

UNIVERSITY OF AMSTERDAM
Amsterdam Business School



Zijn onze aannames over interculturele effectiviteit gegronnd?
Stefan T. Mol & Pauline Vromans
Symposium Globalisering en Onderwijs

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Cross Cultural Management (6 ECTS)

MSc Business Administration

- "International Human Resource Management"
- "Managing People in an International Context"
- "Cross-Cultural Management"
 - apply the seminal theories that are central to the comprehension of cross cultural management;
 - present and critically evaluate empirical research on these theories;
 - identify evidence based solutions to cross cultural management issues that are encountered in practice;
 - reflect on key ethical issues that affect the management of human resources across cultures.

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Waarom focus op multiculturele effectiviteit?

- The European Union recognizes a "need for educating a future labour force that 'possesses' adequate intercultural competences" (Stier, 2006:2).
- The Dutch Ministry of Education, Culture and Science emphasizes internationalization of higher education and aims for all students to obtain international and intercultural competencies during their studies (Van Gaalen & Gielesen, 2014)

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Waarom focus op multiculturele effectiviteit?

- Accreditatieprocessen en beleid m.b.t. internationalisatie
- Interculturele vaardigheden worden steeds belangrijker de voor toekomst van studenten
- Theorie alleen leidt niet tot vaardigheden
- Feedback van studenten

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Lectures: Cross Cultural Management

Which aspects of the lectures did you particularly appreciate and do you have any suggestions for improvement?

personal experiences

Which aspects of the lectures did you particularly appreciate and do you have any suggestions for improvement?

Maybe we can discuss more cultures from different countries during the class. Such as different students explain their cultures from their countries.

Which aspects of the lectures did you particularly appreciate and do you have any suggestions for improvement?

-Practical examples

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Welke twee culturen moeten we verbeteren?

In welke culturen?

- Interculturele sensitiviteit?
- Motivatie? Vanuit welk land?
- In welk land? Vanuit welk land?
- Toekomstige werkprestaties?

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Stem-and-leaf-display for 16 effect sizes in adjustment data

```

-9 | 1
-8 | 1
-7 | 1
-6 | 1
-5 | 1
-4 | 2
-3 | 1
-2 | 1 5
-1 | 1
-0 | 1 2
+0 | 1
+1 | 1 129
+2 | 1 1133
+3 | 1 03
+4 | 1 35
+5 | 1 77
+6 | 1
+7 | 1
+8 | 1
+9 | 1
  
```

Negatieve correlatie van -0.42

Twee positieve correlaties van .571

ONE TYPE TRAINING

Morris & Robie (2002)

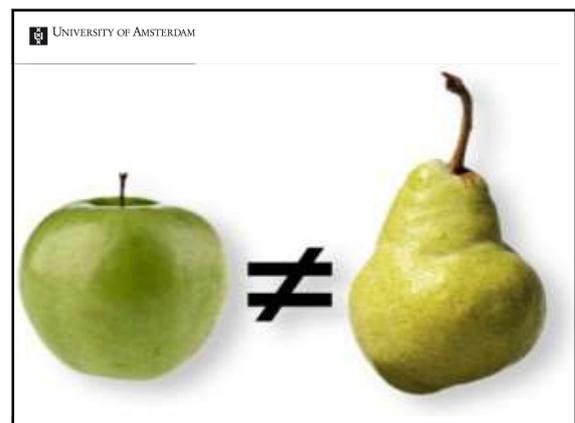
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Stem-and-leaf-display for 25 effect sizes in performance data

```

-9 | 1
-8 | 1
-7 | 1
-6 | 1
-5 | 1
-4 | 1
-3 | 1
-2 | 1
-1 | 1
-0 | 1 478
+0 | 1 467
+1 | 1 247
+2 | 1 0345668
+3 | 1 5
+4 | 1 0399
+5 | 1 38
+6 | 1
+7 | 1 59
+8 | 1
+9 | 1
  
```

Morris & Robie (2002)



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paradox

- "Een goede training is een toegesneden training"
- Validatie-onderzoek vereist grote aantallen

Ergo:

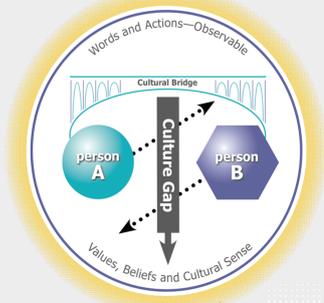
- Van een goede training kunnen we niet weten dat deze werkt
- Van een slechte kunnen we wel weten dat deze niet werkt

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Wat hebben we gedaan?

