

Chapter 1 : Cultural Awareness: cultural calendrierdelascience.comuing education.

Culture can be seen as an integrated pattern of learned beliefs and behaviors that can be shared among groups and includes thoughts, styles of communicating, ways of interacting, views on roles and relationships, values, practices, and customs.

High and Low Context of Cultures: High and Low Here is another concept that will help you pull together a lot of the material you have read so far about culture. It is called "high context" and "low context" and was created by the same anthropologist who developed the concepts of polychronic and monochronic time. They complement each other and provide a broad framework for looking at culture. One thing to remember is that few cultures, and the people in them, are totally at one end of the spectrum or the other. They usually fall somewhere in between and may have a combination of high and low context characteristics. How things get done depends on relationships with people and attention to group process. Social structure and authority are centralized; responsibility is at the top. Person at top works for the good of the group. Association Relationships begin and end quickly. Things get done by following procedures and paying attention to the goal. Social structure is decentralized; responsibility goes further down is not concentrated at the top. Interaction High use of nonverbal elements; voice tone, facial expression, gestures, and eye movement carry significant parts of conversation. Verbal message is implicit; context situation, people, nonverbal elements is more important than words. Interaction Low use of nonverbal elements. Message is carried more by words than by nonverbal means. Verbal message is explicit. Context is less important than words. Verbal message is direct; one spells things out exactly. One withdraws from conflict with another and gets on with the task. Focus is on rational solutions, not personal ones. Territoriality Space is compartmentalized and privately owned; privacy is important, so people are farther apart. Temporality Everything has its own time. Time is not easily scheduled; needs of people may interfere with keeping to a set time. What is important is that activity gets done. Things are rooted in the past, slow to change, and stable. Time is a process; it belongs to others and to nature. What is important is that activity is done efficiently. One can make change and see immediate results. Time is a commodity to be spent or saved. Multiple sources of information are used. Thinking is deductive, proceeds from general to specific. Learning occurs by first observing others as they model or demonstrate and then practicing. Groups are preferred for learning and problem solving. How well something is learned is important. Learning Reality is fragmented and compartmentalized. Thinking is inductive, proceeds from specific to general. Focus is on detail. Learning occurs by following explicit directions and explanations of others. An individual orientation is preferred for learning and problem solving. How efficiently something is learned is important. The content here is based on the following works by anthropologist Edward T. Hall, all of which were published in New York by Doubleday:

Chapter 2 : How to Preserve Your Culture: 12 Steps (with Pictures) - wikiHow

A culture is a way of life of a group of people--the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.

What is Cultural Awareness, anyway? How do I build it? Our own culture is like water for the fish. We live and breathe through it. Why do we do things in that way? How do we see the world? Why do we react in that particular way? Cultural awareness becomes central when we have to interact with people from other cultures. People see, interpret and evaluate things in a different ways. What is considered an appropriate behavior in one culture is frequently inappropriate in another one. Misunderstandings arise when I use my meanings to make sense of your reality. As an Italian it is almost automatic to perceive US Americans as people who always work, talk about business over lunch and drink their coffee running in the street instead of enjoying it in a bar. What does it mean? Italians are lazy and American hyperactive? No, it means that the meaning that people give to certain activities, like having lunch or dinner could be different according to certain cultures. In Italy, where relationships are highly valued, lunch, dinner or the simple pauses for coffee have a social connotation: In the USA, where time is money, lunches can be part of closing a deal where people discuss the outcomes and sign a contract over coffee. Misinterpretations occur primarily when we lack awareness of our own behavioral rules and project them on others. In absence of better knowledge we tend to assume, instead of finding out what a behavior means to the person involved, e. Becoming aware of our cultural dynamics is a difficult task because culture is not conscious to us. Since we are born we have learned to see and do things at an unconscious level. Our experiences, our values and our cultural background lead us to see and do things in a certain way. Sometimes we have to step outside of our cultural boundaries in order to realize the impact that our culture has on our behavior. It is very helpful to gather feedback from foreign colleagues on our behavior to get more clarity on our cultural traits. Projected similarities could lead to misinterpretation as well. When we assume that people are similar to us, we might incur the risk that they are not. If we project similarities where there are not, we might act inappropriately. It is safer to assume differences until similarity is proven.

