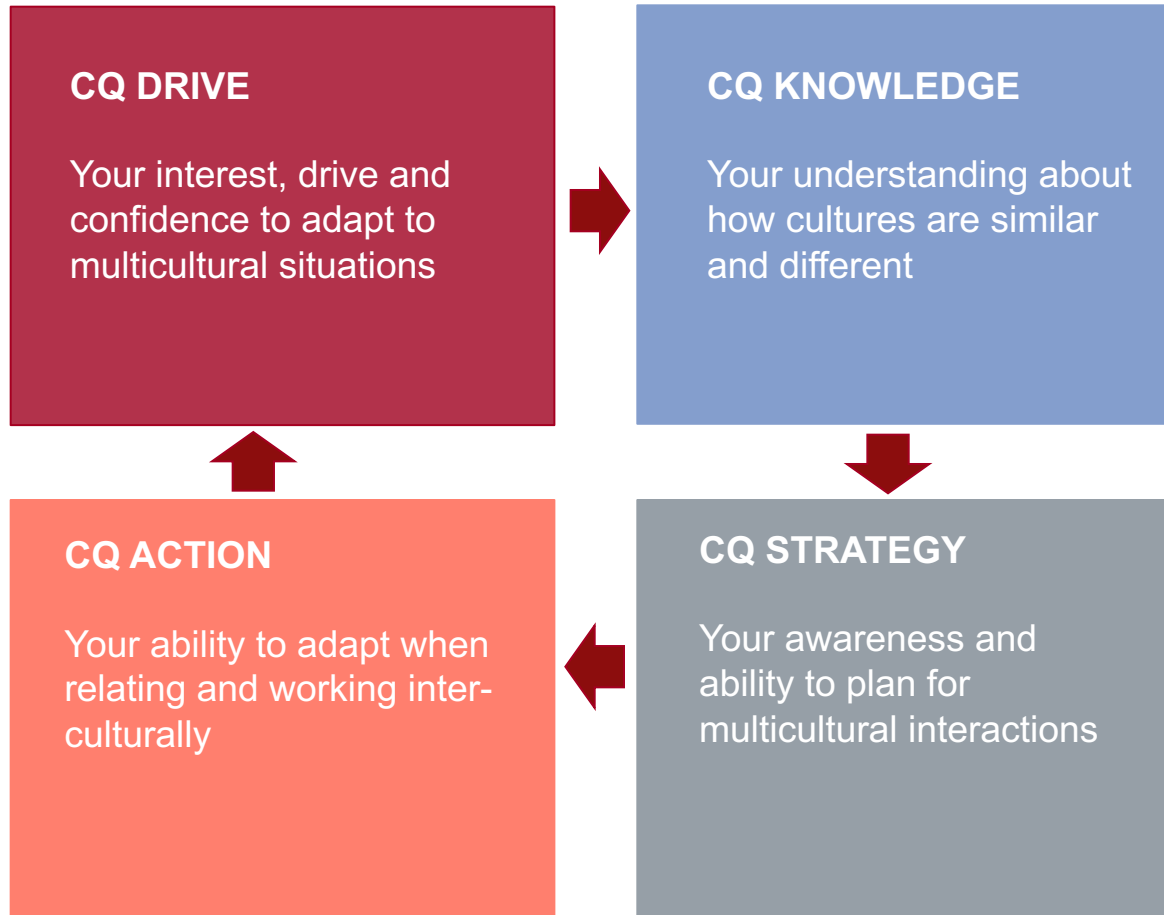
# CULTURAL INTELLIGENCE

A photograph of three dancers in traditional Indian attire performing a dance. The dancer in the foreground is wearing a yellow and orange sari with a large silver belt and is in a dynamic pose. Two other dancers in similar attire are visible in the background. The image is overlaid with a semi-transparent grey box containing the definition of Cultural Intelligence.

