

# CROSS-CULTURAL MANAGEMENT

## WEEK 5

### Culture and Organizations

Competencies

HR diversity

Cross-Cultural Teams

# CROSS-CULTURAL MANAGEMENT

## Competencies

Operating in and through different cultures requires the development of culturally-oriented competencies whose origin is (Gudykunst):

- Cognitive: achieving flexibility and openness towards the other
- Affective: coping with anxiety and uncertainty



An approach to develop both the cognitive and affective competencies is *mindfulness* (Casse)

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## Competencies

Mindfulness enables various levels of awareness (Hanvey):

Level	Information	Mode	Interpretation
Level 1	Awareness of superficial or very visible cultural traits; stereotypes	Tourism, textbooks	Unbelievable (i.e., exotic, bizarre)
Level 2	Awareness of significant and subtle cultural traits that contrast markedly with one's own	Culture conflict situations	Unbelievable (i.e., frustrating, irrational)
Level 3	Awareness of significant and subtle cultural traits that contrast markedly with one's own	Intellectual analysis	Believable cognitively
Level 4	Awareness of how another culture feels from the standpoint of the insider	Cultural immersion	Believable because of subjective familiarity



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## Competencies

Operating in and through different cultures is expressed through behavioral performance which is socially evaluated in terms of (Spitzberg):

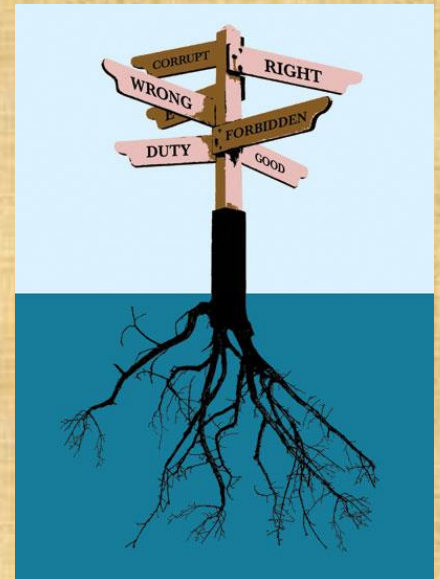
- Appropriacy: does the behavior meet the expectations?
- Effectiveness: does the behavior yield positive returns?

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## Competencies

But social evaluation is ethical; there are 2 approaches  
(Gudykunst & Kim)

- Analytical: being committed to a specific view of what morality is; does not allow for ethical judgments
- Normative: knowing what should be done; allows for ethical judgments

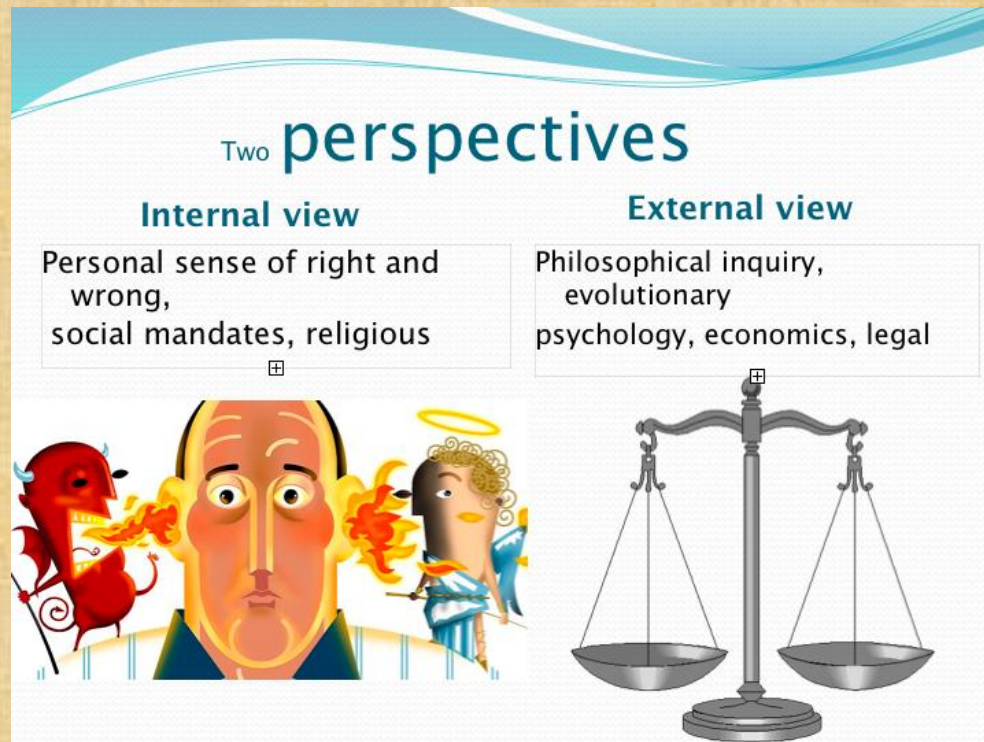




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## Competencies

Ethical units include the self (internal) and society (external):



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## Competencies

Ethical values may yield 2 sets of behaviors:

- Ethnocentric: denial, defense, minimization of other cultures, stereotypification & naturalization; the focus is on “us” and “being” (essentialist)
- Ethnorelative: curiosity, acceptance, adaptation, integration; the focus is on “them” and “difference” (non-essentialist)