My way is the only way - At the first level, people are aware of their way of doing things, and their way is the only way. At this stage, they ignore the impact of cultural differences. Parochial stage I know their way, but my way is better - At the second level, people are aware of other ways of doing things, but still consider their way as the best one. In this stage, cultural differences are perceived as source of problems and people tend to ignore them or reduce their significance. At this stage people realize that cultural differences can lead both to problems and benefits and are willing to use cultural diversity to create new solutions and alternatives.

Synergistic stage Our Way - This fourth and final stage brings people from different cultural background together for the creation of a culture of shared meanings. People dialogue repeatedly with others, create new meanings, new rules to meet the needs of a particular situation. Participatory Third culture stage Increasing cultural awareness means to see both the positive and negative aspects of cultural differences. Cultural diversity could be a source of problems, in particular when the organization needs people to think or act in a similar way. Diversity increases the level of complexity and confusion and makes agreement difficult to reach. On the other hand, cultural diversity becomes an advantage when the organization expands its solutions and its sense of identity, and begins to take different approaches to problem solving. Diversity in this case creates valuable new skills and behaviors. In becoming culturally aware, people realize that: We are not all the same Similarities and differences are both important There are multiple ways to reach the same goal and to live life The best way depends on the cultural contingency. Each situation is different and may require a different solution. We are generally aware that the first step in managing diversity is recognize it and learning not to fear it. Since everyone is the product of their own culture, we need to increase both self-awareness and cross-cultural awareness. There is no book of instructions to deal with cultural diversity, no recipe to follow. But certain attitudes help to bridge cultures. Assume differences, not similarities. Collect as much information as possible so you can describe the situation accurately before evaluating it. Through empathy we learn of how other people would like to be treated by us. Systematically check your assumptions. Ask your colleagues for

feedback and constantly check your assumptions to make sure that you clearly understand the situation. Become comfortable with ambiguity. The more complicated and uncertain life is, the more we tend to seek control. Assume that other people are as resourceful as we are and that their way will add to what we know. As a company find ways of sharing the cultures of your diverse workforce, i. She has a background in business studies and project management experience for large multinationals. You can reach her at squappe@iccm-online.com. Please contact us with reprinting requests.

Chapter 3 : Own | Define Own at calendrierdelascience.com

One of the biggest difficulties to overcome in understanding cultural differences is making judgements based on one opinion. Do your own research and make an effort to actually learn about people, instead of making broad-brush assessments.

In the middle class In the working class Did this help you think about your identities and cultures? How have these different cultures and identities affected your life? How do you build relationships with people from other cultures? Here are some steps you can take. They are first listed, and then elaborated upon one at a time. Make a conscious decision to establish friendships with people from other cultures. Put yourself in situations where you will meet people of other cultures. Examine your biases about people from other cultures. Ask people questions about their cultures, customs, and views. Make a conscious decision to establish friendships with people from other cultures Making a decision is the first step. In order to build relationships with people different from yourself, you have to make a concerted effort to do so. There are societal forces that serve to separate us from each other. People from different economic groups, religions, ethnic groups, and races are often isolated from each other in schools, jobs, and neighborhoods. So, if we want things to be different, we need to take active steps to make them different. You can join a sports team or club, become active in an organization, choose a job, or move to a neighborhood that puts you in contact with people of cultures different than your own. Also, you may want to take a few minutes to notice the diversity that is presently nearby. If you think about the people you see and interact with every day, you may become more aware of the cultural differences that are around you. Once you have made the decision to make friends with people different from yourself, you can go ahead and make friends with them in much the same way as with anyone else. You may need to take more time, and you may need to be more persistent. You may need to reach out and take the initiative more than you are used to. There are good reasons why people have built up defenses, but it is not impossible to overcome them and make a connection. The effort is totally worth it. One of the first and most important steps is to show up in places where you will meet people of cultures other than your own. Go to meetings and celebrations of groups whose members you want to get to know. Or hang out in restaurants and other gathering places that different cultural groups go. You may feel embarrassed or shy at first, but your efforts will pay off. People of a cultural group will notice if you take the risk of coming to one of their events. If it is difficult for you to be the only person like yourself attending, you can bring a buddy with you and support each other in making friends. We all carry misinformation and stereotypes about people in different cultures. Especially, when we are young, we acquire this information in bits and pieces from TV, from listening to people talk, and from the culture at large. We are not bad people because we acquired this; no one requested to be misinformed. But in order to build relationships with people of different cultures, we have to become aware of the misinformation we acquired. An excellent way to become aware of your own stereotypes is to pick groups that you generalize about and write down your opinions. Once you have, examine the thoughts that came to your mind and where you acquired them. Another way to become aware of stereotypes is to talk about them with people who have similar cultures to your own. In such settings you can talk about the misinformation you acquired without being offensive to people from a particular group. You can get together with a friend or two and talk about how you acquired stereotypes or fears of other different people. You can answer these kinds of questions: How did your parents feel about different ethnic, racial, or religious groups? What did your parents communicate to you with their actions and words? Were your parents friends with people from many different groups? What did you learn in school about a particular group? Was there a lack of information about some people? Are there some people you shy away from? Ask people questions about their cultures, customs, and views People, for the most part, want to be asked questions about their lives and their cultures. Many of us were told that asking questions was nosy; but if we are thoughtful, asking questions can help you learn about people of different cultures and help build relationships. People are usually pleasantly surprised when others show interest in their cultures. If you are sincere and you can listen, people will tell you a lot. It also gives you background information that will make it easier to ask questions

