IMMIGRANT COMPLEXITY

../../.., Intellectual Output 4 (IO4), Assoc. Prof. Dr. Salim ATAY

1.1 Culture Concept

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LECTURERS

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Definitions (1/4)

"By culture we mean all those historically created designs for living, explicit and implicit, rational, irrational, and non-rational, which exist at any given time as potential guides for the behavior of men." (Kluckhohn & Kelly, 1945)

"Learned and shared human patterns or models for living; day-to-day living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind's primary adaptive mechanism" (Damen, 1987)

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Definitions (2/4)

"Set of shared and enduring meaning, values, and beliefs that characterize national, ethnic, or other groups and orient their behavior" (Mulholland, 1991)

"Culture is the shared knowledge and schemes created by a set of people for perceiving, interpreting, expressing, and responding to the social realities around them" (Lederach, 1995)

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Definitions (3/4)

"The collective programming of the mind which distinguishes the members of one group or category from another" (Hofstede, 2011)

"Culture is values, attitudes and meanings that are learnt and shared by members of the community and that influence their way of life." (French, 2015)

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Definitions (4/4)

Perhaps the useful one is Kluckhohn's definition:

"Culture is to society what memory is to individuals. It includes what has worked in the experience of a society, so that it was worth transmitting to future generations."

ELEMENTS (COMPONENTS) OF CULTURE

The essence of an element is that it is a replicating entity.

Cultural evolution involves the transmission of these components from generation to generation.

(Triandis, 2011)

Characteristics of Culture (1/4)

LEARNED

Culture is not inborn tendency. It is learned through experience.

SHARED

Every culture is shared by a group of people.

The region we live in, the geographical conditions around us, our country's past, the belief system and values of people, and the heritage we are proud of, constitute our culture.

Characteristics of Culture (2/4)

CONTINUOUS

It is like a stream which is flowing from one generation to another through centuries. "Culture is the memory of human race."

ESSENTIAL

To make us feel a part of the group and to give us the guiding principles of life, culture is essential.

Our cultural values, and our system of beliefs shape our thinking and behavior. The way we carry ourselves in society and who we are as human beings, is highly influenced by the culture we belong to.

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Characteristics of Culture (3/4)

CHANGES

Cultural process changes with different speeds from society to society and generation to generation.

Migration and globalization lead to a mixing of cultures. When people from different parts of the world come together, they influence each other's cultures.

Characteristics of Culture (4/4)

TRANSMITTED

Culture is capable of transmitted through language from one generation to the next.

Cultural values are transferred across generations in the form of symbols and stories that make them easier to understand.

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GROUP DISCUSSION

? **Which definition(s) of culture do you prefer to explain the culture?**

Please indicate your preferred choice(s), giving reasons for the decision

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RECONSIDERATION OF «GROUP DISCUSSION 1» RESULTS

1.2 CULTURAL DIFFERENCES

Hofstede's Cultural Dimensions Theory

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The Main Idea

"Many national differences in work-related values, beliefs, norms, and self-descriptions, as well as many societal variables, could be largely explained in terms of their statistical and conceptual associations with major dimensions of national culture"

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Background

Originated from the analysis of 116,000 survey questionnaires administered to employees of the IBM corporation in 72 countries. And four major dimensions of national culture sated as below

- Uncertainty avoidance
- Power distance
- Individualism/Collectivism
- Masculinity/Femininity

In 1991 a fifth dimension "long-term/short-term orientation" was introduced which resulted from Hofstede's collaboration with Michael Bond.

In 2009 with the studies of Minkov; a sixth dimension "indulgence vs restraint" was found which had no equivalent in Hofstede's five-dimensional model.

1. Uncertainty Avoidance

- Is the extent to which people feel threatened by uncertainty and ambiguity and try to avoid these situations.

- In cultures of strong uncertainty avoidance, there is a need for rules and formality to structure life.

