

## Lecture 2

# Cultural Dimensions and Behavior

Dr. Mark Meckler, University of Portland

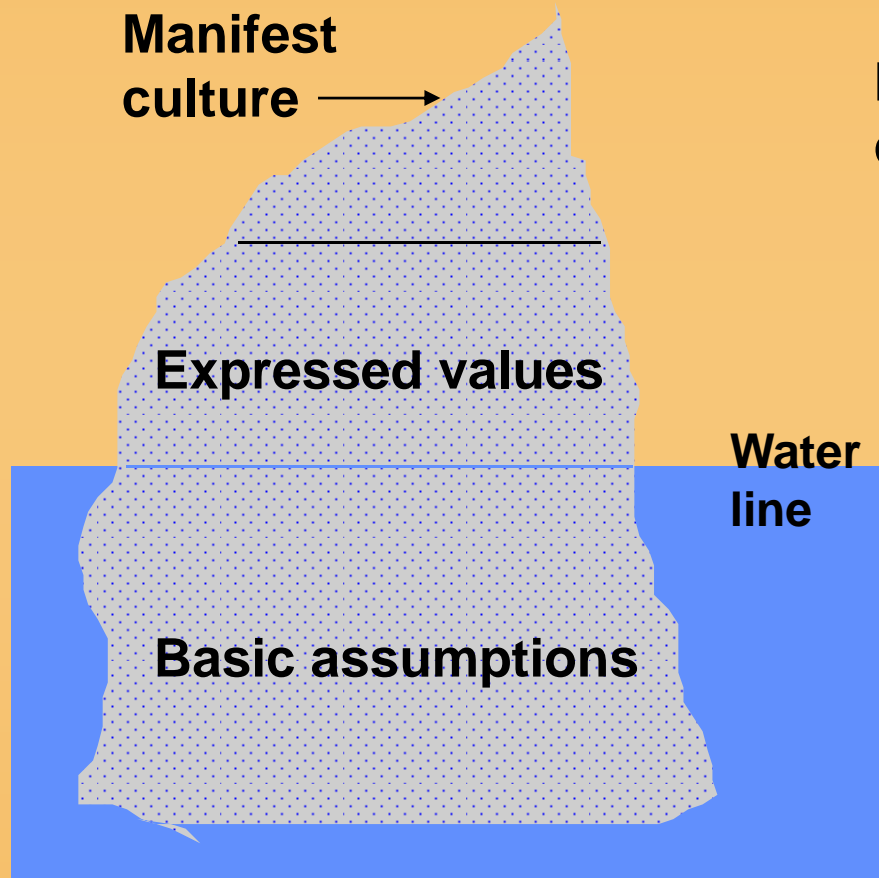
# Learning Objectives

- **What is culture?**
- **What is a stereotype and what is “sophisticated stereotyping?”**
- **Understand “levels of theory = level of analysis”**
- **Understand values and cultural value structures**
- **Describe the major frameworks for explaining the cultures of different societies**
- **Discuss the relation of culture to the study of Foreign Affairs**
- **Explain resistance to change at cultural level: forces for convergence and forces for divergence.**

# What is Culture?

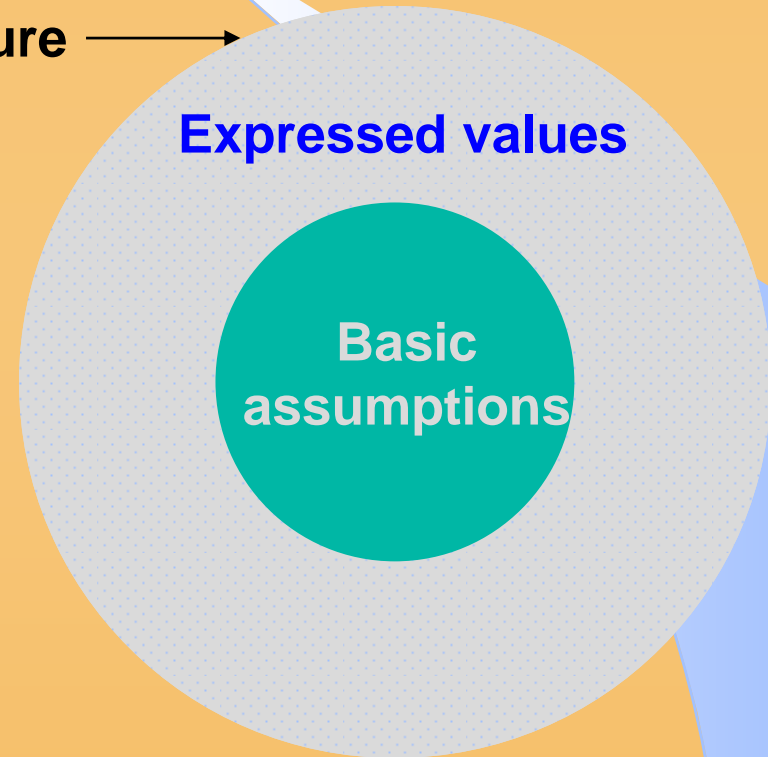
- **A way of life of a group of people**
- **That complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society**
- **Everything that people have, think, and do as members of society**

