Diversity Management in Education

(from inter cultural management side)

Brno, June 2013

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Who am I?

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The more you look at the world,
the more you recognise
what really matters to people.

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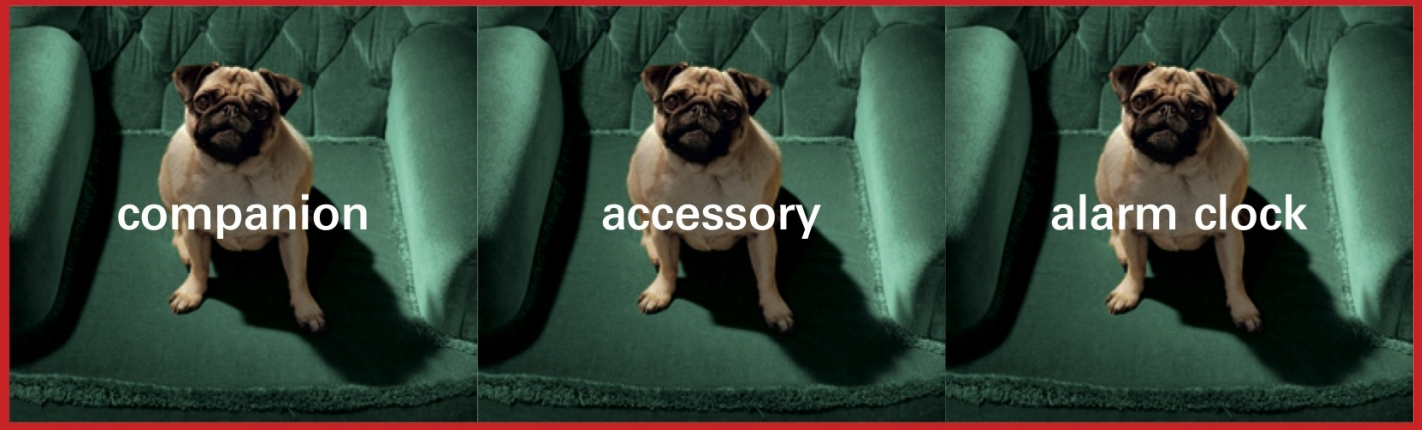

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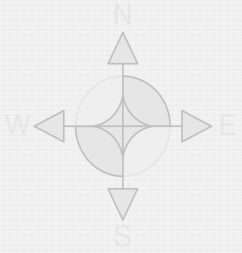
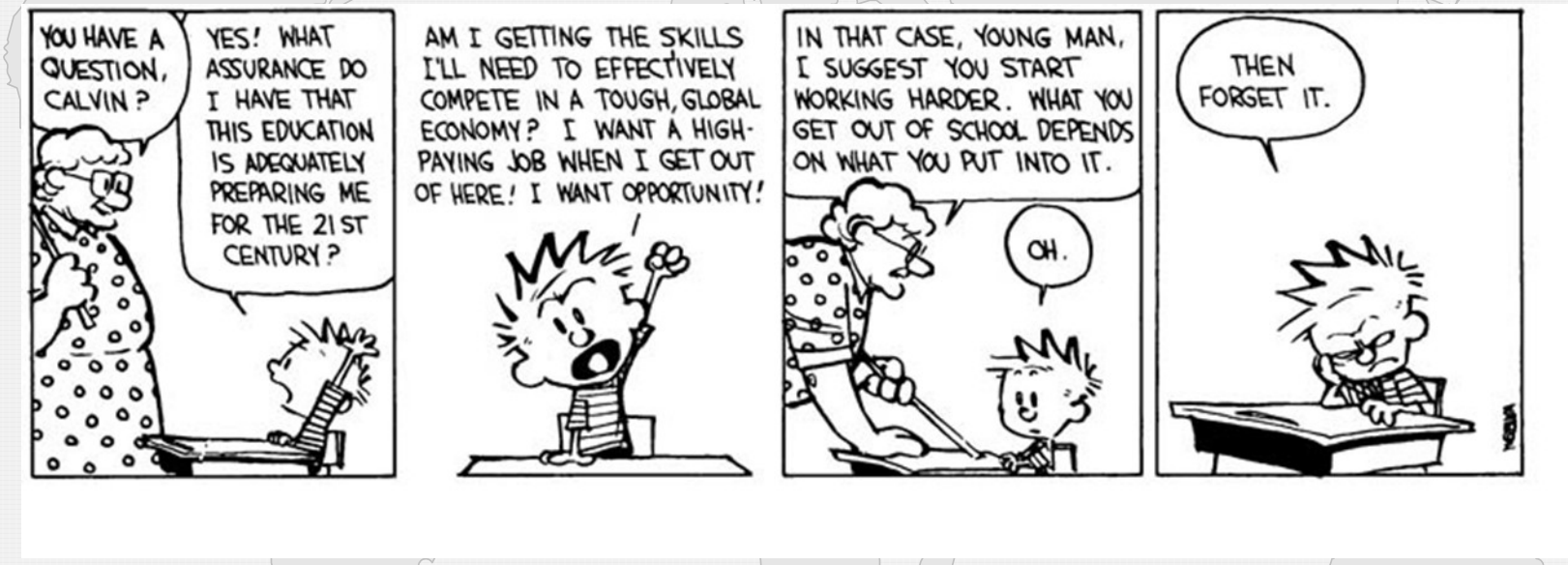
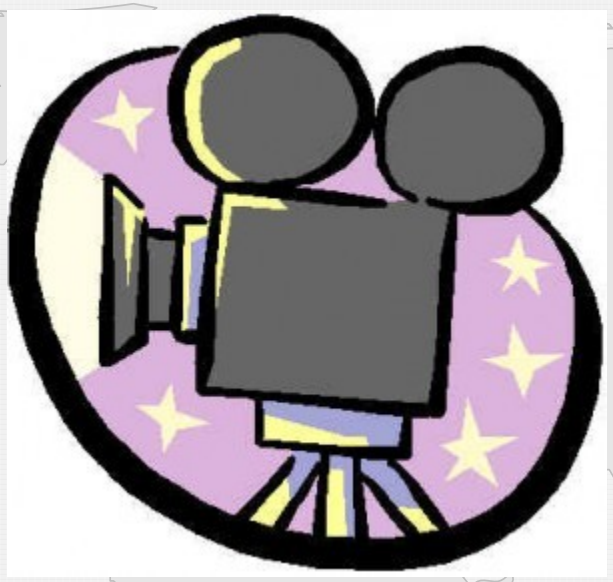
At the end of the course you should be able to…

… have a better idea about your own cultural baseline.
… better understand cultural differences
… comprehend the influence of culture on education
… explain cultural theories to yourself and others




YOU HAVE A QUESTION, CALVIN?
YES! WHAT ASSURANCE DO I HAVE THAT THIS EDUCATION IS ADEQUATELY PREPARING ME FOR THE 21ST CENTURY?
AM I GETTING THE SKILLS I'LL NEED TO EFFECTIVELY COMPETE IN A TOUGH, GLOBAL ECONOMY? I WANT A HIGH-PAYING JOB WHEN I GET OUT OF HERE! I WANT OPPORTUNITY!
IN THAT CASE, YOUNG MAN, I SUGGEST YOU START WORKING HARDER. WHAT YOU GET OUT OF SCHOOL DEPENDS ON WHAT YOU PUT INTO IT.
OH.
THEN FORGET IT.



CCLVET – Cross Cultural Teaching

The logic of co-operation:
Game theory

The setup:

Participants in a game had to contribute with a computer programme taking decisions depending on their own decisions and on the opponents prior moves. The options were: “I cooperate” and “I refuse to cooperate”

Both do not cooperate: 1 point

Both co-operate: 3 points

One refuse / one cooperate: 5 points / 0 points

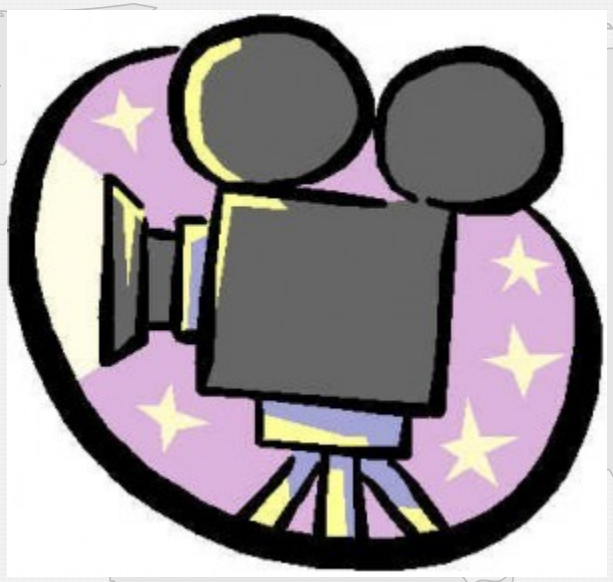
3 rounds planned.

Take a moment to think

What could be the most successful strategy ?

How to start?
How to react on co-operation?
How to react to a refusal?
How to finish?

Do you have an idea?



Tit for Tat

Results and further rounds

“Nice” programs (those restraining from refusing co-operation until having received a refusal themselves, performed significantly better.

“The best defence is attack” does not seem to be true.

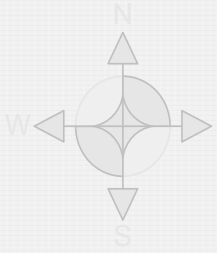
The strategies and their respective performance were published. In the second round 64 competitors from different fields and with different cultural background tried to win against the winning strategy of round one.

Still the strategy won again. There was no sense in a third round.

So what was the winning strategy?

- Start: Co-operative
- Cooperates as long as it gets co-operative moves in return.
- When it gets a refusal: refuse until it gets a co-operative move again.

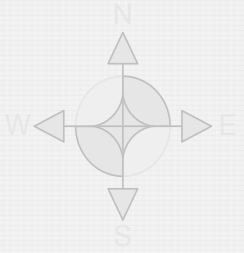
It was the simplest strategy of the tournament…
This strategy was developed by the bio-mathematician Anatol Rapoport.



Translation:

Robert Axelrod described Rapoport‘s mechanism in a real world context

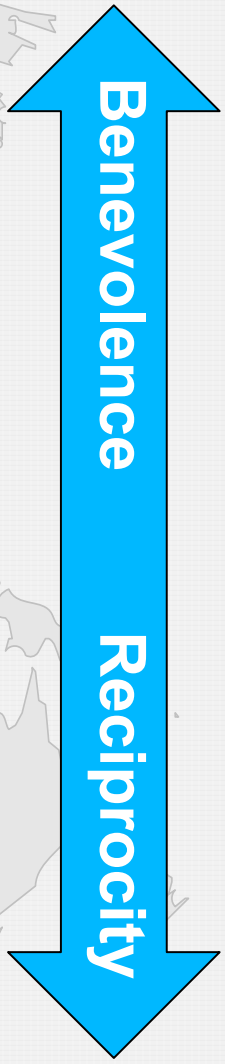
- Don‘t be envious
- Never be the first to defect (to refuse cooperation)
- Practice reciprocity
- Don‘t be too clever
- Don‘t try to be tricky



A set of forces for cross-cultural excellence.

