SYNOPSIS

The Cultural Competence Program (CCP) and The Cultural Atlas

The Cultural Competence Program (CCP) is an online training course aimed at building capability around cultural diversity in the workplace. It features engaging multimedia learning modules and a wealth of resources. The CCP builds capability around cultural diversity. It helps Australian organisations navigate and maximise the benefits of cultural diversity in the workplace. The CCP for individuals is available as an app for tablets and mobile devices. The program builds capability around cultural diversity, and participants will gain practical skills and cultural specific knowledge for use both at work and in everyday life.

Topics covered include:
- Diversity Works – the business case for investing in diversity
- Cultural Differences and Similarities
- Core Inclusion Skills
- Unconscious Bias
- Cross-cultural Communication (two modules)
- Cultural Adaptation
- Australia by the Numbers

The CCP provides a solid foundation in understanding what culture, diversity, inclusion and cultural competence mean. While it is primarily aimed at building capability around cultural diversity in the workplace, secondary school students will benefit from undertaking the course in terms of increasing their own understanding of cultural diversity in Australia.

The CCP explores topics including cross-cultural communication, addressing stereotypes, unconscious bias, diversity and the benefits of multiculturalism in the workplace. There are over sixty animations and films, including real people telling real stories. Also included are fun, interactive activities, plus options for further reading.

Working alongside the CCP, the Cultural Atlas is a supplementary resource designed to inform and educate in relation to cross-cultural attitudes, practices, norms, behaviours and communications.

The Cultural Atlas is a large-scale online resource providing information about a range of cultures in Australia including:
- Core Concepts – cultural values
- Etiquette, Do’s and Do Not’s
- Greetings and Communication
- Religion
- Demographic Statistics
- Business Culture

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LEARNING OUTCOMES AND BENEFITS FOR SCHOOLS

The Cultural Competence Program (CCP) and The Cultural Atlas

There are eight modules (and one summary module) within the CCP. The activities in these guides are tailored to work with each specific module. Teachers may work through the modules in sequential order or choose to work with modules that best suit their curriculum needs.

The Australian National Curriculum has been used as a guide for the basis of these activities. Teachers are advised to select and adapt the activities to suit the student age and stage of their class, and the curriculum foci and outcomes used in specific schools. The activities are also suitable for use in pastoral care and student wellbeing programs.

The CCP and Cultural Atlas can be used in relation to the following subject areas of the Australian National Curriculum:
- Years 7–10 Civics and Citizenship
- Years 7–10 English
- Years 7–10 Health and Physical Education
- Years 7–10 Media Arts
- Year 10 History

In addition, the CCP and Cultural Atlas relate to the following General Capabilities within the Australian National Curriculum:
- Personality and Social Capability
- Ethical Understanding
- Intercultural Understanding

The seven study guides associated with the CCP and Cultural Atlas are:
- DIVERSITY WORKS
- CULTURAL DIFFERENCES AND SIMILARITIES
- CORE INCLUSION SKILLS
- UNCONSCIOUS BIAS
- CROSS-CULTURAL COMMUNICATION
- CULTURAL ADAPTATION
- AUSTRALIA BY THE NUMBERS

CONCEPTS COVERED IN THIS STUDY GUIDE

Cross-cultural Communication is split into two modules in the CCP, and activities relating to both these modules are covered in this Cross-cultural Communication study guide

‘Cross-cultural Communication #1’:
- Greetings
- Values
- Cultural dimensions
- Communication and ‘face’
- Verbal communication
- Non-verbal and written communication styles
- Object language
- Use of interpreters and translators

Upon completion of the ‘Cross-cultural Communication #1’ module and related activities in this study guide, students will be able to:
- Understand some core practices essential to successful cross-cultural interactions.
- Recognise some core behaviours essential to successful cross-cultural interaction.
- Recognise that showing appropriate respect is at the heart of cultural competence.

