



Australian  
National  
University

ANU College of Business & Economics

ANU Global Programs

# Cross-Cultural Skills Development Workshop Outbound: Americas



Dr. Marina ISKHAKOVA, RSE, CBE

# Welcome to Outbound Students to Americas:~!



<b>North America</b>
<b>Central America</b>
<b>South America</b>

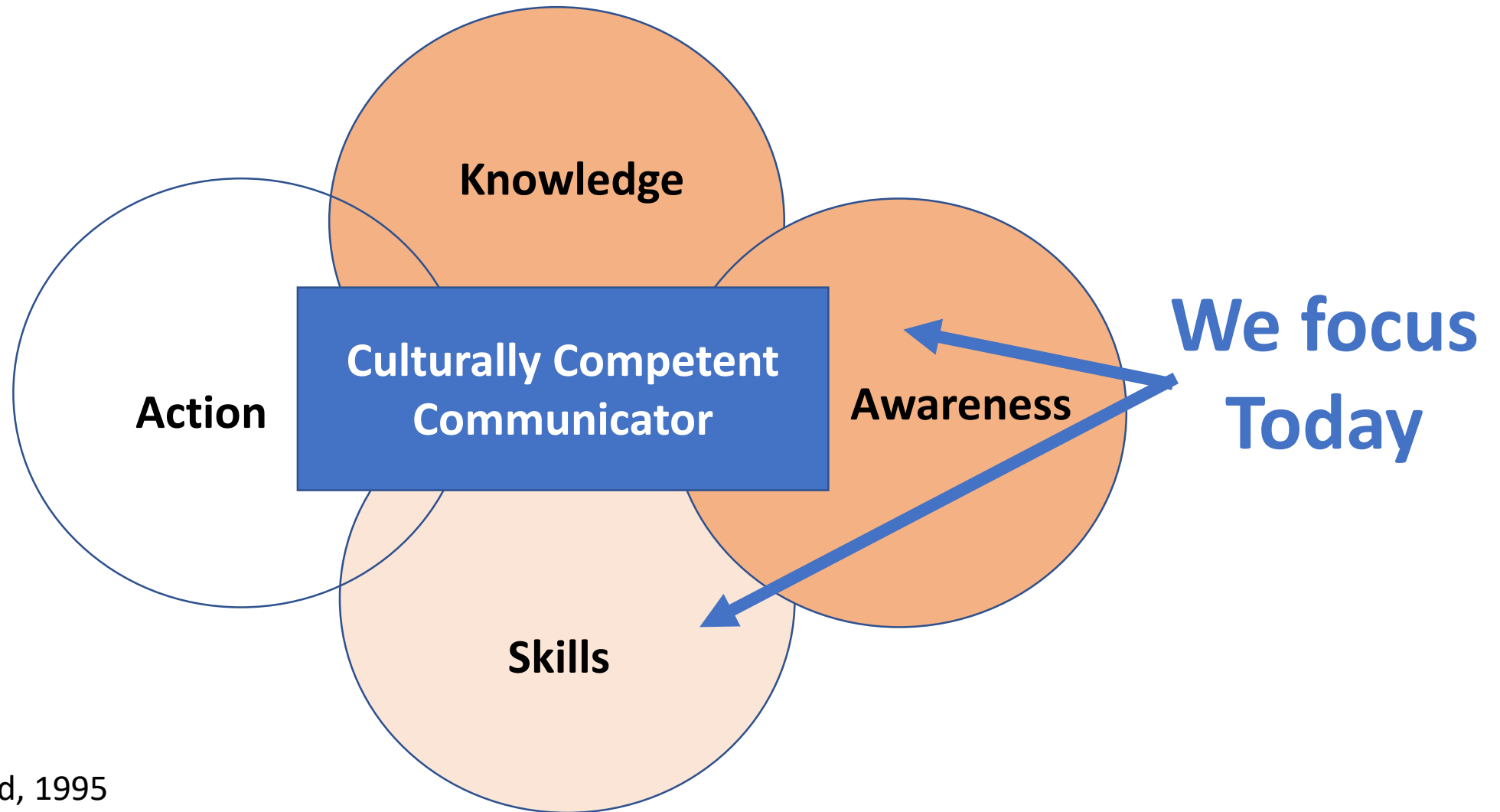


# My Cultural Experience:

- Was born in the Soviet Union (became Russia in 1991)
- 1997-2004 Research Assistant at **Stockholm School of Economics (Sweden)** in Russia
- PhD in HRM from **Russia**, MBA from **Norway/China**
- Travelled to **30** different **countries** on 4 continents
- Lived in **Norway, US, UK and China**
- Resided in **Australia** since 2010
- In 2013 founded **Cross-Cultural Consultancy**  
[www.orangecultures.com.au](http://www.orangecultures.com.au)
- Teach ECON2014/ECON6014 Managerial Economics at RSE/CBE



# Culturally Competent Communicator







#	Country	Capital	Population	GDP per capita	Language
1	USA	Washington DC	321 mln	\$59,000	English Spanish (12%)
2	Canada	Ottawa	35 mln	\$48,100	English 60%, French 25%; (Canada's Territory Nunavut wants that Inuktitut and Inuinnaqtun become official)
3	Mexico	Mexico City	121 mln	\$19,500	Spanish various Mayan, Nahuatl, and other regional indigenous languages.
4	Brazil	Brasilia	204 mln	\$15,900	Portuguese Spanish, English, French, American Indian languages
5	Argentina	Buenos Aires	43 mln	\$21,370	Spanish (English, Italian, German, French)
6	Peru	Lima	32 mln	\$13,962	Spanish, Quechua Aymara, and a large number of minor Amazonian languages.
7	Venezuela	Caracas	31 mln	\$11,722	Spanish languages spoken by Indigenous peoples from Venezuela
8	Columbia	Bogota	48 mln	\$14,990	Spanish American Indian languages
9	Bolivia	Sucre	11 mln	\$7,870	Spanish, Quechua, Aymara
10	Chile	Santiago	18 mln	\$25, 425	Spanish
11	Ecuador	Quito	16 mln	\$11,350	Spanish Quechua and other Amerindian languages.

Americas: 990 mln

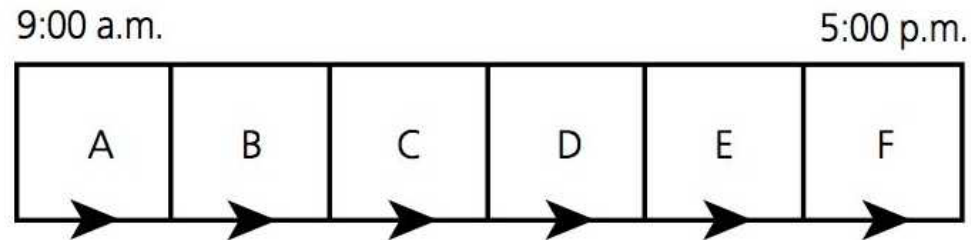
# Should I open the gift directly after getting it or at home on my own?