Benevolence
(opening the game with a cooperative move)

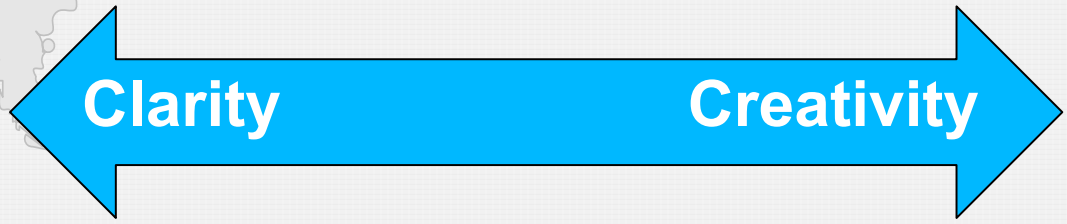
Reciprocity
(maintaining cooperation when receiving cooperation, playing refusal after a refusal)



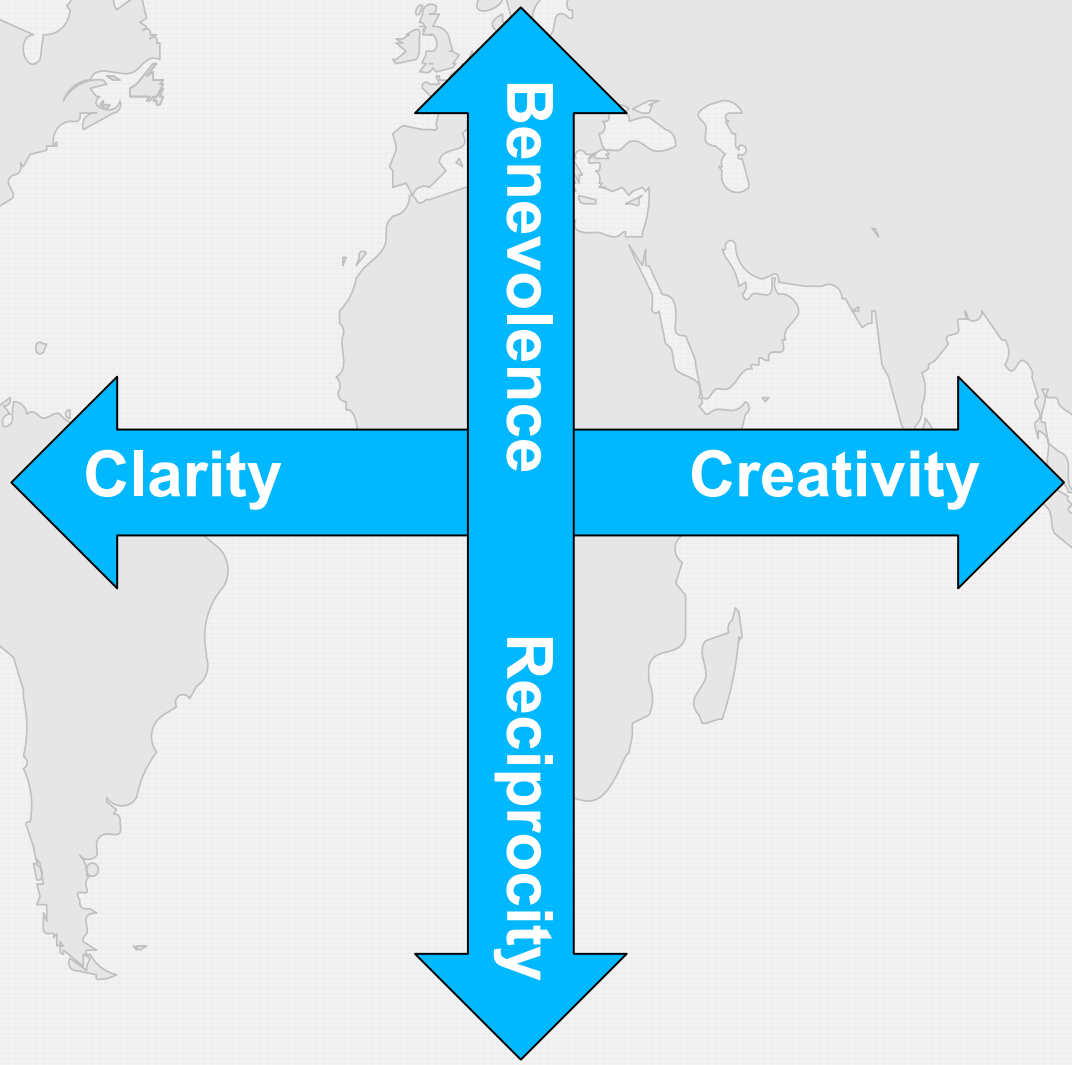
A set of forces for cross-cultural excellence.

Clarity
(refusing immediately,
making your rules clear)

Creativity
(in real life it is sometimes necessary to find an innovative solution for benevolence, reciprocity an clarity)



The cross-cultural compass



The logic of co-operation:

Conclusion

Cooperation seems to have been recognized as one of the driving forces of success by as different authorities as Sun Tzu, Anatol Rapoport and Robert Axelrod.

Effective cooperation management can be done by using four forces: Benevolence, Reciprocity, Clarity, Creativity.

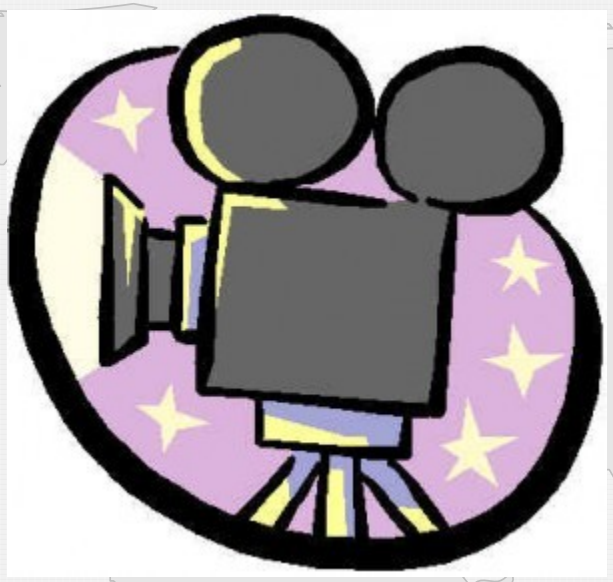
They can be used to construct solutions for cross cultural communication in cross-cultural relationships.

PAUSE (?)

Training in Yemen

Read through the case and try to answer the questions attached.

Groupwork max.30 min



The worlds local bank

PAUSE (?)

Comparing Cultures

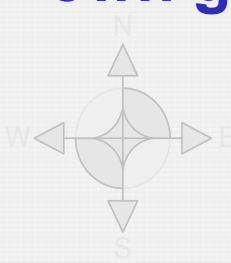
- Different ways to define culture
- Use of stereotypes
- Layers of Culture
- Cultural Dimensions

Decisions in everyday live

We are all trained from birth to deal with everyday situation. To handle these everyday situations is easy for us, **we internalized the coping strategies common to our own culture**.

Things get more tricky if we need to cope with a new environment or if we a forced to explain our own actions to an outsider.

Questions, misunderstandings and sometimes outright shock seem to happen much more often outside our own group and / or environment

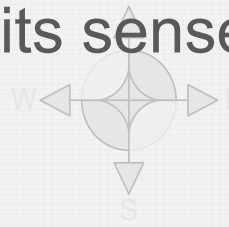


Definitions of Culture

„Culture is the collective programming of the mind, which distinguishes the members of one group from another“ – Geert Hofstede

„Culture hides more than it reveals, and strangely enough, what it hides, it hides most effectively from its own participants“ – Edward T. Hall.

„Culture refers to whatever an identifiable group of people shares in order to meet it‘s basic human needs and maintain its sense of identity.“ - Jean-Claude Arteau



What is culture ?

Culture relates to the way people understand the reality of the world around them. It is strongly related to civilisation;

Patterns of thinking, feeling, and acting towards others

Culture can also be seen a something a lot more personal: Halfway between our human natures characteristics and our personal preferences.

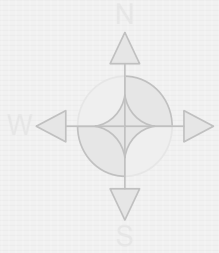
Values Orientation Theory

Florence Kluckhon & Fred Strodtbeck

1.There is a limited number of common human problems

1.While there is variability in these solutions it is neither limitless nor random, but it is definitely variable between a range of possible solutions.

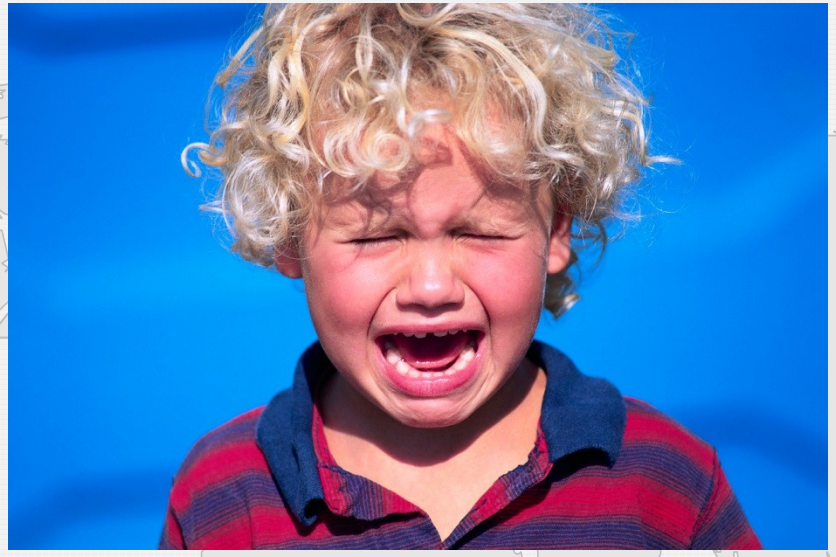
1.The alternatives of all solutions are present in all societies at all times but are differentially preferred.



Example:
The grocery store theory.

You are in a grocery store. It's the end of the afternoon and several people are lining up in front of the cashier. You are fourth in line. In front of you stands a young parent with a young child. The boy is approximately five years old and all of a sudden he gets into hysterics. You understand from his cries that he wants a chocolate bar.

Immediately the atmosphere in the shop is changing. Each client exchanges amused looks and smiles. All but one: the parent.



Now imagine you are the parent.

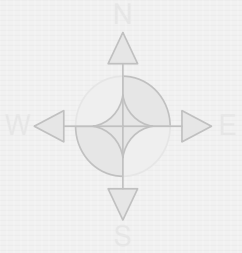
What are your options?

Take a moment to think about them and note them.

The grocery store theory - Options

- To buy the chocolate bar?
- To ignore the child?
- To spank the boy?
- To leave the shop?
- Any others?

All options are possible but depending on our upbringing, personalities and also our culture we favour different ones.