‘Cross-cultural Communication #2’:
- Verbal communication
- Non-verbal and written communication styles
- Object language
- Use of interpreters and translators

Upon completion of the ‘Cross-cultural Communication #2’ module and related activities in this study guide, students will be able to:
- Understand how written and verbal expressions might vary across cultures.
- Understand how non-verbal expressions might vary across cultures.
- Recognise the role of slang in cross-cultural communication.
- Understand the difficulties translating humour across cultures.
- Recognise practical tips to successfully communicate with interpreters and translators.
- Identify obstacles to successful cross-cultural communication and measures that can be used to negate differences.
G'day mate! Thanks mate!

Watch where you're going mate!

ACCOMPANYING VIDEOS

The following videos accompany this study guide, and can be accessed at <https://theeducationshop.com.au/cultural-competence-program/>

- **Stories: Greetings Across Cultures** - Excerpts from interviews, where different forms of greetings are discussed by people from different cultures.
- **Greetings** – Things to consider when greeting someone from a different culture.
- **Stories: Cultural Values** – Interviewees give some insights into different cultural values.
- **Cultural Dimensions #1** – This video introduces ‘dimensions of culture’ – ways in which commonalities and differences can be compared between different cultures. Geert Hofstede’s work in this area is highly regarded, and is explored (the following dimensions are discussed here: individualism-collectivism and masculinity-femininity).
- **Stories: Cultural Dimensions** – Interviewees recount some examples where cultural dimensions can be observed in real-life situations.
- **Cultural Dimensions #2** – More of Geert Hofstede’s cultural dimensions are explored, with specific countries used to illustrate the cultures who exhibit each dimension (this video highlights the following dimensions: power distance, uncertainty avoidance and long term orientation).
- **Stories: Face** – Excerpts from interviews, where the concept of ‘face’ is discussed by people from different cultures.
- **The Concept of Face** – What is ‘face’? An interesting look into this sometimes complicated concept and how it is related to showing respect.
- **How We Say It** – Tips from interviewees on how to be understood when communicating with people from different cultural backgrounds.
- **Written and Verbal Expressions** – A look at how a message is delivered can influence how it is received and interpreted. Rate, tone and volume of speech, choice of words, accents and slang can all impact spoken communication.
- **Culture and Communication Styles** – Some interesting stories from interviewees about the nuances that can arise with cross-cultural communication.
- **Communication Styles** – Each culture has developed its own set of rules for conversations. This video explores how these rules differ across cultures.
- **Understanding What is Not Said** – Excerpts from interviews, illustrating the importance of non-verbal communication etiquette.
- **Non-verbal Communication** – Body language can be interpreted differently across cultures. This video looks at the appropriateness of some specific actions and gestures.
- **Environment and Object Language** – An interviewee gives examples of how seating positions at meetings or gatherings can be important in some cultures.
- **Environment and Object Communication** – This video looks at the differences between cultures with reference to objects (e.g. clothing, symbols, artefacts) and social environment (e.g. workplace layout and seating).
- **Translators and Interpreters** – Experts give first-hand experience of the complexities of translating or interpreting.
- **Using Translators and Interpreters** – This video defines translating and interpreting, and how to go about engaging an organisation who provides these service. A ‘to-do’ list also provides key points to note when an interpreter is involved in a conversation.
- **Summary** – A summary of all the Cross-cultural Communication content, including the many ways cultures can vary in their communication styles, and some tips on how to have successful conversations with people from different cultures.
CURRICULUM LINKS RELATED TO ‘CROSS-CULTURAL COMMUNICATION’

Civics and Citizenship

YEAR 7
Citizenship, diversity and identity
• How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’, can promote cohesion within Australian society (ACHCK052 - Scootle)
• How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053 - Scootle)

YEAR 8
Citizenship, diversity and identity
• Different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066 - Scootle)
• How national identity can shape a sense of belonging in Australia’s multicultural society (ACHCK067 - Scootle)

