



Elaborated in the framework of
SUBFLY Student Democracy
Project

financed under the contract

SEE 19-COP-0042

by

SEE Grants 2014-2021



Working together for a *green, competitive and inclusive* Europe

SEE & Challenges

Sustainable & applied education

This material is elaborated as support for all entities interested to start and implement an educational program based on cooperation between academic, business environments and NGOs with the purpose of developing

SUSTAINABLE & APPLIED EDUCATION.

We are thankful to **SEE Grants 2014-2021**, which financed the SUBFLY Student Democracy Project under the contract 19-COP-0042. Babeş-Bolyai University (Romania) and University of South-Eastern Norway (Norway) continued, extended and improved their cooperation using financial resources provided by this contract.

This document was realized with the EEA Financial Mechanism 2014-2021 financial support. Its content (text, photos, videos) does not reflect the official opinion of the Programme Operator, the National Contact Point and the Financial Mechanism Office. Responsibility for the information and views expressed therein lies entirely with the author(s).

SUBFLY: Trust in Cultures

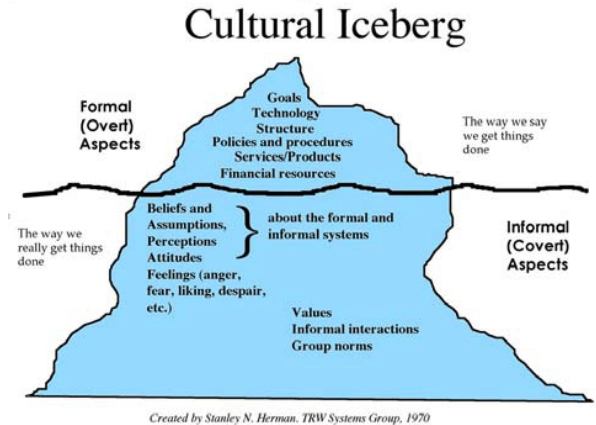
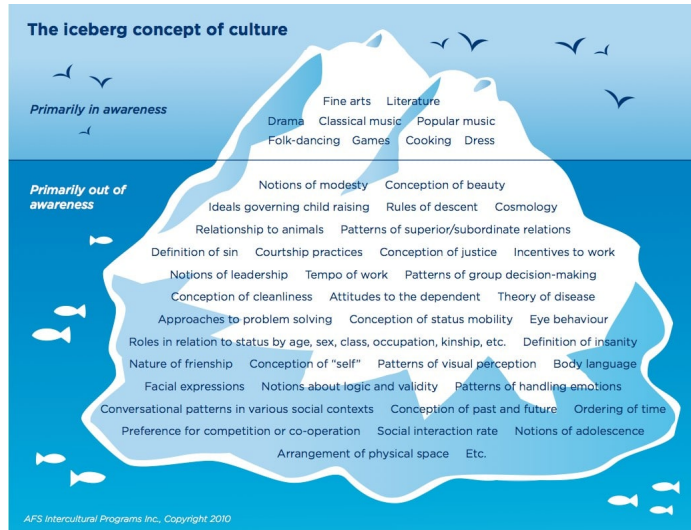
Erik Lankut, Ph.D
Associate Professor, USN



Trust in *Culture*

Topical	Culture consists of everything on a list of topics, or categories, such as social organisation, religion and economy
Historical	Culture is social heritage, or tradition, that is passed on to future generations
Behavioural	Culture is shared, learned human behaviour; a way of life
Normative	Culture is ideals, values, or rules for living
Functional	Culture is the way humans solve problems of adapting to the environment or living together
Mental	Culture is a complex of ideas, or learned habits, that inhibit impulses and distinguish people from animals
Structural	Culture consists of patterned and interrelated ideas, symbols, or behaviours
Symbolic	Culture is based on arbitrarily assigned meanings that are shared by a society