that make sense. People who are, themselves, from a culture are usually the best experts, anyway. Everyone wants to care and be cared about. Caring about people is what makes a relationship real. Listen to people tell their stories. If you get an opportunity to hear someone tell you her life story first hand, you can learn a lot--and build a strong relationship at the same time. Every person has an important story to tell. Listening to people also helps us get through our numbness-- there is a real person before us, not someone who is reduced to stereotypes in the media. Additionally, listening to members of groups that have been discriminated against can give us a better understanding of what that experience is like. Listening gives us a picture of discrimination that is more real than what we can get from reading an article or listening to the radio. You can informally ask people in your neighborhood or organization to tell you a part of their life stories as a member of a particular group. You can also incorporate this activity into a workshop or retreat for your group or organization. Have people each take five or ten minutes to talk about one piece of their life stories. If the group is large, you will probably have to divide into small groups, so everyone gets a chance to speak. We all have a tendency to assume that the way that most people do things is the acceptable, normal, or right way. As community workers, we need to learn about cultural differences in values and communication styles, and not assume that the majority way is the right way to think or behave. You are in a group discussion. It also seems that the more vocal people are those that are members of the more mainstream culture, while those who are less vocal are from minority cultures. How do we understand this? How can this be resolved? In some cultures, people feel uncomfortable with silence, so they speak to fill the silences. In other cultures, it is customary to wait for a period of silence before speaking. We all need the opinions and voices of those people who have traditionally been discouraged from contributing. In situations like the one described above, becoming impatient with people for not speaking is usually counter-productive. However, you can structure a meeting to encourage the quieter people to speak. For example, you can: Have people break into pairs before discussing a topic in the larger group. At certain times have each person in the circle make a comment. People can pass if they want to. Follow a guideline that everyone speaks once, before anyone speaks twice. Invite the quieter people to lead part of the meeting. Talk about the problem openly in a meeting, and invite the more vocal people to try to speak less often. Between meetings, ask the quieter people what would help them speak, or ask them for their ideas on how a meeting should be run. A high school basketball team has to practice and play on many afternoons and evenings. The coach is angry with the parents for this requirement, because it takes his player away from the team. Families have different values, especially when it comes to family closeness, loyalty, and responsibility. Young people from immigrant families who grow up in the U. As community workers, we need to support and respect minority and immigrant families and their values. It may already be a huge concession on the part of a family to allow a teenager to participate in extracurricular activities at all. We need to make allowances for the cultural differences and try to help young people feel that they can have both worlds--instead of having to reject one set of values for another. As community builders, it helps to develop relationships with parents. If a young person sees her parents have relationships with people from the mainstream culture, it can help her feel that their family is accepted. It supports the teen in being more connected to her family and her community--and also, both relationships are critical protective factors for drug and alcohol abuse and other dangerous behaviors. In addition, in building relationships with parents, we develop lines of communication, so when conflicts arise, they can be more easily resolved. Risk making mistakes As you are building relationships with people who have different cultural backgrounds than your own, you will probably make mistakes at some point. If you say or do something that is insensitive, you can learn something from it. Ask the affected person what you bothered or offended them, apologize, and then go on in building the relationship. Learn to be an ally One of the best ways to help you build relationships with people of different cultures is to demonstrate that you are willing to take a stand against discrimination when it occurs. People will be much more motivated to get to know you if they see that you are willing to take risks on their behalf. We also have to educate ourselves and keep informed so that we understand the issues that each group faces and we become involved in their struggles--instead of sitting on the sidelines and watching from a distance. In Summary Friendship is powerful. It is our connection to each other that gives meaning to our lives.