YEAR 9
Citizenship, diversity and identity
• The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080 - Scootle)
• How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081 - Scootle)

Civics and Citizenship Knowledge and Understanding
• The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094 - Scootle)

English

Language: Language variation and change
• Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528 - Scootle)

Language: Language for interaction
• Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529 - Scootle)

Literature: Literature and context
• Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619 - Scootle)

Literature: Responding to literature
• Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620 - Scootle)

Literacy: Interpreting, analysing and evaluating
• Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721 - Scootle)
• Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723 - Scootle)

Literacy: Creating texts
• Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725 - Scootle)

Language: Language for interaction
• Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541 - Scootle)

Literature: Literature and context
• Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626 - Scootle)

Literature: Responding to literature
• Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628 - Scootle)
• Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELY1807 - Scootle)

Literacy: Interacting with others
• Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731 - Scootle)

Literacy: Creating texts
• Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736 - Scootle)

Language: Language for interaction
• Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551 - Scootle)

Literature: Literature and context
• Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633 - Scootle)

Literacy: Texts in Context
• Analyse how the construction and interpretation of texts,
including media texts, can be influenced by cultural perspectives and other texts (ACELY1739 - Scootle)

**Literacy: Interpreting, analysing and evaluating**
- Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742 - Scootle)

**Literacy: Creating texts**
- Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746 - Scootle)

**Language: Language for interaction**
- Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564 - Scootle)

**Literacy: Literature and context**
- Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639 - Scootle)

**Literature: Responding to literature**
- Reflect on, extend, endorse or refute others’ interpretations of and responses to literature (ACELT1640 - Scootle)
- Evaluate the social, moral and ethical positions represented in texts (ACELT1812 - Scootle)

**Literature: Creating literature**
- Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814 - Scootle)
- Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644 - Scootle)

**Literacy: Interpreting, analysing and evaluating**
- Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752 - Scootle)
- Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754 - Scootle)

**Literacy: Creating texts**
- Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756 - Scootle)

**Health and Physical Education**

**Personal, Social and Community Health**
- Investigate and select strategies to promote health, safety and wellbeing (ACPPS073 - Scootle)
- Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing (ACPPS074 - Scootle)
- Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075 - Scootle)
- Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077 - Scootle)
- Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079 - Scootle)

**Personal, Social and Community Health**
- Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089 - Scootle)
- Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093 - Scootle)
- Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096 - Scootle)
- Plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments (ACPPS097 - Scootle)
- Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098 - Scootle)

**Media Arts**
- Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text (ACAMAM066 - Scootle)
- Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM067 - Scootle)
- Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning (ACAMAM068 - Scootle)
- Plan, structure and design media artworks that engage audiences (ACAMAM069 - Scootle)
- Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070 - Scootle)
- Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks (ACAMAR079 - Scootle)
- Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues (ACAMAM077 - Scootle)
**Preparatory Activity**

Teachers are advised to conduct the following preparatory activity before engaging with the CCP and the Cultural Atlas. Talking about cultural diversity, bias, discrimination, the importance of inclusivity and related ideas requires maturity and understanding of others. While the CCP and activities contained in this study guide clearly aim to increase students’ awareness of the importance of inclusion in a culturally diverse society, certain discussions may cause existing biases and stereotypes to surface.

With this in mind, it is extremely important to spend time creating a safe and inclusive classroom environment. Suggested activity to help establish this:

**Activity**

**Establishing Class Ground Rules**

The aim is to establish a classroom environment that encourages openness, positive behaviour and expected standards of interaction with other class members. Teachers are to lead a discussion that invites students to develop a series of Class Ground Rules. Ideas to include:

1. **Respect Others**: You may hear ideas and opinions that may differ from your own. Try and take in new information without judgement and keep an open mind. Be mindful of your words and body language and ensure these reflect a respectful attitude. Learn by listening to others.