Namen.	Spanier.	Frankzösch	Wälisch.	Teullicher.	Engländer.	Schwösch.	Polack.	Unger.	Muskawith.	Türk oder Griech.
Sitten.	Hochmüthig.	Leichsinnig	Hinderhältig.	Offenherzig.	Wohlgestalt.	Stark und Groß	Bäurisch.	Untrey.	boßhaft.	Übermaß.
Und Natur Und Eigenschaften	Wunderbarlich	Wohlgerig	Eiferlich.	Ganz Hul.	Lieb-reich.	Fraus-sam.	Hochwüder.	Alle Grausambst	Hul ungerisch	Lung Teufel.
Verständ.	Klug und Weis	Girlich.	Schirffinnig.	Wizig.	Unmüthig.	Hartnäsig.	Hering Achsel.	Hocheuener.	Gar Nichts	Oben Auk.
berzigen bern Eigenschaften	Männlich.	Hindisch.	Wie jeder will.	Über Allmit.	Weiblich.	Unertendlich.	Müthmüthig.	Bluthbegirig	Unertlichtrub	Gärtlich.
Willenshaft.	Schirffgelehr.	In Kriegs-sachen	Geistlichen Rechte	Weltlichen Rechte	Woll Weis.	Freuen Künsten	In Lirisch.	Liedmüthig Sprach	In Lirisch Sprach	Politicus.
Der Kleidung	Ehrbaar.	Unbeständig.	Ehrsam.	Wohl alles Nach	Frankzöschschwarz	Don Löder.	Lang Nöckig.	Viel Farbzig.	Mit böthen.	Weiber Art.
Unfugent.	Hoffärtig.	Betrügerlich.	Geistlich.	Verchwenderlich	Unruhig.	Aber Glaubens	Braller.	Veräthet.	Gar Veräthet	Veräthetlich
Lieben.	Ehrlob und Nam	Den Krieg.	Das Gold.	Den Arund.	Die Wohlthät.	Köstliche Speisen	Den Adl.	Die Aufruhe.	Den Brügl.	Selbstsüchtig
Krankheiten.	In Verstopfung	An Ligner.	An böller Leuch	An bodogran.	Der schwindhüch	Der Wasserhüch	Den Dungebruch	An der freis.	An Reichen.	An Schwachheit
Ihr Land.	It fruchtbaar	Wohlgearbeit	Und Wohlthätig	Hul.	Fruchtbaar.	Bergig.	Waldich.	Und gottreich	Voller Lih.	In Liebreiches
Kriegs Tugent	Proh Müthig.	Arglistig.	Girlich.	Unüberwindlich	In Her Held.	Unverjact.	Un Hoffint.	Aufriererlich	Miesamb.	Gar Faul.
Hofdienst.	Der aller beste	Hul	Etwas besser.	Hoch Und ächtiger	Wie der Mond	Hirig in Flauben	Waubt Allerley	Unmüthig.	In Abtrünger	Sroen ein solches
für Ihren heren	Einen Monarchen	Einen König.	Einen Valerang	Einen Kaiser.	bald den böllene	Freie Herrschaft	Einen Erwidern	Einen Unbeliebiger	Einen Dreimüthigen	In Lhiran.
Haben Ueberflus	In Früchten.	In Waren.	In Wein.	In Geträid.	In sich Weid.	In Uch Kruben	In Böthwerch	In Allen.	In Immen.	Und müthig
Vertreiben.	Mit Spillen.	Mit betrügen	Mit schwächen	Mit Trinken.	Mit Arbeiten.	Mit Allen.	Mit zanken.	Mit Müthgehen	Mit schlaffen.	Mit Kranckheit.
Mit denen Thiren	In Lobanthen	In Suchsen.	Einen Luchsen.	Einen Loben.	Einen Pferd.	Einen Ochsen.	Einen Vern.	Einen Wölffen.	Einen Fel.	Einer Nakh.
Ihr Leben Ende	In Böth.	In Krieg.	In Kloster.	In Wein.	In Wasser.	Auf der Led.	Im stall.	bejmsäwel.	In schnee.	In betrug.

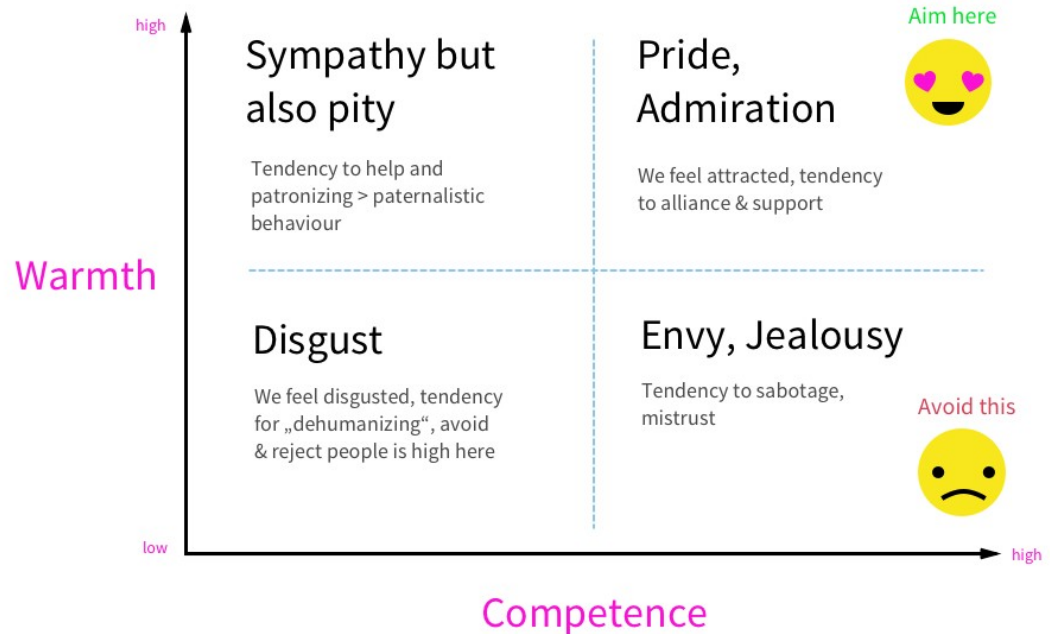
Identity and ethnocentrism

- National identity characterises a nationality: sets the limits of an intercultural exchange
- Perception of the other is always based on one's own culture →
ethnocentrism:
 - Ethnocentrism is inherent to any membership of a socio-cultural, ethnic or national group
 - It is the intrinsic mechanism of separating 'mine' from 'yours'
 - Our perceptions are made through a barrier which is unconsciously made up of our own values
- Ethnocentrism is responsible for prejudices and stereotypes