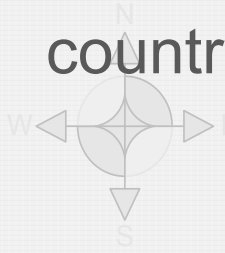


The grocery store theory

Actually all the options are possible. However, ask around and most people will confirm the second assumption of Kluckholm and Strodtbeck: that in fact, a limited number of options is *really* available.

Availability heuristics: We usually choose our solution from the most easily accessible ones.

Now imagine the grocery store being located in another country…



The grocery store theory

A mother might shock the clients in a foreign grocery store by ignoring the cries. Not because people have different options, but because they have different rankings in mind.

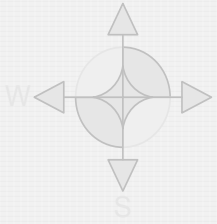
Ignore the child	Buy the chocolate	Leave the shop	Spank the child
Spank the child	Leave the shop	Ignore the child	Buy the chocolate

Being able to adapt your ranking to the other's is what cross-cultural competence is about.

Culture

- is an orientation system
- which provides standards of perceiving, thinking, valuing and acting accepted by the majority
- creates culture specific ways of action.

Culture is the way we solve our problems.



Typical Czech?

What is typical for Czech people?

Take a moment to think about it and note your observations.

Ethnocentrism

When in contact with other cultures, and whenever we face difficulties in comprehending or accepting the manners or habits of others, **we have a common tendency to see the world through the prism of our own culture**.

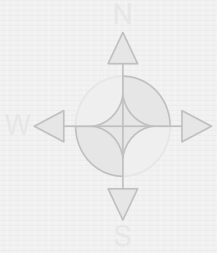
Understanding other cultures is not an easy process and as human beings we will often try to reduce the dissonance, by either denying the differences or by deciding our own culture is simply better (and so removing the need for adaptation).

This behaviour is called ethnocentrism and it is the prime obstacle to cross-cultural management and education.

Stereotypes and Prejudice

A stereotype is a cut-and-tried opinion**. It is the result of a categorization that guides our behaviour,** particularly with regard to a given group or population.

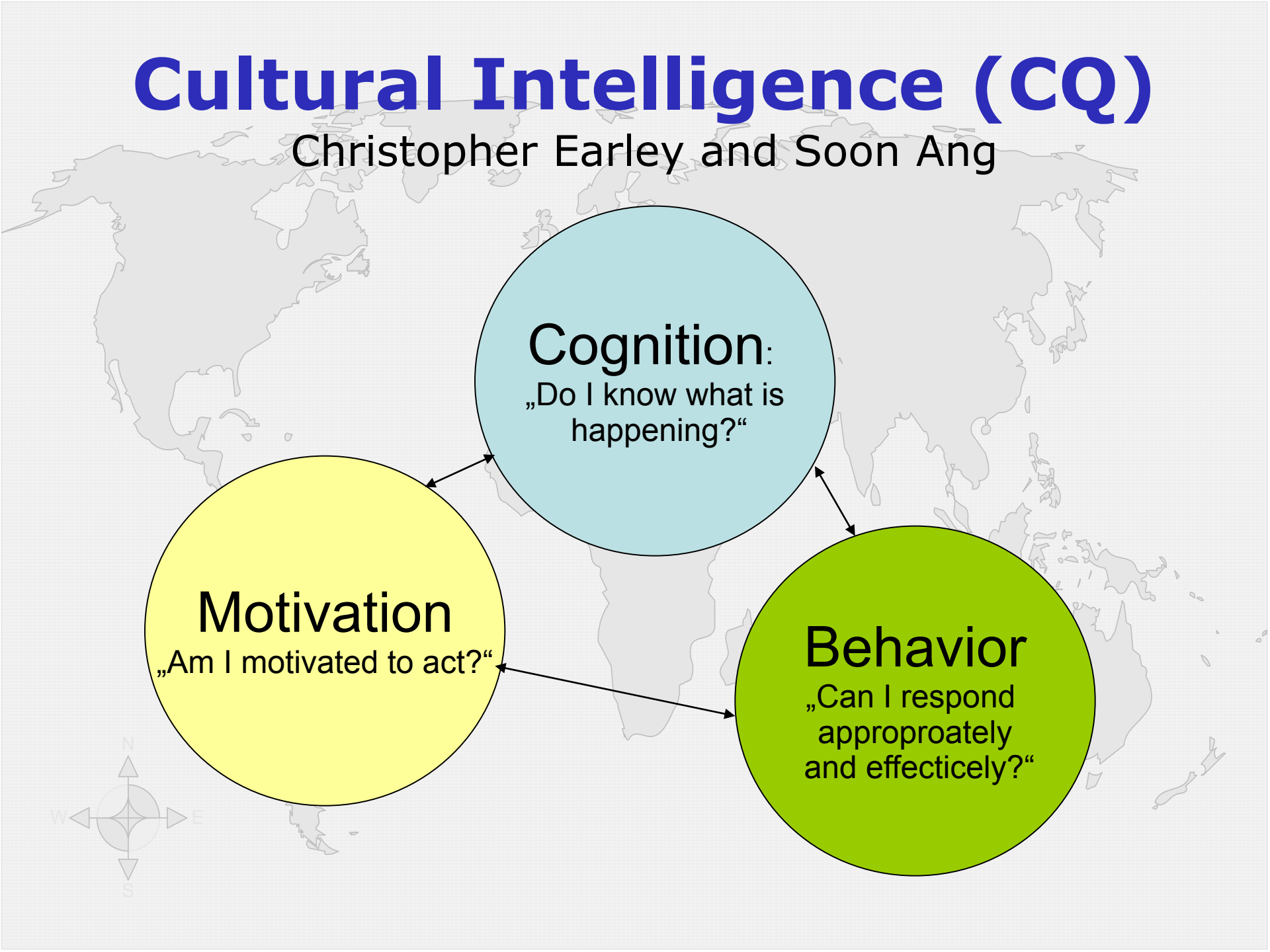
Stereotypes are usually negative (called prejudice) but may also be positive. They can be helpful as starting point in new situations.



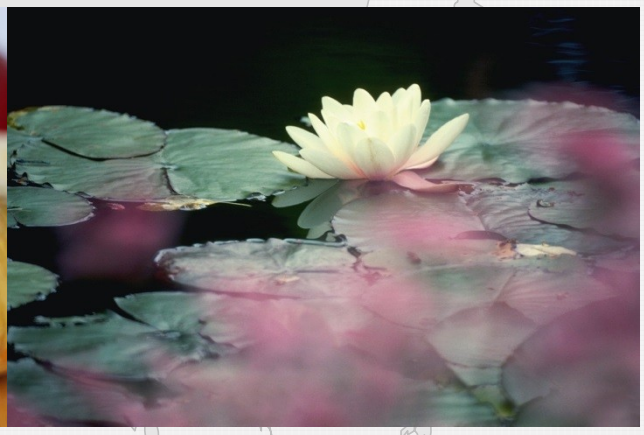
PAUSE (?)

Cultural Intelligence (CQ)

Christopher Earley and Soon Ang

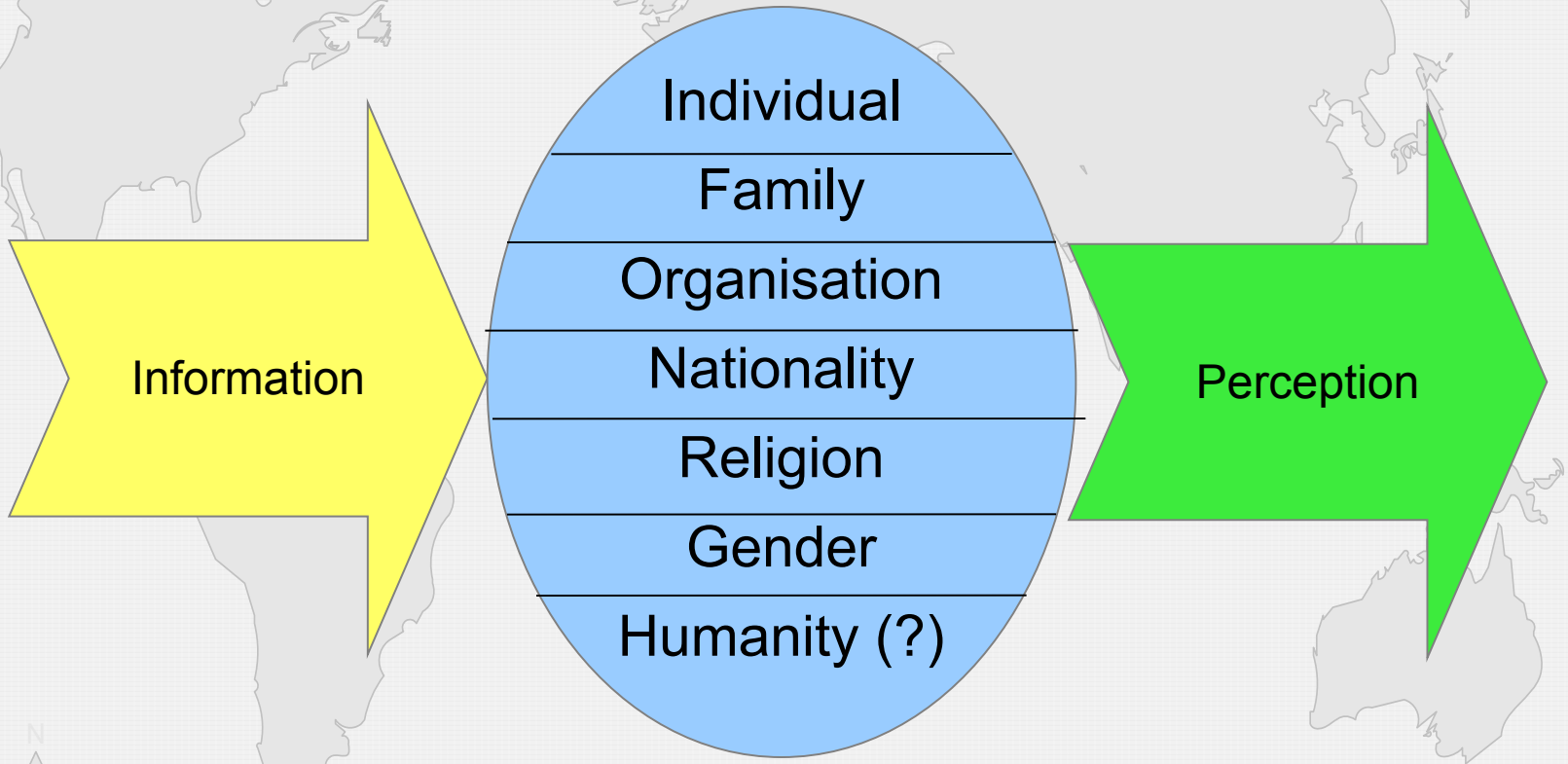


Concepts of Culture



Culture is compare to a lot of different things: Like an iceberg it has a part easily visible and a part which is normally hidden from view. Like an onion it has different layers; and like a lily it is firmly rooted at the bottom of the pond, while the leaves and the flowers are drifting with the current…

The cultural lens



Three layers

Artifacts
(explicit culture)

The norms and values
(implicit culture)

The core of the culture
(preconditions)

Of Heroes and Villains

Which are the heroes and villains of your childhood?