# Linear Time Vs Cyclic Time

Time is Money

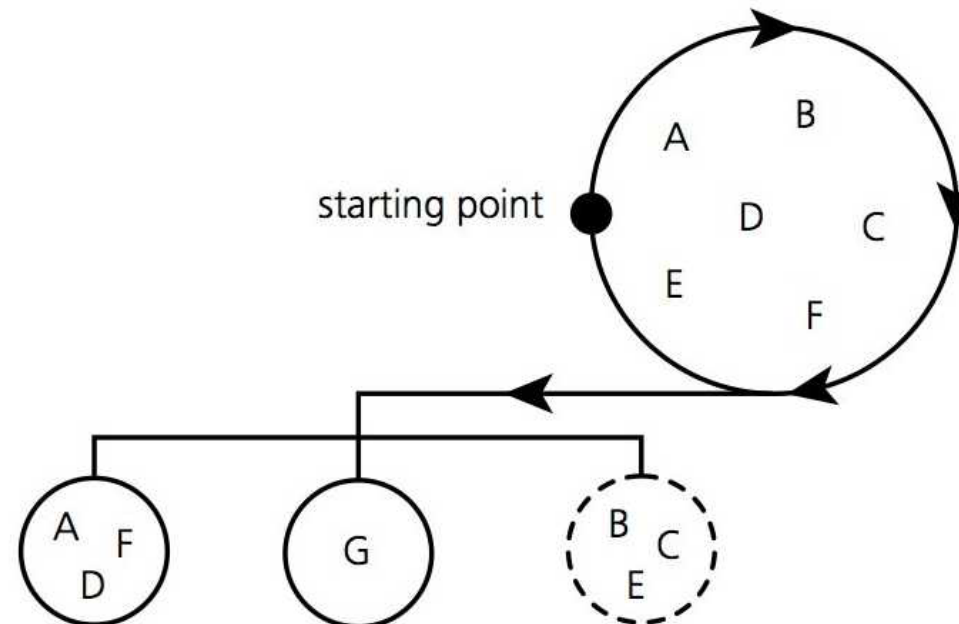
**Western  
(linear)**



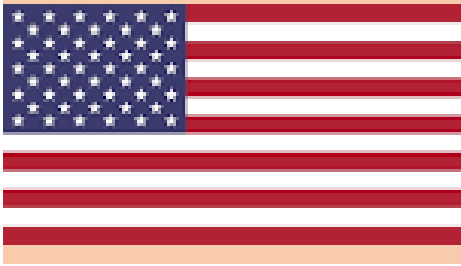
When God made time,  
He made plenty of it.

**Oriental**

Time it is a walk around the pool







## USA: The world's largest economy

- Values: strong, open, confident, like new challenges, money, career, future, development, innovations, great work ethics, time is money; change and improvement;
- Use humor; can do attitude; be persistent in chasing results; think about bottom-line; irritated with complications, take risks



### To Avoid:

- Talking about problems openly
- Challenging the American Dream
- Long silence
- Talking about past and mistakes





## Canada: Correctness and propriety

- Values: honest, friendly, easy-going, multicultural, tolerant (but critical of US), fair, gentle, low key, uncomplicated, family, nature-oriented, humorous, practical
- Distinguish them clearly from Americans, appreciate the uniqueness of their culture; exercise cultural sensitivity; be low key and reliable; compromise, Canadians travel a lot.



### To Avoid:

- Being too individualistic;
- Being overly intense and opinionated;
- Underestimating Canada's economic impact



# Latin America

- Values: Hispanic traits; pioneers; adventurers; Catholicism; love of space; optimism; fatalism; machism; importance of status; idealism over materialism; art of conversation; relationships are more important than rules; compassion

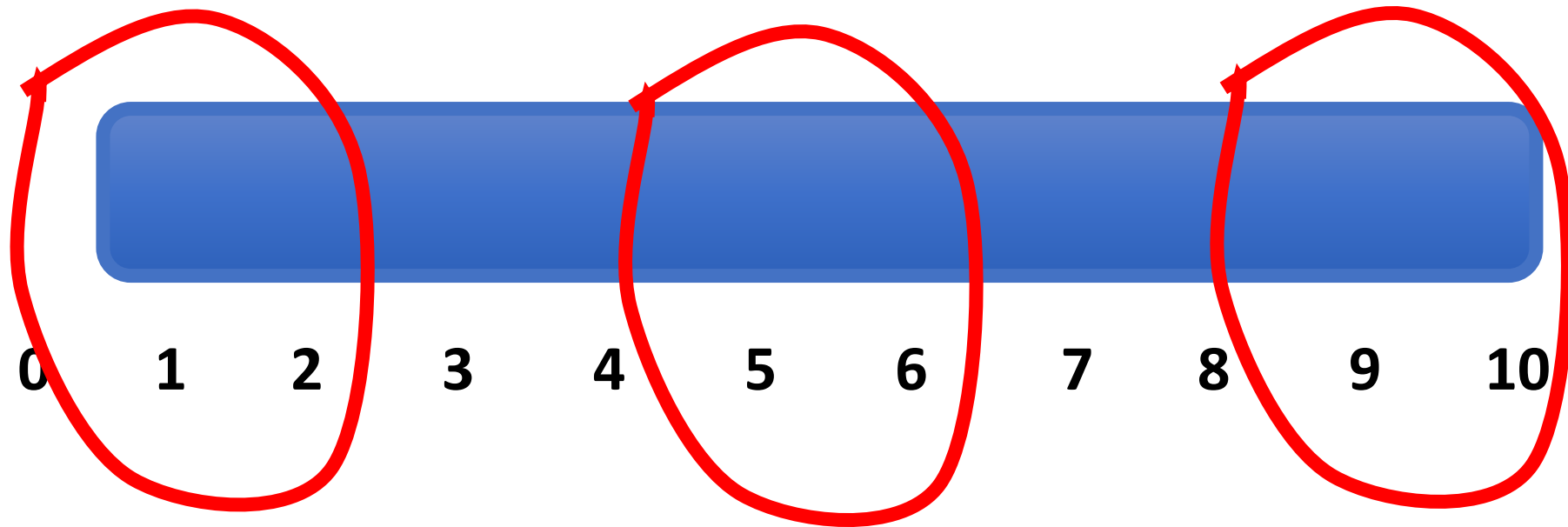


# Cross-Cultural Competence means:

- When we can **explain** behavior of people from other cultures
- When we can **predict** behavior of people from other cultures
- When we can be effective and **get results** when interacting with other cultures
- **When we can get results and enjoy interaction with other cultures!**



What is your  
Cross-Cultural Competence  
on a scale 0 - 10 ?