Stereotype Content Model (SCM)

- Stereotypes are derived from two human instincts:
 - Do they(group) *Intend* to harm me?
 - Are they *capable* of harming me?
- Stereotype as the uniform antipathy towards an out-group
- General stereotype content are proposed to be bound on two dimensions: warmth and competence
- Two groups have ‘materialized’ from the socio-psychology literature;
 - Those viewed as kind but helpless
 - Those viewed as skilful but cunning ← greatest target for envious prejudice

2. SCM Model



Kegel, Stefanie (2016) 'The stereotype content model: Using a social psychology theory as a framework for user experience work and brand perception.' uxdesign.cc, accessed 07.02.2018, <https://uxdesign.cc/the-stereotype-content-model-a-social-psychology-theory-as-a-framework-for-brand-perception-and-affc5b26532d>

2. SCM Model

- Cuddy et al (2009) 'Stereotype content model across cultures: Towards universal similarities and some differences'

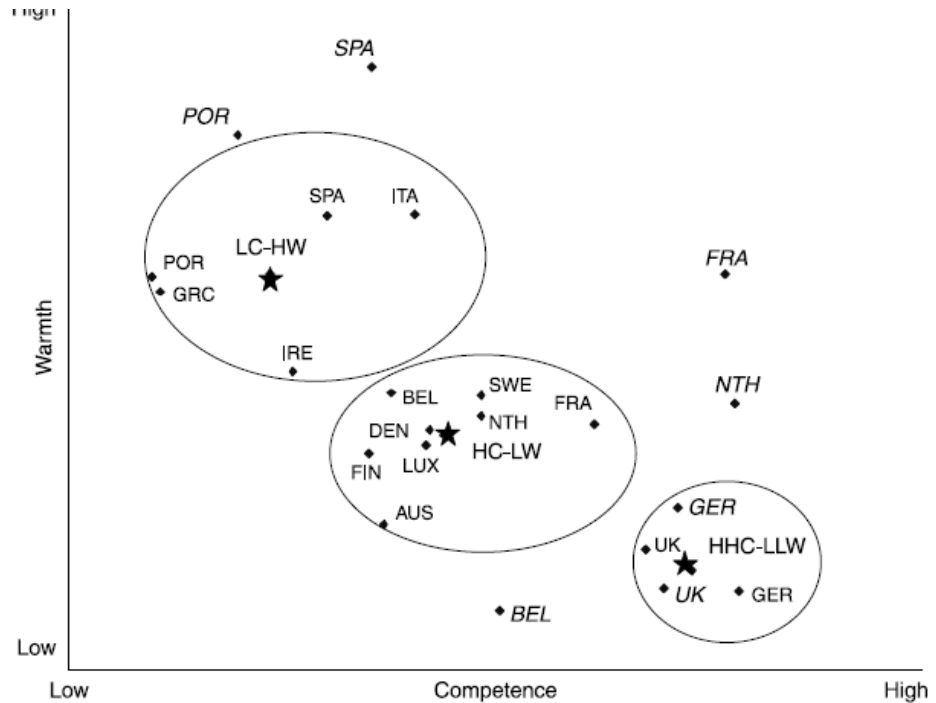


Figure 3. Study 1, EU nations, three-cluster solution. *Key:* Stars indicate cluster centres. In-group ratings, which are not reflected in the aggregated ratings, are separate, italicized, and in larger font. HC-LW, high-competence/low-warmth; HHC-LLW, highest-competence/lowest-warmth; LC-HW, low-competence/high-warmth.

Thought experiment

Scenario 1:

You are at the crosswalk and the light is red.
To you, you see no traffic or cars.

What do you do?



Behavior depends on whether we live in a
tight or loose culture
- Gelfand, Michelle

Trusting the 'system'

T:

- Strong social norms
- Little tolerance for deviance
- **Rule makers**

L:

- Weak social norms
- Highly permissive
- **Rule breakers**

The tight-loose logic that explain differences across nations **can also explain differences across states, organizations, social classes and households**

- But also conflict, revolution, terrorism, populism

Social norms – cure for ‘chaos’