What makes a hero?
What makes a villain?

Try to find at least two fictional examples for each and present them.

Groupwork max. 30min

PAUSE (?)

Artifacts
(explicit culture)

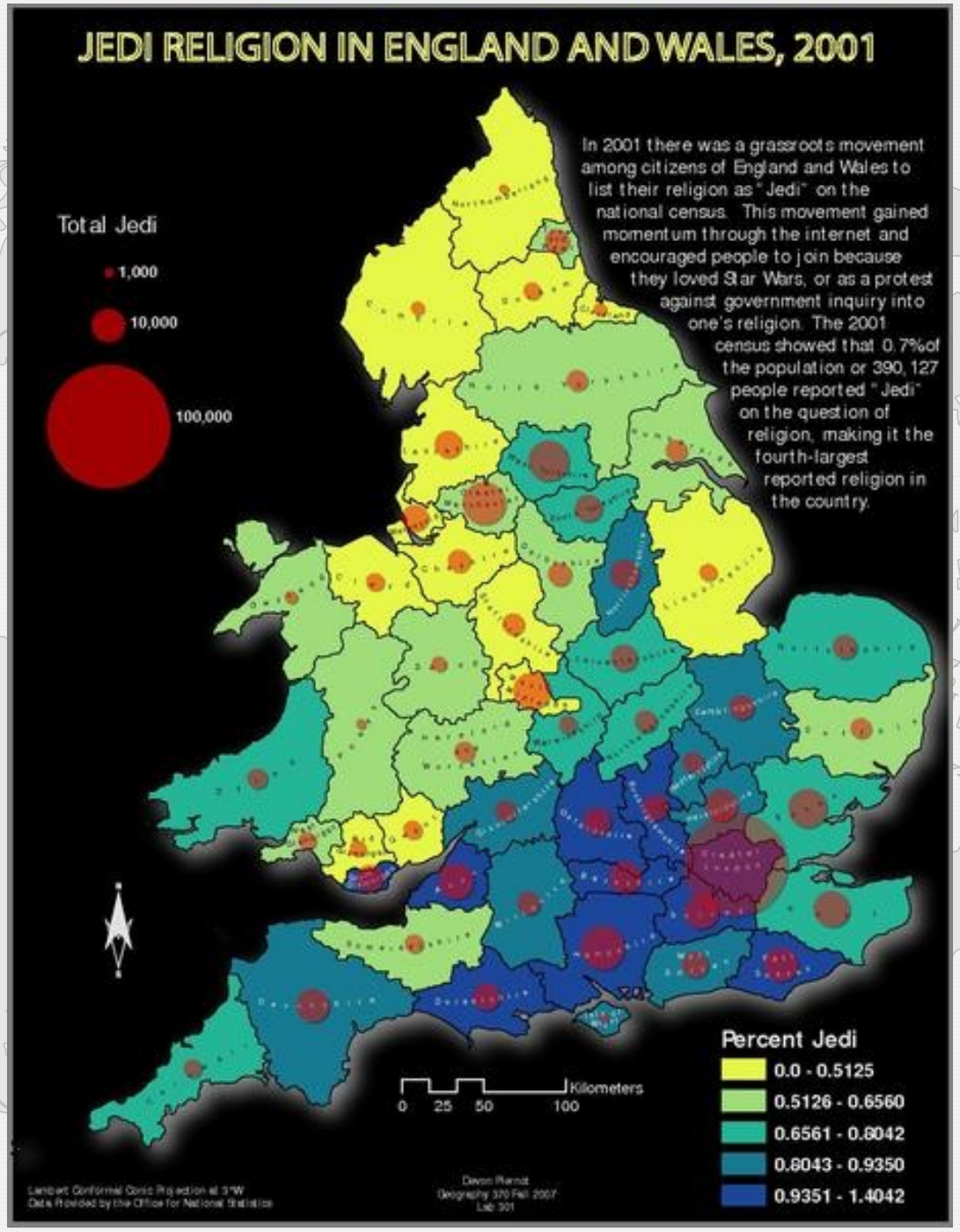
Symbols: words, gestures, pictures or objects, that carry a particular meaning. (e.g. a countries flag, gestures, typical architecture)

Characters (villains or heroes): persons, dead or alive, real or fictional, who are clearly associated with the culture

Habits (or rituals): activities the members of the culture demonstrate in their natural environment. (Religion, sport, business etiquette)

Wake-up Question:

What would you believe has been the fourth largest religion in the UK, according to the answers of the participants in the last population poll?


JEDI RELIGION IN ENGLAND AND WALES, 2001
In 2001 there was a grassroots movement among citizens of England and Wales to list their religion as "Jedi" on the national census. This movement gained momentum through the internet and encouraged people to join because they loved Star Wars, or as a protest against government inquiry into one's religion. The 2001 census showed that 0.7%of the population or 390,127 people reported "Jedi" on the question of religion, making it the fourth-largest reported religion in the country.
Total Jedi
1,000
10,000
100,000
Kilometers
0 25 50 100
Percent Jedi
0.0 - 0.5125
0.5126 - 0.6560
0.6561 - 0.8042
0.8043 - 0.9350
0.9351 - 1.4042
Lambert Conformal Conic Projection at 3°W
Data Provided by the Office for National Statistics
Devon Pierrot
Geography 370 Fall 2007
Lab 301

The norms and values
(implicit culture)

Norm: a common orientation of a group toward what one should do (what is considered normal). Groups, in essence are individuals sharing a common normative system. This is a binary concept (right or wrong).

Value: a common orientation toward one would like to do, This is a lot more personal. Values are not binary, there are more shades then black and white.

In our upbringing we learn the norms and values of our culture. We internalize them.

How and why do rules work

Which rules do you apply in education?

Which work well?
Which do not?
What do you do to make the difference?.

Groupwork max. 20min

The core of the culture
(preconditions)

External forces which have influenced the shaping of the culture. These basic assumptions are the ultimate sources of value and norms and if taken for granted, they are difficult to distinguish.

- **Geography**
- **Climate**
- **History**

Taboo

Originally a Taboo was often connected to religion, it has been more generalized in the intercultural context. A Taboo is something forbidden. It can be a place, a word, a gesture, an activity among others.

Examples

Symbols (the swastika in Germany and Austria)

Characters (He-Who-Must-Not-Be-Named in Harry Potter)

Words (any considered vulgar)

Norms (nudity in Muslim countries)

Rituals (Animal sacrifice in Western countries)

….

Advanced Stereotyping

One can't talk about entire cultures without generalizing, However while generalisations might be accurate about groups, they are never going to be fully true for individuals.

While generalisations refers to behaviour displayed by the majority of a population, stereotypes are an extrapolation of an extreme behaviour.

One should be aware of generalisations even if they are not as ill-defined as stereotypes. Culture is only one influence on behaviour.

Comparing Cultures

Culture may also be presented as a normal distribution curve (bell curve).

