



# INTERCULTURAL Pathfinder Program

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**IOR** *global services*  
ADVANCING GLOBAL TALENT

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## **Intercultural Pathfinder**

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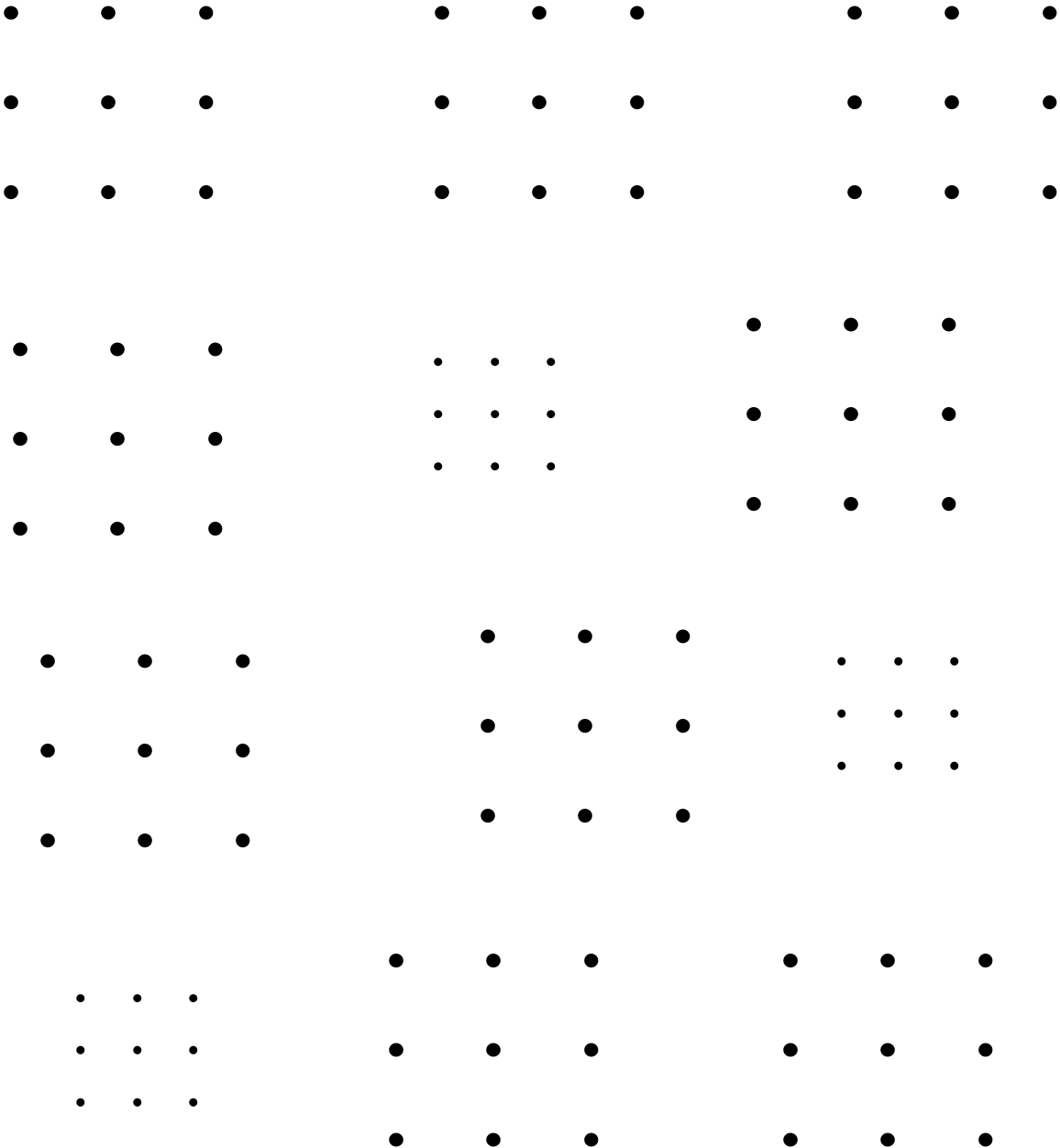
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## NINE DOTS CHALLENGE

**Mission: Connect ALL 9 dots using ONLY 4 straight lines WITHOUT lifting your pen from the paper!**

**Bonus Mission: Connect all 9 dots using ONLY 3 straight lines WITHOUT lifting your pen from the paper!**

You may practice as many times as you would like using all the sets of “nine dots” on this page.



**See appendix for the solutions.**





# Chapter 1

## Crossing Cultures

### Characteristics of Intercultural Pathfinders

#### KNOWLEDGE

- Day-to-day issues
- Schools
- How to get around
- Neighbors
- Stores
- Housing
- Much more

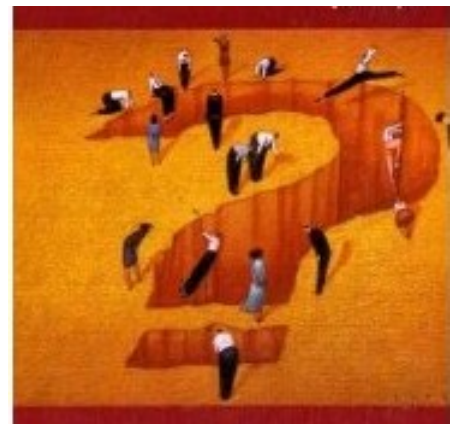


#### AWARENESS

- One's own values
- Culture's impact on one's interactions with others
- Cultural adaptation process: "The Roller Coaster Ride"

#### SKILLS

- How to find answers
- Setting realistic goals
- Making friends from different cultures
- Slowing Down/Reserving Judgment
- Avoiding Stereotypes
- Managing stress & helping others with their stress



## Discussion: Where are you now? Where are you going from here?



### WHAT ARE YOUR PREVIOUS EXPERIENCES OF CROSSING CULTURES?

What are your immediate concerns?

What are your feelings and mood about this move?

What are your commitments?

What are your personal goals/objectives during this experience?

What is your attitude towards the move?

How motivated are you?

## How much should we adapt?

**A**daptation: **Who Should Adapt to Whom?**



*Do as the Romans do?...*

*Or just be yourself?*

*Different perceptions of the same behaviors are caused by cultural value differences...*

- **In India**, close monitoring by a supervisor demonstrates trust and respect because of the value placed on hierarchical relationships between subordinates and supervisors.
- **North Americans** tend to place a higher value on equality in relationships and so interpret close monitoring as distrust.
- **Japanese** tend to perceive the direct expression of opinions as disrespectful because of a high value placed upon indirect communication and face saving.
- The **Dutch** perceive the expression of opinions as respectful because they value direct communication.

## Adaptation: Concepts your parents will focus on in the adult program.

In intercultural adaptation **CONTEXT MATTERS**

### Consider your work objectives/strategy and your flexibility and individual limits...

- Learn how trust, respect, and comfort are best established in your destination culture.
- Understand the key value differences between your destination culture and your culture of origin. This will help you better comprehend the meaning of behavioral differences with respect to common situations.
- Evaluate the range of adaptive choices: Adapting closely to local behaviors, continuing with more familiar patterns, or employing another strategy (such as discussing the differences) in order to meet the requirements of the situation.
- Consider the circumstances before making a decision of how to respond, always with the intention to foster trust, respect, and comfort for all involved, including yourself.
- Reflect later on your interaction and outcome to learn and quickly improve **intercultural** effectiveness in common situations.



## A daptation Strategies of **Successful Expatriates**

- They determined their role in a particular situation and assessed whether it was appropriate to influence or change the situation
- They weighed the contingencies of the situation – what were the consequences of either adapting to the host culture or sticking to their familiar patterns?
- They “picked their battles” in conflicts between headquarters and the local company and tried to avoid those conflicts they could not win.
- They accepted what they could not change.
- They learned from the experience and applied it to future situations.

Adapted from: *The Adventure of Working Abroad*, Joyce S. Osland

## Adaptation: Concepts your parents will focus on in the adult program.

In an intercultural setting, there are **four key factors** involved in making decisions regarding adaptation:

### 1. ORGANIZATIONAL CULTURE

Each organization has its own philosophy and value system. In some cultures teamwork means the whole team is equal in status, in other cultures, teams have a hierarchical structure with a clear leader. In order to accomplish work objectives and yield high performance among their employees, multicultural organizations need to be culturally sensitive in deciding what their value systems and behaviors are and communicate their expectations to their employees.

### 2. WORK OBJECTIVES

When people from different cultures meet to conduct business and/or work together, it is assumed that one or both parties will need to adapt their behavior. In some cultures if one wanted to make a sale, taking the time to establish a personal relationship may be the right decision. In other cultures, the focus is on the task and a quick sale is the desired outcome. By understanding the culture and what motivates it, your decision will be informed, even if you have to go against the cultural norm.

### 3. ESTABLISHMENT OF TRUST

Trust is often communicated quite differently between cultures. In some cultures, the direct expression of a contrary opinion to a supervisor is perceived as positive – it demonstrates respect between supervisor and subordinate. In other cultures, this kind of direct communication would instead be perceived as disrespectful and rude. In order to establish trust, respect, and comfort with colleagues from different cultures, sufficient cultural information and understanding are necessary.