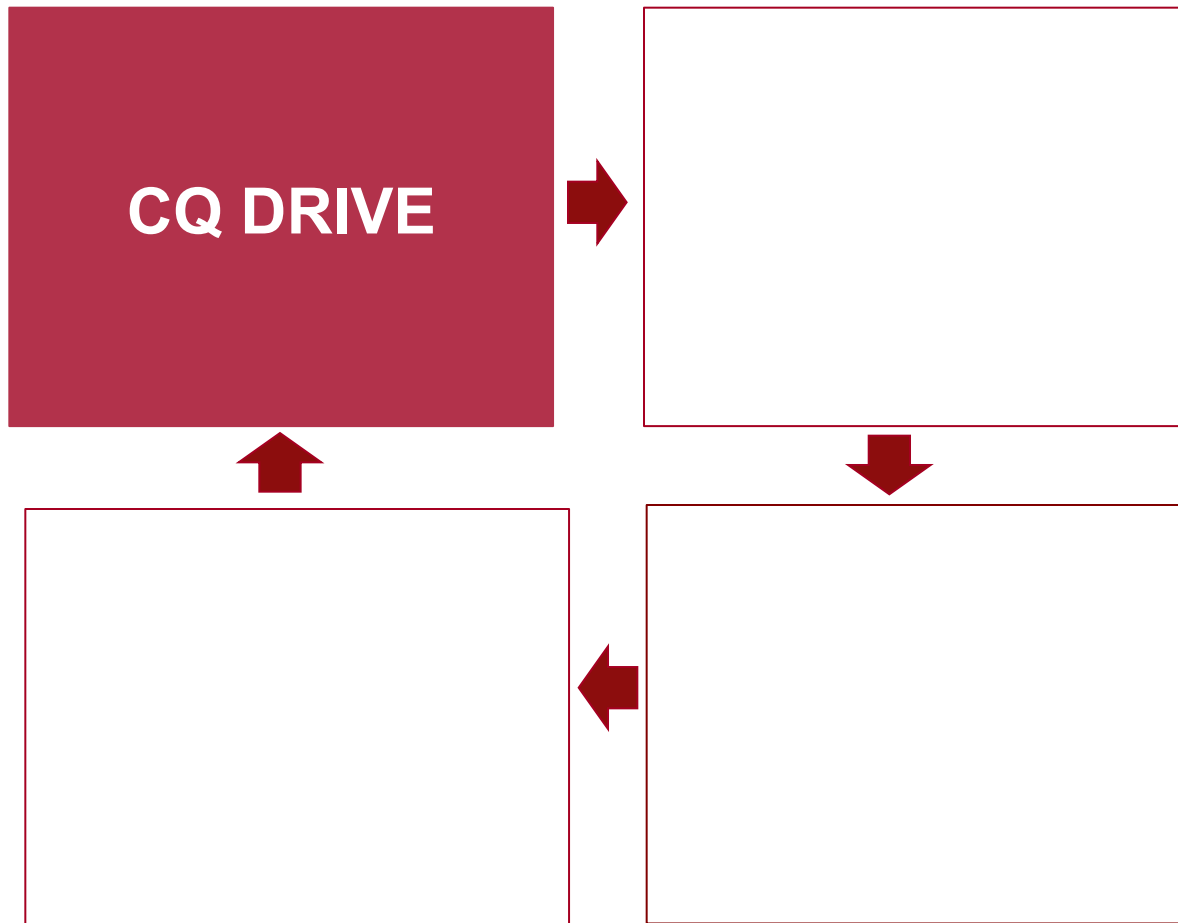
**‘An individual’s capacity to function and manage effectively in culturally diverse settings’**

