What are We Talking About Today?

• Variations by “culture” in thought, action and reaction

Why talk about these variations?
Because, as K-12 & community college administrators, you are
• Gatekeepers
• Mediators
• Motivators
• Standard-Setters

But really, really busy and without enough time for all the fights and fires
Culture =
A Complex Reality That We Enact Effortlessly Most Days

Everything You Are

Everywhere You’re From

What Constitutes Culture?
Place of Birth × Years Spent There
Norms of current macro-culture + (micro-cultures)²
+ (significant experiences)³
+ (environmental influence)

Your current context

Where you come from

open-mindedness + adaptability + awareness

How you see the world around you

Your innate outlook and disposition
Culture in Simpler Terms: The Iceberg

• The visible portion is but a fraction of the whole
• The unseen portion offers
  • foundation
  • balance
  • additional substance
  • counterpoint
  • hazzard to the unaware
• The waterline represents the shift between known and unknown
  • occurs at various points for various people
  • slides and waves and wanders for even the most culturally sensitive

Culture in Simpler Terms: The Iceberg

The Visible Portion Includes

<table>
<thead>
<tr>
<th>Language</th>
<th>Fashion</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry</td>
<td>Heroes</td>
<td>Sports</td>
</tr>
<tr>
<td>Occupations</td>
<td>Biz Models</td>
<td>Success</td>
</tr>
<tr>
<td>Entertainment</td>
<td>Greetings</td>
<td>Holidays</td>
</tr>
<tr>
<td>Government</td>
<td>Laws</td>
<td></td>
</tr>
</tbody>
</table>

Waterline = A Lens, Filter or Frame
• Transparent, translucent or opaque?

The Unseen Portion Includes

<table>
<thead>
<tr>
<th>Sense of Self</th>
<th>Needs</th>
<th>Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction</td>
<td>Insight</td>
<td>Hopes</td>
</tr>
<tr>
<td>Aspirations</td>
<td>Respect</td>
<td>Fears</td>
</tr>
<tr>
<td>Understanding</td>
<td>Beliefs</td>
<td>Values</td>
</tr>
<tr>
<td>Likeability</td>
<td>Leadership</td>
<td></td>
</tr>
</tbody>
</table>

Studying Intercultural Communication: Key Images

• The visible portion is but a fraction of the whole
• The unseen portion offers
  • foundation
  • balance
  • additional substance
  • counterpoint
  • hazzard to the unaware
• The waterline represents the shift between known and unknown
  • occurs at various points for various people
  • slides and waves and wanders for even the most culturally sensitive
Studying Intercultural Communication: Key Images

Culture in Simpler Terms: The Iceberg

- Choices we can tell we make
- Choices we often make without realizing
- Circumstances we accept without thinking


Check, on Your Own Time
Bolte-Taylor’s analysis is so wonderfully complex and detailed

And her message boils down to a fairly simple one:
“We don’t see things as they are. We see them as we are.”

Anais Nin

So how do we make sense of these ‘we’re all different’ and ‘were all the same’ messages?

Categories!
<table>
<thead>
<tr>
<th>Collective / Collectivist Cultures</th>
<th>Individual / Individualist Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tightly-knit societies where individuals look after each other &amp; the common good, in exchange for loyalty and relative conformity.</td>
<td>Loosely-knit societies where individuals take care of themselves and their circles of immediate family and friends.</td>
</tr>
<tr>
<td>Eastern (“Communist” as companion term?)</td>
<td>Western (“Capitalist” as companion term?)</td>
</tr>
<tr>
<td>Emphasis on Place within a Society (‘Saving Face’)</td>
<td>Emphasis on Self (‘Getting Face Time’)</td>
</tr>
<tr>
<td>Attention to Following Leaders, Staying within Established Hierarchy, Castes</td>
<td>Attention to Independence, Providing for Social Mobility, Individual Initiative</td>
</tr>
<tr>
<td>Belief in Truth from Consensus (Relative)</td>
<td>Belief in Truth from Institutions (Absolute)</td>
</tr>
<tr>
<td>Longer Histories</td>
<td>Relatively Shorter Histories</td>
</tr>
<tr>
<td>Traditional, Attention to What Came Before</td>
<td>Iconoclastic, Attentive to What Looms Ahead</td>
</tr>
<tr>
<td>Cyclical, Circular Sense of Time</td>
<td>Linear Sense of Time</td>
</tr>
<tr>
<td>Long-Term Planning</td>
<td>Short-Term Planning</td>
</tr>
<tr>
<td>Delayed Gratification</td>
<td>Immediate Gratification</td>
</tr>
<tr>
<td>Focus on Harmony, Emphasis on Self-Denial</td>
<td>Focus on Achievement, Emphasis on Self-Reliance</td>
</tr>
<tr>
<td>Interdependence, Hierarchy, Cooperativeness, Commonality</td>
<td>Autonomy, Equality, Competitiveness, Intellectual Property</td>
</tr>
<tr>
<td>Slow to innovate but quick to embrace change once realized</td>
<td>Quick to innovate but often without sense of consequence</td>
</tr>
<tr>
<td>Connection to nature, environment, ancestors, holistic medicine</td>
<td>Connection to technology, productivity, reactive (‘modern’) medicine</td>
</tr>
<tr>
<td>Confusius: Doctrine, Dialectic, Relations/Relativism (“It depends”)</td>
<td>Aristotle: Eloquence, Logic, Forms and Classifications (“It is”)</td>
</tr>
<tr>
<td>Pursuit of deep, meaningful relationships</td>
<td>Pursuit of sensible, effective bottom-lines</td>
</tr>
</tbody>
</table>