### 4. PERSONAL COMFORT LEVEL AND LIMITS

Additional factors include one's limits to cultural adaptation. In some cultures, people may not feel comfortable getting into a personal discussion with someone when they are trying to make a sale. It may seem too personal or seem to be a waste of time. In other cultures, people may not feel comfortable doing business unless they have exchanged personal information and shared a meal. Discomfort may prevent one from adapting to the dominant behavior of the other culture. Being self-aware about one's limits is a valuable ingredient of working across cultures.



# Chapter 2

## Cultural Beliefs & Values

### Concepts of Culture

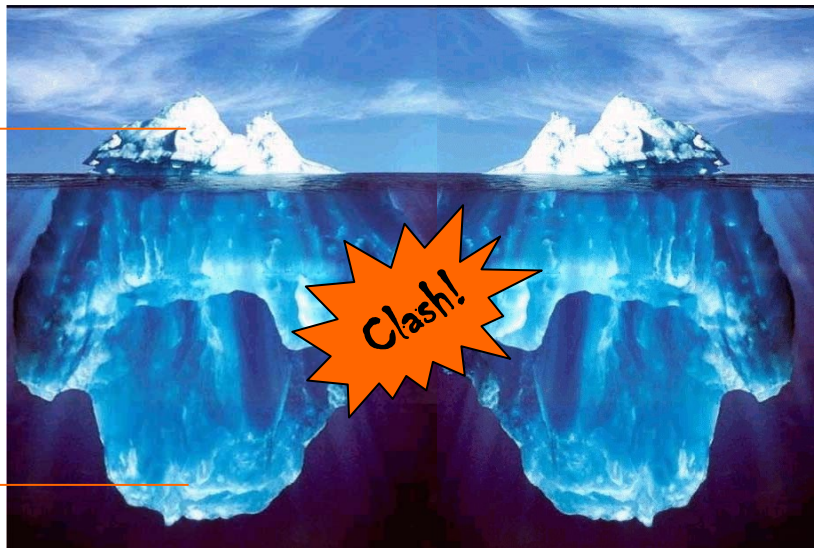
It is helpful to envision culture as an iceberg. There is much more mass underneath the surface than is outwardly visible. If you imagine two cultures – each a different iceberg – coming together, you can see that they will inevitably clash invisibly under the surface.

#### Visible Part of Culture:

The ways people are socialized to behave: what you can see, hear, touch, taste and smell

#### Larger, Less Visible Part of Culture:

Motivational factors for human behavior: what you think, feel and believe



Some working definitions of culture are:

*“Culture is the **collective software of the mind.**” Geert Hofstede*

*“Culture is the **learned and shared patterns** of beliefs, behaviors, and values of groups of interacting people.” Milton Bennett*

To understand where behavior comes from -- to understand **why** people behave the way they do -- means learning about values and beliefs. The behavior of people from another culture may seem strange to you, but it probably makes sense to them, and vice versa.

The reason any behavior makes sense is simply because it is consistent with what a given person believes in or considers important. Conversely, when we say that when someone “makes no sense,” what we mean is that that action contradicts what we believe that person feels or wants or what we would expect in that situation..

**C**ulture **shapes and develops us...**

Culture gives us the—mostly unwritten--rules for life.

Everything we think, feel and do is shaped by culture.

Culture tells us how to behave in ways that are acceptable to our group.





# Cultural Perceptions

Meaning formation and the perception of reality are socially constructed.

## *Perception = Reality*

USA = Pest  
China = Pet  
Thailand = Appetizer



*“We don’t see things the way they are –  
We see things the way we are.”*

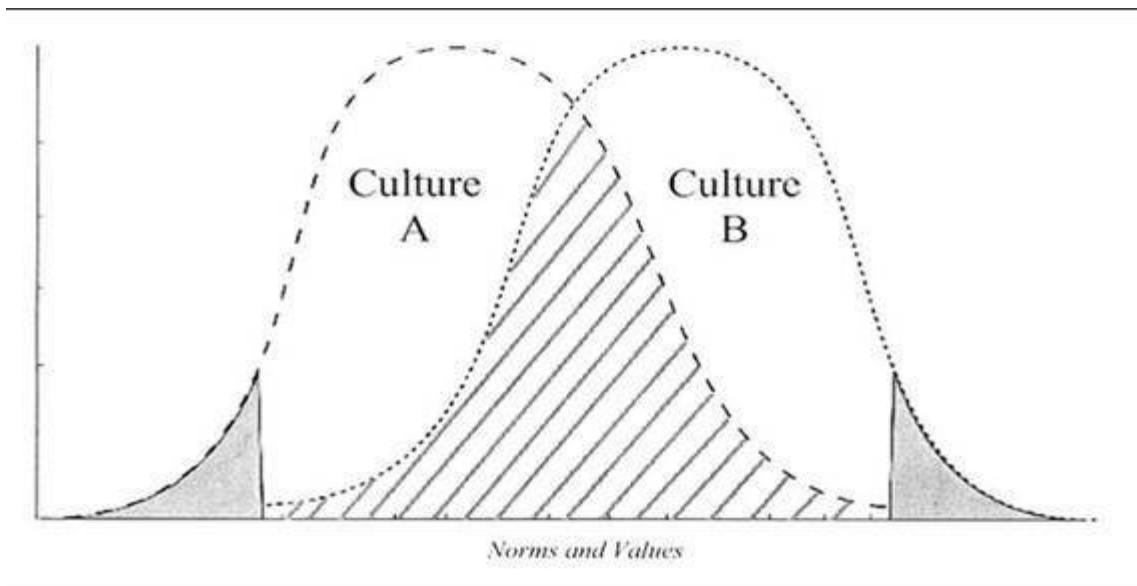
Anaïs Nin

**P**erception is culturally relative: certain symbols, behaviors, or objects may be quite meaningful to members of culture A, but quite "invisible" to the members of culture B.

- To eat in Germany using a fork only, or in the Middle East with the left hand, may be viewed as “uncivilized.”
- The tendency to launch quickly into business before spending time building a personal relationship may be viewed as considerate and efficient in the U.S., but self-centered, insensitive and impersonal in Latin cultures.

## Cultural Generalizations

Common **beliefs and values** of two cultures, shown on as bell curves.



### ***Norms and Values***

Adapted from: Fons

Trompenaars and Charles Hampden-Turner:  
*Riding the Waves of Culture* (2<sup>nd</sup> edition)

**T**here are national, regional, and ethnic cultures, social group, and organizational cultures. These cultures have collective preferences for certain beliefs and values. But they are not represented by everybody or at all times and there is a wide variety of behavior within each culture.

## Stereotypes vs. Generalizations

**S**tereotypes...

- Rigid, fixed
- Oversimplified
- Put people in a box
- Negative



**Example: "All Germans are blunt and rude!"**

Stereotyping is to think and act as if all members of a particular group are the same. Stereotypes are assumed descriptions of group memberships.

Stereotyping occurs when one seeks to confirm pre-existing, selective – often negative – notions of a particular group: What other people do is perceived as "impolite," "strange," "crazy," or



**G**eneralizations...

- Fluid, flexible
- Tentative language
- Allow for individual differences
- Backed by research

**Example: "Germans tend to have a very direct communication style."**

To understand the nature of cultures, generalizing about common characteristics is unavoidable. It is a part of the way we learn about and understand the world of people.

While there are "norms" which describe **generally** how members of a given group or culture think, communicate, or act, there is also considerable **variation** in these norms among individuals that can change over time.

## Generalization Exercise

Directions: Place a "G" for "Generalization" or an "S" for "Stereotype" alongside the following statements.

- \_\_\_ The majority of Chinese people speak Mandarin.
- \_\_\_ Italians love to eat.
- \_\_\_ Brazil's economy is always unpredictable.
- \_\_\_ Latin Americans are pretty lazy when it comes to work.
- \_\_\_ Most Mexicans are Catholic.
- \_\_\_ Arabs are religious fanatics.
- \_\_\_ African people live in grass huts.
- \_\_\_ Japanese children are very serious students.
- \_\_\_ Africans have experienced a lot of turmoil and conflict over the last century.
- \_\_\_ Hawaiians are close to nature.
- \_\_\_ The French like to smoke cigarettes in outdoor cafés.
- \_\_\_ Indian parents arrange marriages for their children.
- \_\_\_ The British are a bit cold and reserved.
- \_\_\_ Tea is the most important part of British culture.
- \_\_\_ Americans make more money than other people in the world.
- \_\_\_ Germans value efficiency.
- \_\_\_ Middle Eastern countries are always at war.
- \_\_\_ Americans drive big cars.
- \_\_\_ Asians are more formal than Americans.
- \_\_\_ The best painters are from France.
- \_\_\_ Latin men do not respect women.

See appendix for the solutions.



**Who Am I?**

Moving to a new culture is a unique adventure.

**Who you are** and what you believe will make your experience individual.

Your impressions of the new culture will be affected by:

**Your attitudes**

**Your values**

**Your beliefs**

**Your likes and dislikes**

It is important to **understand yourself** so you will be able to understand your reactions to your new culture.

## Personal Values and National Identity

Take a moment to reflect on your own cultural values and beliefs. What defines who you are? What concepts are most dear to you? What ideals do you live by? Take a moment to list 5 things that come to mind when considering your own values. Rank them in order of most important (1).

- 1.
- 2.
- 3.
- 4.
- 5.