# Main possible daily problems that can affect your exchange studies:

- **Accommodation issues** (too far, not comfortable, too noisy, problems with room-mates)
- **Weather and Climate issues**
- **Health issues**
- **Financial problems**
- **House keeping problems**
- **Loneliness** (no previous experience, lack of close friends)
- **Homesick** (no previous experience leaving home for so long)
- **Lack of understanding of a new Culture**

# Culture Shock

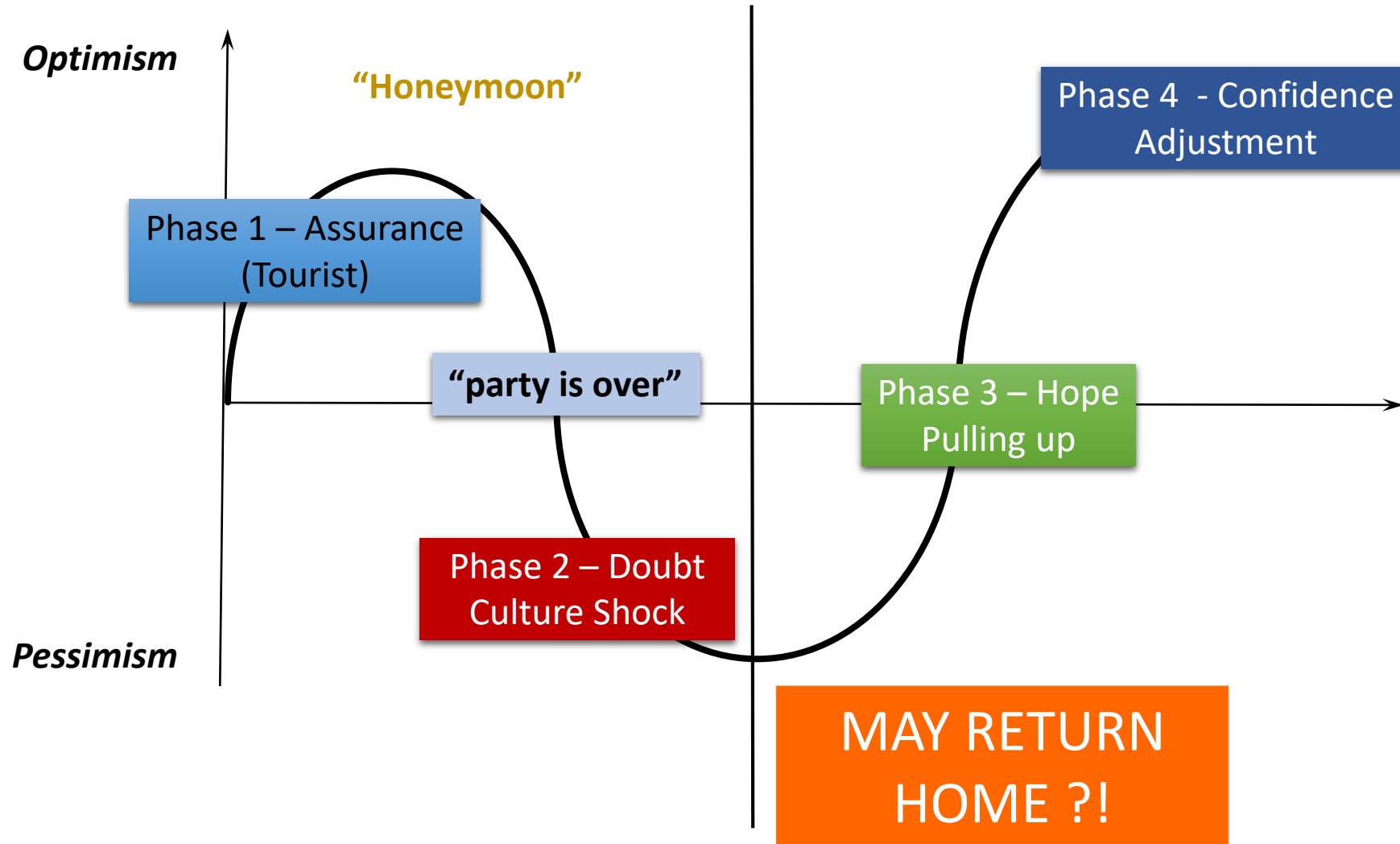
## **Culture Shock:**

**A state of disorientation and anxiety about not knowing how to behave in an unfamiliar culture (or subculture)**

- **Symptoms: mild irritation – psychological panic or crisis (depression)**
- **Effects: inability to work effectively, stress, hostility toward host nationals, etc**



