Business Relationships Across Cultures Version 1 0 1st edition McLean Solutions Manual

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Chapter 2
Cultures, Relationships, and Conflict

Introductory Exercises

1. *Define Yourself in Words*

   Define yourself in five words or less. Share and compare the results.
2. *Describe Yourself in Words*

   Describe yourself in no less than twenty words and no more than fifty. Share and compare the results.
3. *Draw Yourself or What Represents You*

   Draw a picture of how you see yourself. You may choose to not draw a face or any likeness but instead choose to draw an object or idea. Perhaps consider it your personal logo. Share and compare the results.
4. *Relationships and Priorities*

   List what is important to you in priority order. List what you spend your time on in rank order. Ask a friend with whom you have frequent interaction what is important to him or her, and rank them in priority order. Share and compare the results.
5. *Relationships, Race, Ethnicity, and Culture(s)*

   Describe your racial, ethnic, religious, or cultural identity (or identities). Ask a friend with whom you have frequent interaction how he or she would describe himself or herself, and write down the response(s). Share and compare the results.
6. *What Are You Willing to Defend?*

   Choose one idea you are willing to fight for or defend. Describe the idea and why it is important to you. Share and compare the results.

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2. Intrapersonal Communication: Our Inner Voice

Learning Objective

1. Discuss intrapersonal communication.

Section Notes

- What we tell ourselves makes a difference in how we communicate with others. To better understand intercultural communication, we need to also understand intrapersonal communication.
- Leonard Shedletsky examines intrapersonal communication through the eight basic components of the communication process (source, receiver, message, channel, feedback, environment, context, and interference) as transactional, but all the interaction occurs within the individual.
- Your internal monologue represents your cultural backgrounds, which may be diverse, divergent, with competing values and expectations.

Key Takeaway

In intrapersonal communication, we communicate with ourselves.

Exercises

1. Describe what you are doing, pretending you are another person observing yourself. Write your observations down or record them with a voice or camera.

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Discuss the exercise with your classmates.

2. Imagine you are an alien from a different planet. Describe what you observe of your behaviors from this point of view, as if everything were new to you. What behaviors or actions would the alien find strange? Why?
3. What conflicting cultural messages, values, or expectations can you observe in your self-talk? Can you provide an example? Share and compare with classmates.
4. Think of a time when you have used self-talk—for example, giving yourself "I can do this!" messages when you are striving to meet a challenge, or "What's the use?" messages when you are discouraged. Did you purposely choose to use self-talk, or did it just happen? Discuss your thoughts with classmates.
5. Take a few minutes and visualize what you would like your life to be like a year from now, or five years from now. Do you think this visualization exercise will influence your actions and decisions in the future? Compare your thoughts with those of your classmates.

Key Term

- **Intrapersonal communication:** communication with one's self

2. Self-Concept and Cultural Identities

Learning Objective

1. Define and discuss self-concept.
2. Discuss cultural identities.

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Section Notes

- Who you are and who you will become are a reflection of both your cultural background and your current context(s).
- How we see ourselves and how we feel about ourselves influence how we communicate with others.
- Martin and Nakayama note that our social and cultural identities include gender, sexual, age, racial and ethnic, physical ability, religious, social class, national, regional, and personal aspects. How you describe yourself for each identity aspect may be in conflict or agreement with other parts of your identity.

Key Takeaway

Our dimensions of self, known to ourselves and others, include our cultural identities.

Exercises

1. Examine your academic or professional résumé—or, if you don't have one, create one now. According to the dimensions of self described in this section, which dimensions contribute to your résumé? Discuss your results with your classmates.
2. How would you describe yourself in terms of the dimensions of self as shown in Figure 4.1 "Luft and Ingham's Dimensions of Self"? Discuss your thoughts with a classmate.
3. Can you think of a job or career that would be a good way for you to express yourself? Are you pursuing that job or career, and will it involve diverse cultures?

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Why or why not? Discuss your answer with a classmate.