Source: Ang and Van Dyne 2008

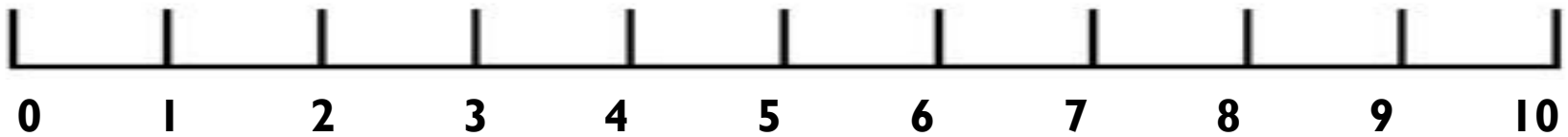
# 4 CQ CAPABILITIES







# WHAT IS YOUR CULTURAL DRIVE?



**Low level of Interest**

**High level of interest**

# DEVELOPING CQ DRIVE



**Take some unconscious bias tests**

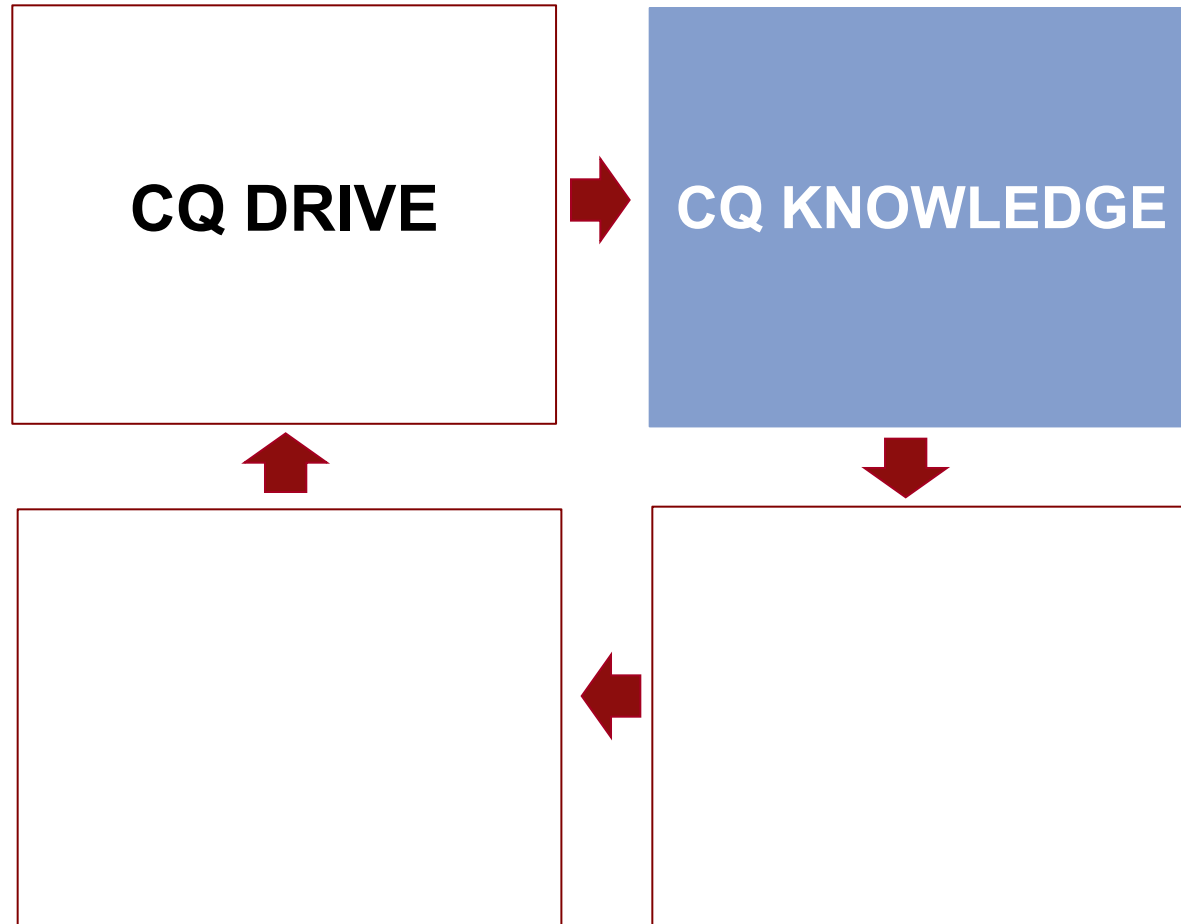
**Seek feedback from peers**

**Reflect on what guides and influences your behaviours and attitudes toward culturally diverse groups**

**Welcome opportunities to mentor others as a 'cultural broker'**

**Seek an interest that you have and leverage on it. Read an online overseas newspaper or connect with culturally diverse peers via LinkedIn**

**Be prepared to make mistakes**





# Global Cultural Clusters

- 
- Anglo ( Australia, Canada, England, Ireland, New Zealand, South Africa (White sample), and the United States of America).
  - Eastern Europe ,Albania, Georgia, Greece, Hungary, Kazakhstan, Poland, Russia, Slovenia).
  - Nordic Europe (Denmark, Finland, Sweden).
  - Germanic Europe (Austria, Germany, the Netherlands, German-speaking Switzerland).
  - Latin Europe (France, Israel, Italy, Portugal, Spain, French-speaking Switzerland).