Chapter 4 : Doing Ethnography in One's Own Culture | Carol considers

Six Fundamental Patterns of Cultural Differences. In a world as complex as ours, each of us is shaped by many factors, and culture is one of the powerful forces that acts on us.

Being a great team member. Respecting company policy and rules, and respecting others. When this happens, people understand one another, everyone does the right things for the right reasons, and this common purpose and understanding helps people build great working relationships. Values alignment helps the organization as a whole to achieve its core mission. When values are out of alignment, people work towards different goals, with different intentions, and with different outcomes. This can damage work relationships, productivity, job satisfaction, and creative potential. The most important thing that you need to do when interviewing someone is understand his or her workplace values. After all, you can train people to cover skills gaps, and you can help people gain experience. Core Values in the Workplace Before you learn how to identify the values of others, make sure that you understand your own values. For example, does meeting a project deadline take priority over delivering exceptional work? Your goal in identifying these is to raise awareness and encourage good behavior and habits. Start by talking with your most respected team members about the workplace values that they feel are important. Ask them to brainstorm the values that they believe are most prevalent among good performers, and list these on a whiteboard or flip chart for them to see. Once they have come up with their ideas, work together to cut the list down to the five most important workplace values. Use the Modified Borda Count if you have any problems reaching consensus. Next, discuss how people demonstrate these values every day. How do they make these values come to life? And how can you encourage more of these behaviors? You can also talk to team members one-on-one to get a better idea of their workplace values, coach them to explore beliefs and values, or simply study their behavior. Also, check your employee handbook or rule book. Organizations often list their values in these documents. Pay a lot of attention to these. You can also identify organizational values by looking at how people work within the company, and by looking at the actions that the organization has taken over the last few years. There are several ways to do this. For instance, imagine that you want to find a team member who, among other values, is highly tolerant of other cultures. You could ask questions like these: How did you go about identifying and understanding their points of view? How did you adapt your own working style to work more effectively with these people? What was the outcome? If so, how did you overcome these differences? See our article on structuring interview questions.

Chapter 5 : A Critical Reflection: Exploring Self and Culture

Each culture has its own clothing, music, visual art, storytelling traditions, and many more unique characteristics. Other members of your culture will be overjoyed to teach or talk about their hobbies, their jobs, their crafts, and what they do for fun.

Exploring Self and Culture The Latino culture is vibrant and complex. Differences within it are influenced by where people live, socioeconomic backgrounds, levels of education, religion, and individual lived experiences. These factors influence how people view and read their world Gee, ; Vygotsky, As mentioned in the Introduction, we, the authors of this book, are Mexican Americans. Although we share a common heritage, we have different cultural backgrounds and practices that provide us with a unique perspective. Similarly, we ask you, our readers, to examine the experiences that contribute to your own worldview, which includes assumptions and perceptions about Latinos and their culture. Exploring the Latino culture should begin with an introspective approach. When you take an authentic look at yourself, you begin to understand issues of diversity and become amenable to other points of view. This chapter begins with fundamental questions to guide your understanding of self and follows with a discussion of the variations within the Latino culture.