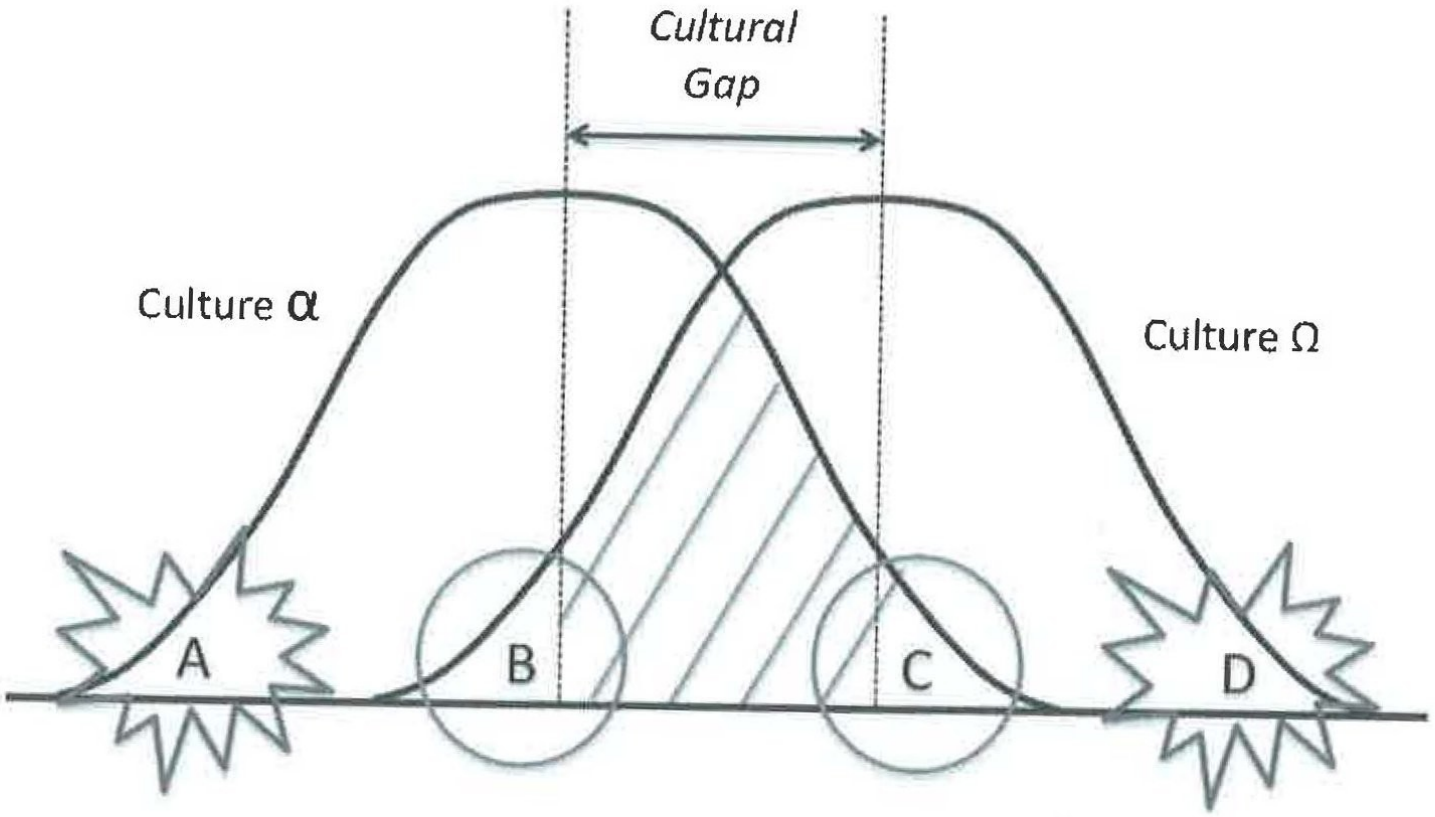


Fig. 1.7 – Culture as a normal distribution curve

About Ape and Man

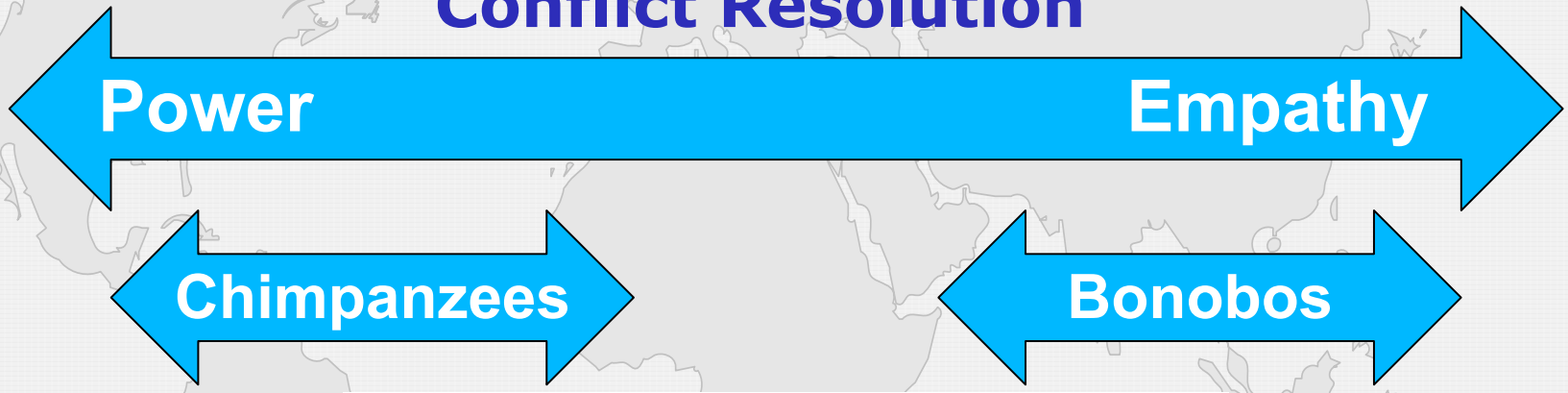
Chimpanzee:
Live in clear cut social groups, have clear role definitions between males and females, an alpha male heads the group, using aggression to maintain his position. They can feature extreme violence leading to mutilation and murder.

Bonobos (a subspecies):
Are not strongly territorial, allow interaction between groups, a cluster of females heads each group. Males in the group usually submit to matriarchy. Bonobos have few conflicts, which are avoided by pre-emptive social interaction.

Imagine how our image of early hominids would have changed if we knew about Bonobos first….

Cultural Dimension

Example:
Conflict Resolution



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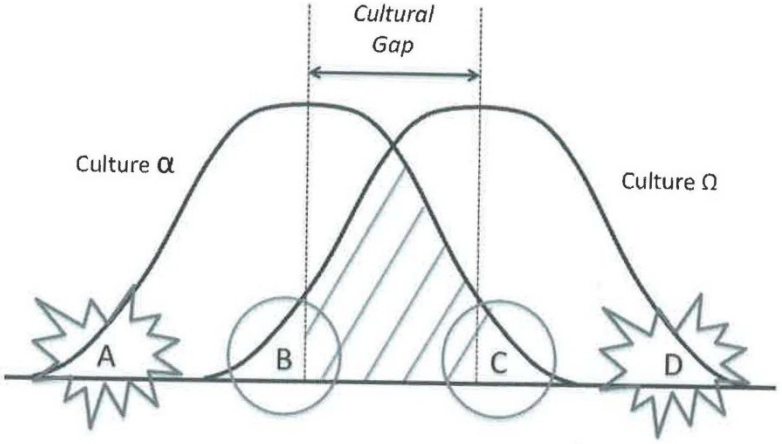
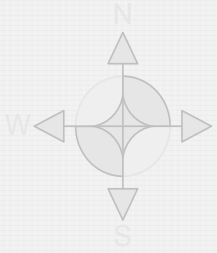


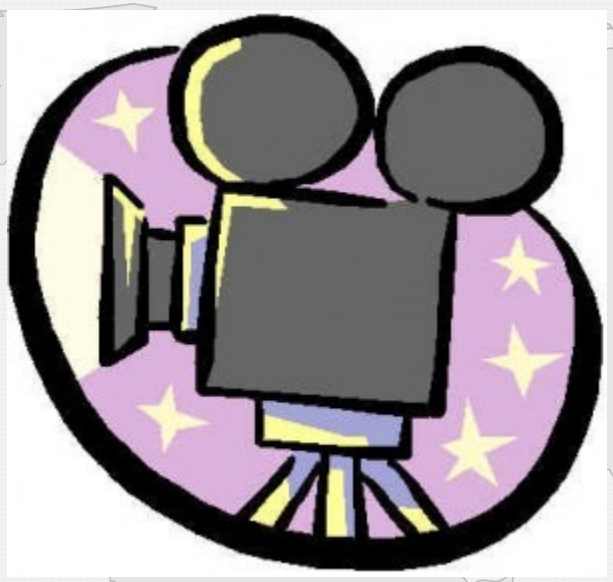
Fig. 1.7 – Culture as a normal distribution curve

Culture and Nation

While it is tempting to equate nationality with culture (e.g. national boundaries with cultural territory), it is potentially misleading, overly simplistic and limiting.

Culture should might be better understood as a dynamic process that often cuts across national borders or is not meaningfully described in geographic terms.

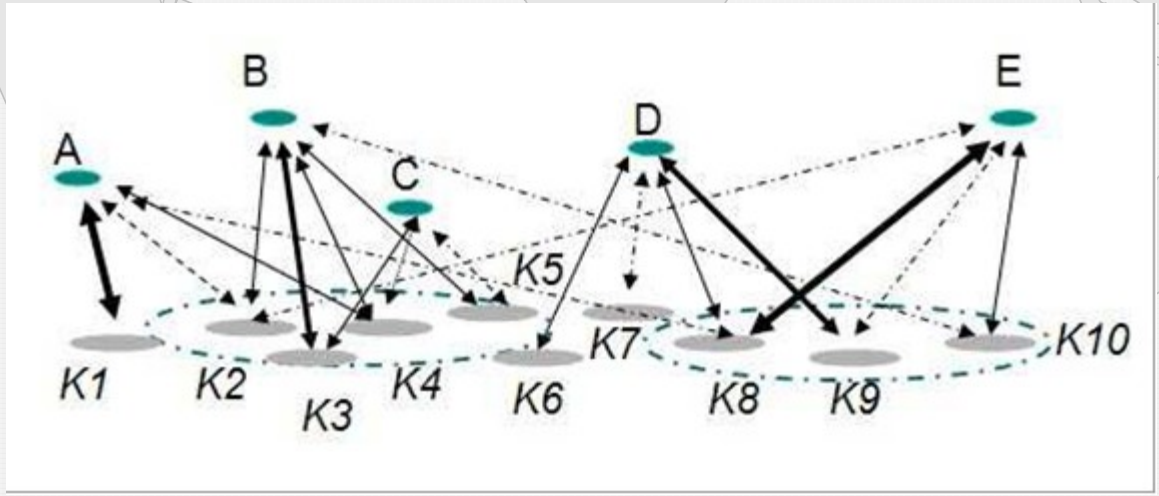




HSBC Videos

„Fuzzy Cultures“

Following current trends in cultural studies, culture is not considered a “container” but is a complex network of relations. Each individual can be “multi-collective”, belonging to a number of “cultures” (K1-K9) while on the other hand each culture is “poli-collective”, including a number of Persons (A-E).



PAUSE (?)

Cross-Cultural Research as of today

- Dimensions and standards
- The Main Models

Dimensions and Standards

2 ways if observing cultures and differences:

Dimensions (etic approach) :
The “dimensioners” set up and conduct qualitative studies with hundreds to thousands of participants, aiming to be able to measure cultural differences along certain dimensions, which are set up and defined ex ante.

Standards (emic approach):
The main aim is to deal with differences in perception, actions, or judgment in cross-cultural encounters. Cultural standard research is more context related.

Alexander Thomas

The **cultural standard method** was brought up as an answer to the early defined cultural dimensions, being presumably biased by characteristics of the researchers' own culture. Through qualitative interviews, unexpected reactions to critical situations are identified. A cultural standard is defined when a number of individuals are reacting repeatedly to one critical situation the same way.

Pros: differentiated, good theoretical foundation. It explains behaviour instead of describing it.

Cons: risk of advanced stereotyping.

Alexander Thomas - Example

German CS:

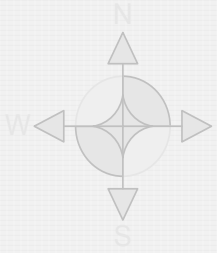
- Task Orientation
- Rule Orientation
- Straightforwardness
- Differentiation of interpersonal contact
- Deference to hierarchy / authority
- Time scheduling

US CS:

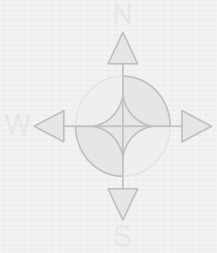
- Individualism
- Relaxedness
- Social Recognition
- Minimisation of personal distance
- Achievement Orientation
- Action Orientation

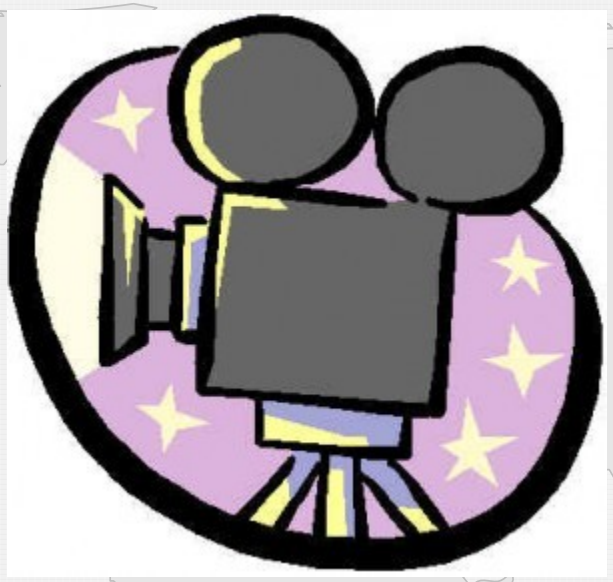
„Like a fairy tale“

Example for cultural standards.



Dimensions of culture according to Geert Hofsteede.