Gerard Hendrik Hofstede (Also “Gert and Gert”)

Hofstede’s 5 Dimensions of Culture

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power Distance Index</td>
<td>Degree to which less powerful members of society accept an unequal distribution of power</td>
</tr>
<tr>
<td>Uncertainty Avoidance Index</td>
<td>Degree to which members of society tolerate uncertainty and ambiguity</td>
</tr>
<tr>
<td>Individualism vs. Collectivism</td>
<td>Do members of society define themselves as individuals or as members of larger groups?</td>
</tr>
<tr>
<td>Masculinity vs. Femininity</td>
<td>Masculine societies value individual success, competition, progress. Feminine societies value relationship-building, cooperation, tradition.</td>
</tr>
<tr>
<td>Short vs. Long-Term Orientation</td>
<td>Importance attached to the future versus the past and present</td>
</tr>
</tbody>
</table>

Hofstede later added this 5th dimension.
So how do we make sense of these ‘we’re all different’ and ‘were all the same’ messages?

Categories—Stereotypes?

Consider Your Immediate Reactions to People Who:

- Drink Coffee or Drink Tea
- Drive a Hot Rod or a Mini Van
- Feel the Vibe or Went Corporate
- Go Vegetarian or Eat Meat
- Get the Joke or Don’t
- Choose Mac or PC
- Vote Democratic or Republican
- Prefer Beer or Wine
- Country Folk or City Slickers
- Come from various parts of this country (or from other countries)
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html

The problem with stereotypes is not that they are incorrect but that they are incomplete.

-- Chimamanda Adichie

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html
The problem with stereotypes is not that they are incorrect but that they are incomplete.
-- Chimamanda Adichie

We are talking about almost 7,000,000,000 individuals but, even though, we

- know that we shouldn’t
- wish that we didn’t
- regret that we do
- hope that someday we won’t

we do stereotype groups of people until we know them as individuals. At times we must: but recognition without judgment

Stereotypes as Recognition without Judgment
- Originate in shared experience
- Recognize commonality
- Acknowledge diversity
- Increase awareness
- Give us starting points
The Foundation of All Models

Everyday Dealings (Link)

Situation-Specific (Link)

And Another World View?

Why the differences? 1 reason.

<table>
<thead>
<tr>
<th>North Carolina Drivers</th>
<th>Drivers from the North &amp; West</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meander</td>
<td>Speed</td>
</tr>
<tr>
<td>Never honk</td>
<td>Honk as a matter of routine</td>
</tr>
<tr>
<td>Stay all day at 4-way stops</td>
<td>Roll through stop signs</td>
</tr>
<tr>
<td>Leave excessive following space</td>
<td>Leave minimal following space</td>
</tr>
<tr>
<td>See “heavy traffic” as 10 cars nearby, moving @ 70 mph</td>
<td>See “heavy traffic” as no fewer than 100 cars slowing by 10-100%</td>
</tr>
<tr>
<td>Find “traffic” to be aggravating</td>
<td>Find “traffic” to be aggravating</td>
</tr>
<tr>
<td>Slide into lanes with no signal</td>
<td>Cut into lanes with no signal</td>
</tr>
<tr>
<td>Merge as if they’re the only ones on the road (slowly)</td>
<td>Merge as if they’re the only ones on the road (carelessly)</td>
</tr>
</tbody>
</table>
**Why the differences? 1 reason.**