Think about what you know about your home country. If you had to teach a foreign-national about your country, what would you say? What defines your country? What symbols, historical events, holidays, people, heroes, accomplishments, etc. represent the image of your nation?

- 1.
- 2.
- 3.
- 4.
- 5.

Reflect on your national identity. If you had to share aspects that make-up and define your country, in general, what would you mention? What values and attitudes are held by many of your fellow-nationals?

- 1.
- 2.
- 3.
- 4.
- 5.

Take a look at what you wrote above. Now underline the replies that you think might also represent the replies of the people from your host country (if any). Circle the ones that you think are likely to be different (if any). Discuss the similarities and differences.

What perception do you think the people from your host country might have about your home country? After noting your replies, think about why they might feel that way.

- 1.
- 2.
- 3.
- 4.
- 5.

## We see the world through the lens of our culture.

### Humans are social animals...



**Question:** *To what extent do you conform to the social values of your culture?*

- We tend to take on the values, beliefs, prejudices, and attitudes of our group.
- We exist within the group and fit ourselves to its rules.
- The group makes the “rules.”

### yet we are each unique.



- We each develop our unique personality through our personal processing of our life experience.
- However, we also exist within a group and are molded by the group.

**Personality: this is unique and individual**

**Question:** *Is your country's national culture group oriented or individualistic in nature?*

**T**he influences of **birth culture...**

The culture we are born into shapes and develops the viewpoint that we have on our world. Culture is the filter through which we see the world.



---

**Question:** *How does language filter experiences?  
Can you give some examples?*

---

**C**ulture **shapes and develops** us...

Culture gives us the rules of the game of life. Everything we do is shaped by our culture. For example, culture tells us

- What to eat
- What not to eat
- When to eat
- How to eat
- How not to eat



---

**Question:** *Can you give some examples of how cuisine  
and eating habits are affected by culture?*

---



## Worksheet: priorities of cultural values.

# W

orking from the list, try to rank the values in terms of what you consider the most important and the least important values to you. You have a limited time for this task.

### Cultural Values List

- Self Reliance
- Obligation/Duty
- Work
- Happiness
- Relationships
- Group Consensus
- Politeness
- Freedom
- Saving Face
- Assertiveness
- Family
- Equality
- Risk Taking
- Time
- Group Harmony
- Acceptance/Humility
- Privacy
- Seniority/Formality
- Material Success
- Spirituality

### Most Important Values (Ranked 1—5)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



### Least Important Values (Ranked 1—5)

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



### Questions:

*To what extent do the MOST IMPORTANT VALUES reflect the culture and behavior of the people of your home country?*

*To what extent do the LEAST IMPORTANT VALUES reflect the culture and behavior of the people of your home country?*

## Where Do You Stand? Getting Clear on Your Own Values

**Directions: Place either an “A” for “Agree” or a “D” for “Disagree” along the side of the following value statements.**

- \_\_\_\_\_ I should show respect towards adults by not openly questioning or disagreeing with them.
- \_\_\_\_\_ I should enjoy my weekly allowance and spend it on things that make me happy like the movies, candy or clothing.
- \_\_\_\_\_ I don't have to be “nice” or polite to someone I don't like.
- \_\_\_\_\_ As a sign of respect, I should always open the door for adults in my path before entering a building.
- \_\_\_\_\_ Only my closest friends and relatives should be invited into my family home.
- \_\_\_\_\_ When invited to a party, the guest should always show up a little late.
- \_\_\_\_\_ Having a few close friends is more important to me than having a lot of friends.
- \_\_\_\_\_ I would never tattle on a friend to an adult.
- \_\_\_\_\_ “Little white lies” are okay if they are saving somebody from hurt feelings.
- \_\_\_\_\_ It is okay to ask for an extension on an assignment's due date if I am working really hard on it.
- \_\_\_\_\_ People should try to walk or use public transportation as much as possible to prevent polluting the environment.
- \_\_\_\_\_ Children from different social classes should try to avoid close friendships as it may create conflicts and jealousies.
- \_\_\_\_\_ Always tell the truth, no matter how harsh or hurtful.
- \_\_\_\_\_ Foreign immigrants should seek out their countrymen in the host country. They will feel more comfortable and at home.
- \_\_\_\_\_ People around the world should learn English because it's *the* global language.

## How do you see yourself?

P

erception of self: **Individual**

**Self perceived as an individual with limited responsibility to the group.**

Do you value self-reliance and independence?

Do you stand “on your own feet”?

Are you responsible for your own actions?



***Where does the host country fit?***

***Will this present challenges?***

***How will you be challenged?***



P

erception of self: **Group Member**

**Self identity based on the membership of a cultural group, family or work group.**

Do you feel a strong tie to your group or family?

Do you prefer to work with others rather than working alone?

Do you have a large extended family and close family ties?

## What brings the best out in you: Competition or Collaboration?

**A**chievement through: **Personal Competition**

In individualistic cultures, success and recognition are achieved through one's own hard work and personal skills.



---

*What is the situation in the host country?  
Is this different from how one achieves in your culture?*

---



**A**chievement through: **Collaboration**

In group oriented cultures, one can often only get ahead because of group or family connections.

## Are you Task or Relationship motivated?

**G**etting the job done: **Task Orientation**

Tasks and statistics drive the business; goals are achieved; timelines are kept at all costs.

**What you know** gets the job done.

- Do you put work first?
- Do you live to work?
- What is the attitude of your host country?



*How does the host culture function?*

*Will this present challenges?*

*If so, what will you do to overcome them?*



**G**etting the job done: **Relationship Orientation**

Tasks are accomplished through relationships. "Preservation of harmony" is important.

**Who you know** gets the job done.

- How important are relationships and people in your life?
- Do you work to live and take time to enjoy life?

## Status and Power Distance

P

ersonal status: **Hierarchy**

**Hierarchical societies are more formal. Social status is well defined.**

**“A little help from one’s friends”** is needed to get on in life.

- Group, family, privilege, and order are determinants of rank and are “fixed”.
- Certain protocols are required for interactions with those above and below.



***How does the host culture view status and societal structure?***



P

ersonal status: **Equality**

**Flattened societies are more informal and it is possible to rise and fall in them by one’s own endeavors.**

**Anyone can make it to the top.**

- Initiative is valued and rewarded.
- Interactions above and below one’s status level are generally acceptable.

## What is your attitude toward Uncertainty?

# T

olerance for **Ambiguity**

**In cultures that tolerate more ambiguity, taking risks is encouraged.**

- Tendency to try our new things and to embrace change.
- Brain –storming is common.

*How is ambiguity and change viewed in the host culture?*

*How is it different from your culture?*



# N

eed for **Certainty**

**In cultures that have a preference for certainty, control is expressed by making life predictable.**

- Only familiar risks are taken.
- Tendency towards perfectionism (experts are valued).

## What is your attitude toward Rules?

### Rules: **Particularism**

In group oriented cultures, relationships always come first. The interests of the group or the family are usually put first.

- Rules are flexible and can be bent to suit the situation and to foster relationships.
- This means rules may be understood but bent according to the needs of a particular situation; exceptions are made.



*What is the situation in the host culture?*

*Is this different from how one views rules and regulations in your culture?*



### Rules: **Universalism**

Strict application of formal rules, regardless of context.

- In individualistic cultures, individual interest and self-serving has to be kept in check by a strict system of rules and laws.
- Litigation is taken seriously.



## Concepts of Time

Our perception and management of time affects how we interact with others, how we plan, coordinate and execute activities.

### E **xact Time**

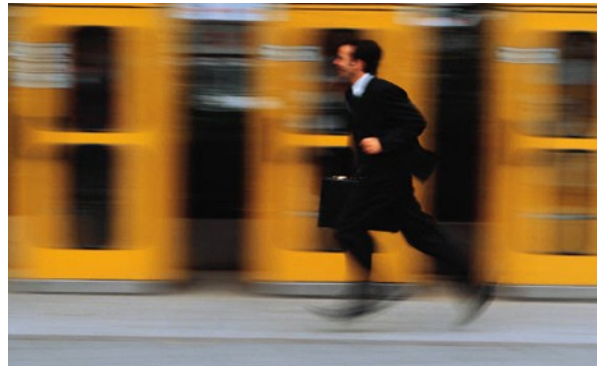
In some cultures, **time is treated as a commodity that is not to be wasted**. It is conceptualized as a straight line starting in the past and running into the future. People view time in a sequential manner and tend to do “one thing at a time.” They are mostly short-term oriented.



*How do you view and manage time?*

*How is it done in your host culture?*

- Quick results are expected
- “Time is money”
- Desire for immediate gratification
- Live by the clock
- Refer to past experience
- Analytic thinking
- Single focus



# F

## fluid Time

In some cultures, **time is perceived to be plentiful and has little structure.** In its purest form it is intangible and only exists in relationship to events. You may imagine time as a circle, or as a rhythm. Cultures that view time in a circular manner tend to do several things synchronously, or at the same time. They can be either short-term or long-term oriented.