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## Competencies Readings

- [http://www.udel.edu/PT/current/PHYT600/2012/Lecture4Handouts/CES\\_25\\_CulturalCompetence\\_012003\[1\].pdf](http://www.udel.edu/PT/current/PHYT600/2012/Lecture4Handouts/CES_25_CulturalCompetence_012003[1].pdf)
- [http://www.pennbehavioralhealth.org/documents/cultural\\_competency.pdf](http://www.pennbehavioralhealth.org/documents/cultural_competency.pdf)
- [http://www.palgrave.com/business/morrisonib/pdfs/article3\\_supportmaterial.pdf](http://www.palgrave.com/business/morrisonib/pdfs/article3_supportmaterial.pdf)

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## HR diversity

Given that today's business organizations hire employees from diverse cultural backgrounds, business organizations may be (Moore):

- Diversity hostile
- Diversity blind
- Diversity naïve
- Diversity integrated



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## HR diversity

To reach the level where diverse human resources are integrated in the sense of a pragmatic and practiced cultural awareness, the business needs to deal with the following challenges:

- Business policies and values
- Preferred management culture
- Type of communication channels
- Processes of socialization



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## HR Diversity Readings

- [http://www.corwin.com/upm-data/7425\\_03\\_Konrad\\_02.pdf](http://www.corwin.com/upm-data/7425_03_Konrad_02.pdf)
- [http://www.ajbmr.com/articlepdf/aus\\_20\\_24i1n12a1.pdf](http://www.ajbmr.com/articlepdf/aus_20_24i1n12a1.pdf)
- [http://www.mibru.unimelb.edu.au/template-assets/07/includes/diversity/Managing diverse human resources effectively.pdf](http://www.mibru.unimelb.edu.au/template-assets/07/includes/diversity/Managing_diverse_human_resources_effectively.pdf)
- <http://web.mit.edu/cortiz/www/Diversity/Jayne%20and%20Dipboye%202004.pdf>

Text: ch 12

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## Teams

Teams as opposed to groups, have a specific way of doing and therefore of thinking given that they need to achieve specific goals.

According to the objectives to be reached they are (Robins):

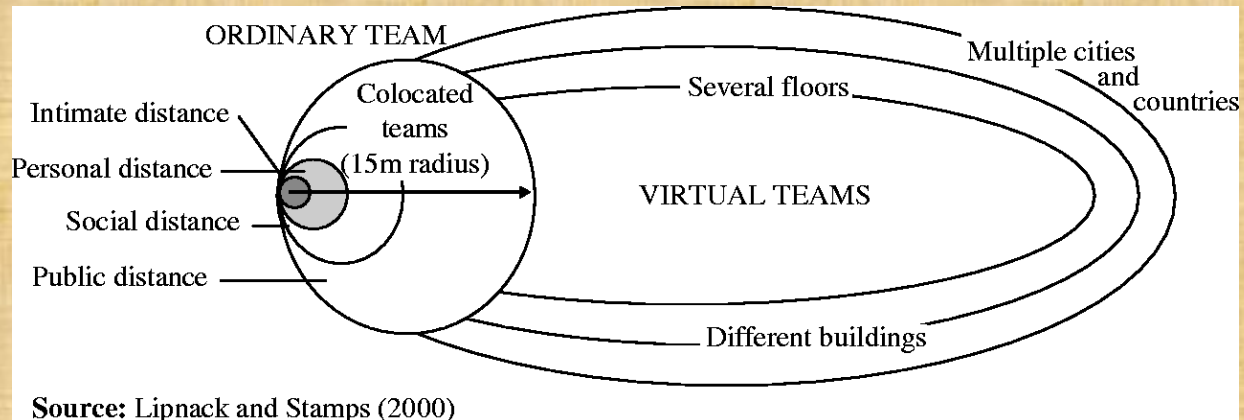
- Problem-solving for the purpose of putting forward suggestions toward solving issues/problems e.g. IT
- Self-managed for the purpose of making intra-team decisions that are to be communicated externally e.g. focus



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## Teams

- Cross-functional for the purpose of sharing tasks across functions/departments e.g. quality standards
- Virtual for the purpose of overcoming particular obstacles (geography, time) e.g. marketing managers of different profit centers



Source: Lipnack and Stamps (2000)

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## Teams

Cultural diversity may enhance or hinder the achievement of objectives because:

- The roles played by each member in the team is understood differently
- The priorities may be set differently because of different ethical criteria
- The processes may be interpreted differently because of different values carried by different languages

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## Teams

The dimensions of cultural diversity that affect teams include (Davison & Ekelund):

- Preferred leadership style
- National culture
- Preferred ways to resolve conflicts
- Preferred ways to make decisions
- Work languages



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## Teams

- Work languages
- Type of professions
- Expectations and values
- Cultural preconceptions
- International experience
- Geographical locations





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## Cross-Cultural Team Readings

- [http://aim-strategies.com/blog/wp-content/uploads/2012/05/HRPS\\_PS35-1-Perspectives\\_GalliesVer.pdf](http://aim-strategies.com/blog/wp-content/uploads/2012/05/HRPS_PS35-1-Perspectives_GalliesVer.pdf)
- <http://cogprints.org/7814/1/2653-2669.pdf>
- <http://sloanreview.mit.edu/article/how-to-manage-virtual-teams/>
- <http://www.mdecgateway.org/olms/data/resource/6045/Managing%20the%20Life%20Cycle%20of%20Virtual%20Teams.pdf>

Text: ch 16

# CROSS-CULTURAL MANAGEMENT

## Activities

## Cases

18.2

12.2

16.1