4. Describe your identity with a few words for each of these categories: gender, sexual, age, racial and ethnic, physical ability, religious, social class, national, regional, and personal. Explain your choices.
5. Interview one person with questions about his or her concept of cultural identity. Share and compare with classmates.

Key Terms

- **Social comparisons:** evaluating ourselves in relation to our peers of similar status, similar characteristics, or similar qualities
- **Self-reflection:** a trait that allows us to adapt and change to our context or environment, to accept or reject messages, to examine our concept of ourselves, and to choose to improve
- **Internal monologue:** the self-talk of intrapersonal communication
- **Gender identity:** the cultural expectations associated with a sex
- **Perfect self identity:** the ideal person, and the associated characteristics, within a specific culture
- **Class identity:** the association of a person with a particular social class and the cultural expectations that come with it
- **Age ethnic identity:** the cultural expectations for people on how they should act, what they should look like, or other defining characteristics based on their chronological or perceived age
- **Racial and ethnic identity:** the cultural association of racial or ethnic characteristics with identity
- **Physical ability identity:** cultural associations with our bodies and may overlap with other types of identities
- **Psychological identity:** cultural associations with our minds, our actions, and our behaviors

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- **Sexual identity:** the cultural norms associated with sex across the range of sexuality, including heterosexuality, homosexuality, and bisexuality
- **Spiritual identity:** cultural norms for spirituality and religion, including religious practices
- **National identity:** the cultural expectations associated with citizenship in a specific country

3. Interpersonal Needs: Universal across Cultures

Learning Objective

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1. Understand the role of interpersonal needs in the intercultural communication process.

Section Notes

- Interpersonal needs are not met alone. They require us to communicate them to others, often within our family, community, or organization.
- We communicate with others in order to meet basic needs, and our meetings, interactions, and relationships help us meet those needs.
- Maslow's Hierarchy of Needs is applicable across cultures.
- According to Schutz, the need for affection is basic to all humans across cultures.

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Key Takeaway

We communicate with each other to meet our needs, but how we communicate is influenced by culture.

Exercises

1. Review the types of individuals from Schutz's theory described in this section. Which types do you think fit you? Which types fit some of your coworkers, community members, or classmates? Why? Share your opinions with your classmates and compare your self-assessment with the types they believe describe you.
2. Think of two or more different situations and how you might express your personal needs differently from one situation to the other. Have you observed similar variations in personal needs in other people from one situation to another? Discuss your thoughts with a classmate.
3. How do you communicate your needs in your culture? Share and compare with classmates.
4. Select a culture and investigate how its members communicate belonging and community. Is it the same in your home culture? Why or why not? Share and compare with classmates.

Key Terms

- **Self-actualization:** When you are looked up to by others and by yourself within your role, and you have the ability to make a difference
- **Aesthetics:** the appreciation of beauty for its own sake
- **Affection:** appreciation of us as individuals within a community

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- **Underpersonals:** people who seek limited interaction
- **Overpersonals:** people who have a strong need to be liked and constantly seek attention from others
- **Personal individual:** person who strikes a healthy balance between attention-seeking and avoidance behaviors
- **Control:** the ability to influence people and events
- **Autocratic:** self-directed in terms of control
- **Abdicrats:** shift the burden of responsibility from themselves to others, looking to others for a sense of control
- **Democrats:** share the need between the individual and the group and may try to hold a departmental meeting to gather information and share
- **Undersocials:** may be less likely to seek interaction, may prefer smaller groups, and will generally not be found on center stage
- **Oversocials:** crave the spotlight of attention and are highly motivated to seek belonging
- **Social Person:** one who strikes a healthy balance between being withdrawn and being the constant center of attention

4. Social Penetration Theory and Cultural Awareness

Learning Objectives

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1. Discuss social penetration theory and self-disclosure and its principles.
2. Describe interpersonal relations.