Geert Hofstede on culture

Power Distance

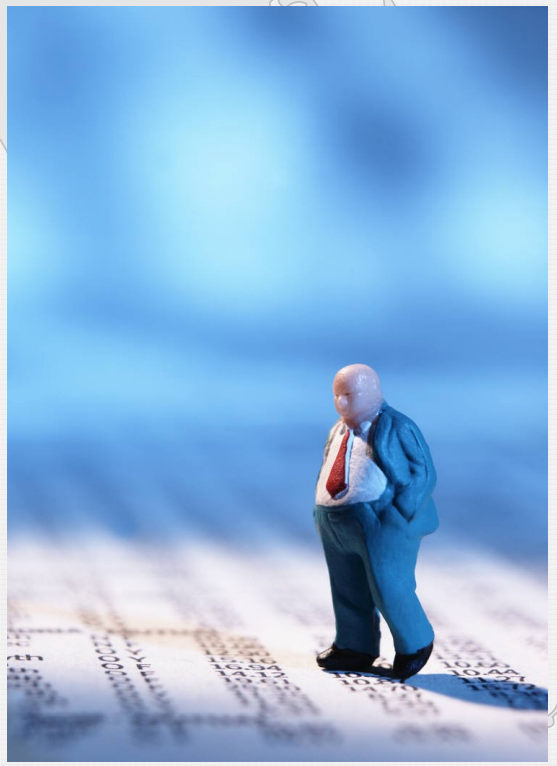
Power Distance

Power distance is the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally.

Uncertainty Avoidance

Uncertainty Avoidance

Uncertainty avoidance deals with a society's tolerance for uncertainty and ambiguity. It indicates to what extent a culture programs its members to feel either uncomfortable or comfortable in unstructured situations.



Individualism (vs. Collectivism)

Individualism

Individualism on the one side versus its opposite, collectivism, is the degree to which individuals are integrated into groups.

Masculinity (vs. Femininity)

Masculinity

versus its opposite, femininity, refers to the distribution of emotional roles between the genders which is another fundamental issue for any society to which a range of solutions are found.

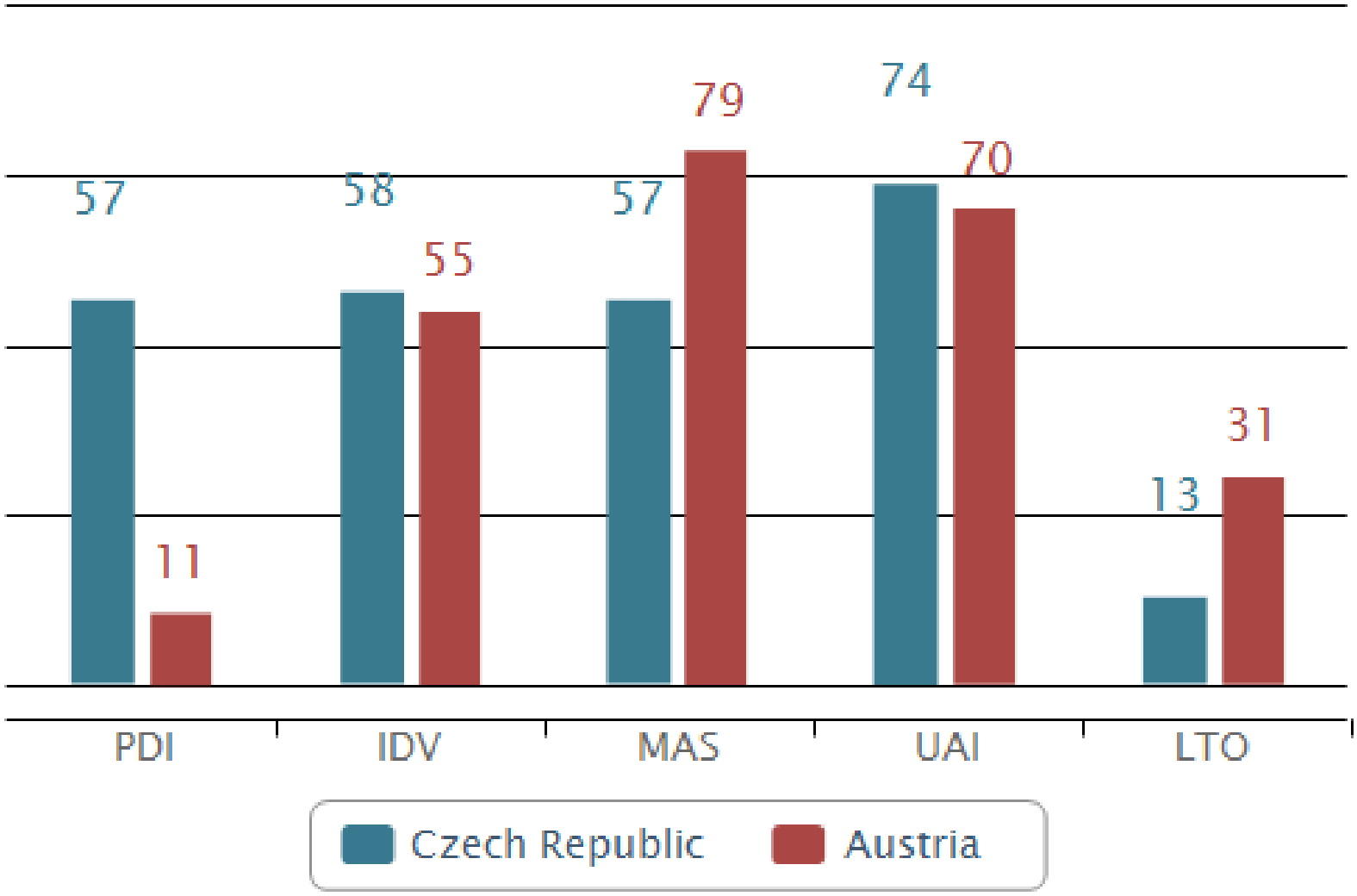
Long Term Orientation

Long- term oriented

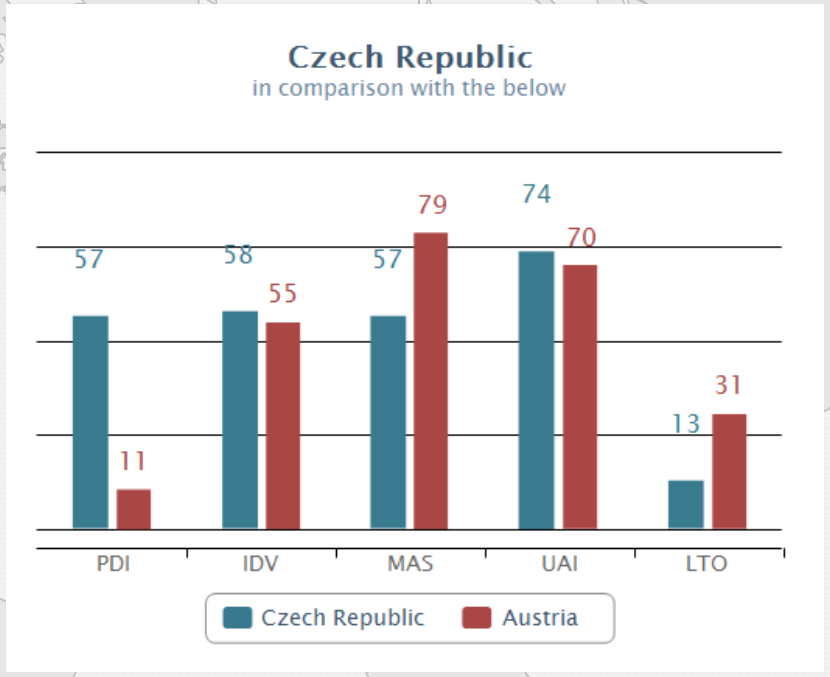
societies foster pragmatic virtues oriented towards future rewards, in particular saving, persistence, and adapting to changing circumstances. Short-term oriented societies foster virtues related to the past and present such as national pride, respect for tradition, preservation of "face", and fulfilling social obligations.

Czech Republic

in comparison with the below



Austrian an Czech Students:

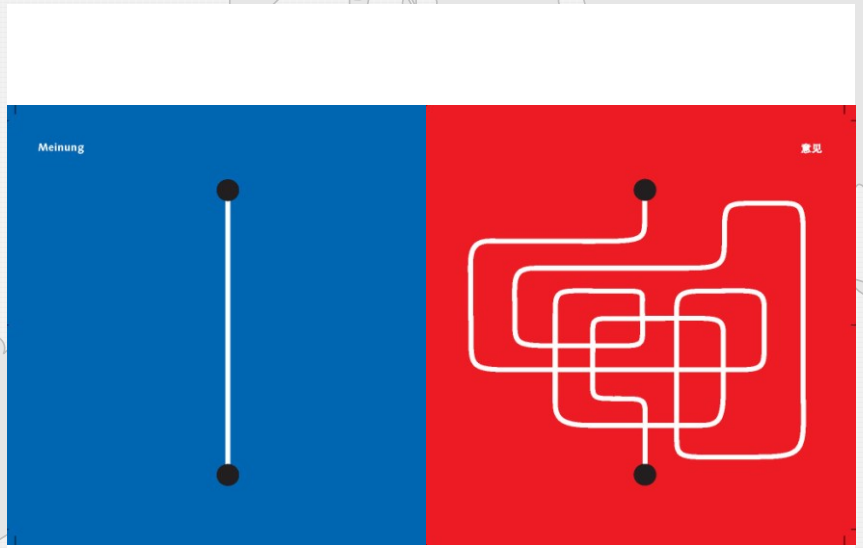


Preparing a training for Austrian Students compared to Czech Students, what would you change?

Open Discussion

Yang Liu

East and West



PAUSE (?)

Of Individuals and Collectives

Individualism and Collectivism are culturally very important and play an enormous role in education.

„A nail that sticks out will be hammered in“

Who is more important the individual or the collective?

The successful project team

Distributing rewards

Start by reading through the handout and finding your own answers.