Taking a Personal Journey Understanding diversity is a journey that begins at a personal level. Before exploring cultural dynamics and group differences, it is important to examine your unique worldview, which includes assumptions and perceptions. To recognize your own individual differences, consider, for example, the diversity within your family. How different are you from your siblings? How different are you from your parents? How different is your family in comparison to relatives? Exploring these kinds of questions is an initial step in the ongoing effort to develop cultural awareness. Diversity exists within any cultural group. Even within the white population we see diverse ethnic subgroups for example, people of German, Irish, or French heritage whose members maintain and express particular valued cultural practices. These cultural expressions vary based on lived experiences related to such factors as geography, age, religion, and socioeconomic status. Therefore, we urge you to avoid making generalizations based on unexamined assumptions and perceptions that can sustain stereotypes. Overgeneralizations can result from limited or superficial assessments of observed behaviors and practices. We urge teachers of English language learners to develop self-knowledge by gaining awareness of their "social positioning" that is, their own power and privilege in relation to others. This is a pivotal step toward gaining respect, acceptance, and equity for groups that have been marginalized by schooling practices. In daily instruction, cultural awareness encompasses learning how to build meaningful connections with students and their families. Thus, interest in learning about students helps the teacher design and deliver authentic learning experiences while enhancing cultural sensitivity. Learning about diversity entails a movement from self-awareness to inquiry to action through advocacy for students who are marginalized by the educational system. As you read this book, consider the following questions to guide your journey in understanding Latino parents of English language learners: What kinds of interactions have you had with the Latino culture? Think about the context in which you have interacted with Latinos. Were these formal or informal interactions? Were these conversations or one-way communication? What did you talk about? Who did most of the talking? What were your observations during these interactions? What have you heard about the Latino culture? Often, informal conversations, including sayings and jokes, may engender and reinforce stereotypes about the Latino culture. Although these stereotypes may be unintentional and lighthearted, be aware that they are never inconsequential. What observations have you made about the Latino culture? How do your worldviews, assumptions, or perceptions about Latinos influence these observations? Also, think about whether your responses are based on a single observation or any misinformation. Critical reflection through questioning is at the core of eliminating stereotypes. What messages do the media communicate about the Latino culture? Consider how the media, such as sitcoms and other TV shows, magazines, and virtual media, represent the Latino culture and how these images influence your perceptions of the Latino way of life. A discerning person recognizes that the Latino culture is heterogeneous and that media portrayals are frequently based on generalizations and stereotypes.

How do your background and lived experiences influence your understanding of diverse cultures? Consider your interactions with diverse populations. Traveling to different countries, visiting local cultural centers, and interacting with individuals from diverse cultures can broaden your understanding of how individuals across the globe navigate life. These are opportunities that can enrich your school community. Moreover, students, parents, and communities represent vital resources that you can tap into to learn about the Latino culture. As you forge new pathways in your journey, we suggest that you keep these critical reflections in mind. The information you gain will nurture your ability to accept and learn about divergent ways of thinking, of interacting with schools, and of expressing what Nel Noddings has called an "ethic of care," a concept that we cover in detail in Chapter 2.

Recognizing Language Differences

Many Latinos speak two languages, Spanish and English, and this situation is more complex than one might imagine. For example, two Latina teachers who were team-teaching a student cohort experienced this phenomenon when one reported to the other that the students had not followed her directions when she asked them to put on their coats before going out. Castro, who is originally from Guatemala, explained that she had given the following instructions: Tejada, who is of Mexican descent, did not understand the instructions either and asked Mrs. Castro to explain what she intended to say. Both teachers agreed that the reason the students who were also of Mexican heritage had not followed directions was because they were not familiar with the vocabulary that Mrs. The children used different words for "children" and "coats. Tejada brainstormed a list of Spanish words that have similar meanings in different Latin American countries and provided English translations to their students: Each has its separate cueing system, which includes phonology sounds , semantics word meanings , syntax grammatical structure , and pragmatics social and culturally appropriate use of language. Additionally, each Spanish-speaking community displays variations within each of these language cueing systems. For example, note these differences in how a Spanish-speaking person may ask a simple question such as "What do you want? Spanish and English have other differences in language structure. For example, English has 44 phonemes the smallest unit of sound in a language represented by 26 letters, but Spanish phonemes vary between 22 and 24, depending on whether the language is spoken in the U. Also, Spanish is considered a "transparent" language because it has a close letter-to-sound correspondence, which is not the case with English. These examples enable us to view language as a cultural tool and provide insight about the heterogeneity among Latino speech communities.