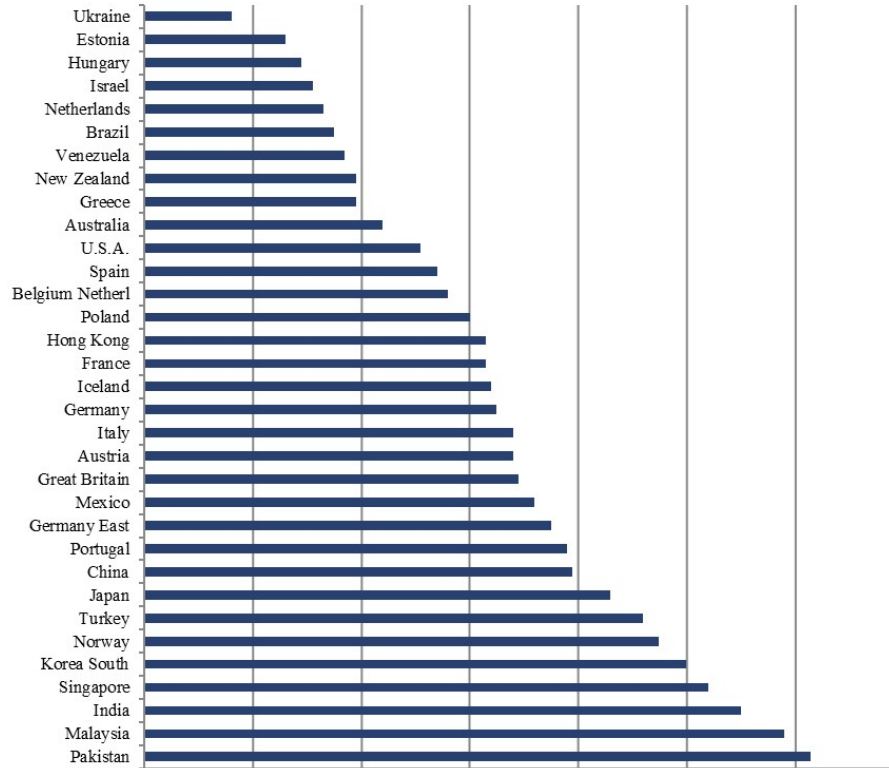
- Social norms tie and coordinate us, increasing ‘group cohesion’ and cooperation
 - Norms ‘required’ to coordinate on extremely large scales
- To us, we are dependent on social norms as much as we are dependent on survival

Mapping tight-loose cultures

Loose
cultures



Tight
cultures



Norms 'travel' through time



Trust in our values

Kluckhohn and Strodtbeck (1961) define value orientations as:

- complex principles resulting of interaction between three elements:
 - Cognitive, affective, directive

Three assumptions for formulating value orientations:

- Universal nature of value orientations
- Many ways of solving problems
- Preferences in choosing solutions.

Five problems common to all human groupings

Basic questions	Range of responses		
What is the character of human nature?	Good	A mixture of good and evil	Evil
What is man's relationship to nature?	Man dominates	Harmony between man and nature	Nature dominates
What is the time focus of human activity?	Past	Present	Future
What is the modality of human activity?	Spontaneous expression of desires	All-round development of self	Achieving measurable goals
What is the relationship of man to man?	Hierarchical	Collectivist	Individualist

Source: adapted from Kluckhohn & Strodtbeck, 1961: 11–12.

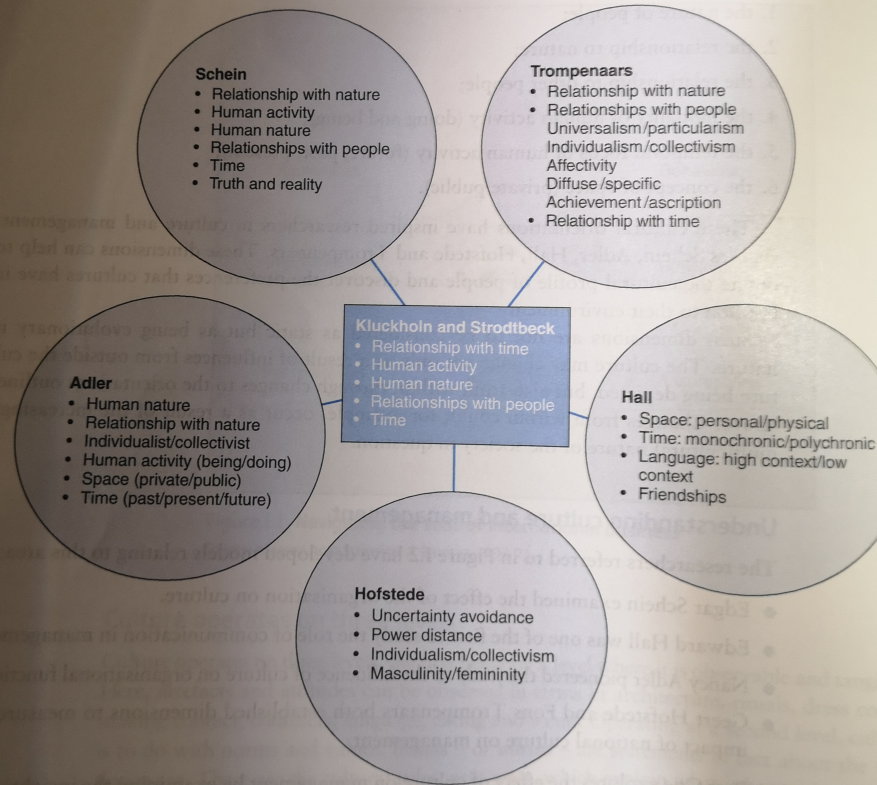


Figure 1.2 Key dimensions of culture

Source: Schneider & Barsoux, 2003: 34.