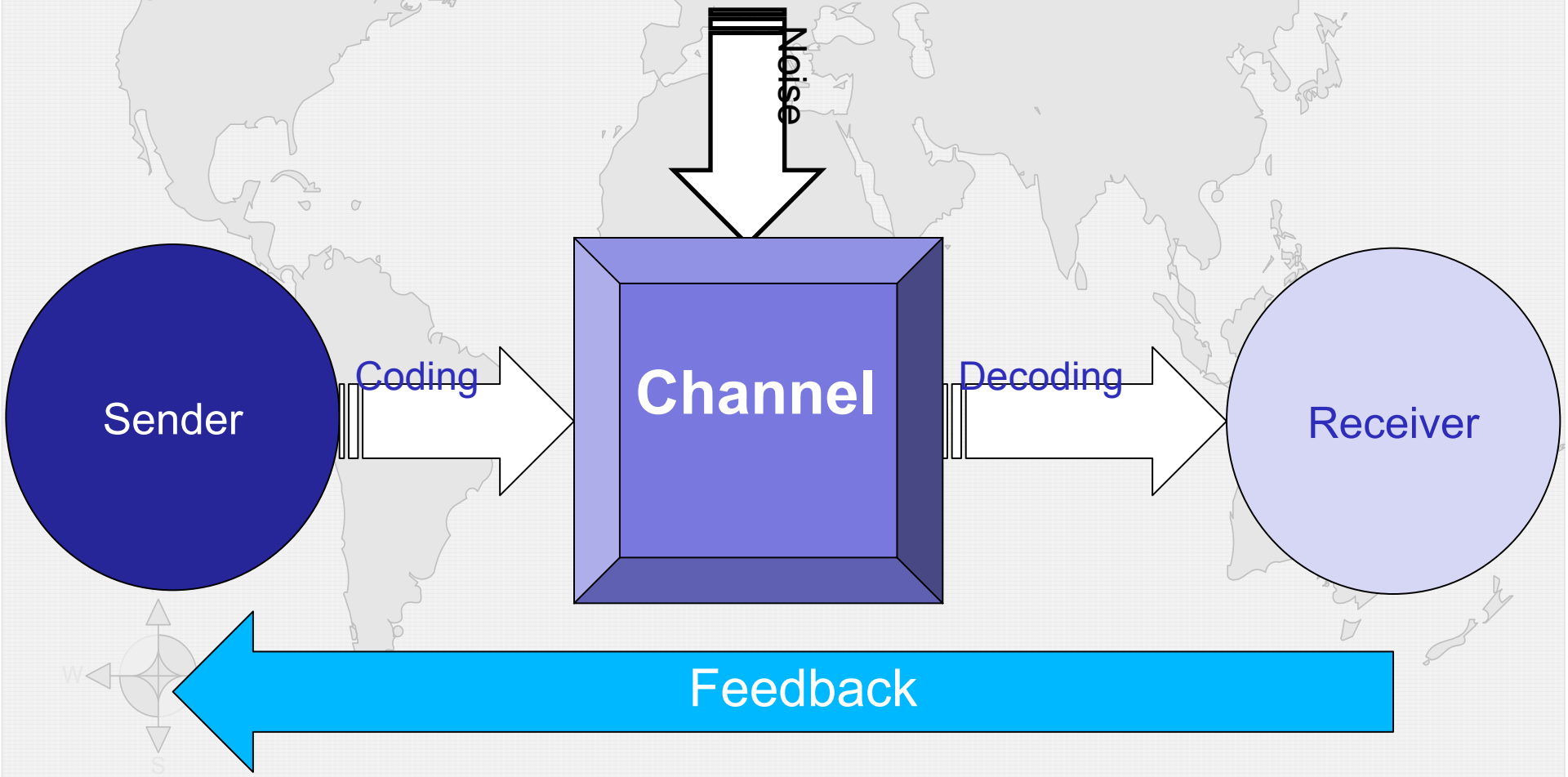
Part 2 (Teamwork, ~4persons, 20 min)

Try to compromise and find a collective answer in the group (not always easily possible)

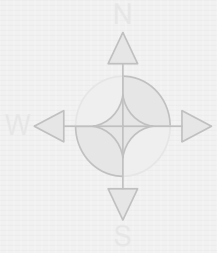
Communication

- Communication model
- Verbal communication
- Paralanguage
- Non Verbal communication

General Communication Model



Schulz von Thun:
4 sides of a message



Friedemann Schulz von Thun

The four sides of communication

The four sides of communication

The **matter layer** contains statements which are matter of fact like data and facts, which are part of the news.
In the **self-revealing** or self-disclosure the speaker - conscious or not intended - tells something about himself, his motives, values, emotions etc.
In the **Relationship-layer** is expressed resp. received, how the sender gets along with the receiver and what he thinks of him.
The **Appeal** contains the desire, advice, instruction and effects that the speaker is seeking for.

Friedemann Schulz von Thun

The four sides of communication

Example

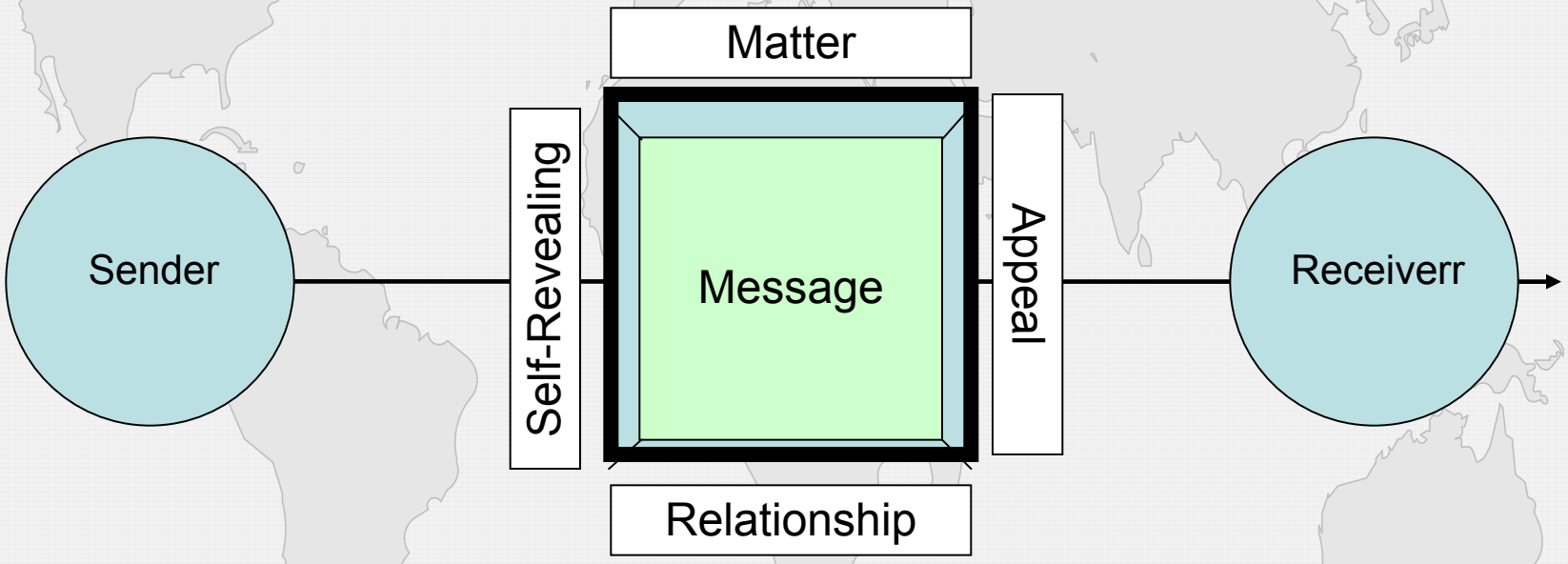
A man (first sender) and a woman (first receiver) are eating a home cooked meal together.

The man says: "There is something green in the soup.“ She answers: “If you do not like my cooking you can cook yourself.”

Which messages have been sent and received here?

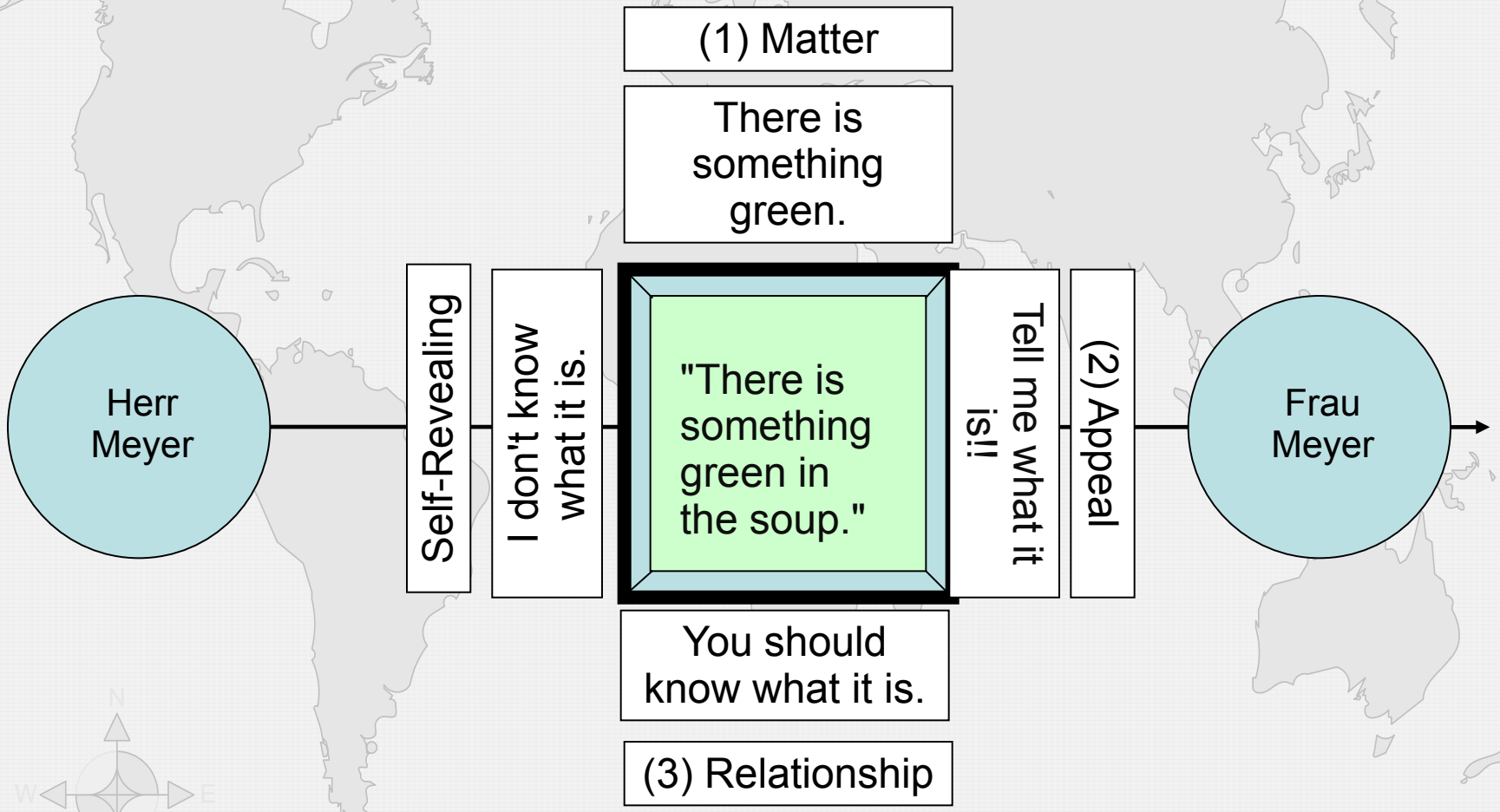
Friedemann Schulz von Thun

The four sides of communication



Friedemann Schulz von Thun

The four sides of communication

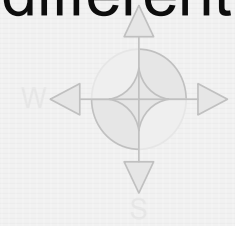


Verbal Communication

"Deadly Vibe hits Albany"

Words to matter in communication, in fact most of our communication is verbal. If you arrive in a foreign country without beeing able to speak the local language, no matter how proficient in reading body language and taking up other clues, you will be hard pressed to understand those around you.

Even if you share the same language communication can still be difficult. Often same words do not carry the same meaning in different cultures.



Deadly vibe hits Albany

THE Vibe 3on3 festival has been held for the first time in the West Australian Great Southern city of Albany.

Organisers said the community turned out in large numbers over the two days for the healthy lifestyle and fun festival.