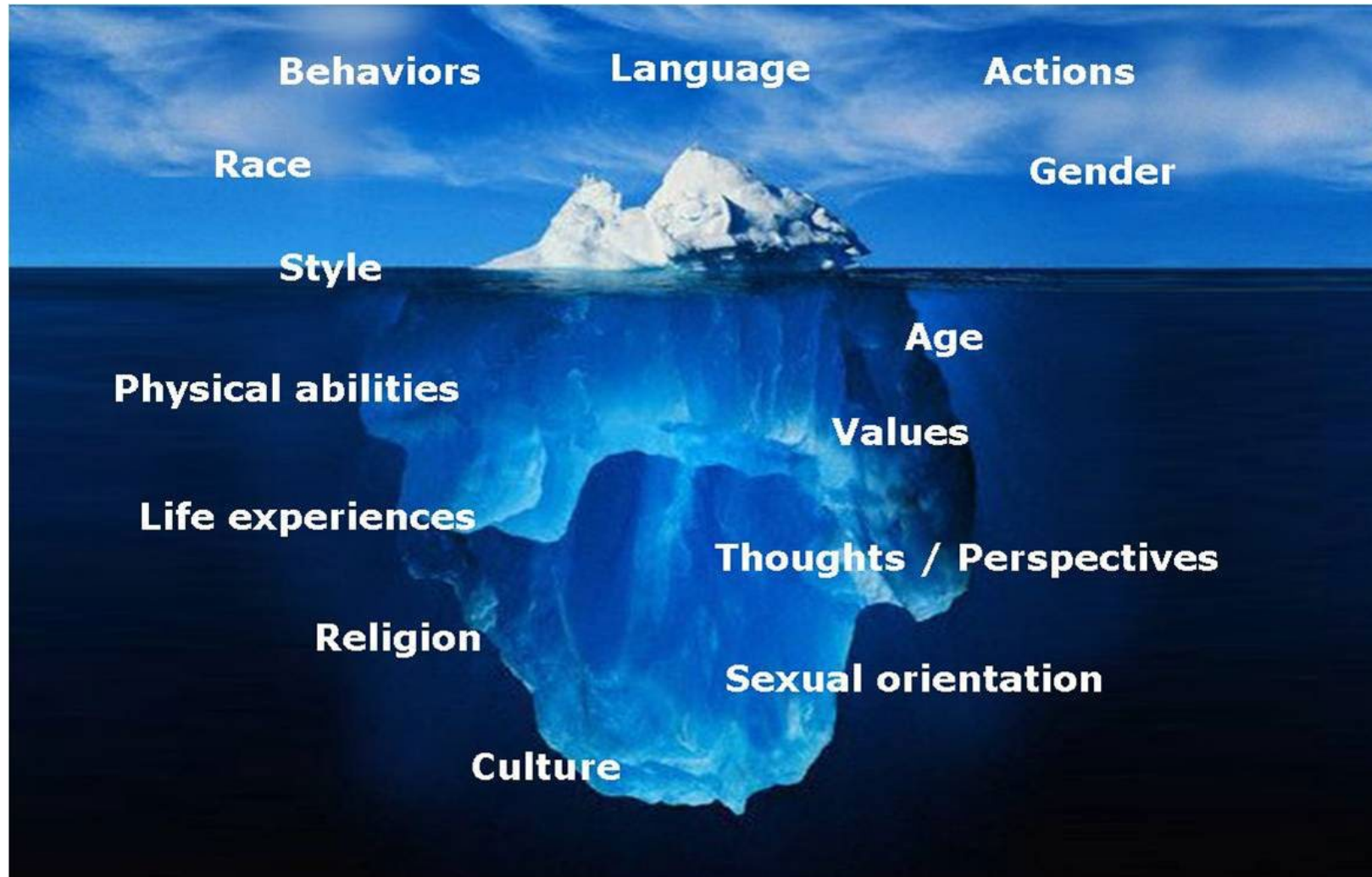
# Cultural Adjustment: U-Curve



# Observation vs Meaning matters



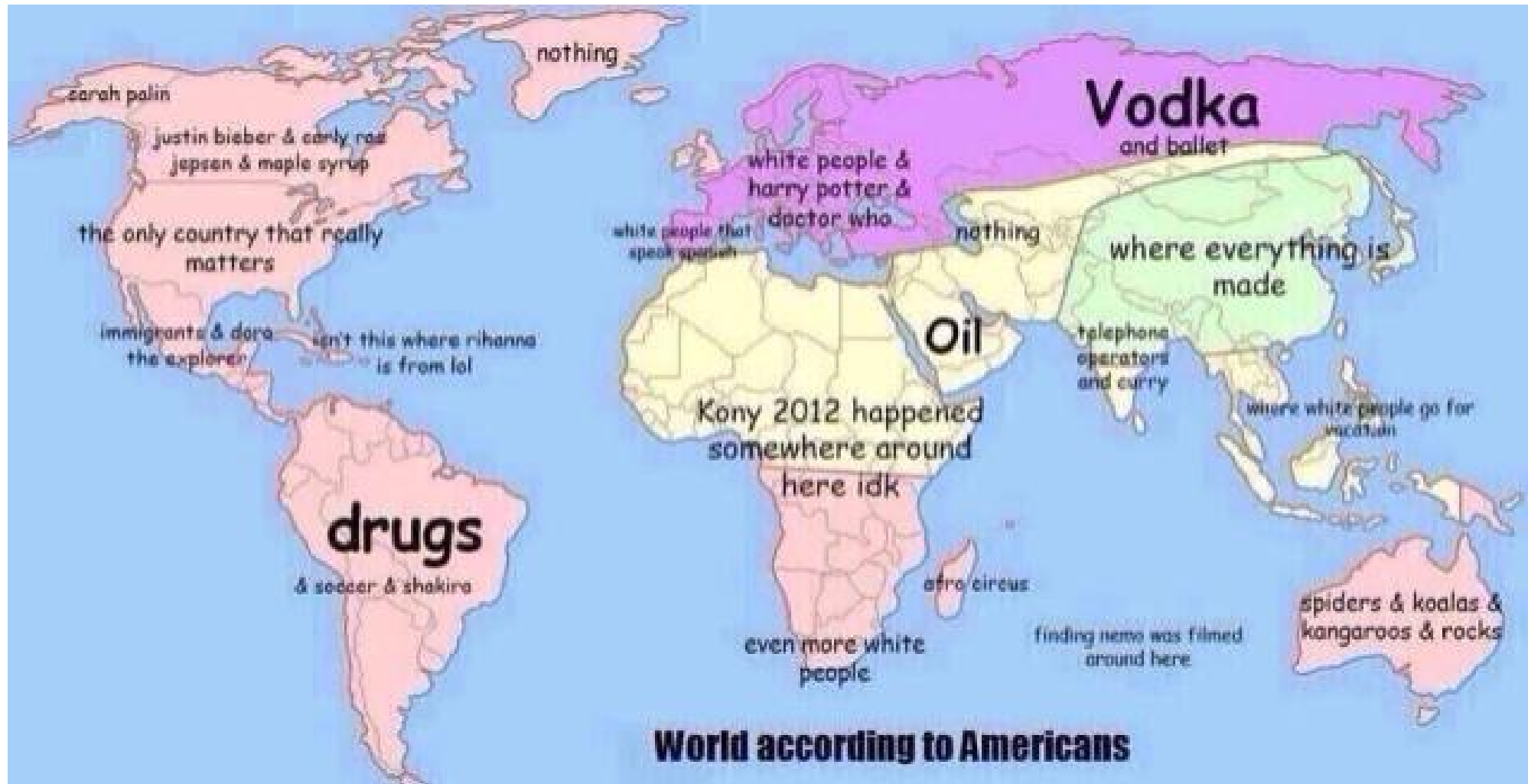
# Iceberg Metaphor



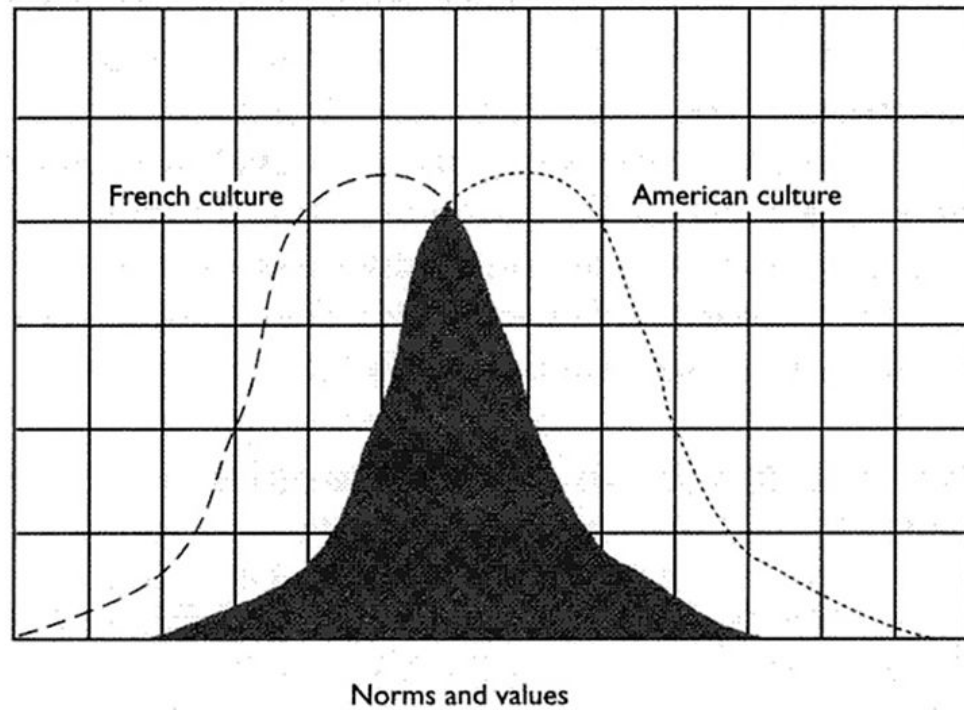
Hall, 1976



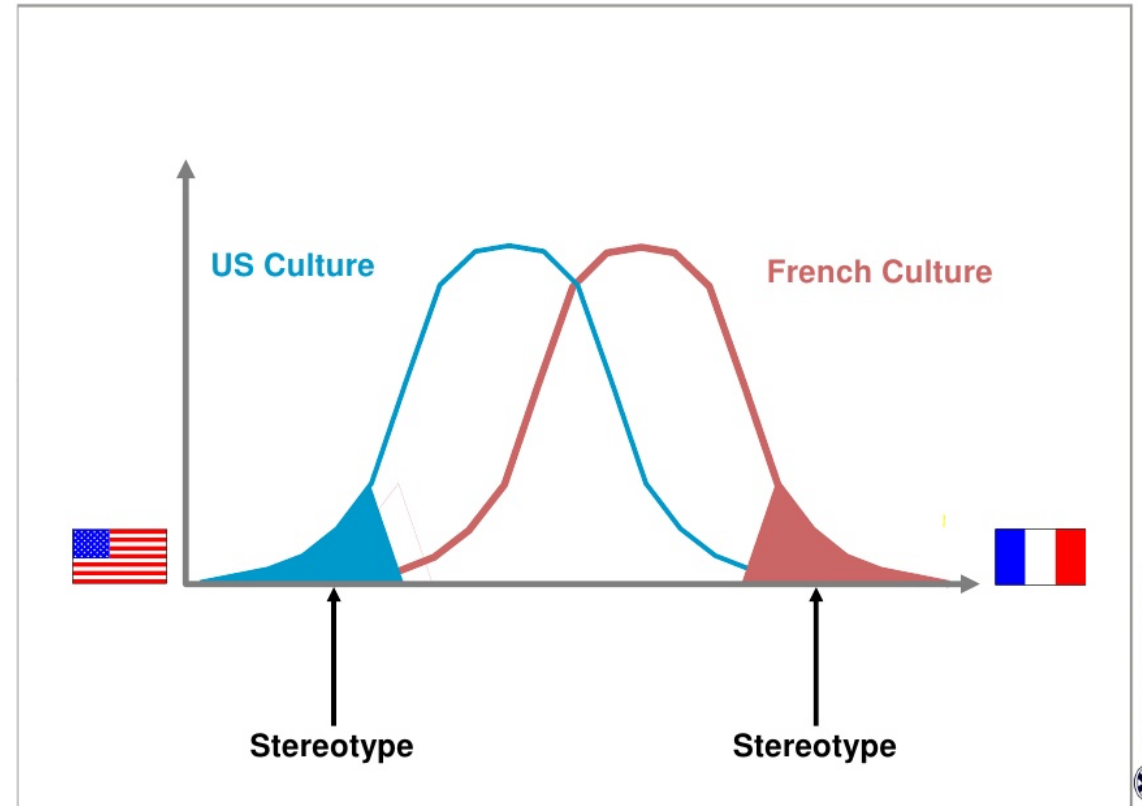
# Do we stereotype?



# Do we stereotype?



Culture as a Normal Distribution