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Section Notes

- Communication allows us to share experiences, come to know ourselves and others, and form relationships, but it requires time and effort.
- Irwin Altman and Dalmas Taylor describe this progression from superficial to intimate levels of communication in social penetration theory, which is often called the "Onion Theory," because the model looks like an onion and involves layers that are peeled away.
- Self-disclosure usually moves in small steps, moves from impersonal to intimate information, is reciprocal, involves risk, and involves trust.
- Interpersonal communication can be defined as communication between two people, but the definition fails to capture the essence of a relationship, including the dynamic influence of cultures on our interactions.
- Being aware of self-disclosure is one positive step we can take toward understanding intercultural communication.

Key Takeaway

Interpersonal relationships are an important part of culture and community. We come to know one another gradually. Self-disclosure involves risk and reward, and is a normal part of intercultural communication.

Exercises

1. Write down five terms that describe your professional self, personal self, and cultural self. Compare your results with a classmate.
2. Think of someone you trust and who trusts you. How did you come to have a

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mutually trusting relationship? Did it take effort on both people's part? Discuss your thoughts with a classmate.

3. How important do you think self-disclosure is in business settings? Give some examples. Discuss your thoughts with a classmate.
4. How important do you think self-disclosure is in an intercultural or international setting? What are the norms for a place you would like to visit? Share what you learn with classmates.
5. How do cultures differ in their normative expectations for self-disclosure and reciprocity? Compare your home culture with another culture of your choice. Share and compare with classmates.

Key Terms

- **Self-disclosure:** the deliberate communication of information about yourself to others
- **Dyadic effect:** the expectation that when we reveal something about ourselves, others will reciprocate
- **Predicted outcome value theory:** asserts that not only do we want to reduce uncertainty, we also want to maximize our possible benefit from the association

5. The Ritual of Conversation across Cultures

Learning Objectives

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1. Understand the five steps in any conversation.
2. Discuss cultural differences across conversations.

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Section Notes

- A skilled intercultural communicator knows when to speak, when to remain silent, and to always stop speaking before the listener stops listening.
- Expectations may differ based on cultural background, language, gender norms, and a myriad of other diverse factors, but they generally follow the five steps of a basic conversation.

Key Takeaway

Conversations have universal aspects we can predict and improve. We can use the dynamics of the ritual of conversation combined with sensitivity to our cultural differences to learn to prepare for positive intercultural interactions.

Exercises

1. How do people signal interest in a conversation across cultures? Choose one culture and share what you learn.
2. How do people across cultures differ in what they present first in a conversation? What they present last? When do they "get to the point"? Choose one culture and share what you learn.
3. Do you perceive conversation as a lost art among members of modern, technologically advanced cultures? Why or why not? Share and compare your response with classmates.

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Key Terms

- **Absent presence:** a state where one, while physically present, is so absorbed in a technological device that mentally he or she is somewhere else
- **Conversational initiation:** the first stage of conversation
- **Phatic communion:** ritual small talk
- **Conversational preview:** an indication, verbal or nonverbal, of what the conversation is about, both in terms of content and in terms of the relationship
- **Conversational talking points:** represent the essential meanings shared in the interaction
- **Conversational feedback:** allows the conversational partners to clarify, restate, or discuss the points of the conversation to arrive a sense of mutual understanding
- **Conversation closing:** a verbal and/or nonverbal exchange where the conversational partners agree to end the interaction

6. Conflict and Intercultural Communication

Learning Objectives

1. Understand evaluations and criticism, and discuss several strategies for resolving intercultural conflict.

Section Notes

- Conflict is the physical or psychological struggle associated with the perception of opposing or incompatible goals, desires, demands, wants, or needs.

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- There are several strategies for dealing with conflict.
- Intercultural communication involves conflict, and how we indicate agreement, as well as communicate disagreement, varies greatly across cultures.

Key Takeaway

Conflict is unavoidable and can be an opportunity for clarification, growth, and even reinforcement of the intercultural relationship.