Held at the Albany Leisure and Aquatic Centre over the weekend of March 14-15, the opening ceremony featured a Welcome to Country by Auntie Carol Pettersen on behalf of the Noongar people, followed by a speech by Mayor Milton Evans.

Albany locals were joined by visitors from Mount Barker, Yakamia, Katanning and Tambellup.

"It was great to see new faces and a fresh new town for our second 3on3 event of 2009," said Vibe 3on3 stage manager Miah Wright.

"Albany was one of my favourite locations, with beautiful kids, community and surroundings. They welcomed us with such open arms, which made this 3on3 a delight to be part of."

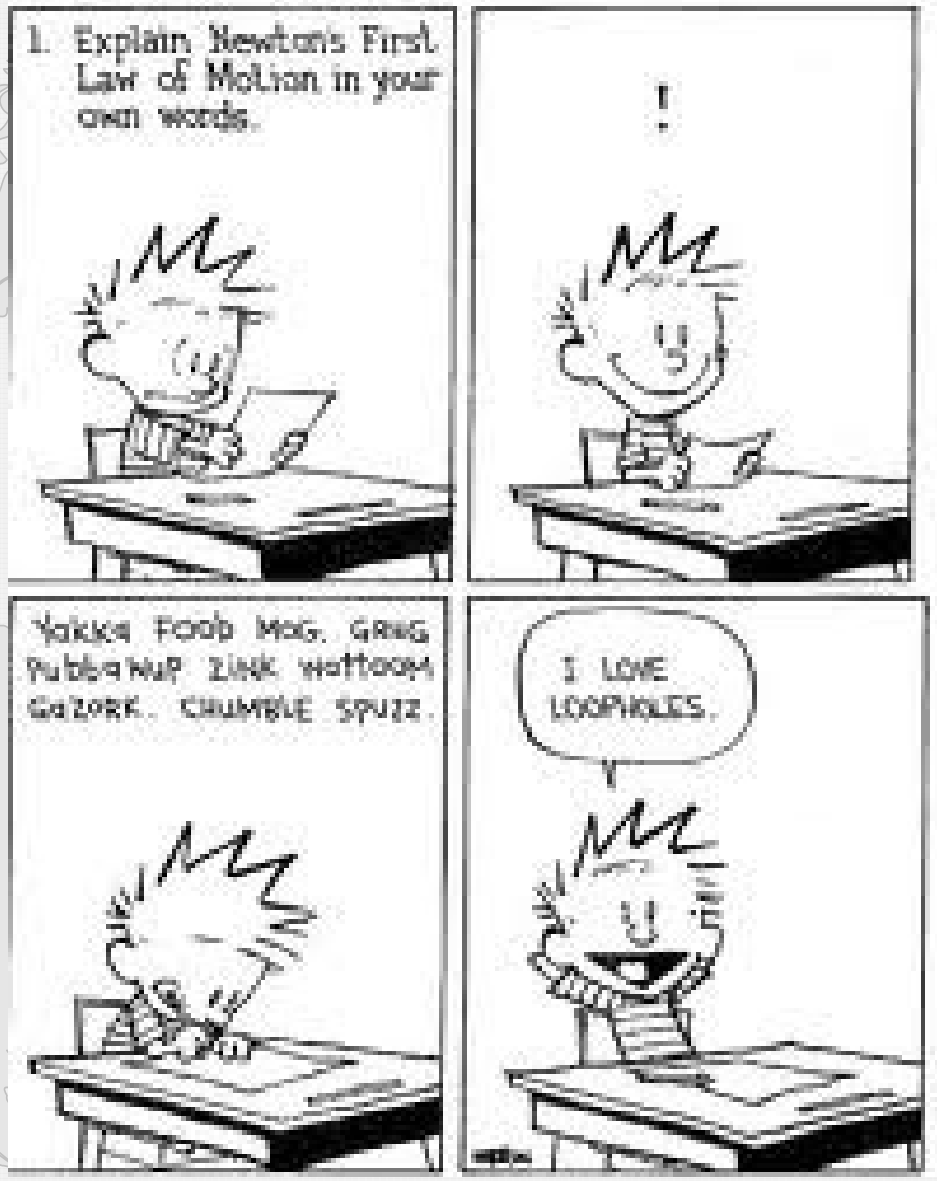
Organisers thanked the local committee, especially Tony Norment (Australian Sports Commission) and Cheryl James-Wallace (Indigenous Liaison Officer, City of Albany).

Local sponsors included Albany Aboriginal Corporation, City of Albany and the Southern Aboriginal Corporation.

The Vibe 3on3 is a two-day Aboriginal youth weekend festival that incorporates basketball, dancing, art, culture and health. The festival aims to promote healthy lifestyles, strengthen communities and boost self-esteem.

● Pictured is some of the action at the Albany festival

The 3on3 Festival in Victoria's Swan Hill – see facing page

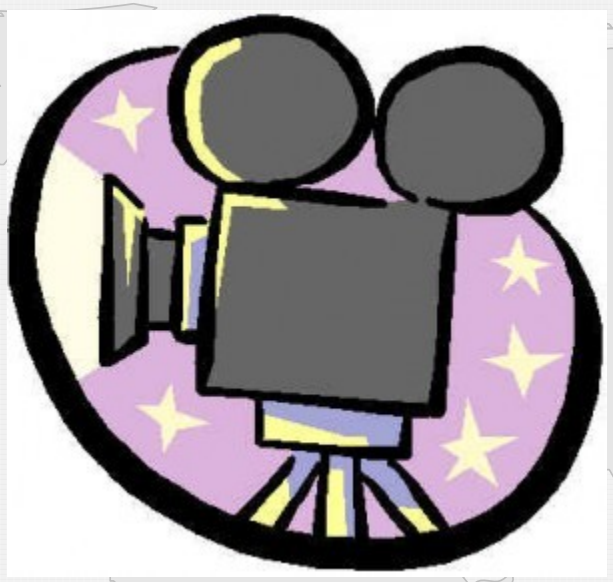

1. Explain Newton's First Law of Motion in your own words.
!
YAKKA FOOB MOG. GRNG PUBBA NUP ZINK WATTOOM GA'ZORK. CRUMBLE SPUZZ.
I LOVE LOOPHOLES.

Verbal Communication

Lost in translation

“ We send each wash towel, thrown into our rivers and seas more grams of detergent, if going to be several days with us and believes that this towel is able to use a second leave hanging, but put it in the ground” (Sign in a hotel in Spain)

Approximate translation is obviously cause for much incomprehension and even misunderstandings. Usually all it takes to avoid such blunder is verification.



Sapir Worf Hypothesis

Verbal Communication

Sapir-Whorf hypothesis

The principle of **linguistic relativity** holds that the structure of a language affects the ways in which its speakers conceptualize their world, i.e. their world view, or otherwise influences their cognitive processes.

Popularly known as the **Sapir–Whorf hypothesis**, or **Whorfianism**, the principle is often defined as having two versions: (i) the **strong version** that language determines thought and that linguistic categories limit and determine cognitive categories and (ii) the **weak version** that linguistic categories and usage influence thought and certain kinds of non-linguistic behavior.

Words we cannot translate tell us something about culture:

What do the following words mean and where do they come from?

a)Gründlichkeit
b)Manana
c)Harakiri
d)Guanxi
e)Savoir Vivre
f)Fairplay
g)Hygge

Solution:

a)To be thorough (Germany)
b)Tomorrow (Spain)
c) Ritual suicide (Japan)
d) Relation Network (China)
e) The good life (Frankreich)
f) Fairness (England)
g) Complete absence of anything annoying (Danish)

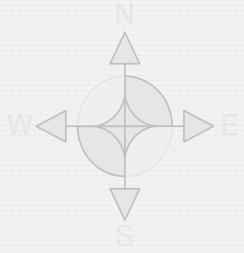
Paralanguage

How we say things.

Paralanguage

Refers to how we say things. It covers a wide scope of details, that all reveal cultural influence. Paralanguage includes various types of acoustic elements that accompany language, as well as vocalizations that replace or supplement speech.

Paralinguistic patterns do not only inform us about the emotional state of the speaker, but they also constitute cultural cues.

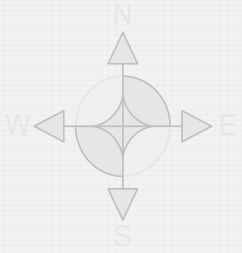


Paralanguage

How we say things.

Paralinguistics which are influenced by culture:

- The **speed** with which we talk
- Our **volume** or loudness
- The **intonation or melody** of the language
- Our **tone of voice**
- The **timing** of our verbal interactions
- The use of **pause or silence**
- **Sounds that are not really words**.

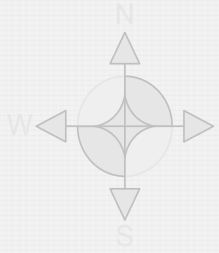


Non-Verbal Communication

Seeing-Touching-Tasting-Smelling

All our senses can be channels for communication. Different messages can, again, be decoded very differently in different cultures

Gestures (Example: shaking the head)
Seeing (Examples: Age, Hair color, Gender, Skin color)
Touching (Examples: Personal space, Hugging, Kissing)
Tasting & Smelling (Examples: Food, Wine, Cheese)



What does this guesture mean where?

a) „Okay“
b) Homosexual
c) „Zero value“
d) Money
e) Perfect
f) „Zero Days left“

What does this guesture mean where?

a) „Okay“ – Northamerica, parts of Europe
b) Homosexual - Turkey
c) „Zero Value“ – Belgium, France, Tunesia
d) Money - Japan
e) Perfect - Italy
f) „Zero Days left“ - Finland

PAUSE (?)

The question of Trust

Trust is in crisis.

Trust in nearly everything (politics, religion, economy, education) is steeply in decline.

But trust is necessary for any educational relationship.

So how can we build trust?

Little trust in Education (in Austria)

SCIENCE ORF.at

Eigentlich sollte die Schule das Rüstzeug fürs Leben mitgeben, in der Realität haben die Menschen aber ein völlig anderes Bild: Nicht einmal jeder dritte Österreicher (29 Prozent) ist der Meinung, dass unser Bildungssystem die Menschen gut auf die Zukunft vorbereitet.

Umfrage Erstellt am 29.06.2011.
Das ergab eine repräsentative Umfrage (1.000 Österreicher ab 14 Jahren) des Zentrums für Zukunftsstudien der Fachhochschule Salzburg, so dessen Leiter Reinhold Popp zur APA.

(Steiermark: 49%)

http://science.orf.at/stories/1684601/

The question of trust

Part 1 (Teamwork, ~4persons, 20 min)

How does trust into the educational system differ from learner group to learner group.

What can you actually do the develop trust in education?

Part 2 (Presentations)

High Speed of Trust

(Stephen M.R. Covey)

- 1. Talk Straight
- 2. Demonstrate Respect
- 3. Create Transparency
- 4. Right Wrongs
- 5. Show Loyalty
- 6. Deliver Results
- 7. Get Better
- 8. Confront Reality
- 9. Clarify Expectations
- 10. Practice Accountability
- 11. Listen First
- 12. Keep Commitments
- 13. Extend Trust

Video Trust

Any questions left?

Mail me!

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