- Cultural Detective blended learning tool en sessies toegevoegd
- Presentaties van kritische incidenten toegevoegd
- Kwantitatieve data verzameld
- Kwalitatieve data verzameld

Wat is Cultural Detective?



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Wat is Cultural Detective?

- Blended learning tool
- Value lenses
- Analyze critical incidents
 - Words & actions
 - Values & Beliefs
 - Cultural Bridges
- Self-discovery, global teams, layers of culture

Wat is de Cultural Detective?



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The Cultural Detective® Model

1. **Subjective Culture**
Know yourself, individually and as a cultural being. Be able to explain yourself to others.
2. **Cultural Literacy**
Understand others' positive intentions, the values and beliefs that motivate their behavior.
3. **Cultural Bridge**
Reach out interpersonally to leverage differences for synergy and creativity. Create systems and processes to sustain intercultural productivity.

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Onderzoek

- Controle groep: 60 studenten
- CCM groep: 20 studenten
- ~60% Nederlands, ~40% internationaal
- Pre- & post-test enquêtes (13 studenten per groep)
- Interviews (7 studenten CCM)
- Overige kwalitatieve data

Resultaten

- Kwantitatieve resultaten lieten geen significant verschil zien in cultural intelligence en developmental stages of intercultural sensitivity ten op zichte van het begin van de cursus & de controle groep.

Kwalitatieve resultaten

- Wat hebben studenten geleerd?
- Waar hebben studenten van geleerd?
- In hoeverre kunnen studenten het geleerde toepassen?

Wat hebben studenten geleerd?

- Kennis over andere culturen
- Meer 'awareness'
- 'Awareness' eigen cultuur
- 'Awareness' culturele waarden
- Analyseren en begrijpen
- Acceptatie van verschillen
- Aanpassing

Increased awareness

- "I think it is most about my own behavior, like realizing or trying to realize how you 'hoe je over komt' hoe je overkomt op andere mensen en how you influence people maybe, also like how you can influence other people with your behavior. Because they will act on that"
- "because of this course I think you are more aware of those things, that you are working with someone from another culture."
- "there are more differences between cultures than I thought of. So then I am more motivated to prepare myself better if I know that I will work with someone from a different culture. So it is like nice to assume that there will be differences because normally I think people go with the assumption that things will be easy."
- "I realized that other people, they grew up in China and they work a Chinese way and not everyone grew up with both cultures like I did"
- "Because now that I know how some cultures work, it has given me more chance to reflect on how I could make them work better instead of just saying do your job. So it's going behind this cultural aspect instead of just saying you didn't do this on time."
- "I never felt being in a minority group as well. That's important to take into account their the things that are important to them as well, that's one of the major things that I have learned from it and that isn't part of one of the distinctive parts of the course but it is just the general course in total that makes you well, forces you to think about things like that."

Awareness of own culture

- "I never thought about my ### values, but then I was like yes, we are like that"
- "So it is very interesting to read about your own culture because I never think about these things but they are so true sometimes. Or sometimes some of them are not true for me but I see them as true for my parents for example"
- "dat Nederlanders zo ik weet niet ze denken dat ze heel open zijn, maar puntje bij paaltje walsen ze eigenlijk overal overheen, een beetje. Dus toen dacht ik van heb ik dat dan ook?"
- "I remember there was this article about negotiations in ### and it is true, people in ### they don't really focus too much on the future"
- "to look at your own cultural things and that's something that I am actually really using.. Like I am ah actually I am doing this because this is my culture or eh..analyzing yourself"

Awareness of cultural values

- "the main lesson you learn from this; that we are all acting out of something and something that is maybe rude for me, for the other person is just how they are from something, how they learned to be.. and it's not rude, it is acting out of their values."
- "I think the course is about oh you have that opinion, why do you have this opinion and can you explain why or why you value you that opinion and then compare it to something else"
- "when I had to work with Asians it was really more like this relationship aspect and this notion of hierarchy was different and I wasn't used to this from a ### point of view that the boss plays such an important role. I mean obviously the boss does play a role, an important role, but it's different for Chinese people...when I worked with Chinese, I thought maybe it's their character and they are like submissive or something. But actually it's a cultural thing."
- "I don't know if it is really possible to make it that simple for something that's deeper because if you are going to go to another country than well it shows that in general you can have a little bit ideas about the people over there but well every person is different either way so to make a good connection to someone it may help a little bit but in general you still have to find a connection with someone themselves."