Exercises

1. Write a description of a situation you recall where you came into conflict with someone else. It may be something that happened years ago or a current issue that just arose. Using the principles and strategies in this section, describe how the conflict was resolved or could have been resolved. Consider how cultural backgrounds and expectations may have influenced the conflict. Discuss your ideas with your classmates.
2. Of the strategies for managing conflict described in this section, which do you think are the most effective? Why? Discuss your opinions with a classmate.
3. Can you think of a time when a conflict led to a new opportunity, better understanding, or another positive result? If not, think of a past conflict and imagine a positive outcome. Write a two- to three-paragraph description of what happened or what you imagine could have happened. Share your results with a classmate.
4. How do people communicate agreement across cultures? Choose a culture that is not your own and learn more about it. Share your findings and compare with classmates.

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5. How do people communicate disagreement across cultures? Choose a culture that is not your own and learn more about it. Share your findings and compare with classmates.

Key Terms

- **Defensive communication:** characterized by control, evaluation, and judgments
- **Supportive communication:** focuses on the points and not personalities
- **Face-detracting strategies:** involve messages or statements that take away from the respect, integrity, or credibility of a person
- **Face-saving strategies:** actions that protect credibility and separate message from messenger
- **Empathetic listening:** involves listening to both the literal and implied meanings within a message
- **Gunnsyacking (or backpacking):** carrying an imaginary bag into which we place unresolved conflicts or grievances over time

Additional Resources

- Individualism-Collectivism and Conflict Resolution Styles: A Cross-Cultural Study of Managers in Singapore: http://www.adr.gov/events/2009/nov19-2009-materials-article.pdf
- Resource Article for Discovery Box Exercise, Stanford Program on International and Cross-Cultural Education: http://spice.stanford.edu/catalog/discovery_box_exploring_culture_through_artifacts
- Peace Corps Manual, Chapter 3, Styles of Communication: http://www.peacecorps.gov/wws/classroom/publications/culture-matters; http://www.peacecorps.gov/wws/interactives/culture-matters-workbook

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- Conversation Ugandan Style: http://kabiza.com/kabiza-wilderness-safaris/blog/conversation-ugandan-style
- Indirect-Direct Communication Styles across Cultures: http://www.uiowa.edu/~confmgmt/documents/DIRECTANDINDIRECTCOMMUNICATION.pdf
- Self-Assessment, Cultural Intelligence Center, Your CQ: http://www.culturalq.com/tmpl/assessments/professional.php
- Personal Cultural Self-Assessment by Cultural Advantage: http://www.culture-advantage.com/awarenesspage2.html
- Cultural Awareness Self-Assessment: http://www.literacynet.org/icans/chapter05/cultural3.html
- Definition of Stream of Consciousness: http://literature.answers.com/literary-terms/what-is-the-definition-of-stream-of-consciousness
- For another twist on the meaning of "stream of consciousness," visit this blog from the retail merchant Gaiam: http://blog.gaiam.com
- Read an informative article on self-concept and self-esteem by Arash Farzaneh: http://psychology.suite101.com/article.cfm/impact_of_selfconcept_and_selfesteem_on_life
- PsyBlog offers an informative article on self-disclosure (Don't miss the readers' comments at the end!): http://www.spring.org.uk/2007/02/getting-closer-art-of-self-disclosure.php
- The Boston Globe's Boston.com site offers tips on handling conflict in the workplace from management consultant Sue Lankton-Rivas: http://www.boston.com/jobs/galleries/workplaceconflict
- "Building Relationships with People from Different Cultures," University of Kansas Community Toolbox: http://ctb.ku.edu/en/tablecontents/sub_section_main_1170.aspx
- "Friendship Changes, but 'Friending' Stays the Same across Cultures," BodySpaceSociety: http://www.bodyspacesociety.eu/2011/05/07/friendship-changes-but-friending-stays-the-same-across-cultures