<table>
<thead>
<tr>
<th>North Carolina Drivers</th>
<th>Drivers from the North &amp; West</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meander</td>
<td>Speed</td>
</tr>
<tr>
<td>Never honk</td>
<td>Honk as a matter of routine</td>
</tr>
<tr>
<td>Stay all day at 4-way stops</td>
<td>Roll through stop signs</td>
</tr>
<tr>
<td>Leave excessive following space</td>
<td>Leave minimal following space</td>
</tr>
<tr>
<td>See “heavy traffic” as 10 cars nearby, moving @ 70 mph</td>
<td>See “heavy traffic” as no fewer than 100 cars slowing by 10-100%</td>
</tr>
<tr>
<td>Find “traffic” to be aggravating</td>
<td>Find “traffic” to be aggravating</td>
</tr>
<tr>
<td>Slide into lanes with no signal</td>
<td>Cut into lanes with no signal</td>
</tr>
<tr>
<td>Merge as if they’re the only ones on the road (slowly)</td>
<td>Merge as if they’re the only ones on the road (carelessly)</td>
</tr>
</tbody>
</table>

**Opposing Behaviors But Similar Motivations**

**Similar Behaviors But Different Motivations**

NC Drivers Assume You Will Yield

Other Drivers Assume You Absolutely Will Not Yield

---

**The Richard Lewis Model**

- Emotional, volatile
- Loquacious, noisy
- Humanistic emotional undercurrent
- Talkative, logical opinionated
- Compromisers
- Lively, energetic
- Solid, occasionally lively
- Speedy, ambitious, efficient
- Cool, methodical planners
- Good listeners
- Laid back
- Courteous
- Money-minded
- Polite
- Excitable
- Occasionally explosive
- Strong-willed
- Courteous
- Respected introvert
Lewis' Activity Matrices

**Linear Active:** bases actions on facts, standards, customs, norms. *Logical.*
- Bases truth on facts, data, science
- Prefers plans, schedules, timeframes
- Values credibility and individuality
- Rarely interrupts
- Rarely shows emotions in public situations

**Reactive:** bases actions on the particulars of a specific time, incident, or collaborator. *Situational.*
- Defers truth in favor of respect, saving face
- Seems time as fluid and flexible
- Values hierarchy and relationships
- Rarely interrupts or speaks out
- Prioritizes respectful responses in public

**Multi-Active:** bases actions on no one model, often acts “from the heart” or without thinking. *Spontaneous.*
- Bases truth on immediate impact/outcome
- Rarely keeps schedules or holds to plans
- Values relationships and friendship
- Interrupts frequently
- Sees emotionality as essential

Cultural Differences are Real, Pervasive, Innate

The Richard Lewis Model
Walk/Don’t Walk Signals at Urban Intersection

US/UK: Signals direct steady flows of opposing lines

Japan: All traffic stops, and all people cross at once.

Egypt: No one obeys traffic signals. Fatalities? Low!

Tactic/Takeaway:
Study all systems you can before you go

“Do you have your paperwork?”

“Yes, two copies.”

“Yes, thank you very much for your kind help.”

“I don’t; do you have copies I could fill out here?”

Questions or Comments Anytime to Tim_Flood@unc.edu
"Nice to meet you."

"You are very kind."

"Hey gorgeous! My great pleasure is to meet you."

"Yeah, nice to meet you too."

"Do you understand what I’m saying?"

"Yes." (Even if they don’t)

"Yes." (If they do understand)

"I’m sorry; what were you saying?"
"Our office is open 9:00 to 5:00."

- Great, thank you.
- See you at 8:45 but no rush.
- I can't get there until 6:30. Would you wait?

"Shall we meet at 11:00?"

- See you at 11:00
- Doesn't say this out loud but thinks and does
- I’ll arrive at 10:00 and wait
- Agrees but then actually behaves like this:
- I’ll be glad to see you whenever I arrive
“No, I can’t do that for you.”

Why not?

Thank you.

Sure you can; what about these options?

Tactic/Takeaway:
Resources + Information + Communication = Many Successful Ways Around Problems.

[Arrive for a meeting—to the wrong building]

[Pulls out a smartphone + Google Maps]

“We’d better call to let them know we’ll be late.”