## 5 Cultural dimensions that are important when you study at ANU

- 1. Rules or Relationship?**
- 2. Specific or Diffuse Culture?**
- 3. Individualism or Collectivism?**
- 4. Affective or Neutral?**
- 5. High Context or Low Context?**

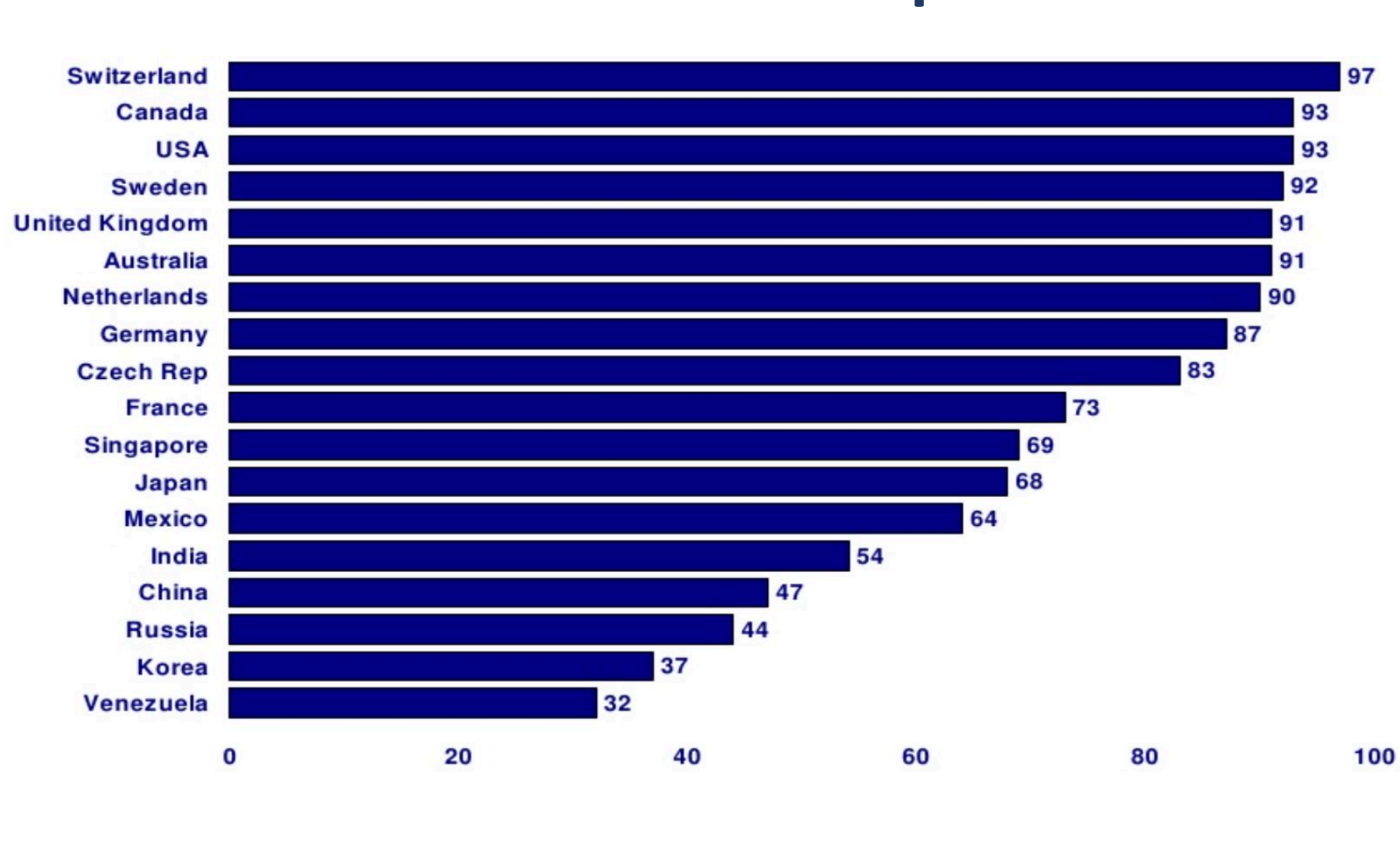
## Does Rules Matter? Mini-case:

You are riding in a car driven by a close friend. He hits a pedestrian. You know he was going at least 55 km/h in an area of the city where the allowed max speed is 40 km/h.

There are no witnesses. His lawyer says that if you testify under oath that he was only driving 40 km/h it may save him from serious consequences. **What right has your friend to expect you to protect him?**

- a. My friend **has a definite right** as a friend to expect me to testify to the lower speed.
- b. He **has some right** as a friend to expect me to testify to the lower speed.
- c. He **has no right** as a friend to expect me to testify to the lower speed.

# Friend will not help



Relationship based – Rules based





# Do Rules Matter in Australia?



Talk to Person, from different  
culture, with whom you never  
talked before



## 5 Cultural dimensions that are important when you teach at ANU

1. **Rules or Relationship?**
2. **Specific or Diffuse Culture?**
3. **Individualism or Collectivism?**
4. **Affective or Neutral?**
5. **High Context or Low Context?**

# How far do we get involved?

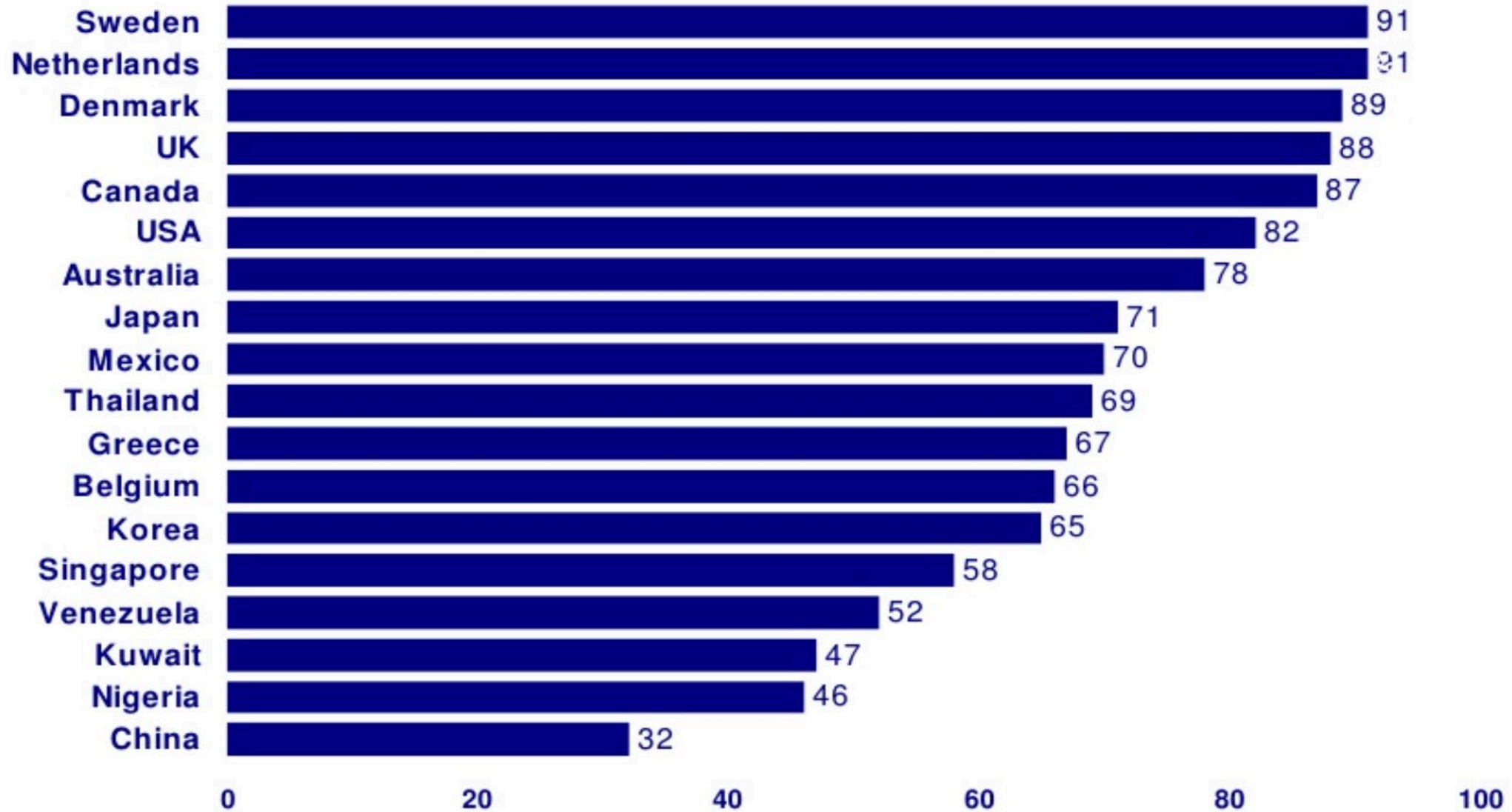
Your boss asks you to paint his house at the weekend. What do you think about this?