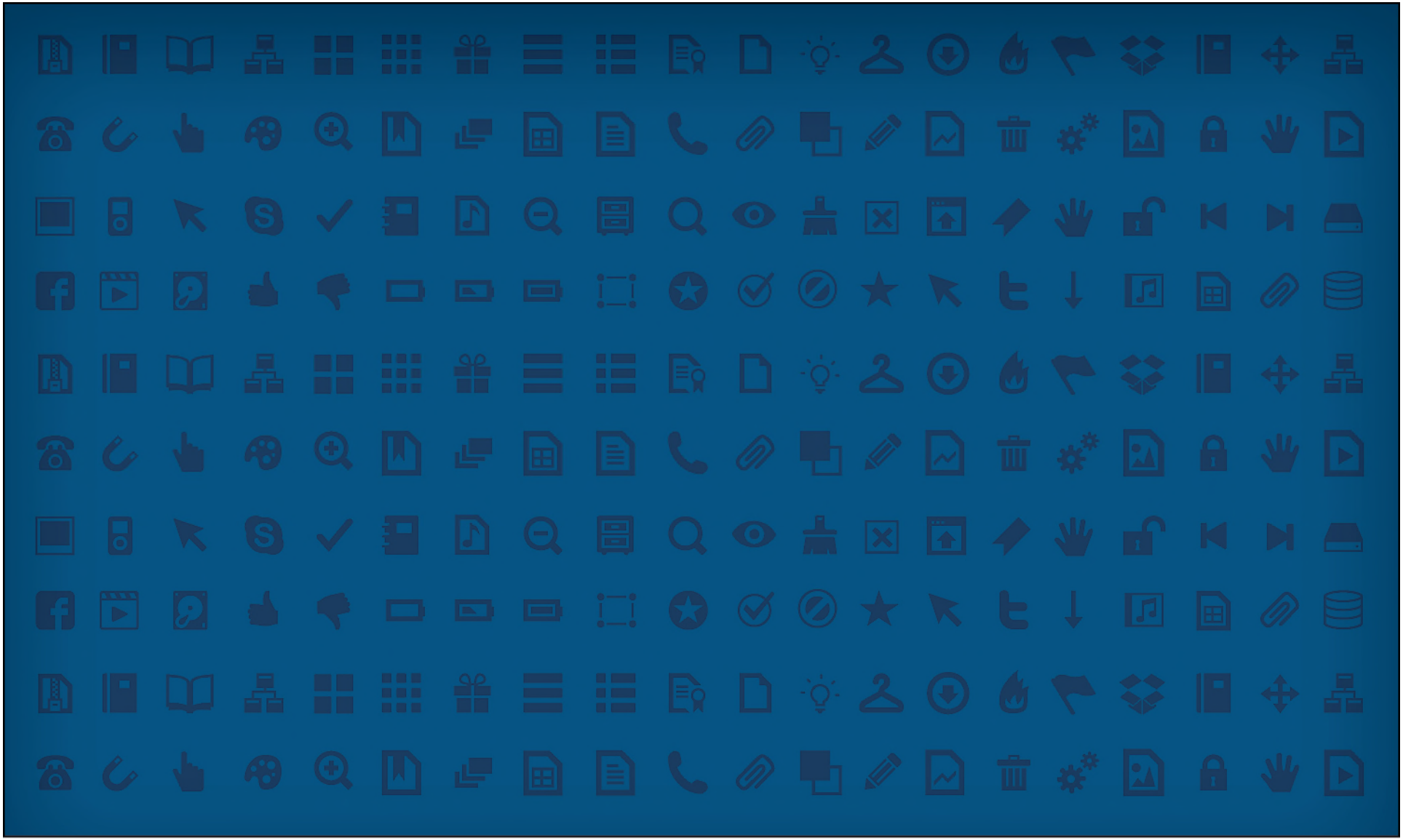
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- "Social Networking Friendships: A Cross-Cultural of Network Structure between MySpace and Wretch," Cultural Science: http://cultural-science.org/journal/index.php/culturalscience/article/view/45
- "Interracial Marriage in US Hits New High," Voxxi: http://www.voxxi.com/interracial-marriage-in-us-hits-new-high-1-in-12-mujer

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Business Relationships Across Cultures
By Scott McLean

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Chapter 2

Culture, Relationships, and Conflict

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Learning Objectives

- Discuss intrapersonal communication.
- Define and discuss self-concept.
- Discuss cultural identities.
- Understand the role of interpersonal needs in the Business Relationships Across Cultures process.
- Discuss social penetration theory and self-disclosure and its principles.
- Describe interpersonal relations.
- Understand the five steps in any conversation.
- Discuss cultural differences across conversations.
- Understand evaluations and criticism, and discuss several strategies for resolving intercultural conflict.