- People with strong uncertainty avoidance are less open to change and innovation than people of low uncertainty avoidance cultures.
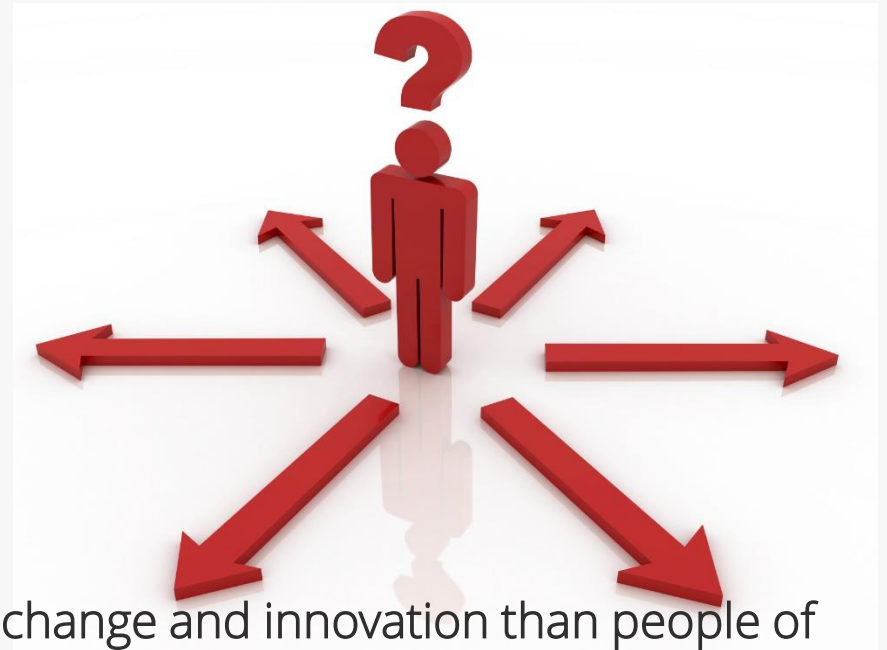
Weak Uncertainty Avoidance	Strong Uncertainty Avoidance
The uncertainty inherent in life is accepted and each day is taken as it comes	The uncertainty inherent in life is felt as a continuous threat that must be fought
Ease, lower stress, self-control, low anxiety	Higher stress, emotionality, anxiety, neuroticism
Tolerance of deviant persons and ideas: what is different is curious	Intolerance of deviant persons and ideas: what is different is dangerous
Comfortable with ambiguity and chaos	Need for clarity and structure
Teachers may say 'I don't know'	Teachers supposed to have all the answers
Changing jobs no problem	Staying in jobs even if disliked
Dislike of rules – written or unwritten	Emotional need for rules – even if not obeyed
In politics, citizens feel and are seen as competent towards authorities	In politics, citizens feel and are seen as incompetent towards authorities
In religion, philosophy and science: relativism and empiricism	In religion, philosophy and science: belief in ultimate truths and grand theories

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2. Power Distance

"The extent to which less powerful members of a society accept and expect that power is distributed unequally".

- In large power distance cultures, everyone has his or her rightful place in a social hierarchy.

- One's social status must be clear so that others can show proper respect.

High Power Distance   Low Power Distance

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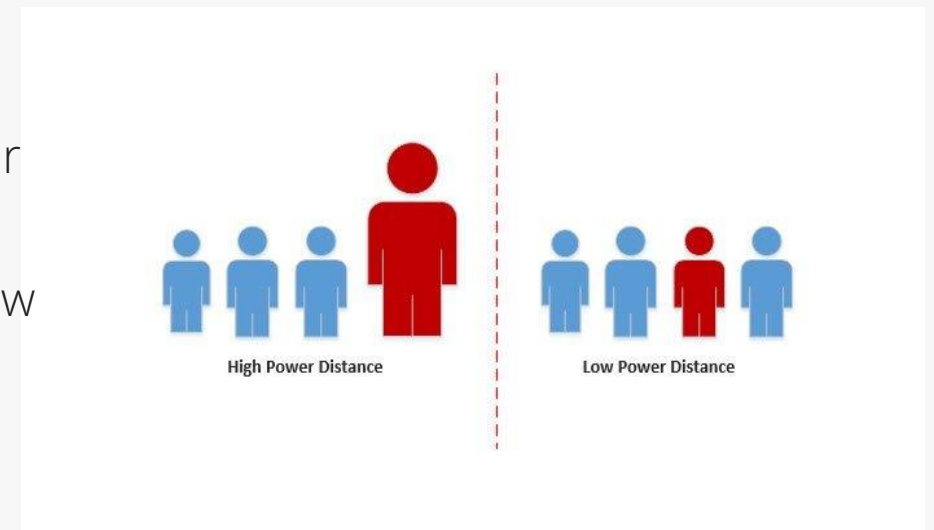
Small Power Distance	Large Power Distance
Use of power should be legitimate and is subject to criteria of good and evil	Power is a basic fact of society antedating good or evil: its legitimacy is irrelevant
Parents treat children as equals	Parents teach children obedience
Older people are neither respected nor feared	Older people are both respected and feared
Student-centered education	Teacher-centered education
Hierarchy means inequality of roles, established for convenience	Hierarchy means existential inequality
Subordinates expect to be consulted	Subordinates expect to be told what to do
Pluralist governments based on majority vote and changed peacefully	Autocratic governments based on co-optation and changed by revolution
Corruption rare; scandals end political careers	Corruption frequent; scandals are covered up
Income distribution in society rather even	Income distribution in society very uneven
Religions stressing equality of believers	Religions with a hierarchy of priests