- A. You don't have to paint the house**
- B. Yes, it's my boss, I have to do it**



## Would not paint the house



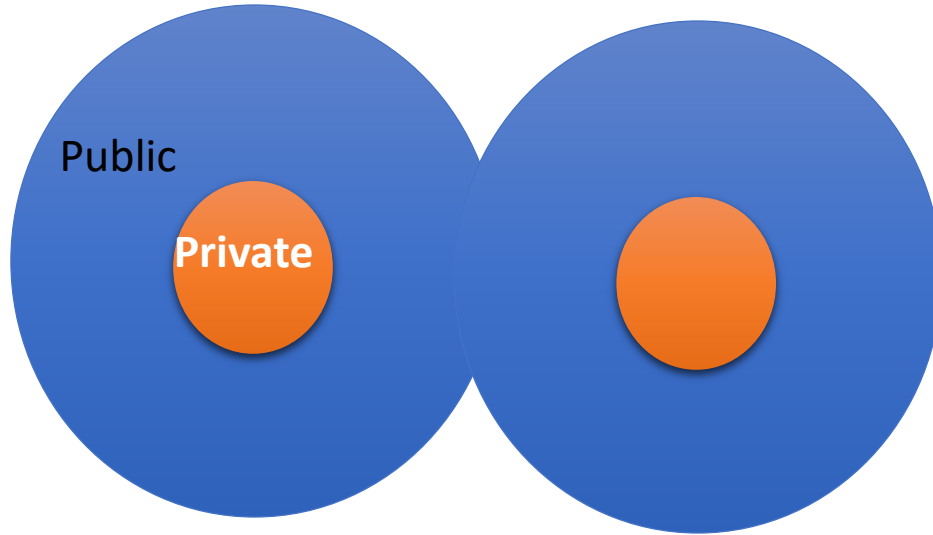


## How far do we get involved?

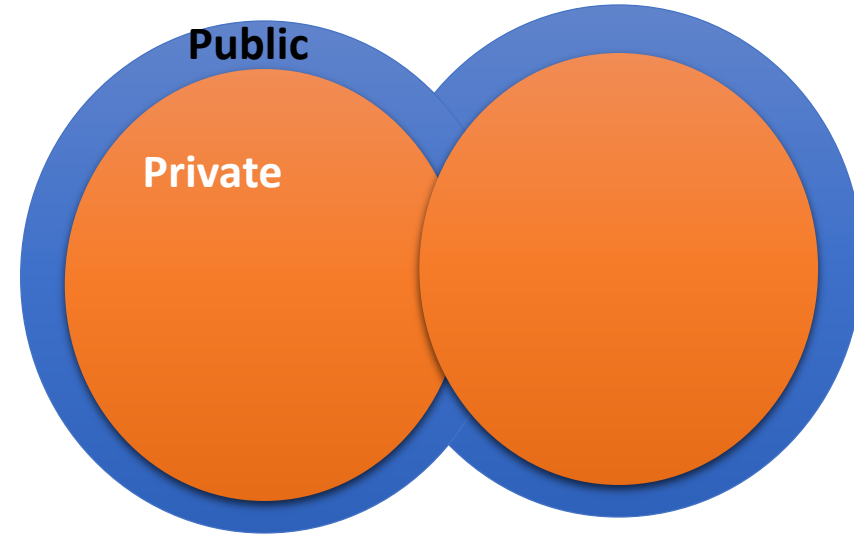
**Specific cultures** – distinction is clear between job and private life

**Diffuse cultures** – no clear distinction, work relationship extend into personal relationship

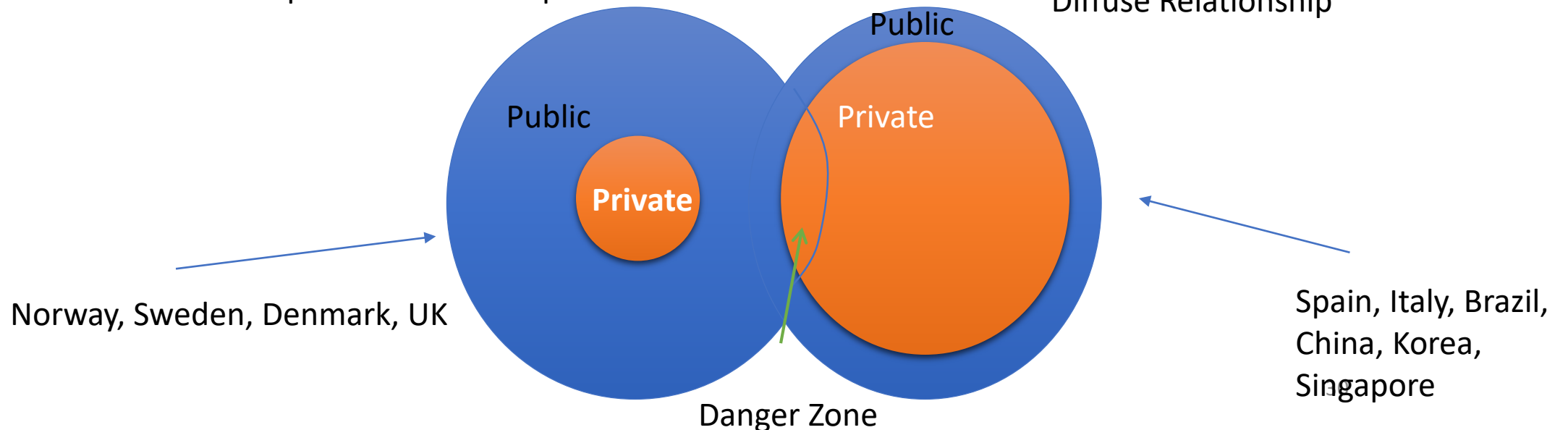
# Specific vs. Diffuse Relationship



Specific Relationship



Diffuse Relationship



## 5 Cultural dimensions that are important when you teach at ANU

1. Rules or Relationship?
2. Specific or Diffuse Culture?
3. Individualism or Collectivism?
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# Individualism vs. Collectivism

## (Who do we care about?)

- Tonight is the only classic music concert of London Symphony Orchestra at Sydney Opera House (you wished to visit this special Concert for centuries) and tonight is 89th birthday of your grandma. Where do you go?
- **You planned to start gym classes for centuries. You got a membership, booked your session and you are ready to go. But your sister is calling and asking to babysit her kids. What will you do?**
- You feel unwell, but no fever. And you have an important team meeting where you promised to participate. Will you go?
- **You really want to order sushi in a restaurant. But everyone is ordering meat. What will you order?**

## 5 Cultural dimensions that are important when you teach at ANU

1. **Rules or Relationship?**
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# Affective vs. Neutral cultures

Do we display our emotions in public?