# Sathe's Levels of Culture



***Iceberg***

Manifest culture →



***Onion***

Copyright, M. Meckler, 2007

# Important Concepts and Issues

- What is meant by “manifest culture?”
- What is meant by “expressed values?”
- The difference between “stated values” and “expressed values.” Why a difference?
- What is meant by basic assumptions?”
- Why is there a water line in iceberg model?
- Which is more appropriate, the iceberg or the onion metaphor?

# How is Culture Learned?

- **Primary Socialization**
  - What is this?
- **Cultures and Subcultures**
  - How do we separate them?
  - Do they impact each other
- **Secondary Socialization**
  - What are key influences?

# American Values

- Discuss some American values
  - Focus on Stated versus Expressed values
- Choose one value discussion.
  - How does culture or subculture differ on that value.
  - How do you as an individual differ on that value
  - How do you explain the difference between individual and national values?
    - Q: Can nations have very different value structures while individuals from the different nations have very similar value structures? How might this impact the success of diplomacy?

# Kluckhohn and Strodtbeck's Variations in Values Orientations

## *Values*

### ***Orientation***

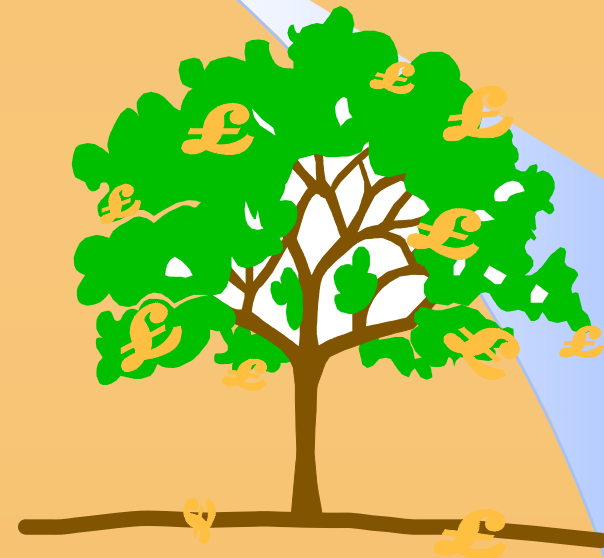
### ***Variations***

|                               |                 |                        |              |
|-------------------------------|-----------------|------------------------|--------------|
| Relation to Nature            | Subjugation     | Harmony                | Mastery      |
| Time Orientation              | Past            | Present                | Future       |
| Basic Human Nature            | Evil            | Neutral/Mixed          | Good         |
| Activity Orientation          | Being           | Containing/Controlling | Doing        |
| Relationships<br>Among People | Individualistic | Group                  | Hierarchical |
| Space Orientation             | Private         | Mixed                  | Public       |



# 15 Minute Practice

- Form groups
- Introductions
  - Names, favorite foods, favorite movies
- Apply one Kluckhohn and Strodtbeck dimension to each culture in your group.
- Contrasts
- Similarities



How does a tree describe national culture?

# Hofstede's Dimensions of Cultural Values

- Individualism/Collectivism
- Power Distance
- Uncertainty Avoidance
- Masculinity/Femininity
- Thrift-long time vs excess-short time
  - named “Confucian Dynamism”
  - Came from a second study ([Hofstede and Bond, 1988](#))

# The Chinese Value Survey

## Confucian Dynamism

### ● Long Term

- Persistence/  
Perseverance
- Observing order by  
status
- Thrift
- Shame

### ● Past and Present

- Stable/Steady
- Protecting Face
- Tradition
- Reciprocation  
(greetings/favors/gifts)

# Small Group Exercise

- Divide into groups
- (15 minutes)
- Choose two of Hofstede's core dimensions of national work culture and apply them to two cultures represented in your group.
- Similarities? Contrasts?

