



Creating Competence With a Finnish Touch

JAMK University of Applied Sciences

[jamk.fi](https://www.jamk.fi)

Jyväskylä, In the Middle of Finland

Distances

Helsinki

3 hrs.

1 hr.

Stockholm

2 hrs.

St Petersburg

4 hrs.

Paris

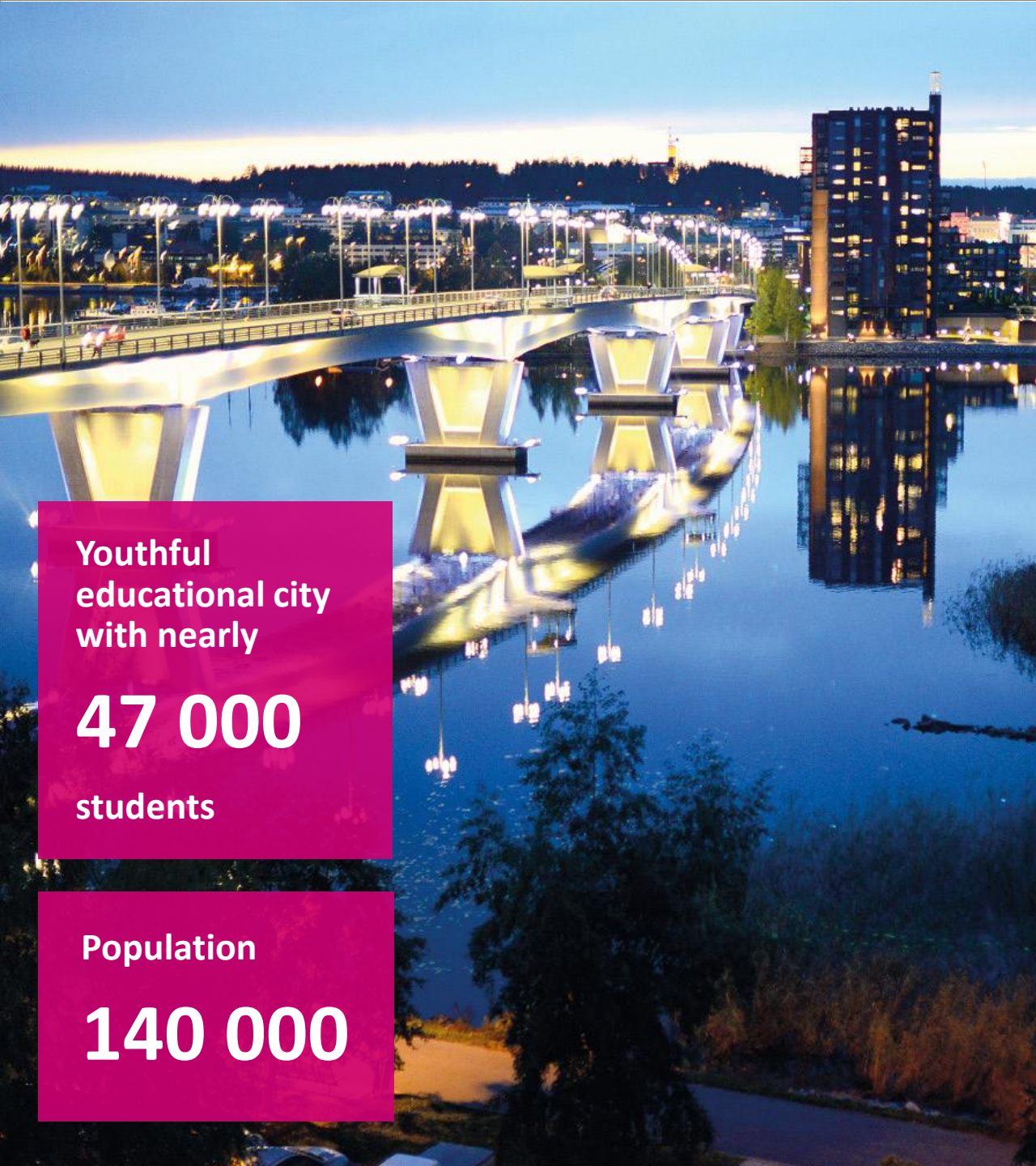
2 hrs.