3. Individualism/Collectivism

Individualism is the extent to which people feel independent, as opposed to being interdependent as members of larger wholes.

Individualistic cultures	Collectivistic cultures
• One's identity is in the person. People are "I"-conscious, and self-actualization is important. • are universalistic, assuming their values are valid for the whole world. • are also low-context communication cultures with explicit verbal communication.	• People are "we"-conscious. • Their identity is based on the social system to which they belong, and preserving harmony and avoiding loss of face are important. • are high-context communication cultures, with an indirect style of communication

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Individualism	Collectivism
Everyone is supposed to take care of him- or herself and his or her immediate family only	People are born into extended families or clans which protect them in exchange for loyalty
"I"-consciousness	We-consciousness
Right of privacy	Stress on belonging
Speaking one's mind is healthy	Harmony should always be maintained
Others classified as individuals	Others classified as in-group or out-group
Personal opinion expected: one person one vote	Opinions and votes predetermined by in-group
Transgression of norms leads to guilt feelings	Transgression of norms leads to shame feelings
Languages in which the word "I" is indispensable	Languages in which the word "I" is avoided
Purpose of education is learning how to learn	Purpose of education is learning how to do
Task prevails over relationship	Relationship prevails over task

4. Masculinity/Femininity

Masculine society

- The dominant values are achievement and success
- performance and achievement are highly valued; and achievement must be demonstrated so status brands or products such as jewelry are important to show one's success.
- household work is less shared

Feminine society

- The dominant values are caring for others and quality of life.
- male and female roles overlap
- household work is shared between husband and wife, men also do more household shopping

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Femininity	Masculinity
Minimum emotional and social role differentiation between the genders	Maximum emotional and social role differentiation between the genders
Men and women should be modest and caring	Men should be and women may be assertive and ambitious
Balance between family and work	Work prevails over family
Sympathy for the weak	Admiration for the strong
Both fathers and mothers deal with facts and feelings	Fathers deal with facts, mothers with feelings
Both boys and girls may cry but neither should fight	Girls cry, boys don't; boys should fight back, girls shouldn't fight
Mothers decide on number of children	Fathers decide on family size
Many women in elected political positions	Few women in elected political positions
Religion focuses on fellow human beings	Religion focuses on God or gods
Matter-of-fact attitudes about sexuality; sex is a way of relating	Moralistic attitudes about sexuality; sex is a way of performing

5. Long-term/Short-term Orientation

Related to the choice of focus for people's efforts: the future or the present and past.

- In a long-time-oriented culture, the basic notion about the world is that it is in flux, and preparing for the future is always needed.

- In a short-time-oriented culture, the world is essentially as it was created, so that the past provides a moral compass, and adhering to it is morally good.
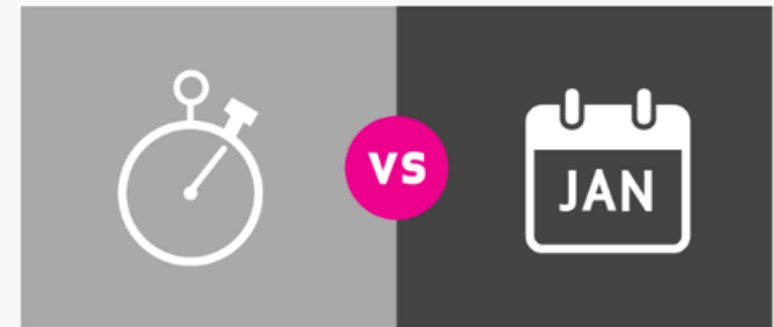
Short-Term Orientation	Long-Term Orientation
Most important events in life occurred in the past or take place now	Most important events in life will occur in the future
Good person is always the same	A good person adapts to the circumstances
There are universal guidelines about what is good and evil	What is good and evil depends upon the circumstances
Traditions are sacrosanct	Traditions are adaptable to changed circumstances
Family life guided by imperatives	Family life guided by shared tasks
Supposed to be proud of one's country	Trying to learn from other countries
Service to others is an important goal	Thrift and perseverance are important goals
Social spending and consumption	Large savings quote, funds available for investment
Students attribute success and failure to luck	Students attribute success to effort and failure to lack of effort
Slow or no economic growth of poor countries	Fast economic growth of countries up till a level of prosperity