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Intrapersonal Communication

- **Intrapersonal communication** can be defined as communication with one's self, and that may include self-talk, acts of imagination and visualization, and even recall and memory.
- From planning to problem solving, internal conflict resolution, and evaluations and judgments of self and others, we communicate with ourselves through intrapersonal communication, influenced by experiences with cultures and groups since we formed our first thought.
- Your internal monologue represents your cultural backgrounds, which may be diverse and divergent, with competing values and expectations.

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Self-Concept and Social Comparisons

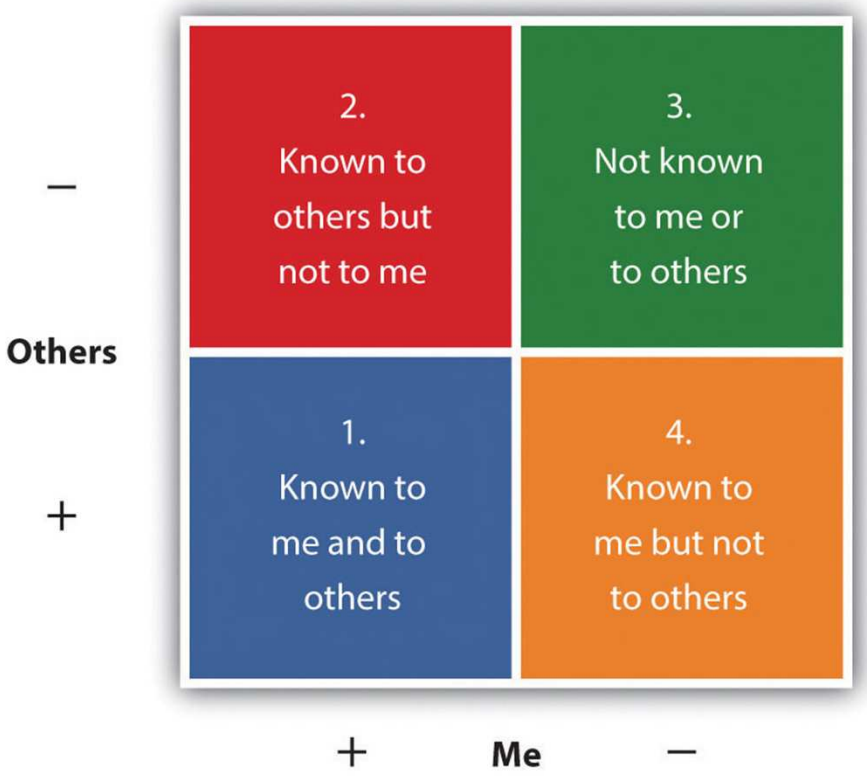
- Our self-concept is what we perceive ourselves to be, and it involves aspects of image and esteem.
- We engage in **social comparisons**, evaluating ourselves in relation to our peers of similar status, similar characteristics, or similar qualities.
- **Self-reflection** is a trait that allows us to adapts and change to our context or environment, to accept or reject messages, to examine our concept of ourselves, and to choose to improve.
- **Internal monologue** refers to the self-talk of intrapersonal communication.
- Both internal and external interaction is always dynamic and changing.

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Dimensions of Self

- Quadrant 1 is known to you and others.
- Quadrant 2 represents things others observe about us that we are unaware of.
- Quadrant 3 involves information that is unknown to you and your conversational partners.
- Quadrant 4 involves information that you know but do not reveal to others.



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Cultural Identities

- **Gender identity** is the cultural expectations associated with a sex, and it may be in conflict with your views of your biological sex or your sexual preference.
- The **perfect self identity** refers to the ideal person, and the associated characteristics, within a specific culture.
- **Class identity** refers to the association of a person with a particular social class and the cultural expectations that come with it.
- **Age identity** refers to the cultural expectations for people on how they should act, what they should look like, or other defining characteristics based on their chronological or perceived age.
- **Racial and ethnic identity** refers to the cultural association of racial or ethnic characteristics with identity.