4 hrs

London

4 hrs





Youthful
educational city
with nearly

47 000

students

Population

140 000

Jyväskylä – One of Finland's Fastest Growing Cities

Located in Central Finland, surrounded by numerous beautiful lakes and scenic nature.

Four beautiful seasons ranging from warm green summers to crisp white winters.

Finland and Jyväskylä are safe places to study and live in.

One of Finland's most popular cities, particularly among families with young children.

City of students: every 3rd person that you pass by is a student.

JAMK University of Applied Sciences

8500

Students

700

Personnel

380

Staff Members
Participating in
RDI Projects

4

International
Campuses

€57_m

Turnover

€10_m

RDI Volume

Fields of Study – Education in Eight Study Fields

School of Business

Bachelor's Degree Programmes

Business Information Management
Business Management
International Business
Service Business
Team Academy
Tourism Management SEP

Master's Degree Programmes

Business and Financial Management
Business Network Management
(multidisciplinary)
International Business Management
Sport Business Management
Tourism and Hospitality Management

School of Health and Social Studies

Bachelor's Degree Programmes

Midwifery
Music Pedagogy
Nursing
Nursing
Occupational Therapy
Physiotherapy
Rehabilitation Counselling
Social Services

Master's Degree Programmes

Advanced Nursing Practice
Business Network Management
(multidisciplinary)
Health Care and Social Services Management
Health Promotion
Music Pedagogy
Multidisciplinary Rehabilitation

School of Technology

Bachelor's Degree Programmes

Agricultural and Rural Industries
Construction and Civil Engineering
Electrical and Automation Engineering
Energy and Environmental Technology
Information and Communications Technology
International Logistics

Logistics
Logistics, Bioeconomy
Mechanical Engineering


Master's Degree Programmes


Business Network Management
(multidisciplinary)
Cyber Security
Energy Business Management
Full Stack Software Development
Logistics
Technological Competence Management

School of Professional Teacher Education

Professional Teacher Education

Professional Teacher Education
Study Counsellor Education
Vocational Special Needs Teacher
Education

 Conducted in English

 Conducted in Finnish, may include courses in English

Finland – a Safe and Clean Destination

High standards of education, social security and healthcare.

Nature is clean and serene.

Finnish and Swedish are the official languages, but one can easily get along in English.

People are honest and they highly respect each other's privacy.

Finnish design is world-famous; you might already be familiar with Alvar Aalto, Iittala and Marimekko.

Home of the startup and high-tech event Slush.



Finland Leads the Way

The happiest country in the world

Sustainable Development Solutions Network, World Happiness Report 2018

Finland has the second most human capital in the world

World Economic Forum, Human Capital Index 2017

Quality of higher education is the third best in the world.

World Economic Forum, The Global Competitiveness Report 2017-2018

The safest country in the world

World Economic Forum, The Travel & Tourism Competitiveness Report 2017

The strongest digital knowledge capital in Europe

European Commission, The Digital Economy and Society Index 2017

The air in Finland is the cleanest in the world

Finnish Meteorological Institute, Finland tops WHO air quality statistics

*Review of cultural aspects, communication and interaction within
multicultural contexts.
Masaryk University 24.10.2018
Helena Anttila*



What is culture?

There are numerous definitions!

Culture is:

A set of shared attitudes, beliefs, behavioural norms, basic assumptions and values, which influence each member's behaviour and affect their interpretations of the “meaning” of the other person's behaviour.
Spencer-Oatey (2000)

Culture – an onion, an iceberg, islands?

- Iceberg model
 - Visible vs. invisible level
- Onion model
 - a multi-layered system which can be peeled, layer by layer, in order to reveal the content

Or could it be islands? (similarities/differences?)

Culture is:

- Shared
- **Learned!!**
- Ongoing
- Everywhere
- Influences behaviour & shapes identity
- Selective
- Ethnocentric (our way is the best way!)