What do you think about this scenario?

You are riding in a car driven by a close friend. He hits a pedestrian. You know he was going at least 35 miles per hour in an area of the city where the maximum allowed speed is 20 miles per hour. There are no witnesses. His lawyer says that if you testify under oath that he was driving only 20 miles per hour, it may save him from serious consequences. What right has your friend to expect you to protect him?

1. My friend has a definite right as a friend to expect me to testify to the lower figure.
2. He has some right as friend to expect me to testify to the lower figure.
3. He has no right as a friend to expect me to testify to the lower figure.

Trompenaars' dimensions

- Trompenaars goes beyond the framework of anthropology/sociology showing how the dimensions affect the process of managing cultures:
 - relations to other people
 - relations to time
 - relations to nature/environment

Trompenaars' standpoint:

- Each culture has its own specific solutions for universal problems.



Relations to the others

1. Universalism/particularism:
 - societal versus personal obligation
2. Individualism/collectivism (communitarianism):
 - personal versus group goals
3. Neutral/affective relationships:
 - emotional orientation
4. Specific/diffuse relationships:
 - contract versus contact
5. Achievement/ascription (doing/being):
 - legitimating power and status

Relations to time and the environment

<p>6. <i>Sequential versus synchronic time</i> (monochronic/polychronic)</p>	<p><i>Sequential:</i> time is tangible and divisible. Only do one activity at a time <i>Synchronic:</i> time is flexible and intangible. Appointments are approximate and subject to 'giving time' to significant others</p>
<p>7. <i>Inner versus outer directed</i> Internal or external control to the environment</p>	<p><i>Internal control:</i> one's personal conviction is the starting point for every action and this may result in conflict with others and resistance to nature <i>External control:</i> Sensitive to the environment and seeks harmony. Often flexible attitude, willing to compromise</p>

Source: see Table 5.1, page 132

Framework for the millennium manager

In practice, dimensions and the related cultural dilemmas are typically between:

1. **Universalism–particularism**
 - Legal contracts and loose interpretations
 - Low cost strategies or premium strategy
 - Extending rules or discovering exceptions
2. **Individualism–collectivism (communitarianism)**
 - Profit or market share strategy
 - Originating ideas or refining useful products.

Framework for the millennium manager (Continued)

3. Neutral or affectivity

- Long pauses or frequent interruptions
- Being professional or engaged

4. Specific–diffuse

- Data and codification or concepts and models
- Being results-oriented or process-oriented

5. Achieved or ascribed status

- Pay for performance or vindication for worth
- Head-hunting or developing in-house.

Framework for the millennium manager (Continued)

6. Sequential or synchronic time

- Highly rational, standardised production or just-in-time production
- Keeping to schedule or being easily distracted

7. Inner or outer directed

- Strategically oriented or fusion oriented
- Dauntless entrepreneur or public benefactor.

Cultural values on tasks carried out by managers and professionals:

1. Planning

- goals and objectives of a company or department

2. Organising

- organising actions needed to achieve the goals

3. Staffing

- allocating employees to particular positions

4. Directing

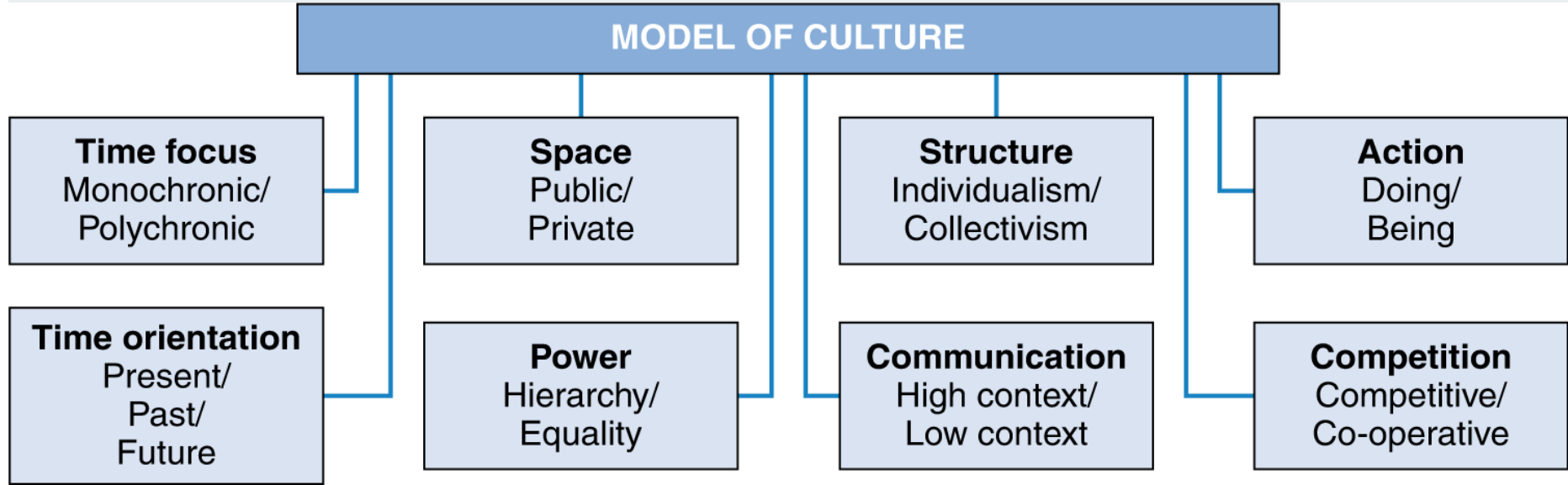
- leading the organisation and its employees towards its goals