2. **Own Your Own Values**: Speak personally (e.g. ‘I feel…’ or ‘In my experience…’). Avoid overtly negative, accusatory or generalised statements when interacting with others in your class. If you disagree with a class member, remember to challenge their opinion not the person.

3. **Be Open and Honest**: All students have the right to ask questions without fear of judgement. It is important that everyone be given the opportunity to learn as much as possible. If you are not confident in asking a question in front of the class, make sure you approach your teacher personally.

4. **Respect and Confidentiality**: Everything said in the classroom stays in the classroom. When sharing personal anecdotes, avoid using real names and carefully consider what personal information you chose to share with the class.

5. **Share ‘Air Time’**: Every student is encouraged to express their ideas and opinions. Allow others to share and don’t monopolise discussion. You are not obligated to speak; it is fine to say ‘pass’.

Once the class has established their Ground Rules together, teachers should formalise these and display/make copies available to all students. These can be referred to during your engagement with the CCP and the Cultural Atlas.

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**Cross-Cultural Communication #1:**

**Stories: Greetings Across Cultures**

As a class, view the ‘Stories: Greetings Across Cultures’ clip, where you will hear stories on how to respectfully greet across cultures. As you view the clip, record notes on the following table:

<table>
<thead>
<tr>
<th>Respectful Greeting Advice</th>
<th>Similarities/Differences Across Cultures or Other Points of Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peter Khalil</strong>&lt;br&gt;(Egyptian)</td>
<td></td>
</tr>
<tr>
<td><strong>Masheila Pillay</strong>&lt;br&gt;(South African Indian)</td>
<td></td>
</tr>
<tr>
<td><strong>Arfa Noor</strong>&lt;br&gt;(Pakistan)</td>
<td></td>
</tr>
<tr>
<td><strong>Hakan Herman</strong>&lt;br&gt;(Turkish)</td>
<td></td>
</tr>
<tr>
<td><strong>Maurizio Pascucci</strong>&lt;br&gt;(Italian)</td>
<td></td>
</tr>
</tbody>
</table>
Focus on ‘greetings’

Getting the greeting right can be harder than you think. The first time you meet someone from a different culture represents an opportunity to show them respect by greeting them appropriately and demonstrating some understanding of their culture.

- As a class, brainstorm the concept of ‘greetings’. Share and discuss your own cultural norms and practices when it comes to greetings. Have you experienced situations where greeting expectations have not been followed and what was the result?
- Why do you believe getting a greeting right is so crucial in relation to cultural competence?

As a class, view the ‘Greetings’ clip and then answer the following questions:

1. The clip runs through a range of considerations one should make when engaging in cross-cultural greetings. Look at the list to the left and briefly describe your own cultural expectations, norms and practices around this part of a greeting. Share and discuss as a class, noting any cross-cultural similarities and differences:

| The status of the person you are greeting |
| Informal versus formal greetings         |
| Who should initiate the greeting         |
| Gender differences in relation to greeting style |
| Should business cards be exchanged       |
| Greeting children                        |
| Appropriate touching (e.g. handshake/kissing) |
| How far apart should you stand           |
| Common greeting words                    |
| Level of eye contact                     |
| Appropriate topics of conversation       |
2. It is clear that first impressions count, and that cross-cultural communication requires an understanding of cultural greeting norms in order to make the best first impression you can. Read the following article that discusses a number of basic hand gestures to keep in mind in a cross-cultural meeting. Discuss the most interesting points from this article as a class: <https://www.huffingtonpost.com/gayle-cotton/cross-cultural-gestures_b_3437653.html>

3. The first time you meet someone from a different culture represents an opportunity to show them respect by greeting them appropriately and demonstrating some understanding of their culture. Working in pairs, visit the Cultural Atlas at: <https://culturalatlas.sbs.com.au/intro/> and select a culture different from your own. Use the following list of questions as the basis for your research into a ‘How to Greet’ guide for your selected culture. Present your research digitally, in the form of a Google Slide Show, PowerPoint, Prezi (or similar), or as a podcast.