Understanding Cultural Practices

The construction of culture occurs within family units through caretakers. Over time, children learn the language, traditions, attitudes, behaviors, and institutions associated with their culture. Celebrations further highlight distinctiveness among Latino cultures. Many Mexican Americans in the southwestern United States, for example, celebrate Easter by decorating cascarones, which are a variation of the plastic Easter egg common to mainstream culture. Cascarones are colorfully decorated eggshells filled with confetti. On Easter Sunday, the fragile cascarones are hidden, and an egg hunt ensues. This cultural expression may not be practiced in other Latino communities, which may celebrate Easter by attending church services or sharing a meal with family members; and some may not observe Easter at all. Food is another expression of distinctiveness. Fried plantains, for example, are generally found in Cuban and Puerto Rican American cuisine but are not common among other Latinos. Teachers can use these distinct features within Latino communities as vehicles for learning more about the cultures of students in the classroom. Students learned about Colombian arepas, Salvadoran pupusas, and Mexican gorditas and discussed similarities and differences among these dishes from Latin American countries and their ancient civilizations. Getting to know each student as an individual enables you to do the following: Communicate effectively with parents once you find out how parents and children self-identify. Choose teaching strategies that complement the styles and preferences for learning that individual students make apparent. Facilitate an understanding among your students about how diversity begins at home and occurs among family members. This can be done by providing learning opportunities that enable all students to learn about many cultures. Intentional planning of multicultural content is an additive approach that includes everyone as a learner, and deep learning experiences enable students to explore how diversity sustains democratic principles. In sum, the more you know about each student, the more insight you gain not only about the Latino cultures represented in your classroom but also about the range of student

abilities, knowledge, interests, and areas where growth is needed. All serve to inform your instruction and to build relationships with parents. With academic success as the communicated shared goal, parents will likely be motivated to support the learning goals and objectives that you establish. An example of how strengthening home-to-school connections can improve instruction comes from the experience of a 3rd grade teacher, Mrs. Williams, who took a proactive step by making a home visit to learn more about one of her students, Mario. Although she had been providing Mario with ample direct, explicit instruction to support his work in math, he was not making significant progress. Williams observed how Mario learned vicariously and through modeling. She noticed that when Mario and his dad were working on the family car, his father used one-word commands and wordless gestures. Williams had observed how he performed successfully as an apprentice to his father. In this scenario, the teacher gained deep insight about her student, including different approaches to solving problems, multimodal uses of communication, and how family values influenced teaching and learning preferences. We briefly discuss these approaches here because all are essential components in any consideration of ways to familiarize yourself with the Latino culture. We also discuss them in greater detail in subsequent chapters to guide systematic implementation. Use Students as Resources Latino students can be a direct source of information that enriches your understanding of the Latino culture. For example, to prepare students to write about one of their cultural celebrations, you could invite older students to discuss and answer questions about such events. Students can share information about particular cultural values and beliefs by telling stories, explaining rites of passage, and describing ceremonies associated with celebrations. Some of the Latino students in your classroom may be familiar with this cultural event and will draw connections between their lived experiences when completing their writing assignment.

Chapter 6 : Cultural bias - Wikipedia

This story proves that by learning of one's own culture and grasping the significance of it, it can not only build one's knowledge of the history behind the traditions, it can be used for everyday life.