5. Controlling

- monitoring performance of the company or department

Effect of cultural values on management

- The way tasks and responsibilities are performed can be examined in light of key number of cultural values (models of culture).
 - These cultural values emerged from cultural dimensions found by scholars.
- Eight **cultural value orientations** have considerable influence on the way managers perform their activities.
- These cultural value orientations have impact on the management activities.



Source: free after Doing Business Internationally, Participant Workbook: 2.3.

Time focus

- Different cultures have different perceptions of time according to their environment, history, traditions and general practices.
- Hall and Hall (1990) distinguish two prominent time systems that are of particular relevance to management:
 - **Monochronic**
 - time is used in a linear way: one activity at a time
 - **Polychronic**
 - people tend to focus on multiple tasks.

Time focus and management tasks

Monochronic cultures

1. Making schedules.
2. Linear and task-focused.
3. Concerns focused on shorter term.
4. Distribution of detailed information.
5. Use control systems and strict deadlines.

Polychronic cultures

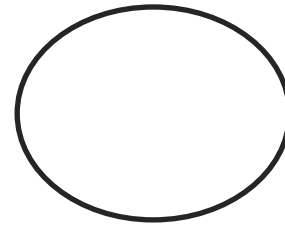
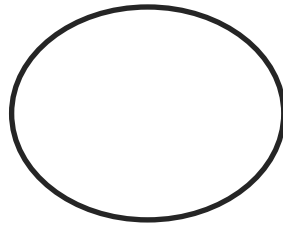
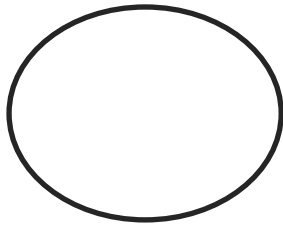
1. Relationships in planning.
2. More holistic and people-focused.
3. Focus on longer term.
4. Sharing of implicit knowledge/information.
5. Flexible control systems involving people.

Time orientation

Cultures focused on the:

- **Past** uphold tradition in line with the history of the company
- **Present** aim for quick results and short-term gain
- **Future** assess plans in the light of expected future benefit.

- **Imagine the past, present and future as circles:** Draw three circles in a way which represents **your feelings** about the relationship between the past, present and future
- You can use different-sized circles, draw circles onto each other or keep them separate
- Finally, label each circle accordingly



Time orientation and management tasks

Past-oriented cultures

1. Building in long-term time frames.
2. Past goals guide the process.
3. Slower in adapting criteria by selection.
4. Continuation of the company's values.
5. Develop performance in keeping customary goals.

Future-oriented cultures

1. Long-term plans and results.
2. Co-ordinated to meet longer-range goals.
3. Selection to meet long-term business goals.
4. Achieving long-term benefits.
5. Develop objectives in the long-term context.

Power

Power value orientation: the extent to which a society expects or accepts that power is distributed unequally.

- **Hierarchy**
 - Level of power and authority are strictly marked
- **Equality**
 - Status and formal position have less influence.

Power and management tasks

Hierarchy

1. More autocratic or paternalistic planning.
2. Organisational structure is tightly controlled.
3. Subordinates expect bosses to take initiatives.
4. Employees like being closely supervised.
5. Employees prefer the personal control of superiors.

Equality

1. More participative planning.
2. Organisational structure encourages individual autonomy.
3. Work relations should not be strictly prescribed.
4. Managers exhibit consultative style.
5. Subordinates develop performance objectives with their bosses.

Competition (Competitiveness)

- **Competitive**

When competitiveness is valued, the culture is focused on:

- Acquiring wealth
- Performing well
- Achieving ambitions.

- **Co-operative**

- Competition is not considered to be the main purpose of business
- Stress is on the quality of life, relationships and consensus.

Competition and management tasks

Competitive

1. Task performance when implementing plans.
2. Managers have more of a leadership role.
3. Selection of employees on ability to act independently.
4. The leader's role is to track and reward achievement.
5. Preferred control systems are performance-based.

Co-operative

1. Maintaining relationships in plan implementation.
2. Managers have more of a facilitating role.
3. Employees elected on ability to work well in groups.
4. The leader's role is to facilitate relationships.
5. Task performance is recognised as a standard for success.

Action (activity)

Cluckholn and Strodbeck (1961) see every method of human expression as resulting in some form of activity which shows a preference towards:

- **Doing orientation**

The stress in doing cultures is placed on:

- Action
- Achieving personal goals.

- **Being orientation**

The stress is placed on:

- Working for the moment
- Living the experience.

Action and management tasks

Doing cultures

1. Developing time-framed action steps.
2. Action-oriented documentation.
3. Ability to fulfil organisational tasks.
4. Expertise and competence.
5. The ways the tasks are done.