Analyseren en begrijpen

- "I think the most valuable thing was to learn how to deal with the differences and because this step or the strategy that they do is collecting the actions without evaluating them and then trying to attribute it to culture and I think this way of thinking helped a lot because it helps to sort of neutralize it and think of actions separately before judging them. I think that was quite helpful for me and it gives a new perspective on how to analyze people culturally."
- "Like we always said when we had the critical incidents or situations that I inform myself about the culture or the culture of a colleague that I work with so I have a little understanding and then when we have certain situations, I try to analyze them why something works out or not and I want to try to get to know them and understand them. Because I know there are cultural differences and maybe I don't understand the behavior in the first moment"
- "I think the most valuable is that you can use it in every situation. That you can stop and think about how the other person may think, feel or act because of something. That is something we don't really do normally. Or maybe I don't, I don't really stop and say ok, maybe they did this because of, because it is normal in their culture or because... that's I think very valuable, learning how to actually analyze a situation from out of you."
- "it was very interesting to read about my cultures so then in the future when I interact with people from other cultures and I find something in their behavior and maybe I find it weird, maybe I can explain this using my culture so it's weird from my point of view but obviously for them it is something normal"

Acceptance of difference

- "I am more appreciative and understanding of them. At first it's always like oh they are always late that's like the typical of them. But I don't think of it in this way any more. I just try to be more understanding of it. I mean of course there's no bad intentions behind it but I'm trying to be more understanding and try to get behind this more. It made me more reflective about issues like that, that's what helped me"
- "but I think, I value the directness of Dutch people. I think it makes it much more easy for a lot of things, for work, for roommates, things that you always have. Saying the things are just much more easy than keeping it for yourself. And maybe be annoyed by it and just not say anything. So I don't think that at least for the directness I really value it. I am more like I should be more direct."
- "so in the end you can really see that a lot of basic things are the same among everyone and everyone in the world has a lot of the same ideas and principles and so you can always relate to someone I think even if you might not understand it totally straight away"

Gedrag aanpassen

- "I feel like adapting to people's culture is also a sign of respect or courtesy maybe and by showing up by their rules and following their rules sort of, I can show that. And they appreciate me more, it works better."
- "well, maybe in the future I can if I meet those people from those specific part of the world. I can know how to behave accordingly, to adjust to their values, how to interpret their values maybe."
- "I live with three Dutch people and I am not direct. Because I avoid conflict so when for example the garden is a mess, I don't say it. I just expect ok they will realize and they will clean it. But my roommates are really like, yo the garden is a mess, clean it up. And I am not like that at all. So I have to deal with directness and learn how to also speak direct, because I know they expect it. They are not going to think something bothers me if they don't tell them directly."
- "someone from another country understands that you are to them from another country as well so everyone understands that there can be difficulties and if you actively try to overcome those then it will be appreciated by everyone I think and that is why I don't really know whether I liked the ways of really trying to adapt a certain culture because I believe in practice it would really feel like theatre and not real."

Uitdagingen

- Uitgedaagd om over dingen na te denken
- In welke mate en hoe pas ik me aan?
- Geconfronteerd met eigen cultuur
- Goede oplossingen bedenken
- Hoe me anders gedragen
- Stereotypen & generaliseren

Stereotypering & generaliseren

- "treating the situation differently and that is at the very least the fact that what you are essentially trying to do and if you do it, judge the situation differently because the values that someone might have, then you treat their problems differently and while at the same time they may have the same problems as someone else so that might not be fair"
- "creating a separate lense for them [LBGT] is the opposite of inclusion to me"
- "encourage or made them accept their stereotypes that they maybe had beforehand already. it helped those to speak them out maybe or it had a reason to do so, so while beforehand maybe they thought well, this is something I can't say this and now they saw ah, even science says that it is true so of course I can say it so it helped them say out aloud and maybe more believe in them in their own stereotypes or assumptions"

Waar hebben studenten van geleerd?