# Global Cultural Clusters

- 
- Sub Saharan Africa (Namibia, Nigeria, South Africa (black sample), Zambia, Zimbabwe).
  - Confucian Asia (China, Hong Kong, Japan, Singapore, South Korea, Taiwan).
  - Southern Asia (India, Indonesia, Malaysia, the Philippines, Thailand).
  - Middle East (Egypt, Iran, Kuwait, Morocco, Qatar, Turkey).
  - Latin America (Argentina, Bolivia, Brazil, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Mexico, Venezuela).

(Javidan et al. 2006).

# STEREOTYPE VS GENERALIZATION

- **Stereotype:** Negative or positive judgments made on the basis of any group membership.
- **Generalization:** broad statements based on research, facts, experiences or examples.



# RELATIONSHIP — TASK

Focus on people



Focus on task



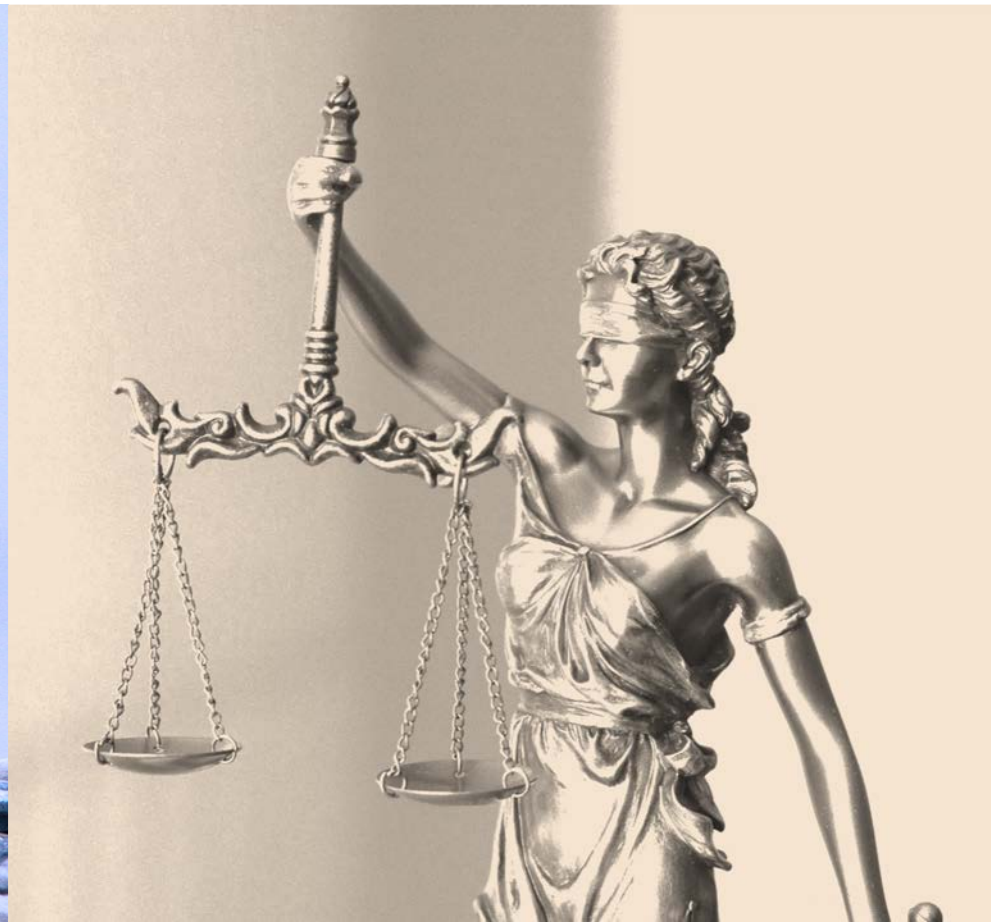


# HIERARCHICAL - EQUALITY

Vertical view of society



Horizontal view of society



# HIGH CONTEXT — LOW CONTEXT COMMUNICATION

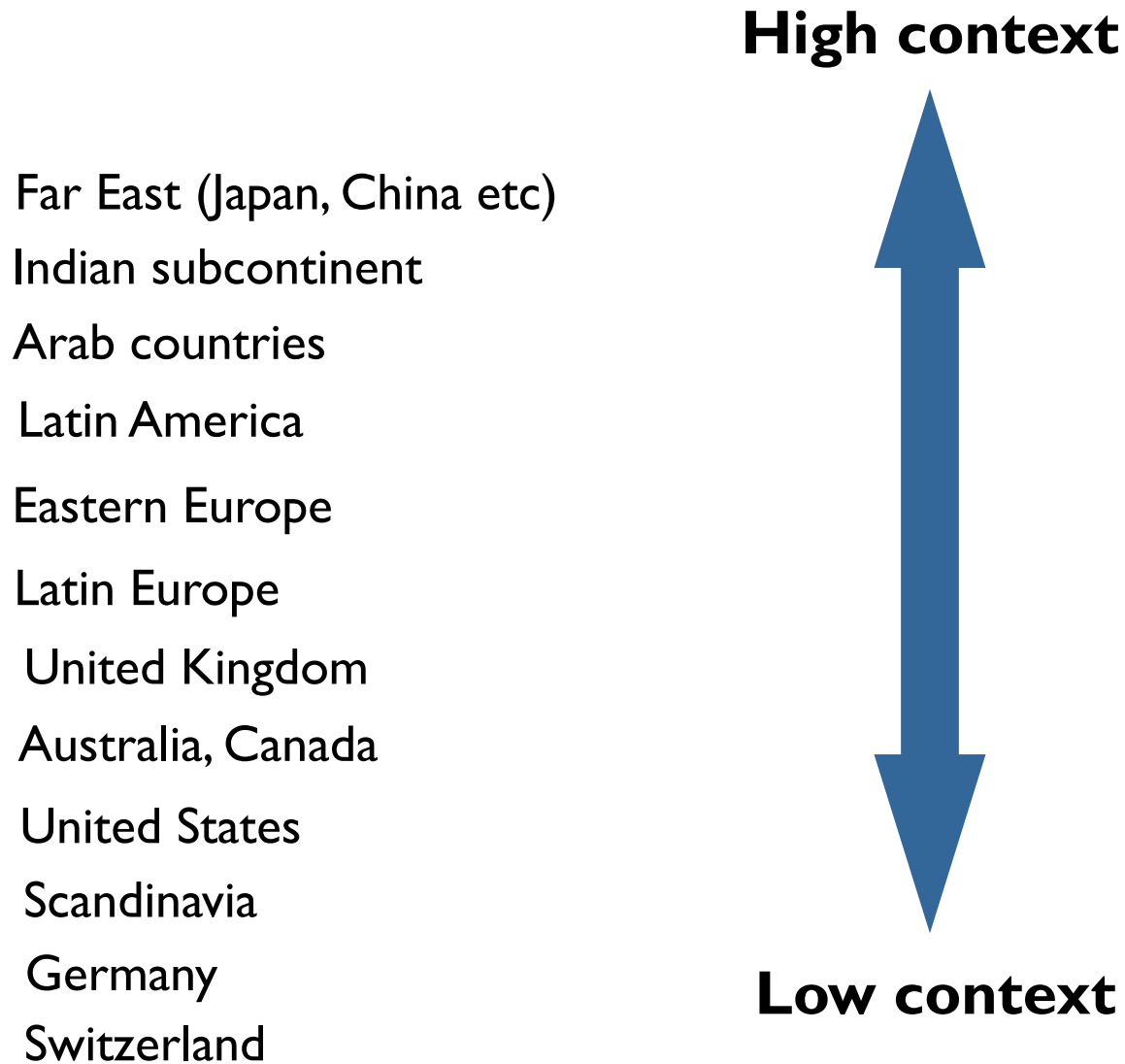
‘Yes’ means ‘yes’, ‘no’ or ‘maybe’?

‘Yes’ means ‘yes’



Yes.