Being cultures

1. Strong focus on the vision.
2. Based on common vision and personal trust.
3. Career development based on personal or social criteria.
4. Personal philosophy, values and style.
5. Management of performance measurement less systematic.

Space

Private/Public

- One aspect of space orientation is related to private or public space
- Another aspect related to invisible boundary around every person
- The concept of space can be seen in terms of personality.

Space and management tasks

Private

1. Forms of planning: individualistic or systematic.
2. More task-centred.
3. Explicit information about how staff are to be employed.
4. Managers and employees do not share the same office.
5. Explicit measures of performance.

Public

1. Group-oriented or authoritative forms.
2. Relationship-centred approaches.
3. Implicit information.
4. Size of the place where an employee works does not reflect the person's rank.
5. Informal checks on performance.

Communication

- Role of the context in the communication process (Hall & Hall, 1990).
- Context related to framework, background and surrounding circumstances.
- **High-context**
 - Information is 'hidden' in the context
 - Situation carries most of the information
- **Low-context**
 - The messages are clear and explicit.

Communication and context

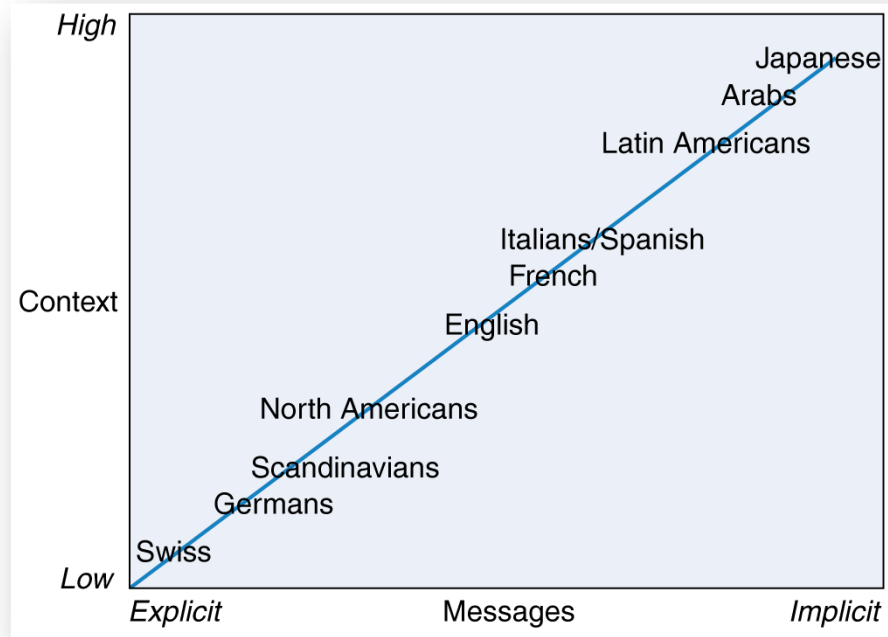
Low context

1. Plans are explicit, detailed, quantifiable, info-based.
2. Explicit, detailed guidelines for task responsibilities via verbal/written instruction.
3. Detailed employment contracts & explicit performance appraisals.
4. Managers outline specific (path to) goals. Instructions specific, conflict depersonalised.
5. Control more task-driven: monitoring to ensure objectives.

High-context

1. Plans are more implicit, with less detailed instructions.
2. Implicit task assignment and responsibilities, understood according to context.
3. Implicit criteria/methods for employment and appraisal
4. Managers reach goals through relationships/group processes. Conflict resolved beforehand.
5. Control more process-driven: control aspects embedded in cultural context.

Messages and context



Source: Usunier, 1993: 103.

Structure

- The term 'structure' refers in business to an organisational structure.
- Value orientation concerns the relation between the individual and the group.
- **Individualism**
 - 'I' predominates over the 'We'
- **Collectivism**
 - Interests of the group prevail over individuals.

Structure and business activities

Individualism

1. Those involved in planning expected to take initiative to present views.
2. Emphasis on individual when assigning tasks and resources.
3. Organisations not expected to look after their employees' career development.
4. Leaders expect employees to meet/exceed responsibilities.
5. Control exerted by individual standards of excellence. Self-respect discourages deviance from standards.

Collectivism

1. Plans developed within shared values used for measuring and justifying activities.
2. Emphasis on the group: the team is assigned tasks and resources.
3. Promotion based on seniority. Managers evaluated on their conformity to org./group norms.
4. Leaders expect loyalty in exchange for protection; group/top-down control.
5. Deviation from standards and expectations discouraged through group-oriented pressure.