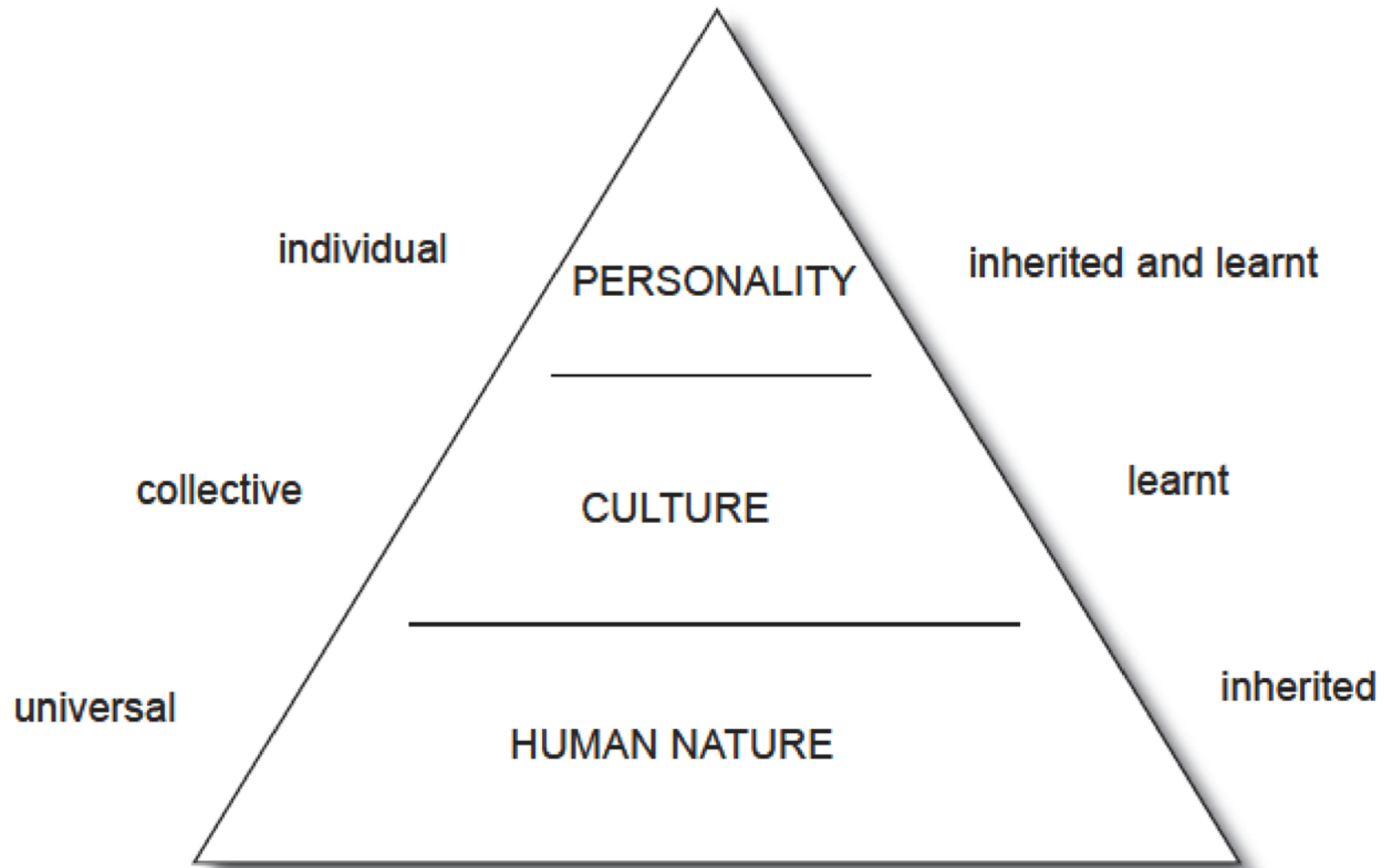


Figure 1. The three different levels of human agency (Hofstede, 1991, 4).

CULTURAL DIMENSIONS by Hofstede

- Power Distance
- Masculinity vs. Femininity
- Uncertainty Avoidance
- Individualism vs. Collectivism

The thruth is there between!!



Power Distance

How power, wealth and authority is distributed within society

- **Large Power Distance:**
 - inequality of power & wealth accepted; hierarchical system of authority; members expect to be told what to do.
- **Small Power Distance:**
 - Inequality of power & wealth not accepted; flat system of authority; members expect to be consulted.



Masculinity vs. Femininity

- Not referring to men and women, but the dominant values in society (=male/female oriented)
- How much society values traditional gender orientation



Uncertainty Avoidance

The level of tolerance for uncertainty and ambiguity within society

- **Strong Uncertainty Avoidance:**
 - Need for clear rules & laws; do not accept new ideas & behaviour; avoid unclear situations / future
- **Weak Uncertainty Avoidance**
 - Comfortable with uncertainty; accept new ideas & behaviour; more relaxed; future is a challenge.