*“Time is not passing; it is waiting for you.”*


*O.B. Jenkins (2003)*



- Slow results
- Time is plentiful
- Relationship oriented
- Perseverance
- Respect for circumstances
- Synthetic thinking
- Multi-focus

Sources: Hofstede (2005), Trompenaars & Hampden-Turner (2001), Hall (1990)

# A Survey of Time Orientation

Culture	Time Orientation	Questions to Ask
<p><b>EXACT</b></p> <ul style="list-style-type: none"> <li>• Nordic and German European</li> <li>• North America</li> <li>• Japan</li> </ul> <p><b>MODERATELY EXACT</b></p> <ul style="list-style-type: none"> <li>• Australia / New Zealand</li> <li>• Eastern Europe</li> <li>• Southern Europe</li> <li>• Singapore</li> <li>• Hong Kong / Taiwan, China / South Korea</li> </ul> <p><b>FLUID</b></p> <ul style="list-style-type: none"> <li>• The Arab World</li> <li>• Africa</li> <li>• Latin America</li> <li>• South and Southeast Asia</li> </ul>	<p><b>EXACT TIME</b> Focus on one goal or activity at a time; precise scheduling</p>  <p><b>FLUID TIME</b> Focus on more than one goal or activity at a time; flexible scheduling</p>	<p>How do you operate?</p> <p>What is the time orientation most generally found in the destination country?</p> <p>Will you need to adapt?</p> <p>What new strategies could you develop?</p> <p>Examples?</p>

## Something to keep in mind...

Cultures change, slowly, but sometimes perceptibly, and particularly from the influence of modernization and participation in global business. Some examples:

- In Edward T. Hall's original work on **Japan** in the 1960's he described it as polychronic (fluid), whereas today the urban Japanese are nearly as monochronic (exact) as the Swiss or Germans.
- **Singapore**, was also fluid in those days, but now has a moderately exact business culture.

National cultures are not uniform; urban culture can differ from rural, north from south, coastal from inland, etc.:

- In **Brazil**, Rio de Janeiro has a very fluid sense of time, whereas São Paulo, the hub of Brazilian business, favors more exact time.
- The megacities of coastal **China**, such as Shanghai, have far more exact time than the large inland cities.
- Northern **Italy** is exact while southern Italy is more fluid.

Adapted from *Cross-Cultural Business Behavior*, Richard R. Gesteland



## Chapter 3

# Communication Across Cultures

### Intercultural Communication: an Introduction

**M**ost messages that people send have cultural content. Intercultural communication happens when our cultural group membership affects our communication. Different meaning attribution of the same message causes misunderstanding and often conflict. Understanding the other culture's perception of what was said is important to intercultural competence.

**"The essence of effective cross-cultural communication has more to do with releasing the right responses than with sending the 'right message'."**

*Cultural anthropologist and former advisor to the U.S. State Department,  
Edward T. Hall*



***"I know that you believe you understand what it is you think I said, but I am not sure you realize that what you heard is not what I meant."***

## How do you communicate?

**T**here are several dimensions of communication that, when added up, result in a cultural communication style. Upon first glance, it appears that behavior within these dimensions depends upon individual preference. While there are always individual variations, these dimensions are strongly influenced by cultural background and there are definite cultural patterns.



### TOPICS OF CONVERSATION

- What topics do people discuss?
- Do people like in-depth discussions or not?
- What do people talk about upon first meeting?
- Are any topics taboo?

### SELF-DISCLOSURE

- How much personal information and how soon in a relationship do people disclose personal information?
- To what extent do you share personal information?

### COMMUNICATING DISAGREEMENT AND AGREEMENT

- Direct or indirect?
- How do people show disagreement?
- How do people say “no”?
- How do people show agreement?
- How do they show they are committed to following through on something?

### EXPRESSIONS OF EMOTIONS

- To what extent and how soon in a relationship do people openly express emotions?

### NONVERBAL COMMUNICATION

- What kind of significant gesturing goes on?
- How is space handled?
- What is the nature of eye contact?
- How is silence used or not?
- What are conversational patterns? (overlapping, length of pause between speakers etc.)

## Direct or Indirect?

### I ndirect Communication

Communication is **INDIRECT** with many non-verbal cues.

The **CONTEXT** in which the message is conveyed is important to its meaning.



#### **"Tatemae/Honne"\***

Japanese non-verbal concept of honesty

\*Tatemae = surface conversation  
Honne = how someone really feels

*What is your preferred style?*

*How does it change with context?*

*How might this change in the destination culture?*

*How will you manage the differences?*

*How will it affect remote communication?*



### D irect Communication

Communication is **DIRECT** and to the point.

Little attention is given to non-verbal cues, face and harmony.

**"Can I be honest with you?"**  
U.S. concept of "straight talk."

## Emotionally Expressive or Restrained?

### **E** motionally Expressive

Emotions are an indicator of the importance of the matter.

Trust and emotional commitment are developed and credibility established through emotions.



*What is your preferred style?  
How does it change with context?  
How might this change in the destination culture?  
Will you need to adapt? If so, how?  
How will it affect remote communication?*



### **E** motionally Restrained

Emotions are discredited as unprofessional.

Trust and credibility are developed through emotional suppression.

Sensitive to hurting feelings of others.



## What communication style do these proverbs reflect?

*"Say what you mean and mean what you say."*  
U.S American

*"What is nearest to the heart is nearest to the mouth."*  
Irish

*"The first to raise their voice loses the argument."*  
Chinese

*"It is good to know the truth, but it is better to speak of palm trees."*  
Arab



## Key Skills in Managing Conflict Across Cultural Borders

### In a direct style:

- Informing through facts / arguments
- "I" statements
- Advice = solution to problem
- Statements that suggest that the other revise his / her viewpoint

### In an indirect style:

- Explanation through story telling/"We" statements
- Advice offered through past example
- Statements that suggest that oneself revise one's viewpoint

### In an emotionally expressive style:

- Display feelings in non-verbal behavior (touching, facial expressions)
- Loud voice

### In an emotionally restrained style:

- Hide feelings in non-verbal behavior ("poker face", give interpersonal space)
- Soft voice

## Exercise: Translating Directness

**T**

his is an exercise that helps you to **translate direct (confrontational) to indirect (non-confrontational) styles of communication.**

***I don't think that is a good idea.***

***That is not the point.***

***I think we should...***

***What do you think, Mr. \_\_\_\_\_?***

(Calling on people, especially in a group, sometimes embarrasses them. How can you find out what someone thinks without directly asking?)

***Those figures are not accurate.***

***You are doing that wrong.***

***I don't agree.***



## Exercise: Translating Indirectness

**T**

his is an exercise that helps you to **translate indirect (non-confrontational) to direct (confrontational) styles of communication.**

Review these statements and write below each one a statement that is **more direct.**

*This is a very interesting viewpoint.*

*This proposal deserves further consideration.*

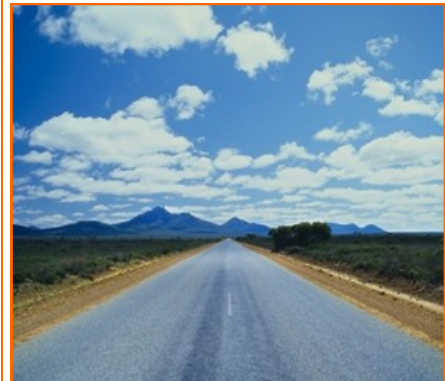
*I know very little about this...*

*We will try our best.*

*We understand your proposal very well.*

*I heard another story about the project.*

*Can we move on to the next topic?*



# Guidelines for Virtual Communication

A big challenge to remote communication is to personalize the interaction in order to engage the recipient’s attention, motivate a response, and develop a mutually satisfying relationship over time and distance. Take a look at the chart below and discuss the impact of the lack of context on remote communication.

## Lost Context of Remote Communication



	Words	Control Over Format	Voice Tone	Immediate Feedback	Nonverbal Cues	Environmental Cues	Direct Physical Exchange	Informal Context
Person to Person	Diagonal lines	Diagonal lines	Diagonal lines	Diagonal lines	Diagonal lines	Diagonal lines	Diagonal lines	Diagonal lines
Videoconferencing	Diagonal lines	Diagonal lines	Diagonal lines	Diagonal lines	Diagonal lines	Diagonal lines		
Phone	Diagonal lines	Diagonal lines	Diagonal lines	Diagonal lines				
Voice Mail	Diagonal lines	Diagonal lines	Diagonal lines					
IM / Chat	Diagonal lines			Diagonal lines				
Email	Diagonal lines							

**Reduced “Bandwidth” = Lost Information  
(emails have lost more than 80% of their context)**

Adapted from the work of Ernest Gundling

## Virtual Communication: Telephone Strategies

### A Dozen Tips for Effective Multi-Cultural Telephone Communication



Speak carefully and slowly - as if you were on stage.

Avoid colloquial language (idioms, slang, jargon).

Listen actively, beneath the words, for added meaning.

Be sensitive to how your message is being received.

Sense the comfort of your correspondent; adjust your speech and formality.

Be more responsive than proactive.

Avoid humor and listen for laughter (= embarrassment).

Never interrupt – expect and allow pauses.

Stay neutral in emotional expression.

Ask informational (rather than yes/no) questions.

Repeat & restate frequently: Check understanding. Have I understood you; have you understood me?

Take personal responsibility for successful communication.



# “The Coconut” - Small Public Life Spaces

**E**ach culture has a unique manner in which people address each other and communicate with each other.

One way of looking at these differences is to visualize them. Take a look at the two visuals (below and on the following page) – the “coconut,” representing diffuse life spaces and roles, and the “peach,” representing specific life spaces and roles. What are the differences between your style and the style in the host country? How will the differences affect you?