# Is it ok for a student to show emotions in public when:

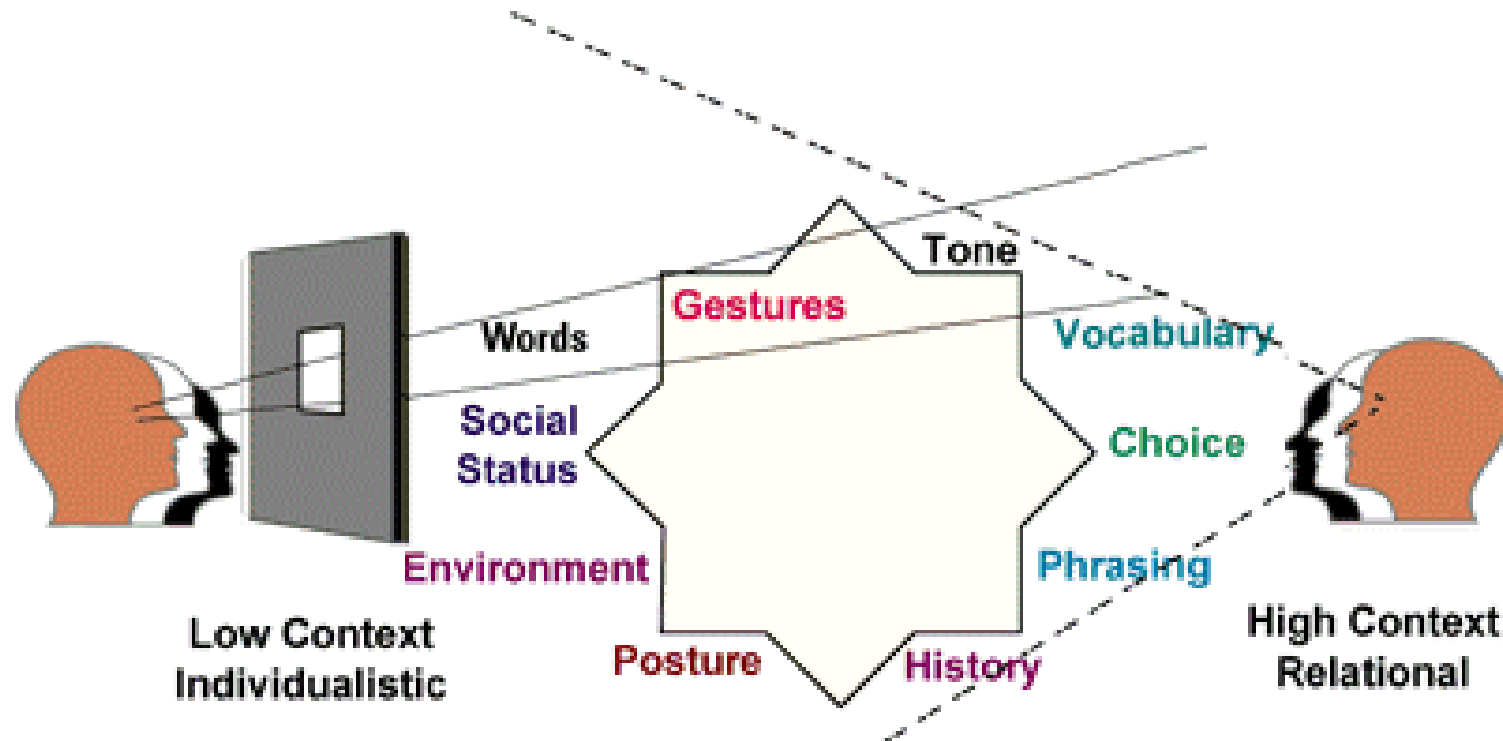
- Student failed the minor Assessment
- Students failed the Final Exam
- Student's close relative died
- Student broke up a long-term relationships
- Student's bike is stolen
- Powerful Earthquake just happened in student's home country
- Student is missing his/her family

## 5 Cultural dimensions that are important when you teach at ANU

- 1. Rules or Relationship?**
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- 5. High Context or Low Context?**

## High-Context Cultures vs. Low-Context Cultures

### Low Context/High Context Cultures Individualistic/Relational Cultures



Adapted from 'Managing Intercultural Differences' by Claire B. Anderson

# High-Context Cultures vs. Low-Context Cultures

Culture	Words	Meaning
Japan	It is very difficult	NO
China	I will try, but it can take some time	NO
Germany	NO	NO
Australia	NO	NO
Brazil	NO, NO, NO!!!!!!	NO



# Low-Context Cultures vs. High-Context Cultures

Low-Context



High-Context

**Germany, Norway, USA, Australia, France, Italy, Brazil, Saudi Arabia, China, Japan**

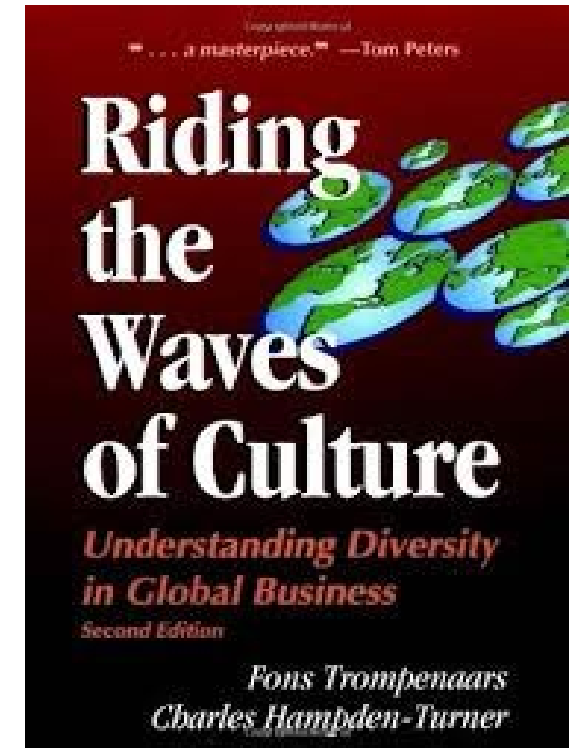
1. Australia
2. France
3. Brazil
4. Germany
5. Norway
6. USA
7. Italy
8. Saudi Arabia
9. Japan
10. China

## 4 Main strategies of adaptation to a new culture

- **1. Assimilation** – individuals do not wish to maintain their cultural identity
- **2. Separation** – individuals who place a high value on their original culture
- **3. Marginalisation** – lack of interest in having cultural relations with others
- **4. Integration** – Individuals, who maintain their original culture but have daily interactions with other cultures

# To develop Cross-Cultural Skills further:

1. Don't ignore a culture. Cultural background matters.
2. Don't evaluate other cultures based on your cultural standards!
3. Show genuine interest to another culture. Respect different cultures. Avoid stereotyping!
4. Focus on positives. Every single culture has positives!
5. Read the book by F. Trompenaars
6. Travel and learn more about different cultures!
7. Watch <https://www.youtube.com/watch?v=GOHvMz7dI2A>





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# Thank you for your participation 😊!

Dr. Marina Iskhakova

[Marina.Iskhakova@anu.edu.au](mailto:Marina.Iskhakova@anu.edu.au)