- Cultural Detective
- Class discussions & small groups
- Presentaties
- Groepsopdrachten
- Voorbeelden & ervaringen
- Een multiculturele klas
- Link leggen tussen eigen ervaringen en het geleerde

Wat vonden studenten van de Cultural Detective?

- Value lenses
- Praktisch
- Variëteit aan culturen
- Ideeën voor antwoorden
- Words & actions versus values
- Naar je eigen waarden en cultuur kijken
- Op een begrijpelijke en makkelijke manier gepresenteerd
- In elke situatie toepasbaar
- Levenschte voorbeelden

Wat vonden studenten van de Cultural Detective?

- Teveel informatie
- Steeds dezelfde oplossingen
- Sommige waarden niet begrijpelijk
- Stereotypering en generalisaties
 - "if you are going to go to another country than well it shows that in general you can have a little bit ideas about the people over there but well every person is different either way so to make a good connection to someone it may help a little bit but in general you still have to find a connection with someone themselves."

Class discussions & small group work

- "maybe even more interesting than the assignments themselves, the reactions of the people in the class and the way the class handled them. That to me was the most interesting part."
- "also enjoyed overall the discussions because it was always interesting to see how people who have gotten the same knowledge that I do and deal with it and discuss with it. that was interesting to see."
- "for example we were a group and I saw people saw things that I didn't see and I saw things that maybe other people didn't see and when we talk with each other, we were like yeah, yeah that is from the value lense...like it opens my box. when I do it alone I may be very ehm closed. when you do it with other people you open up or something."
- "One of my team members was surprised that gay marriage is not legal in [my country]"

Presentaties & groepsopdrachten

- "in my conversations with ### that was funny and also in interacting and working together with her"
- "For example the presentation from the girl from China, that she was really explaining it in her own words"
- "about doing the presentation? Looking out the values in the video. Oh that's actually individualism oh that's actually ..things as you see a video and you don't really or an incident and normally I wouldn't really stop and think oh that sentence may represent some of the individualism"
- "the presentations were very useful because it is something more interesting, more interactive and you also have to do italso the presentations were very connected to CD, because we used the values lenses there. So this was helpful, I think that is was much better to do these presentations when we actually have the CD than if we didn't like last year they weren't using this I think."
- "In the presentations there were a lot of things that were either really generalized or were just about some habits, some cultural habits and I don't really feel like cultural habits are that interesting"

Multiculturele klas

- "because we had discussion and different opinions and you know we didn't come to the same point, you saw the different cultures like a situation or a critical incident. yeah you could say that"
- "maar nu leer je meer dingen over wat er ook in de les gebeurde zeg maar....in die les zat je ook gewoon soms van, daar gebeurde al van alles.... Ja die hadden we misschien wel kunnen presenteren ja, wat er gebeurde binnen een discussie of zo"
- "for example the presentation from the girl from China, that she was really explaining it in her own words"
- "Then this Asian friend he really insists on paying the bills and paying for everything. That that was the way of sort of not buying the friendship but investing in the friendship I think. that was it I think. I never knew and then the girls from the class, from China, she said: yeah yeah that is totally normal that they want to pay"

Link ervaringen met geleerde

- "if we have a conversation with someone in ### there will be more warm-up things. So you always try to maintain a relationship first and talk about the issues you are going to talk about. But here when I work with Dutch students they go direct to the point...that's also how I learned what I learned from the value lense"
- "For example, the hierarchy in Asian countries. For example, when I worked in ###, so I saw the same things there and that they won't normally say something against their boss as we learned actually in the class."
- "that is how we build relationships. ah I have an interesting example actually how we built trust."

Toepassen van het geleerde

- Nuttig voor werk
- Praktisch
- Andere benadering van interculturele interacties

Conclusies

- Balans tussen 'challenge & support'
- Aanpassen aan groep
- Variatie in activiteiten en manieren om te leren
- Creëren van mogelijkheden om verbanden te leggen tussen ervaringen en het geleerde