- What is the status of the person you are greeting?
- How formal or informal should the greeting be?
- Who should initiate the greeting?
- Should a woman be greeted differently than a man?
- Should you exchange business cards and if so, how?
- How do you greet children?
- Is it appropriate to touch the other person?
- Should you shake hands or even hug or kiss the person you are greeting? If so, how many times do you kiss?
- How far apart should you stand?
- What words should you use when making your greeting?
- How much eye contact should you make?
- What topics of conversation are appropriate, and how long should small talk go on?
Focus on Hofstede’s ‘cultural dimensions’

Geert Hofstede is famous for his ‘cultural dimensions’ through which you can compare values and behaviours across cultures. The dimensions can be used to better understand cross-cultural communication.

NB: It is important to note that each culture will have individuals who don’t seem to share the dimensions of their culture as most cultures are not very homogeneous. The rankings on Hofstede’s dimensions reflect overall averages for the country; no one person should be expected to fit the average exactly - to expect that would be stereotyping.

As a class, view the ‘Cultural Dimensions #1’ clip and answer the following questions:

1. A culture’s core beliefs and values will influence all aspects of life and, in particular, how they communicate. Describe the initial process Geert Hofstede used to identify what those beliefs and values are.

2. We hear about the different value dimensions identified by Hofstede (and other researchers over the years). Using information from this clip, and your own research, complete the below summary table for each dimension.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masculinity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power Distance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uncertainty Avoidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long-term Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indulgence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Each dimension in this model has been derived by comparing many (but not all) countries in the world. Visit the following website, where the findings have been summarised into six world maps of the distribution of that dimension (again, noting that there will always be within-country variation). <https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture/>

Write a reflection on which countries rank most highly and most lowly on each of the dimensions, and research possible explanations for this. Are you surprised by any of the trends? Why do you think there have been additional dimensions added to the Hofstede model over the years? How do you think that the Hofstede model can be best used to help improve understanding and practice of cross-cultural communication?

4. EXTENSION ACTIVITY: Chris Smit describes how the USA’s low level of uncertainty avoidance and power distance, in combination with its high score on the masculinity dimension, contributed to the financial crisis: <https://culturematters.com/uncertainty-avoidance-the-united-states-and-the-credit-crisis/>

As a class, discuss the ways in which the dominant USA cultural dimensions contributed to the financial crisis. Can you find other examples of scenarios where dominant cultural dimensions (as defined by Hofstede’s model) have had a detrimental impact?
Stories: Cultural dimensions

As a class, view the ‘Stories: Cultural Dimensions’ clip, where you will hear personal stories about how dimensions of culture can impact cross-cultural communication. As you view, take notes on the following table:

- Have you experienced a time where your own cultural dimensions have had an impact on your cross-cultural communication? Share and discuss as a class.

<table>
<thead>
<tr>
<th>Impact of cultural dimensions on their cross-cultural communication in their experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tureia Sample</td>
</tr>
<tr>
<td>Linh Dao</td>
</tr>
<tr>
<td>John Dong</td>
</tr>
</tbody>
</table>

Revisiting Hofstede’s ‘cultural dimensions’

As a class, view the ‘Cultural Dimensions #2’ clip, which explores more of Hofstede’s work on cultural dimensions. Answer the following questions:

1. How does the ‘power distance’ dimension impact a society’s acceptance of hierarchical order? Which countries rank most highly (and most lowly) on this dimension?
2. How does the ‘uncertainty avoidance’ dimension impact a society’s response to their approach to the future? Which countries rank most highly (and most lowly) on this dimension?
3. How does the ‘long-term orientation’ dimension impact a society’s relationship with traditions and societal change? Which countries rank most highly (and most lowly) on this dimension?
4. How does the ‘indulgence’ dimension impact a society’s focus on individual happiness? Which countries rank most highly (and most lowly) on this dimension?