# Hofstede and CVS Cultural Dimension Scores for 10 Countries

PD=power distance  
 ID= individualism/collectivism  
 MA=Masculinity/Femininity  
 UA=Uncertainty Avoidance  
 CD=Confucian Dynamism

|                    | <i>PD</i> | <i>ID</i> | <i>MA</i> | <i>UA</i> | <i>CD</i> |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| <b>USA</b>         | 40L       | 91H       | 62H       | 46L       | 29L       |
| <b>Germany</b>     | 35L       | 67H       | 66H       | 65M       | 31M       |
| <b>Japan</b>       | 54M       | 46M       | 95H       | 92H       | 80H       |
| <b>France</b>      | 68H       | 71H       | 43M       | 86H       | 30L       |
| <b>Netherlands</b> | 38L       | 80H       | 14L       | 53M       | 44M       |
| <b>Hong Kong</b>   | 68H       | 25L       | 57H       | 29L       | 96H       |
| <b>Indonesia</b>   | 78H       | 14L       | 46M       | 48L       | 25L       |
| <b>West Africa</b> | 77H       | 20L       | 46M       | 54M       | 16L       |
| <b>Russia</b>      | 95H       | 50M       | 40L       | 90H       | 10L       |
| <b>China</b>       | 80H       | 20L       | 50M       | 60M       | 118H      |

# Schwartz Value Survey

- Embedded vs Autonomy
- Hierarchy vs. Egalitarianism
- Mastery vs. Harmony

# Trompenaars' 7 Dimensions of Culture

- **Universalism Vs. Particularism**
- **Individualism Vs. Collectivism**
- **Neutral Vs. Affective Relationships**
- **Specific Vs. Diffuse Relationships**
- **Achievement Vs. Ascription**
- **Relationship to Time**
- **Inner Directed vs. Outer Directed/Relation to Nature**

# Ronen and Shenkar's Country Clusters

- Arab
- Near Eastern
- Far Eastern
- Latin American
- Latin European
- Anglo
- Germanic
- Nordic



# World Value Survey

- Traditional vs Secular-Rational toward Authority
- Survival versus Self Expression

# Cultural Metaphors

- What is a cultural metaphor?
- What are the pro's and the con's of using metaphors to describe cultures?

# Cultural Metaphors

| <b><i>Country</i></b> | <b><i>Metaphor</i></b>               |
|-----------------------|--------------------------------------|
| <b>England</b>        | <b>the traditional British house</b> |
| <b>Germany</b>        | <b>the symphony</b>                  |
| <b>Italy</b>          | <b>the opera</b>                     |
| <b>Japan</b>          | <b>the garden</b>                    |
| <b>Nigeria</b>        | <b>the marketplace</b>               |
| <b>Russia</b>         | <b>the ballet</b>                    |
| <b>Turkey</b>         | <b>the coffeehouse</b>               |
| <b>United States</b>  | <b>football</b>                      |

# Hall's High-Context and Low-Context Cultural Framework

- “Context is the information that surrounds an event; it is inextricably bound up with the meaning of that event. The elements that combine to produce a given meaning – events and context – are in different proportions depending on the culture. The cultures of the world can be compared on a scale from high to low context.

# Context Definitions

- A high context communication or message is one in which most of the information is already in the person, while very little is in the coded explicit transmitted part of the message
  - Extensive information networks among family friends and clients may indicate a high context culture.
- A low context communication is just the opposite; I.e. the mass of the information is vested in the explicit code.
  - Compartmentalization of relationships and work may indicate a low context culture.

# High-Context and Low-Context Cultures

## *High-Context*

**China**  
**Egypt**  
**France**  
**Italy**  
**Japan**  
**Lebanon**  
**Saudi Arabia**  
**Spain**  
**Syria**

## *Low-Context*

**Austria**  
**Canada**  
**Denmark**  
**England**  
**Finland**  
**Germany**  
**Norway**  
**Switzerland**  
**United States**

# Do the Frameworks Explain Differences?

- **Represent average behavior within a culture**
- **Countries classified similarly may still be very different**
- **Reliability may vary**

# Convergence or Divergence?

- Closer communication and trade links
- Worldwide markets and products
- Information Technology
- Travel and Exchange
- *Different cultural interpretations*
- *Need to maintain cultural identity*
- *Need for Aggression*
- *Economic Inequality*
- *Displacement/Blame*



# Implications

- **Understanding culture important even in home country**
- **Understanding how SELF is distinct from national culture identity is critical!**
- **Your nation's stakeholders could be (and probably are) from multiple sub-cultures**
- **Need to constantly look for underlying cultural meanings and sources of differing perspectives**
  - **Remember to always update your stereotypes**