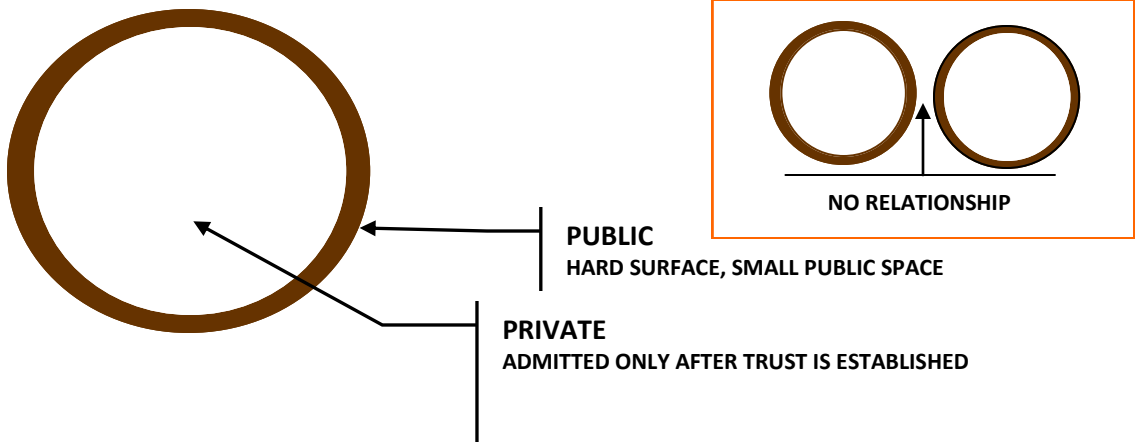
## “The Coconut”

People in cultures with **small public life spaces** and life roles tend to display the following attributes:

- Do not admit people into their private space until they know them and trust them.
- Once trust has been established and one is admitted into their personal life-space, they are loyal, deeply committed and expect a long-term relationship.
- **Relationships demand reciprocation.**



## Common German Space

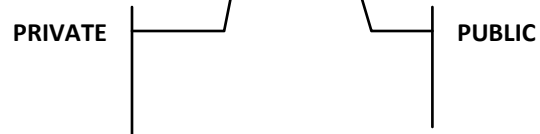


# “The Peach” - Large Public Life Spaces

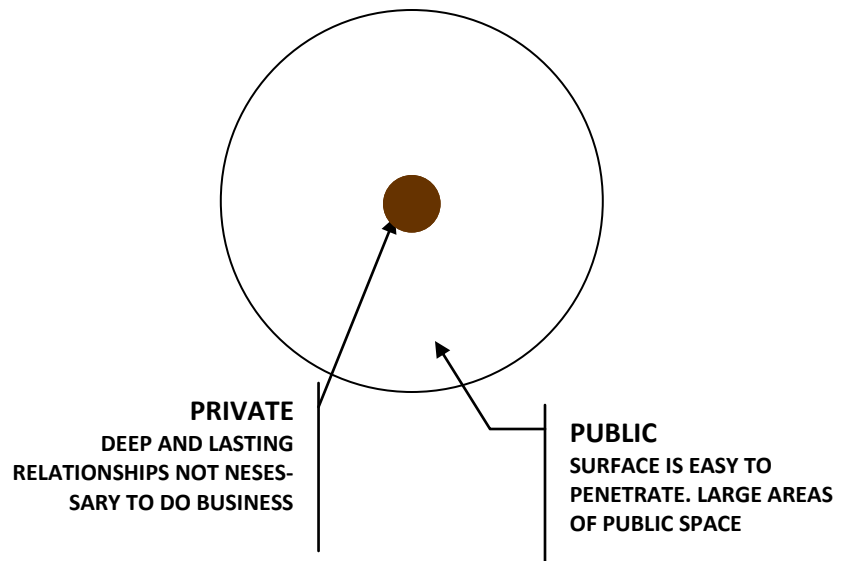
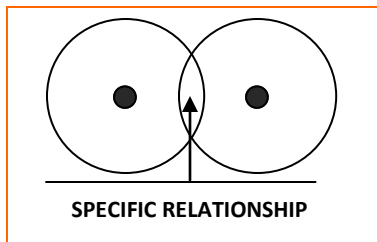
## “The Peach”

People in cultures with **large public life spaces** and life roles tend to display the following attributes:

- They appear friendly, however, friendliness does not necessarily mean commitment. (They are often viewed by more diffuse cultures as being “superficial.” )
- They also admit people into their physical life-spaces; open plan office, no fences, “come into the kitchen.”
- Deep and lasting relationships are not necessary in order to do business as **the task is more important than the relationship.**



### Common American Space



Terminology of Fons Trompenaars and Charles Hampden-Turner from *Riding the Waves of Culture*. Charts adapted from the same source and turned into IOR Worksheets

# Effective Intercultural Communication

**F**or effective intercultural communication, a key is to learn and understand the cultural values, attitudes and behaviors of the destination culture (mapping).



Understanding the other culture's perspective allows expatriates to interpret and send messages context-appropriately (bridging), which in turn reconciles cultural differences and fosters mutual understanding and helps manage those differences (integration).

Adapted from *International Management Behavior*, Henry W. Lane, Joseph J. Distefano, and Martha L. Maznevski



# Chapter 4

## Where am I going?

It's just different.....

**Home Country Flag**



**Destination Country**



Capital City

Head of State/President/King/Queen

Population

Name of Currency

Language

Weather

Neighboring Countries

National Sport(s)

National Food

Most Common Form of Transportation

National Dress

School Grades

## Inquiring Minds Want to Know

K-W-L is a tool to help you begin to identify and research questions that you may have about your host country and culture. You may not be able to answer all of your queries today, but it is important to begin *the process of inquiry* (asking questions).

Just for fun, imagine your role to be one of *an anthropologist*. An anthropologist is a scientist who studies and compares social customs and cultures.

Use the space below to begin your research.

**What do I already KNOW about my host country?**

**What do I WANT to know about my host country?**

# How can I LEARN about my host country? How can I learn about the different ways people live?

WATCH what people do.

How do they greet each other? Do they stand close to each other?



WATCH videos, TV programs, and movies.

WHAT are the sounds of the language?

Try to SPEAK some simple phrases.

READ books and magazines.

What kind of music do they like?

LEARN some songs. ASK questions.



TASTE some of the different foods.



# Where am I Going?

## Critical Incidents

**C**ritical incidents are short encounters in which individuals from different cultures interact. They provide an opportunity of learning and analysis. Although apparently pursuing a common goal, the interactions are dissatisfactory to the individuals involved. This can be attributed to misinterpretations of the respective behavior of the individuals, as well as different understandings of roles and relationships.

### Critical Incident: An American Teacher: Mr. Miller and Zhang

*Mr. Miller is an American High School teacher. His foreign exchange student, Zhang, comes from China. Zhang, who always receives high marks, is very bright and has a solid understanding of the English language.*

*During the first week of class, Mr. Miller explained that 25 percent of each student's grade would be based on a long-term project to be presented to the class at the end of the semester. At the beginning of the semester, Zhang chose his topic (a comparison of major rivers in China and the US) by adding his name to the sign-up sheet—just like the other students.*

*On the last day of class, Mr. Miller passed around a clip-board for students to indicate their time-slot choice for their final presentation. When the clip-board arrived at Zhang's desk, he didn't know what to do. Confused, Zhang decided to stay after class to speak to Mr. Miller.*

M: Yes Zhang, come in. Did you want to ask me something?

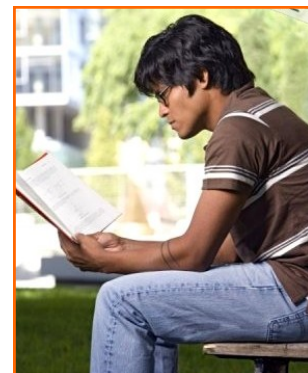
Z: (surprised) I don't know Mr. Miller...mmm... it's about these projects. I was surprised by your request.

M: (exasperated) No Zhang. Remember, you signed up for your topic at the beginning of the semester, and you seemed excited about it then.

Z: (tentatively) Well, I don't recall any reminders about it.

M: Well, halfway through the semester, we talked a little bit about it, right? This is high school-- a senior-level class. Don't you plan to go to university next year?

Z: (looking confused) Yes, Mr. Miller.



## Debriefing Questions:

What happened in this scenario?

Why did Zhang panic when the clip board was passed his way?

How do you think Zhang felt while holding the clip board?

What was Mr. Miller's reaction when Zhang expressed his confusion?

What do you think Mr. Miller was thinking when Zhang said, "Well, I don't recall any reminders about it?"

Why was Zhang confused?

What do you think Zhang was expecting?

What do you think Mr. Miller was expecting?

What cultural values do Zhang and Mr. Miller portray? (Hint: Go to the "Cultural Beliefs and Values" section of this notebook for ideas.)

# Chapter 5

## Intercultural Adaptation

### Worksheet: Survival Skills for International Living

#### Rate Yourself

Look at the following list and rate yourself on a scale of 1 (low) to 10 (high) depending on how you think these characteristics describe *you*. Decide which areas you need to work on and go for it.