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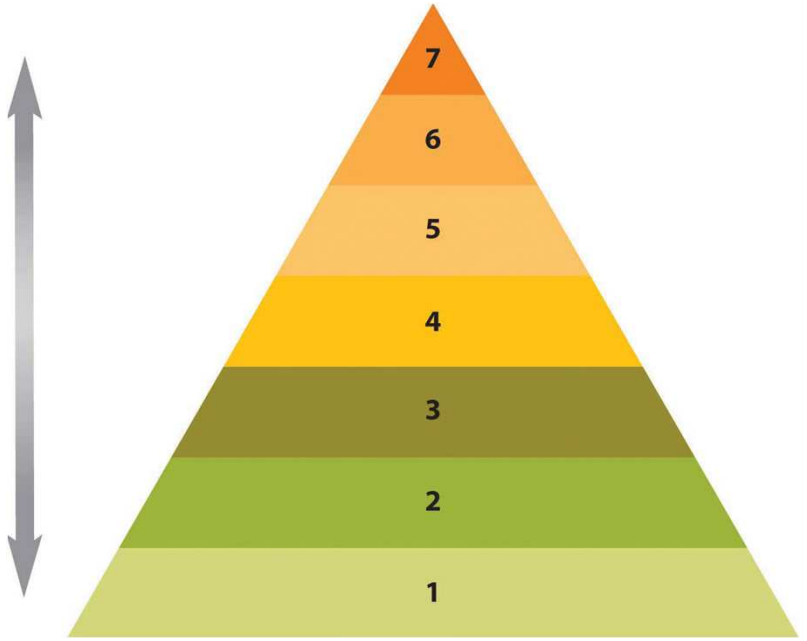
Cultural Identities, continued

- **Physical ability identity** involves cultural associations with our bodies and may overlap with other types of identities.
- **Psychological identity** involves cultural associations with our minds, our actions, and our behaviors.
- **Sexual identity** refers to the cultural norms associated with sex across the range of sexuality, including heterosexuality, homosexuality, and bisexuality.
- **Spiritual identity** involves cultural norms for spirituality and religion, including religious practices.
- **National identity** refers to the cultural expectations associated with citizenship in a specific country.

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Maslow's Hierarchy of Needs

We need the resources listed in level one to survive. If we meet those basic needs, we move on to level two: safety. Love and belonging are sought out in level three. At level four, there is improved self-esteem. Level five represents **self-actualization**, which is recognition, from ourselves and others, that we can make a difference. At level six, we work to fulfill our basic need to know. We can take in beauty for its own sake and value **aesthetics** at level seven.



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Interpersonal Needs

- According to William Schutz, the need for **affection**, or appreciation of us as individuals within a community, is basic to all humans across all cultures.
  - **Underpersonals** are people who seek limited interaction. **Overpersonals** are people who have a strong need to be liked and constantly seek attention from others. A **personal individual** strikes a health balance between attention-seeking and avoidance behaviors.
- Humans also have a need for **control**, or the ability to influence people and events.
  - **Autocrats** are self-directed in terms of control.
  - **Abdicrats** shift the burden of responsibility from themselves to others, looking to others for a sense of control.
  - **Democrats** share the need between the individual and the group and may try to hold a departmental meeting to gather information and share.

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Interpersonal Needs, continued

- Belonging is a basic interpersonal need.
  - **Undersocials** may be less likely to seek interaction, may prefer smaller groups, and will generally not be found on center stage.
  - **Oversocials**, however, crave the spotlight of attention and are highly motivated to seek belonging.
  - A **social person** is one who strikes a healthy balance between being withdrawn and being the constant center of attention, though cultural expectations play a significant role.