The Importance of Values Diving a bit deeper on that, all of the above is driven by our values. Values and beliefs are learnt in a national culture, and they may be unconscious. You may not be aware of your own values and beliefs until you are confronted with someone different than you, e. Values vary enormously, especially across national cultures. And here we have lots of opportunities for potential conflict, misunderstandings and miscommunication. Different values lead to different behavior, behavior you may not understand. It is important that we try to learn and appreciate these differences in order to work effectively with people from other cultures. Which community or group, we identify with differs enormously. It has been argued that individualism is the trend of the modern society, but is it really? How often does someone invent a new product all on his own? Or how often do we achieve something only out of own efforts no help from friends, partners or family? It is very likely that we adapt our behaviors to fit in with the group. This does not always happen, but it does occur more often than you probably think. You can still stay authentic to yourself, at the same time as you try to understand the other and flex your behavior to create a win-win situation for both of you. What about adapting to a national culture as an expatriate or immigrant, is it a threat to you? Will you forget your origins? You will probably adapt over time, which could mean forgetting some cultural codes and habits have had some funny situations with that myself. This is in fact practical and it makes sense. We humans have historically been masters at adapting to our environments. Your values will likely stay the same, though. Creating a successful environment with people from different national cultures working together requires that you make an effort to build a common understanding, trust and commitment. Can you send an email with the tasks you would like help on, or do you need to build a relationship first? There are differences on how easily one would build trust with someone. Is that done willingly or not? Building trust and commitment across cultures means that you need to use all parts of your cultural intelligence: The complexities apart, creating some common ground rules does help building trust and commitment. And even better, make sure you talk with team members about what those ground rules really mean to them. Sunniva is a diversity specialist and inhabits deep knowledge on working across cultures.

Chapter 7 : Ethnocentrism | Define Ethnocentrism at calendrierdelascience.com

Culture is the environment in which you work all of the time. Culture is a powerful element that shapes your work enjoyment, your work relationships, and your work processes. But, culture is something that you cannot actually see, except through its physical manifestations in your workplace.

Becoming aware of your own worldview Adapted from Buhin et al. Learning About Your Own Culture 2. Understanding Your Personal Worldview 3. Appreciating Your Own Multiple Identities 4. Acknowledging assumptions and biases. Accepting Responsibility and Tolerating Ambiguity 6. Recognizing Limits of Your Competence 1. Learning About Your Own Culture According to Tervalon and Murray-Garcia, cultural self-awareness requires a life-long commitment to self-evaluation and critique This exercise will help you become aware of your historical, ethnic and cultural background. Where were you born? Where did you grow up? Where did your parents grow up? Where did your grandparents grow up? Where did your great grandparents grow up? What is your earliest memory as a family? What is your earliest school memory? As a family, what events did you celebrate? Have you traveled or moved as a child? Have you traveled or moved as an adult? Recall on international event that happened before you turned Try to answer the following: Who was involved, what was the event, where did it happen, how did it happen, and why did it happen? Recall an event that happened in the country where you were born, before you turned What is your earliest recollection as a member of a group? What was your first job? As an adult, what events or holidays do you currently celebrate? An example of a belief system was Social Darwinism which held that life is a struggle for survival and dominance, and the most competent and hard-working individuals will be most successful, while the incompetent and inferior will be the least successful. What is your worldview? When one is blind to his own culture, he will not be able to see the differences in values between cultures. This could lead to cultural destructiveness, cultural imposition and cultural pain. The greater the difference, the more negative the evaluation of the other culture 16 The manner of their living is very barbarous, because they do not eat at fixed times, but as often as they please. Amerigo Vespucci, when he discovered America.

Chapter 8 : Culture, Values and the Impact at Work | Diversity Journal

On the flip side, sometimes, your culture can be threatened by one of your own. Here are some red flags and what you can do: Someone who has negative influence.