1 ←————→ 10

- \_\_\_ Open to differences: I can accept other people's ways of doing things, even if they are not *my* way.
- \_\_\_ I am able to put up with things I don't understand and accept that I may *never* understand them.
- \_\_\_ Flexible: I am able to go along with events as they are happening.
- \_\_\_ A good observer: I am able to learn about people and situations by listening and watching.
- \_\_\_ I am able to withhold judgment until I understand the situation.
- \_\_\_ I am willing to take risks and make mistakes.
- \_\_\_ I am able to maintain my sense of humor in difficult situations.
- \_\_\_ I am able to find alternative solutions and ways of thinking for making decisions.

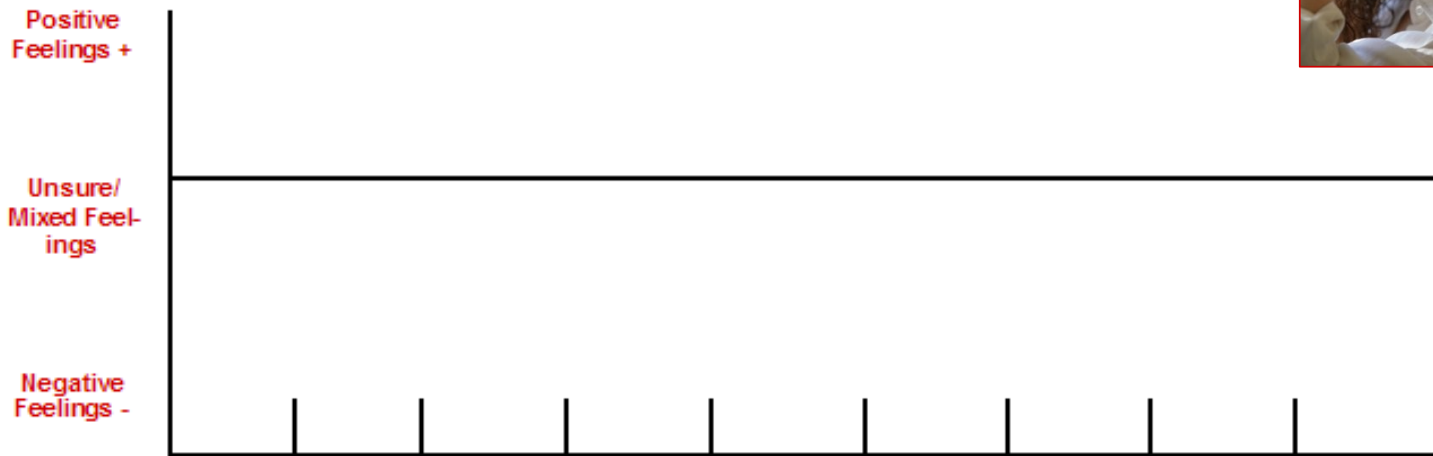
## Transition Cycle Exercise

As a result of the move, you might be feeling many changes in emotions ranging from excitement and enthusiasm to unhappiness and sadness. You might even be worried about the unknown. It is important to remember that these mood swings are completely normal and expected. Sometimes it is helpful to chart your feelings and reactions to all of the changes going on in your life.

This transitions chart helps you look at everything you are going through, how you are coping, and what you anticipate for the future.

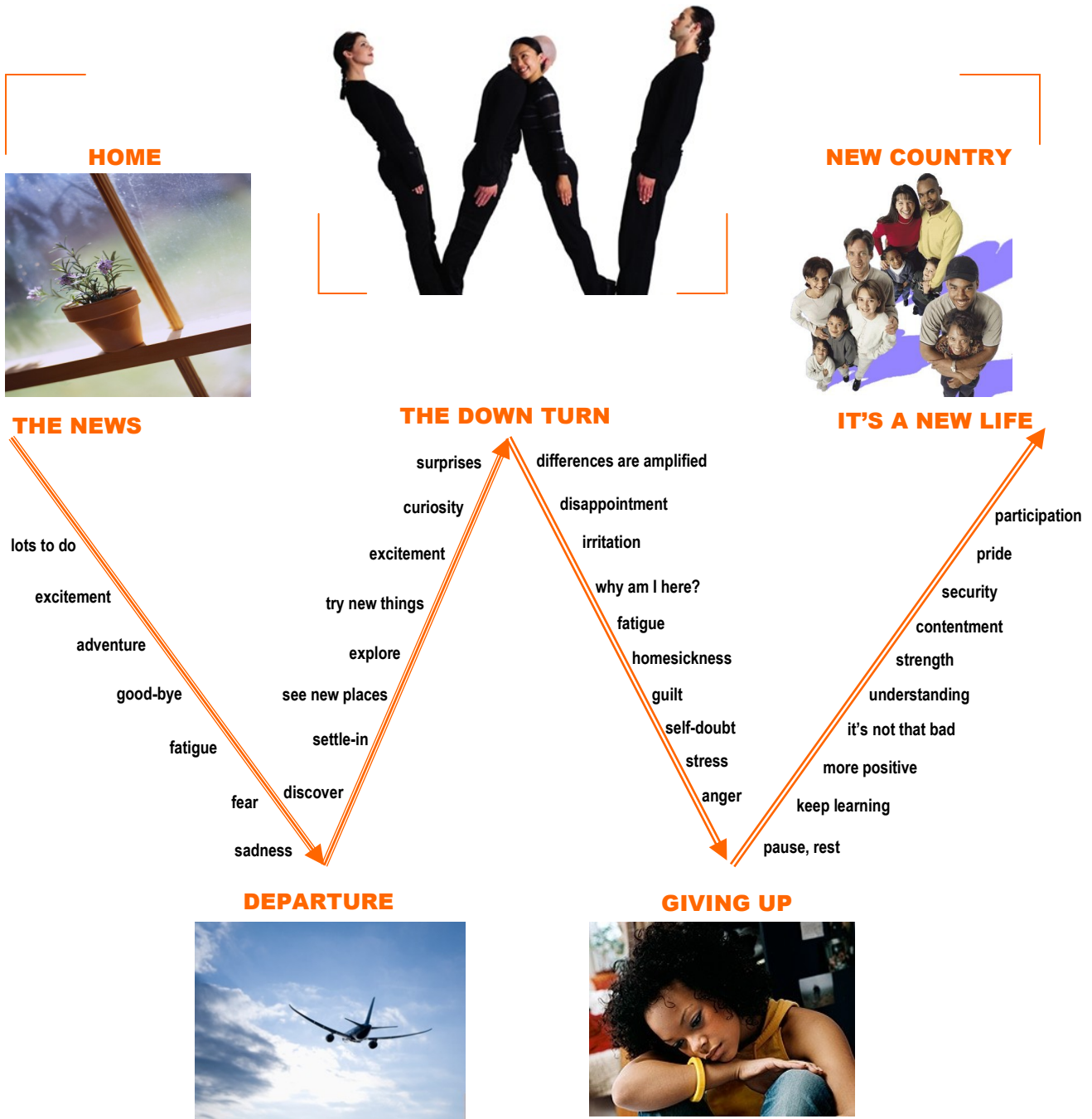


### Storyline/Timeline of Your Expatriate Experience





# Culture Shock "W" Curve



*Life's normal "ups and downs" can become greatly exaggerated during the first year of an international move.*

# Cultural Adjustment: Opportunity for Personal Growth

## Culture Shock as “Learning Shock”

Of course, adapting to a new environment is enormously stressful. The continuous forced learning and the need to constantly and consciously process new information and make first-time decisions is exhausting, both emotionally and physically. As a capable person it is irritating and frustrating to be reduced to a childlike helplessness in an unfamiliar environment without, perhaps, even the ability to communicate with host nationals. All of this is both the source and the condition of “culture shock.” Once the “survival level” of new learning is accomplished, the symptoms of adaptation stress subside, but new learning continues, though at a more manageable pace.

The new environment continues to provide ongoing stimulus, with an emotional response of excitement and enthusiasm that may persist throughout the international assignment. To many, this is reminiscent of being a child, with the anticipation that every day will be a new adventure, an opportunity to explore new territory, make new acquaintances, and learn new things. Nevertheless, it can continue to be stressful and tiring.

## Adjustment Stress is a Natural Process

Everybody experiences it to some extent. It is a process with a beginning and end. By being aware that you will undergo it, you will be able to manage it to some extent, diminishing both the amplitude and duration of the emotional wave depicted on the “W” Curve.

- Consider culture shock as a natural process, not as a sign of weakness.
- Learn more about aspects of the culture that personally interest you.
- Make a continual effort to learn and use the language.
- Look for the differences in cultural ways of thinking which underlie the host culture and your own culture in order to understand the differences between the ways people act.
- Avoid criticizing behavior and participating in discussions where others are doing so.
- Find one or more host country friends and experienced fellow expatriates who will:



- Listen to feelings and problems
  - Help you locate information and learning resources
  - Help to explain the other cultural point of view
  - Suggest more effective behaviors
- 
- Participate in social networks that can provide you with orientation, social support and enjoyment, and help others with the process of cross-cultural adjustment once you become experienced.
  - Expect a period of adjustment stress and discomfort. It is a natural process of adaptation to another environment.
  - Recognize and acknowledge the symptoms when they appear.
  - Discuss your feelings and attitudes within the family and circle of friends.
  - Establish links to your home culture and maintain contact. Find broadcasts in which your first language is spoken, restaurants serving your culture's cuisine, cultural institutions, music, films, etc.