[Stops a stranger, asks directions, chats for a while]
Need to return a scattered group of tables into that room’s standard arrangement.

Waits for instructions from another in the group.

Assumes any workable arrangement will do.

Measures, plots and organizes.

Actually heard the following in line at BWI today: “Sir, you are in the wrong airport. You need to be at Dulles”

Washington/Dulles and BWI/Marshall are about 60 miles apart—but easily 2.5 hours late afternoon traffic.

Well, you can get from BWI to Dulles.....but it involves getting on a commuter train, among other things. And it takes some time. So unless he was super early, I bet he missed his flight.

That happened to me once at Dulles, but I needed to be at DCA. I made it; I hope he did too.

That would just suck! I think I would just grab a flight from BWI to anywhere at that point!
Talking to someone who stole, misrepresented, failed to deliver on a promise

“Prove it.”

“No, I would never do that.”
[Whether accurate or inaccurate]

“So what?”

“We don’t see things as they are. We see them as we are.”

-Anais Nin
“Everything is simpler than you think and at the same time more complex than you imagine.”

– Johann Wolfgang von Goethe

How Do We Know What We Know?
“As we know, there are known knowns; there are things we know we know.

We also know there are known unknowns; that is to say we know there are some things we do not know.

But there are also unknown unknowns -- the ones we don't know we don't know."

--Donald Rumsfeld
“History happens very slowly. . . until it happens all at once.”

– ??

Let’s Look at the “Arab Spring”

• Current
• Ongoing
• Globally Impactful
• Teachable
• So far, a bit far from us

Demands
• Jobs
• Higher Wages
• Lower Day-to-Day Expenses
• Reinvigorated Subsidies on ‘Essentials’ (Food, Gas, Electricity)
Apologies in advance for these potentially-offensive next several slides
How the West Sees Islamic World: Women as *subjects*

How The Islamic World Sees Us: Women as *objects*
How we see them: Women as *subjects*

How they see us: Women as *objects*

Or Are Both Expressions of Women’s Beauty?

"We've been waiting for it for 7,000 years," said Abdul Mawgoud Dardery, a member of the Muslim Brotherhood's Freedom and Justice Party. "For the first time in history, we have our own president, elected by us."

**Pssstt. . . That used to be us!**
These are economic issues. Did you blame post-Katrina folks for their crimes?

Do not underestimate the power of women in the emerging Arab World.

Egypt -->

Rome <->
“The US needs to create a protective framework for local people to make their own choices... and then the US needs to let the locals make their own choices.”

Dr. Ibtisam Al Ketbi, Sociology Professor and Emirati Woman
(not pictured below)

What are We Talking About Today?

• Variations by “culture” in thought, action and reaction

Why talk about these variations?
Because, as educators, we also ‘need to create a protective framework. . . for people to make their own choices’

5 Dimensions of Cultural Acclimation

Denial Defense Minimization Acceptance Adaptation

The Intercultural Development Inventory (IDI) -- http://www.idiinventory.com/

If not us, then who?
Germany  France  The UK

‘Efforts toward multiculturalism have failed.’

I have a dream where [people] will not be judged by the color of their skin but by the content of their character.

Bring me your poor, your weak, your huddled masses yearning to breathe free

With malice toward none; with charity for all; let us strive to . . . bind up the nation’s wounds. . . . [to] achieve and cherish a just and lasting peace, among ourselves, and with all nations.

I Want You.
What are We Talking About Today?
• Variations by “culture” in thought, action, reaction

Why talk about these variations?
Because, as K-12 & community college administrators, you are
• Gatekeepers
• Mediators
• Motivators
• Standard-Setters

Videos in This Presentation:

Jill Bolte-Taylor, Stroke of Insight (0:00)

Chimamanda Adichie, Danger of One Story (20:00)
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html

Japanese Subway Ride (3:00)
http://www.youtube.com/watch?v=r8FQsg12hoY

Samsung Mass Game (9:00)
http://www.youtube.com/watch?v=xvNeiOiPLRY

Oprah Flash Mob (9:00)
http://www.youtube.com/watch?v=1aSbKvm_mKA

Al Jazeera English (12:00)

Awareness Test (1:30)
http://www.youtube.com/watch?v=Ahg6qcgoay4

Friends Evolution Montage (5:30)
http://www.youtube.com/watch?v=pr4UkL-TcHk