# Various cultures on the context scale



# YOUR CULTURAL MIRROR



**Relationship**

**Task**



**Hierarchical**

**Equality**



**High Context**

**Low Context Communication**



# DEVELOPING CQ KNOWLEDGE



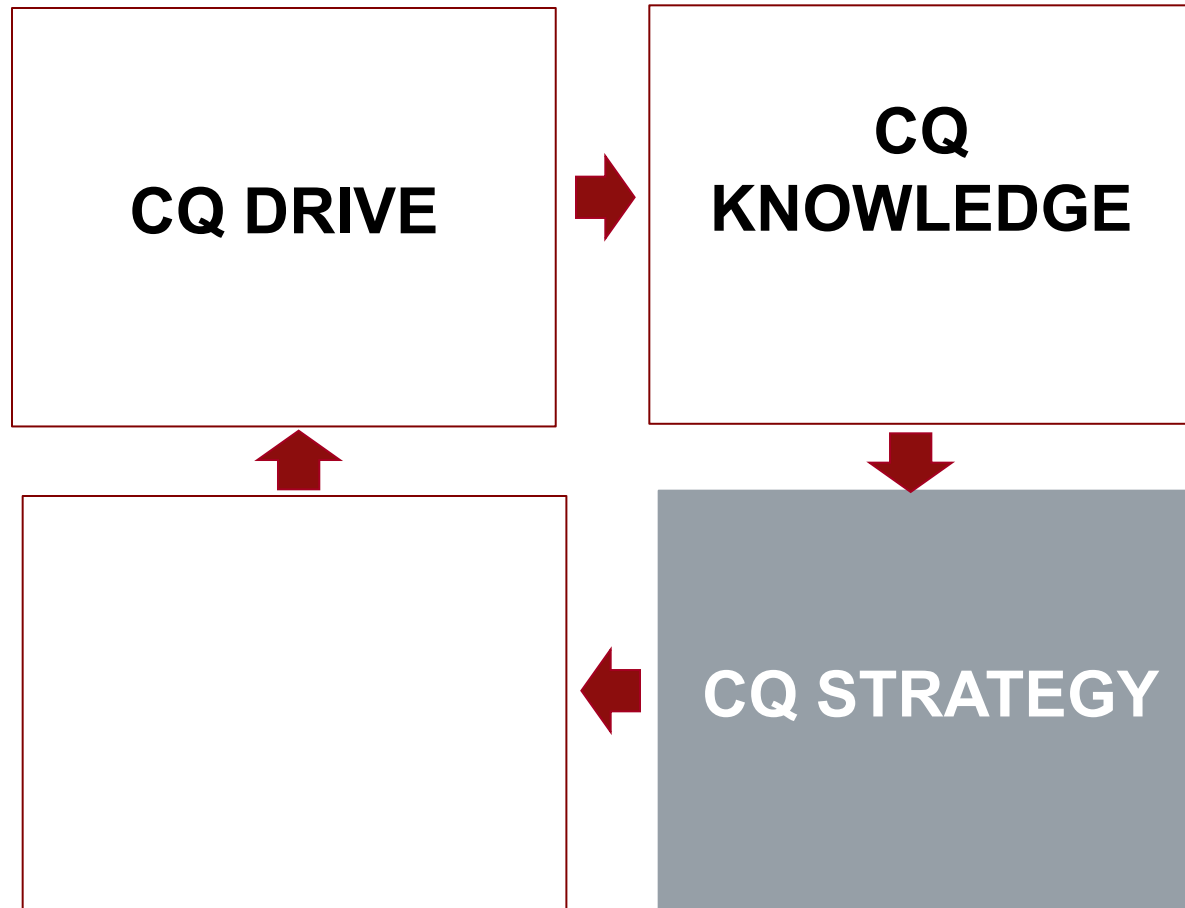
Learn a new language

Visit art galleries or museums that display stories and artworks from other countries. Watch films and read books that tell stories about different cultures, their histories and locations

Visit culturally significant places to learn more about them i.e. a mosque, synagogue or sporting venue

Listen to and watch people of different cultural groups, observe how they interact with each other