Adapted from *Living in Colombia*, William R. Hutchison and Cynthia A. Poznanski



# Culture Shock Symptoms



Physical	Emotional	Behavioral
Excessive sleeping	Homesickness	Tension and conflict with family
Chronic fatigue	Irritability	Loss of sense of humor
Headaches	Boredom	Cannot make decisions
Weight gain or loss	Anger	Ineffective study patterns
Frequent illness	Feel like crying	Act aggressively
Skin rashes	Arrogance, feeling superior	
Backaches	Depressed	
Excessive exercise	Stereotyping others	
Exaggerated cleanliness	Low self-esteem	
	Feeling like an outcast	

*In the past have you or your family members ever experienced Culture Shock?*

*What did you do about it?*

*In hindsight, what measures could you have taken to reduce adjustment stress?*

## Managing the Adaptation Process

**How have you coped in the past with the stress of difficult events or transitions?**

*What did you do to manage the adaptation process of expatriation?*

*What are the strategies you typically use, and which of those have you, or can you now, put in place during the process of re-entry adaptation?*

**Physical, intellectual, and artistic activities:**

*What activities engage you, stimulate you, take you “outside of yourself,” give you pleasure, and help to relieve stress?*

*Are you currently engaging in these? If not, how can you arrange to do so?*

**Emotional strategies:**

*How do you deal with the emotional volatility of adaptation?*

*Do you have the social network in place to help you manage?*

*Will the new culture be compatible with your ways of relieving stress?*

*What else do you need?*

# Adjusting to the Destination Country

## Strategies to manage your adjustment:

### Notes

What are the benefits of this relocation?

How can you change disadvantages into advantages?

How can you keep contacts in the home country?

Will you keep a journal or record of your experiences?

Have you thought of a family web site?

How could you learn more about aspects of the culture that personally interest you?

Will you make an effort to learn the language?

Are there service organizations that you can join?

Is there a place of worship where you could make friends?

How about joining clubs at school?

Could you coach a sport or teach a skill or work in community service?

What rest-and-recreation trips could you plan?

What new hobbies or pastimes might you be able to enjoy?

What other strategies could you employ to make your stay, as well as that of your family, a positive and happy experience?

## Adjustment Strategies

- Look for the positive!
- Eat and sleep regularly!
- Make an effort to spend time with friends!
- Keep busy!
- Find a new hobby!
- Try not to think about what you don't like!
- Become an "*Intercultural Pathfinder*." Try new things!

## Role Play: Worst Case Scenarios

It is your first month at your new school and you have begun to make friends with a classmate named Sarah in math class. Sarah mentions that the new *Star Wars* movie is playing at the local theater and a group of kids are going to go on Friday night. You mention that you haven't seen the movie yet and would like to go. Sarah says, "Great, I'll give you a call on Friday."

Friday evening approaches and the phone does not ring. You feel hurt and don't bother to call your friend. Instead, you stay home and watch a video with your family.

On Monday morning Sarah sees you in the hall, smiles, and gives you a cheerful, "Good morning."

***What do you do?***

You are really beginning to enjoy your social studies class. The subject of U.S. history is fascinating and new for you and the teacher has fun discussions, debates, and activities on the subject. But after your teacher passes back your first research paper with all of your grammar mistakes circled in red ink, you feel like a failure. She doesn't seem to notice how much you are learning about history and all the hard work you put into the research of your topic. From that point on, you feel anxious and nervous about participating in class for fear of making more mistakes in English grammar.

***What do you do?***



## Role Play: Worst Case Scenarios

You have been in your new school for a few months and have been hanging out with a group of girls you feel are your good friends. But, suddenly, everyone in the group seems to be more distant and they do not include you in their plans. You find out that one girl in the group, Maria, decided that you are strange and snobby because you are from another country. The girls seem to have agreed with her opinion.

***What do you do?***

You find out that another group of friends from the neighborhood is planning a trip to the amusement park, *Great America*. You have not been invited because there is not enough room in the car for one more person. You know it's nothing personal, but you still feel hurt.

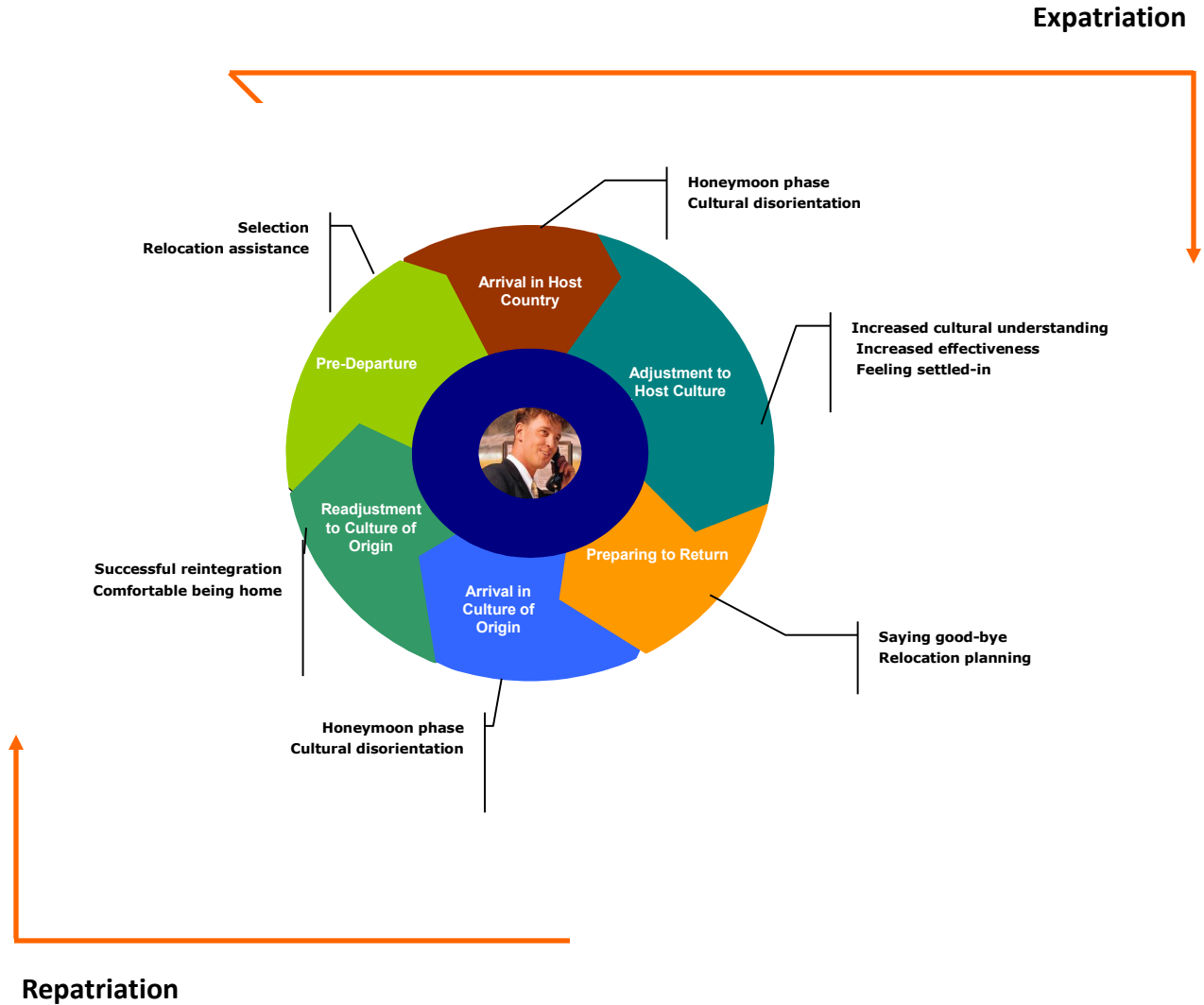
***What do you do?***

Your science teacher is very energetic and nervous. During the question and answer discussion and reviews, he doesn't allow you enough time to explain your answer. He assumes you don't know the answer, gets impatient, and calls on somebody else. You feel cut-off and frustrated. You worry, too, that you may get marked down because participation is part of the grade in science class.

***What do you do?***

# Stages in the Expatriation/Repatriation Cycle

It is important to view an international relocation as an entire process beginning with pre-departure procedures and concluding with successful reintegration into the culture of origin.



## About Repatriation

**F**ast forward a few years and imagine the following: You are returning to your home country. Things have changed here and you might need assistance, similar to the time when you expatriated to your host culture. You have changed as a result of successful cultural adaptation to another culture, and so has your perspective on life matters.

The following facts and suggestions are based on research, studies and interviews with returning expatriates. Consider each point. Might this apply to you? What will you encounter upon your return? Understanding the emotions involved with repatriating may help you adjust.

- No two people experience repatriation in the same way.
- It is common to experience feelings of loss.
- It is also common to experience mood swings.
- Not everyone will want to hear about your international experiences.
- You may feel very "out of date" or "out of step" with trends and styles.
- You may experience feelings of insecurity and uncertainty during your transition.
- Upon repatriation some people may find their attitude toward their culture critical.
- Your "new" ideas may not be enthusiastically received, if received at all.
- Upon your return you may find your school and friends more goal/task oriented though you have become more relationship/people oriented.
- You may feel like your personal needs are not being met.
- Your personal and academic life may seem out of balance; each requiring too much.
- Expect to be asked many "silly" questions about your past experience.
- Expect changes at home; big shifts and subtle differences.
- You may sense apathy and a lack of concern for current global situations.
- Many returning expatriates are surprised/shocked to discover the financial costs of repatriation.
- The pace of life may be different (too fast, too slow).
- Do not over-schedule yourself:
  - ◇ Allow a short break between your departure and reentry.
  - ◇ Set realistic daily goals upon reentry.