6. Indulgence/Restraint

Related to the gratification versus control of basic human desires related to enjoying life.

- In an indulgent culture, it is good to be free. Doing what your impulses want you to do, is good. Friends are important and life makes sense.

- In a restrained culture, the feeling is that life is hard, and duty, not freedom, is the normal state of being
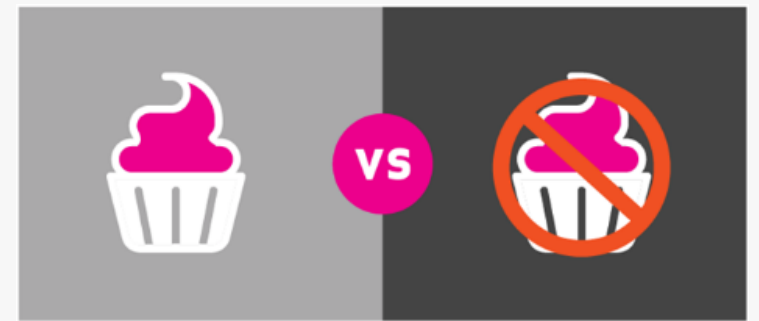
Indulgence	Restrained
Higher percentage of people declaring themselves very happy	Fewer very happy people
A perception of personal life control	helplessness: what happens to me is not my own doing
Freedom of speech seen as important	Freedom of speech is not a primary concern
Higher importance of leisure	Lower importance of leisure
More likely to remember positive emotions	Less likely to remember positive emotions
In countries with educated populations, higher birthrates	In countries with educated populations, lower birthrates
More people actively involved in sports	Fewer people actively involved in sports
In countries with enough food, higher percentages of obese people	In countries with enough food, fewer obese people
In wealthy countries, lenient sexual norms	In wealthy countries, stricter sexual norms
Maintaining order in the nation is not given a high priority	Higher number of police officers per 100,000 population

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CASE STUDY EXERCISE-1

? See the document «case study 1»

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1.3 CROSS-CULTURAL COMMUNICATION

Hall's Theory

HALL'S Cross-Cultural Theory

Hall differentiates cultures on the basis of their predominant mode of communication

- high-context
- low-context

"All cultures contain both characteristics of high-context and low-context, most can be placed along a scale showing their ranking on this particular continuum. And within each culture, one orientation seems to dominate"

High Context Cultures

- Is typical of collectivist cultures, communication style is more implicit and indirect

- Most of the information is not expressed directly through words, their body languages are all of great importance to get the whole meaning.

- People are deeply involved with each other. A structure of social hierarchy exists, and individual inner emotions are kept under strong self-control.