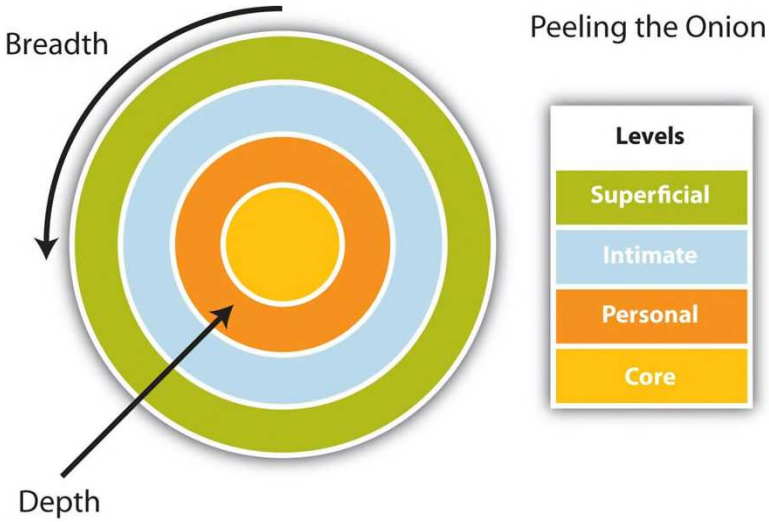
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The Onion Theory

- According to social penetration theory, which is often called the "Onion Theory," we fear that which we do not know. That includes people. Strangers go from being unknown to known through a series of steps that we can observe through conversational interactions.



Source: Adapted from Altman and Taylor's social penetration model. Altman, I., & Taylor, D. (1973). Social penetration: The development of interpersonal relationships. New York, NY: St. Martin's Press.

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Self-Disclosure

- **Self-disclosure** is information, thoughts, or feelings we tell others above ourselves that they would not otherwise know.
- Self-disclosure usually moves in small steps. Personal information is normally reserved for those of confidence and earned over time.
- Self-disclosure moves from impersonal to intimate information.
- Self-disclosure is reciprocal. The **dyadic effect** is the expectation that when we reveal something about ourselves, others will reciprocate.
- Self-disclosure involves risk, but it can produce positive results.
- Self-disclosure involves trust.

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Conversation Across Cultures

- Conversation is an example of a cultural ritual. It is one of the main ways we interact across cultures and it is ripe for misunderstandings.
- The first stage of conversation is called **conversational initiation**, and it requires you to be open to interaction.
- Small talk is also known as **phatic communion**.
- The **conversational preview** is an indication, verbal or nonverbal, of what the conversation is about, both in terms of content and in terms of the relationship.
- You may signal the main points you want to address to your conversation partner. **Conversational talking points** represent the essential meanings shared in the interaction.

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Conflict Management Strategies

- Avoidance is choosing to change the subject, leave the room, or not enter the room in the first place. The conflict will remain and resurface when you least expect it.
- **Defensive communication** is characterized by control, evaluation, and judgments, while **supportive communication** focuses on the points and not personalities.
- **Face-detracting strategies** involve messages or statements that take away from the respect, integrity, or credibility of a person. **Face-saving strategies** are actions that protect credibility and separate message from messenger.
- **Empathetic listening** involves listening to both the literal and implied meanings within a message.

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Conflict Management Strategies, continued

- **Gunnysacking (or backpacking)** is like carrying an imaginary bag into which we place unresolved conflicts or grievances over time. Holding onto the way things used to be can be like a stone in your gunnysack, influencing how you interpret your current context.
- Your awareness of your emotions can help you clear your mind and choose to wait until the moment has passed to tackle the challenge.

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Reacting to Evaluations and Criticism

- Start by listening without interruption. Interruptions can be internal and external, and they warrant further discussion.
- Determine the speaker's intent. You may need to ask a clarifying question if it doesn't count as an interruption.
- Indicate you are listening by taking notes, nodding your head, or leaning forward to display interest and listening.
- Restate the main points to paraphrase what has been discussed.
- If an apology is well deserved, offer it. Communicate clearly what will change or indicate when you will respond with specific strategies to address the concern.
- If you disagree, focus on the points or issues and not personalities. Do not respond in anger or frustration. Always display professionalism.

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