## You Will Become a Citizen of the World

After living internationally you will have developed an **international perspective**.



### What is an international perspective?

- Interest in other people, cultures, and countries
- The ability to see what is the same and respect what is different
- Trying to understand different views on international issues
- Wanting to continue international education through travel

**After you return back home, you'll be able to think about yourself as an international citizen with an international perspective. You'll be a Citizen of the World!**

## Growing Up Globally

**Researchers who have studied teens who have lived in different countries, have found that the following traits and characteristics are commonly held by those teens:**

- They become closer to their family members.
- They are interested in and like to learn other languages.
- They like to learn about and to celebrate the traditions and customs of other countries.
- They enjoy meeting, interacting with, and working with people from different back grounds.
- They look for and find educational experiences which make use of and build on their international living experience.
- They make friends with people from different social and ethnic backgrounds.

**What other strengths do you think you'll have after having lived internationally?**

**What challenges do you think you might face as a result of having lived internationally?**

## Third Culture Kids

Teens who have lived in other cultures often think of themselves as having several cultures in their lives. Why do you think the phrase “third culture kids” (TCKs) has been created to describe teens who’ve lived in more than one country?

When you return from your time abroad, how many cultures do you think you’ll have in your life?

**Hint:**

***Think about the culture where you were born and lived the first part of your life. Then, think about the culture to which you moved. Now consider how you may be a different person when you come back home.***



## Chapter 6 Summary

### Putting Things into Perspective

If the world were a village of 100 people, there'd be:

**57 Asians**

**8 Africans**

**21 Europeans**

**14 Americans (North, Central, and South)**



**If the world were a village of 100 people, there would be:**

**52 women and 48 men  
30 Caucasians and 70 non-Caucasians  
30 Christians and 70 non-Christians**

**Of Which:**

**80 would be living in poverty  
70 would be illiterate  
50 would suffer from hunger & malnutrition  
1 would be dying  
1 would be being born  
1 would have a university degree**





## Goal Setting



### **SMART Goals**

- Specific
- Measurable
- Achievable
- Realistic
- Time Based



### **Sample Goals:**

Example (1): Before I arrive in my new destination, I will learn how to:

- greet people in the host country language
- address them using names and titles correctly
- use the polite formal greeting style

Example (2): Within one week of arriving in my new destination I will learn how to:

- use the public transportation system

---

**Make three short-term goals for yourself.**

- 1.
- 2.
- 3.

**Make at least one long-term goal that you will have achieved by the end of your sojourn in the new culture.**



**Metrics and More**

**Differences in Weights and Measure**

U.S	METRIC
Pounds (lb)	Kilograms (kg)
Ounces (oz)	Grams (g)
Quarts	Litres (l)
Inches	Centimeters
Yards	Meters
Miles	Kilometers

**Length/Height/Distance**

**METRIC SYSTEM**

- 10 millimeters = 1 centimeter
- 100 centimeters = 1 meter
- 1000 meters = 1 kilometer

**U.S. SYSTEM**

- 12 inches = 1 foot
- 3 feet = 1 yard
- 1,760 yards = 1 mile

**To convert inches into centimeters:  
Multiply by 2.54**

**To convert yards into meters:  
Multiply by .914**

**To convert miles into kilometers:  
Multiply by 1.609**



## Metrics and More

### Weight

#### METRIC SYSTEM

1000 milligrams = 1 gram

1000 grams = 1 kilogram

1000 kilograms = 1 metric ton

#### U.S. SYSTEM

16 ounces = 1 pound

2000 pounds = 1 ton

To convert ounces into grams:

**Multiply by 28.35**

To convert pounds into kilograms:

**Multiply by .454**

### Temperature

**CENTIGRADE (CELSIUS) °C      FAHRENHEIT (USA) °F**

To convert from Fahrenheit to centigrade:

**Subtract 32 from the °F temperature and divide by 1.8**

To convert from Centigrade to Fahrenheit:

**Multiply °C by 1.8 and add 32**

## Metrics and More

### Time

#### MILITARY TIME

#### U.S. TIME

**Military Time is based on a 24 hour clock. U.S. Time is based on a 12 hour clock**

Until twelve noon, time is calculated the same way in both. After twelve noon, military time continues to thirteen, fourteen, etc., and stops at 24. U.S. time starts over again at noon with one and continues up to twelve

Examples:

9:00 Military Time = 9:00AM

11:00 Military Time = 11:00AM

1:00PM = 13:00 Military Time

3:00 PM = 15:00 Military time

### Dates and Numbers

#### ELSEWHERE

#### U.S.

Date is written with the day first, then the month, then the year In the U.S. the date is written with the month first, then the day, then the year

**Example: 12-3-09 = 3-12-09 USA (May 12, 2009)**

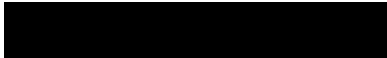
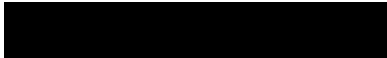
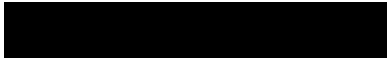



### Commas and Decimal Points

Commas(,) and decimal points(.) are also used differently. Decimal points are used in place of commas and vice versa

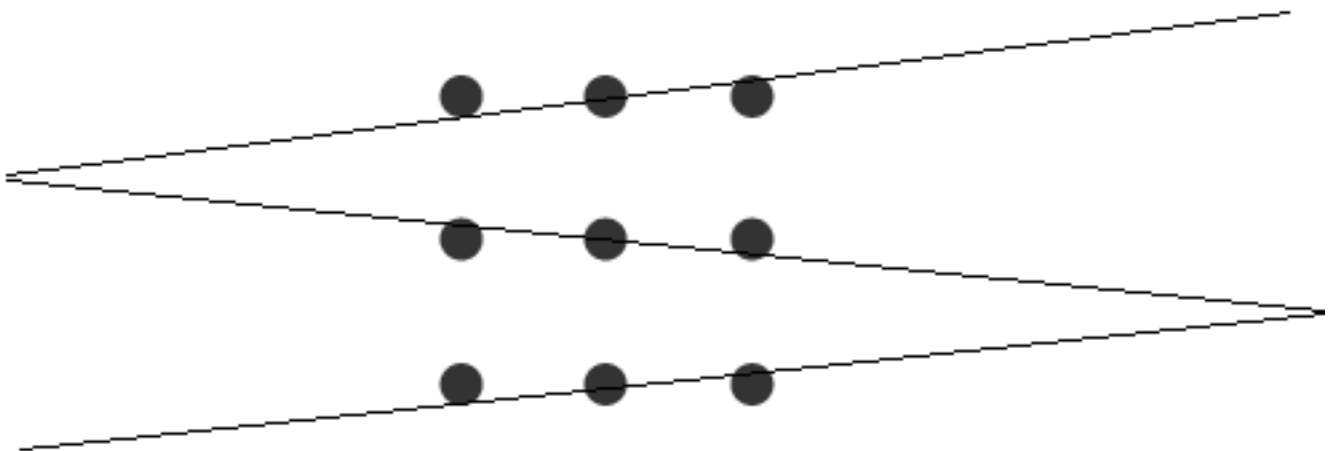
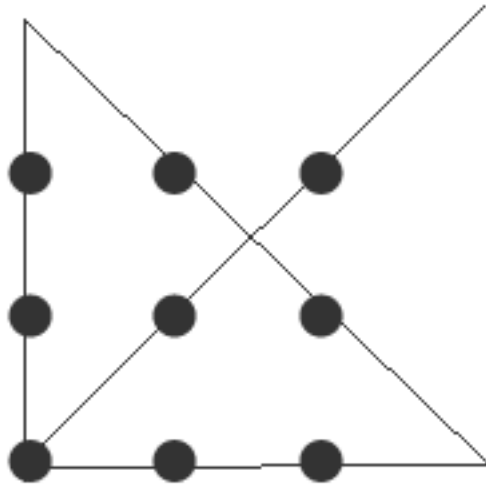
**Example: 12,647.5 (USA) = 12.647,5 (Elsewhere)**

## What Floor are You on?

In many places when you walk into a building you are on the ground floor, NOT the first floor. You must go up one level to get to each floor (up one level to the first floor, up two levels to the second floor, etc.

ELSEWHERE		U.S.
Fifth Floor		Sixth Floor
Fourth Floor		Fifth Floor
Third Floor		Fourth Floor
Second Floor		Third Floor
First Floor		Second Floor
Ground Floor		First Floor

# Nine Dots Solution with 4 Lines and with 3 Lines.



## Solution to “Generalization” vs. “Stereotype” Exercise

**The answers to page 14 are all “S” (stereotype) except:**

The majority of Chinese people speak Mandarin.

Most Mexicans are Catholic.

**These two are “G” (generalization).**



# Notes

# Notes

# Notes