- As a result, information is widely shared through simple messages with deep meaning
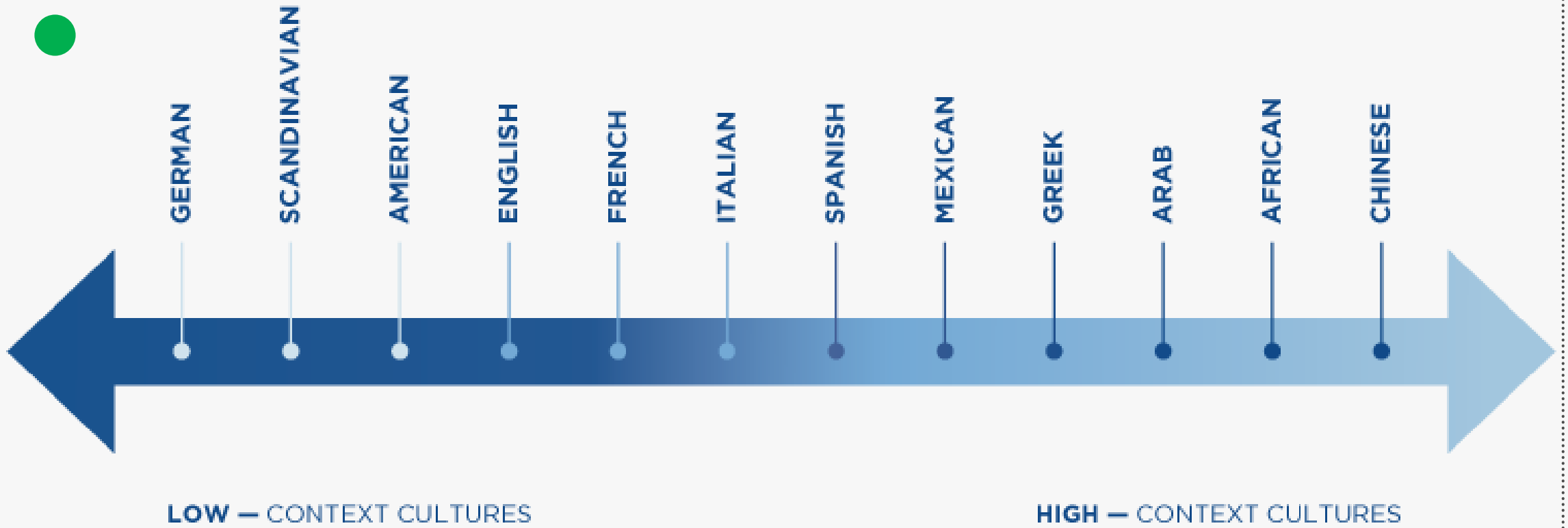
Low Context Cultures

- Is typical of individualist cultures
- The communication between people is more explicit, direct and non-personal
- People are highly individualized, and there is relatively little involvement with others
- Very little social hierarchy or society imposing on the individuals' lives
- In most situations, they will speak out their opinions, needs and feelings in a straight way

GERMAN SCANDINAVIAN AMERICAN ENGLISH FRENCH ITALIAN SPANISH MEXICAN GREEK ARAB AFRICAN CHINESE

LOW — CONTEXT CULTURES

HIGH — CONTEXT CULTURES

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High Context vs. Low Context in

Confrontation	
High context	Low context
People tend to personalize their disagreement with others	
To show one's disagreement and anger in public is tantamount to admitting loss of control and face, because what is being said is taken personally which may have an influence on interpersonal relationships	This kind of repression is totally unreasonable Everyone has their own rights to express opinions, and this explicit criticism has nothing to do with their interpersonal relationships
they will keep their emotions inside or just remain silence to avoid trouble	
In this way, they can maintain social harmony and intimate bonds with each other	

High Context vs. Low Context in

Interpersonal Relationship	
High context	**Low context**
Is a network in which anyone can be connected to another in some way	The relationship between people is much more flexible
The bonds between people are relatively stable and last for a long time	Relationships begin and end quickly.
Things get done by relationships with people	They like to follow specific rules to get things done instead of depending on the relationships
Make greater distinction between insiders and outsiders. They can count on their in-groups to look after them.	People belong to different groups simultaneously and there is a vague demarcation line between two different groups

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High Context vs. Low Context in

Communication	
High context	Low context
message is less transmitted through verbal codes such as words, sentences etc., nonverbal elements—voice tone, facial expressions, gestures, and eye movements should also be taken into consideration	the mass of the information is vested in the explicit code, that is, in form of words, sentences, and grammar
seen as an art form—a way of engaging someone	seen as a way of exchanging information
People focus on relationship-building as well as information-exchanging	to say, it is what is said that matters, but not how it is said and not the environment within which it is said

High Context vs. Low Context in

Concept of Time	
High context	**Low context**
High-context cultures are polychromic	Low-context cultures are monochromic
People treat time as a constitution of points	People treat time as a straight line
During a certain period, they can do several things simultaneously, so they have been used to tackling something in the process of other activities	One can concentrate only on one thing during a period of time
The result is which matters most, whether they are concentrated or not in the process is not taken into consideration as long as the result is satisfactory	They are inclined to make detailed schedules about what they are going to do; efficiency is the most significant to them

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Thank you for the Attention. Questions?

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