Individualism vs. Collectivism

How much society values individual or collective achievement

- **Individualistic Societies**
 - Individual goals; self realisation; “I” identity; emphasize individual achievement.
- **Collectivistic Societies**
 - Group goals; harmony & cooperation; “WE” identity; emphasize belonging to the group.



Confusian Dynamism

- Became evident later when Hofstede worked in the Far East, where Confucius' teachings are common
- Respect for traditions, respect for elderly people
- Sense of duty, self-discipline, importance of the family, obedience to parents
- The concept of "saving face" refers to the formal means of preseving good reputation, dignity and prestige



Time Orientation

Concerns the ways in which cultures structure their time

- **Monochronic**
 - One task at a time; time more important than relationship "one thing at a time" and "time is money" are important concepts
- **Polychronic**
 - Relationships more important than time, multiple tasks are dealt at the same time, time is subordinate to interpersonal relations.



Adaptation to a new culture

- **Acculturation** → two-way process where culture is being modified by a person and simultaneously culture changes a person
- Sociocultural adaptation (language, fluent skills of social behaviour, possessing norms of a new society) can be seen **but** psychological (emotional) adaptation can not be seen so easily (mental well-being, feeling of controlling your life)

OUTCOMES OF ACCULTURATION

(process of resocialisation, secondary socialisation)

Integration

- maintain good contacts to both

Assimilation

- adaptation, origins of own ethnic roots disappear

Separation

- orientation to own ethnic cultural roots, separation from dominant population and cultural influences

Marginalization

- separation from both (Berry 1992;2007)



As an academic discipline relatively new (Edward T.

Hall, 1959, 'The Silent Language')

- Is an interdisciplinary field of inquiry



Intercultural communication

→ occurs whenever a message produced in one culture must be processed in another

Culture manifests itself in:

- **Verbal Communication**
- **Non-verbal Communication**

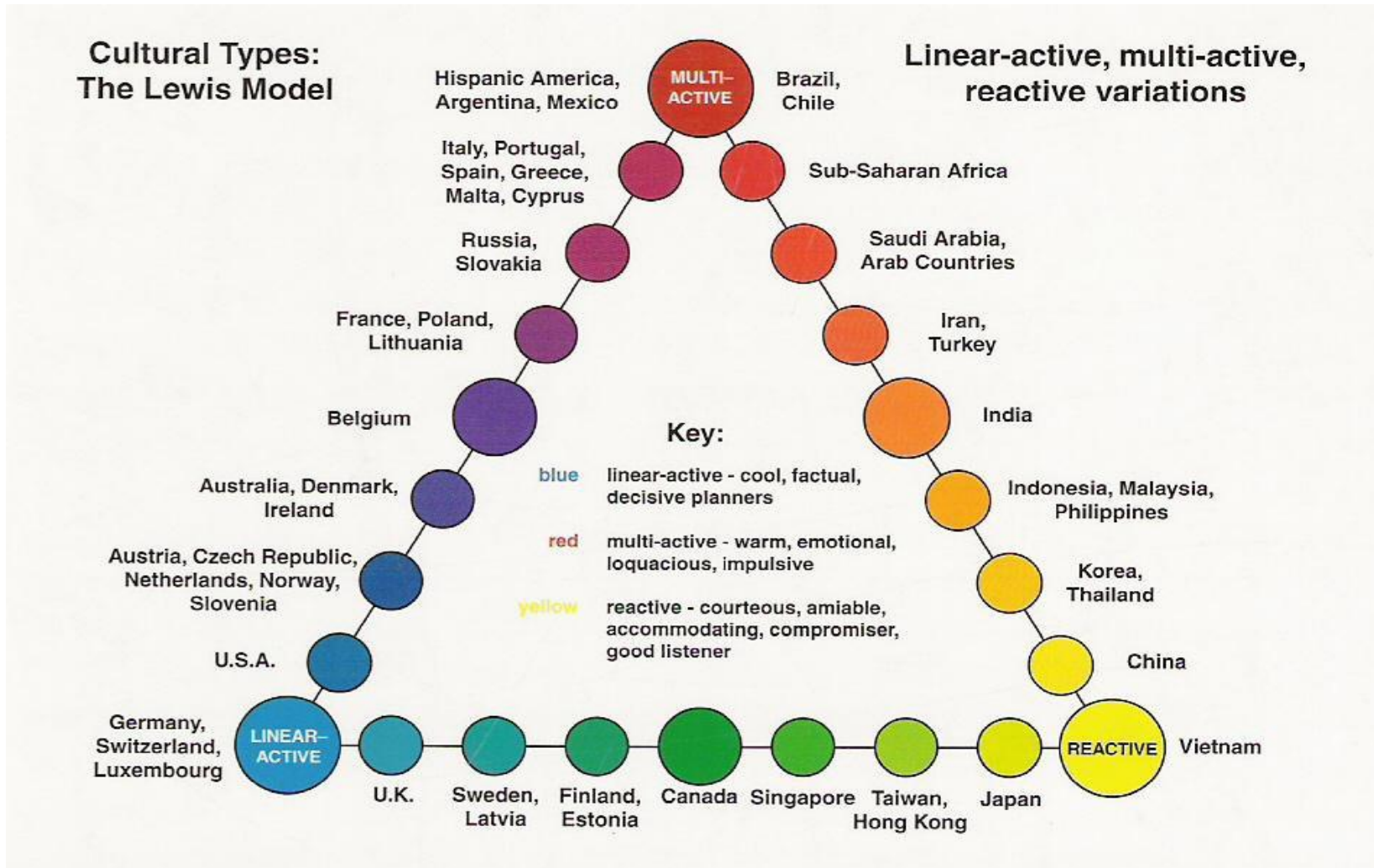


Verbal communication styles

(Gudykunst, W. 1998)

- Direct / indirect communication style
- Elaborate / succinct communication style
- Personal, or person-centered/contextual communication style
- Instrumental / affective communication style





Linear-active: Cool, factual, decisive planners

Multi-active: warm, emotional, loquacious, impulsive

Reactive: courteous, amiable, accommodating, compromiser, good listener

High and low context (Hall, E.)

High context

- societies where people have close connections over a long period of time
- many aspects of cultural behaviour are not made explicit
 - most members know what to do and what to think from years of interaction with each other (family)

Low context

- societies where people tend to have many connections but of shorter duration or for some specific reason.
- cultural behaviour and beliefs may need to be spelled out
- so that those coming into the cultural environment know how to behave.



Nonverbal communication and culture

- Nonverbal behaviour of another culture is difficult to identify and master
- Perceptions of nonverbal behaviour are rarely conscious phenomena, it may be difficult to know why we feel uncomfortable



8 nonverbal codes (Farb, P.)

- 1. Physical appearance
- 2. Proxemics: use of physical distance
- 3. Chronemics: organization and the use of time
- 4. Kinesic: some facial expressions, body movements, gestures
- 5. Haptics: the use of touch
- 6. Oculesics: use of eye contact
- 7. Vocalics: paralanguage (aah..oohh..intonation, loudness, even silence is a response)
- 8. Olfactics: smell, odour

Barriers to Intercultural Interaction

- **Language** – grammar; cultural competence – knowing what to say when; variety of vocabulary.
- **Stereotypes** – fit individuals into patterns based on our previous experiences
- **Non-verbal communication** – facial expressions; gestures, clothing.



Barriers to Intercultural Interaction

- Tendency to **evaluate behaviour** – good or bad. Make a judgement based on our cultural bias.
- High level of **stress** that accompany intercultural interactions – uncertainty.



We, they, others

- People clearly distinguish between their self, "**us**" and "**them**", everything else, the "**others**"
- "**we**" comprises everything that is familiar and comfortable for us, the "**others**" are whatever we perceive as different from usual
- We create in-groups (ours) and out-groups (theirs)
→ we are all part of both

D.I.E.

Remember that it is culture bound:

- Description – what I see, hear, smell (only observed facts)
- Interpretation – what I think (about what I think I see)
- Evaluation – how I feel (about what I think – is it good or bad?)

The core of intercultural awareness is learning to separate observation from interpretation

(Hofstede, Pedersen & Hofstede)

“When the wind of change blows
some people build walls – the others
build windmills”

An old Chinese aphorism



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