Trust in the ‘good work’

- One possible model: **the nordic work model**
 - Cooperation between organized labor market parties and the state/the public
 - Nordic countries display broad set of measures to promote the good work
- The pattern of co-operation and trust generally associated with the Nordic model is often linked to
 - limited size of their populations
 - location in the European periphery
 - their ethnic homogeneity
 - inherent peacefulness and cooperative orientation
- Based on the idea of reducing conflicts in working life through pooling the measures available to
 - the employers
 - the unions
 - the government

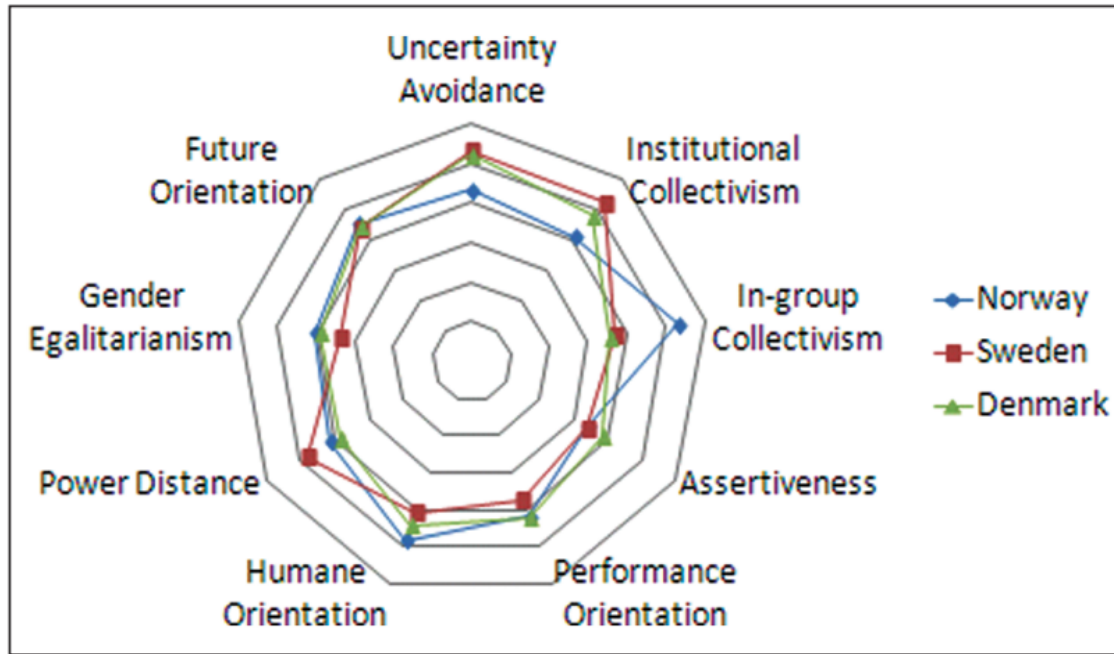


Figure 1. Societal cultural practices scores from Norway, Sweden, and Denmark

Source: Adapted from House et al., 2004; Warner-Söderholm, 2010b.

Who would you trust the most?



$$\sum_k^n (IQ + CQ + SL)$$

EL = f

LX

Cultural Intelligence explained

- Capability to work effectively across cultures

Three major components to CQ:

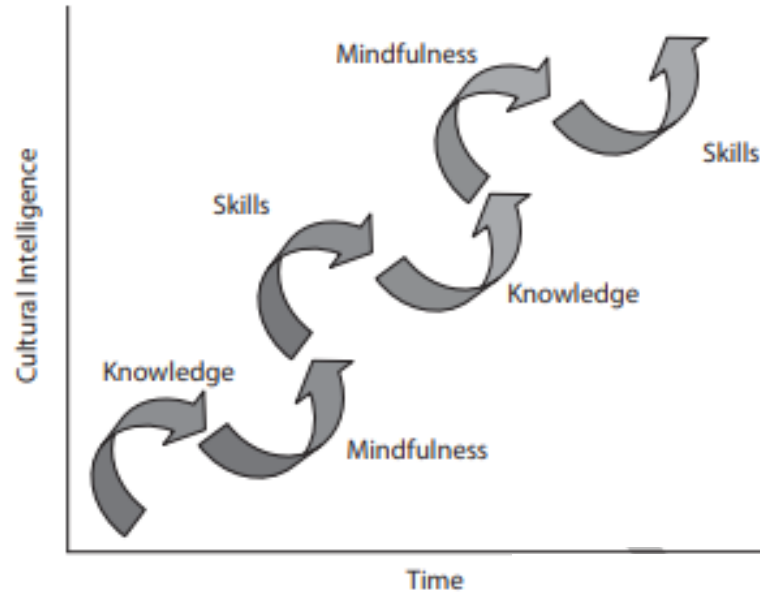
- Cognitive: the general knowledge and knowledge structures about cultures
 - Meta-cognitive: mental capability of individuals to acquire and understand cultural knowledge
- Motivational: individual capability to direct energy towards learning about and functioning in different intercultural situations
- Behavioural: individual capability to exhibit appropriate actions in culturally diverse encounters



What comes first – CQ or development of CQ

- To acquire CQ you must practice, by living and working in culturally different environments, or by working with culturally different people
- But; in order to live and work effectively in culturally different environments, or to work successfully with culturally different people, you first need to acquire CQ

CQ development



Summary

Trust in cultures strengthen or weakens due to

- Cultural icebergs
- Stereotypes
- Social norms
- Values
- Different solutions to the same problem
- “Good work”
- Leadership