Be curious



# TURN-TAKING, INTERRUPTIONS AND SILENCE

Anglo Saxon



Mediterranean/ Latin  
America



Asian Languages



# DEVELOPING CQ STRATEGY



Seek and offer feedback from/to others intermittently and informally

Take the time to consider where and why you might be feeling frustrated

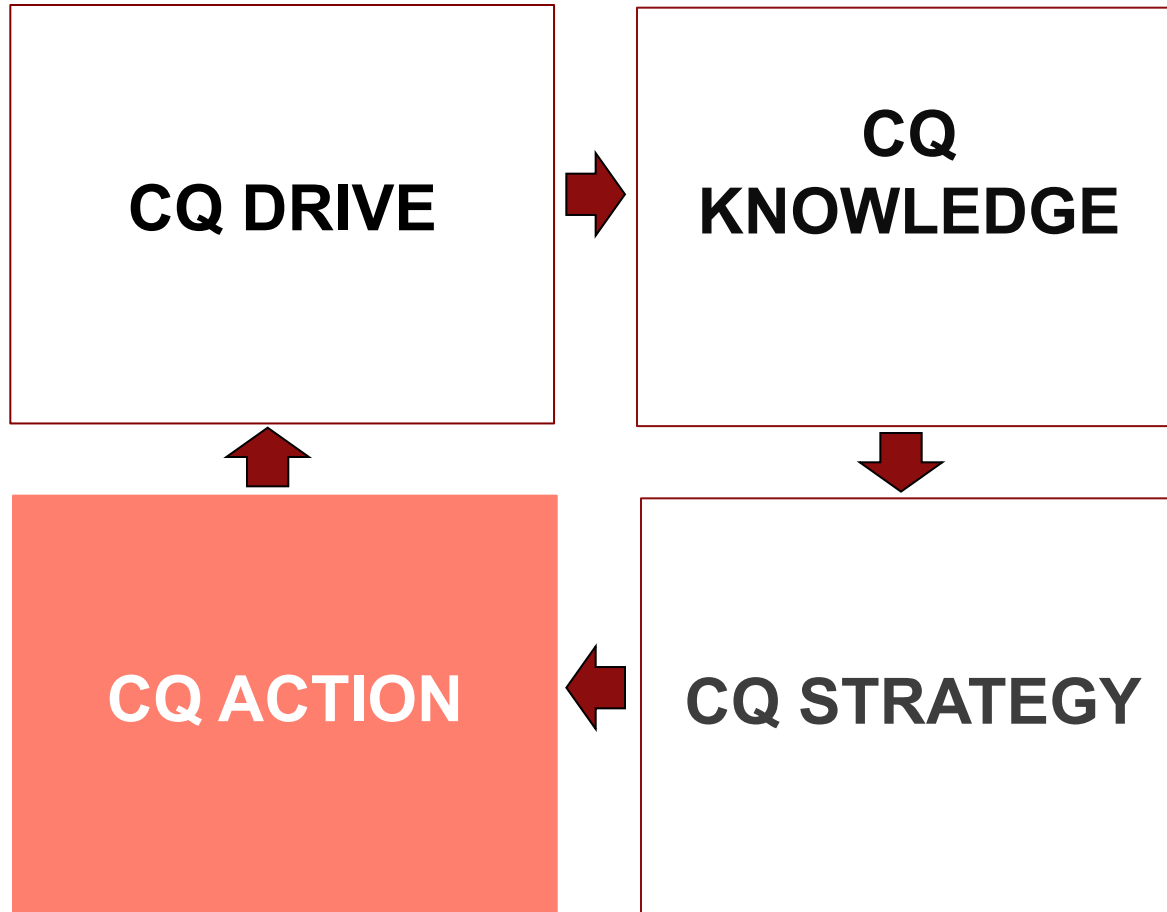
Share stories of your cultural successes and failures, i.e. how you thought they would be versus the realities

Observe your own behaviours and emotions when you are in different cultural settings i.e. are you feeling irritated, bored, excited, frustrated etc

Learn basic small talk, norms and social behaviours that are culturally appropriate

Practice mindfulness





# Communication Tips

1. Pay attention to the person and the message
2. Emphasise and create rapport
3. Share meaning i.e. clarify understanding by paraphrasing
4. Pause and be mindful

# DEVELOPING CQ ACTION



Take time to observe how your behaviour is being received by others

Seek feedback from people who are trusted colleagues

Have courage to provide feedback to others based on your observations – albeit in an appropriate manner

Reflect on the relationships between your influences, experiences and behaviours

Make an extra effort to stop and listen before responding

Develop humility and resilience

Seek out a cultural mentor

# 4 CQ CAPABILITIES