My ex-husband, another would-be anthropologist A. Michael Colfer, felt strongly that they should do their research in the US. He also was interested in the insights they might bring to bear about American life. But all our exhortations were in vain at least as far as I know. Meanwhile, not long after we finished our own coursework [and aborted our research in Iran, both stricken by hepatitis], we found ourselves job-sharing each half time with the consulting firm, Abt Associates, finalizing our dissertations based on earlier research, and doing new research on our own culture! The Abt project was part of a comprehensive evaluation effort, assessing the value and results of a National Institute of Education NIE program to improve education in ten rural sites across the US. There was a quantitative element, coordinated from Cambridge, MA, to which we contributed primarily as data collectors; and qualitative components on each field site, led by anthropologists and sociologists. One of the most troubling issues we had to consider was our own assumptions. In a foreign culture, many things happen that are surprising and that make little or no sense on first inspection. These prompt us to examine our own assumptions and develop hypotheses about what alternate assumptions might lead to the curious behaviour or beliefs. When studying our own culture, there were fewer or more subtle peculiarities that could alert us to divergent assumptions. We had to keep questioning what we believed to be reasonable understandings, seeking out alternative interpretations of what we saw. We felt we had to be continually alert and suspicious of our own understandings. Another issue was our clear placement within the social structure we were studying. The public employees worked for the school, the US Forest and Park Services, a Washington State Fisheries Lab and a Fish Hatchery; they tended to have a universalistic world view, valuing education, formal qualifications; they fit within a bureaucratic social world. As we learned how the local system worked, we had to develop mechanisms for retaining, or gaining, access to the important views of those in the population who considered themselves locals about half the people. We were eventually able to develop relationships with a significant number of the locals: We both willingly drank and partied with the best of the locals not something approved by most of the public employees. And we drove a pickup truck, a decidedly local preference. Still, we found that maintaining such access, ethnographically, which implies a high level of trust, was a constant balancing act. Although gaining trust with the locals was more difficult than with the public employees, there were also elements of concern among this latter group. One speaks the language although not necessarily the subcultural subtleties, which moves the research along more swiftly. There is no long or difficult personal period of adjustment to a truly alien setting. In the midst, I felt some intellectual discomfort with my decision to continue to exercise my [very American cultural] right to freedom of speech about my own feminism. But I felt that the trust I sought required truth-telling. I was able, inadvertently and despite my self-doubts, to do what my ex-co-graduate students from other countries were hoping to do back home: I did no preaching; I simply sincerely expressed my own views in open communication and I acted out my life according to my values and beliefs. I then saw the remarkable effects of example. In retrospect, I believe I behaved honorably and in a better scientific tradition than that which prevailed at the time. When we strive for objectivity, as when we seek to use scientific methods, we need to think about our biases and share them as openly as possible, to aid others in evaluating what we conclude.

References Colfer, Carol J. Rights, Responsibilities, and Reports: An Ethical Dilemma in Contract Research. In *Ethics and Anthropology: Dilemmas in Fieldwork*, eds. Rynkiewicz and James Spradley, John Wiley and Sons. The Case of Bushler Bay. *Visibilization of the Anthropologies of the South*. *Anthropology News* 53 7:

Chapter 9 : Effective Cross-Culture Communication - from calendrierdelascience.com

One's worldview is learned through socialization, from childhood to adulthood, and constantly reinforced by the culture in which we live. It is the taken-for-granted view of "the way things are" and most of the time unquestioned and invisible.

We all have biases, even prejudices, toward specific groups. In our workshops we ask people to gather in pairs and think about their hopes and fears in relating to people of a group different from their own. Fears usually include being judged, miscommunication, and patronizing or hurting others unintentionally; hopes are usually the possibility of dialogue, learning something new, developing friendships, and understanding different points of view. No matter how well we think we understand each other, communication is hard. Our culture influences how we approach problems, and how we participate in groups and in communities. When we participate in groups we are often surprised at how differently people approach their work together. Culture is a complex concept, with many different definitions. But, simply put, "culture" refers to a group or community with which we share common experiences that shape the way we understand the world. It includes groups that we are born into, such as gender, race, or national origin. It also includes groups we join or become part of. For example, we can acquire a new culture by moving to a new region, by a change in our economic status, or by becoming disabled. When we think of culture this broadly, we realize we all belong to many cultures at once. Our histories are a critical piece of our cultures. Historical experiences -- whether of five years ago or of ten generations back -- shape who we are. Knowledge of our history can help us understand ourselves and one another better. Exploring the ways in which various groups within our society have related to each other is key to opening channels for cross-cultural communication. Six Fundamental Patterns of Cultural Differences In a world as complex as ours, each of us is shaped by many factors, and culture is one of the powerful forces that acts on us. Anthropologists Kevin Avruch and Peter Black explain the importance of culture this way: As people from different cultural groups take on the exciting challenge of working together, cultural values sometimes conflict. We can misunderstand each other, and react in ways that can hinder what are otherwise promising partnerships. Six fundamental patterns of cultural differences -- ways in which cultures, as a whole, tend to vary from one another -- are described below. The descriptions point out some of the recurring causes of cross-cultural communication difficulties. Next time you find yourself in a confusing situation, and you suspect that cross-cultural differences are at play, try reviewing this list.