- Working in small groups, select one of the cultural dimensions discussed in this clip and devise a roleplay that exhibits an interaction between high- or low-ranking people from your selected dimension. Students are encouraged to guess which dimension and ranking your roleplay is exploring.
ACTIVITY

Focus on the ‘concept of face’

What do you understand by the term ‘face’ and the concept of ‘losing face’? Discuss and brainstorm as a class.

As a class, view the ‘Stories: Face’ clip, where you will hear personal stories about the concept of ‘face’ in communication. As you view, take notes on the table (right).

The concept of ‘face’ is very important in many cultures and an understanding of how this concept operates within different cultures can play a valuable role in facilitating more effective cross-cultural communication.

As a class, view the ‘The Concept of Face’ clip and answer the following questions:

1. The clip begins with the following quote by Oscar Wilde: ‘A mask tells us more than a face.’ What do you think this statement means? Share and discuss answers as a class.
2. How important is the concept of ‘face’ in much of Asia? What is the broad concern with ‘losing face’ and what impact can this have on social relationships?
3. What is the concept of ‘guanxi’ in Chinese society and how is it related to the idea of ‘face’?
4. How is the concept of ‘face’ related to respect and age in Chinese society? Why do you think an understanding of this is important when working with people from a Chinese cultural background?
Dimensions and Communication Quiz:

This quiz goes through a number of key concepts that have been covered in the ‘Cross Cultural Communication #1’ module. Students should complete these questions individually or in pairs. The answers are on page 23.

**QUESTION 1**
Employees from ________ cultures do not necessarily feel comfortable or find it suitable to speak up in meetings.

- a) Individualist
- b) Low-context Communication
- c) High Power Distance
- d) Monochronic

**QUESTION 2**
Employees from ________ cultures might miss out on important information when communicating with a person from China.

- a) Individualist
- c) Low Power Distance
- b) Low-context
- d) Monochronic

**QUESTION 3**
__________ cultures expect to look after their own interests and their immediate family.

- a) Individualist
- c) High-context Cultures
- b) Low Uncertainty Avoidance
- d) Feminine

**QUESTION 4**
Which dimension describes the level of acceptance of unequal power distribution among individuals in the workplace or in society?

- a) Uncertainty Avoidance
- c) Individualism
- b) Indulgence
- d) Power Distance

**QUESTION 5**
What dimension describes cultural traits like assertiveness, achievement and materialism?

- a) Masculine
- b) Feminine
- c) Collectivist
- d) Individualist

**QUESTION 6**
What dimension describes whether people are likely to be comfortable taking risk and dealing with ambiguous situations?

- a) Masculine
- c) Low Power Distance
- b) Uncertainty Avoidance
- d) Monochronic

**QUESTION 7**
Which dimension describes long term orientation?

- a) The expectation to look after your own interests and those of your immediate family
- b) The acceptance of unequal power distribution among individuals in the workplace or in society
- c) Traits like assertiveness, achievement and materialism
- d) A focus on the future and holding values in the present that will not necessarily provide an immediate benefit
- e) All of the above

**QUESTION 8**
What dimension describes low power distance?

- a) It focuses on the underlying meaning in a conversation, i.e. what is not said but meant.
- b) The focus on a collective equality rather than valuing status, power and wealth
- c) Traits like assertiveness, achievement and materialism
- d) The expected trait to look after your own interests and your immediate family
- e) All of the above

CORRECT ANSWERS ARE ON PAGE 23
ACTIVITY
Focus on ‘written and verbal expressions’

Clearly, one of the biggest barriers to intercultural communication in language is what we say and how we say it. However, even when speaking the same language the way we say things and how we say it can strongly influence how a message is received and interpreted.

As a class, view the ‘Written and Verbal Expressions’ clip and complete the below table.

- What is the overall advice when it comes to using non-standard English in cross-cultural communication? Does this apply to both written and verbal communication?

<table>
<thead>
<tr>
<th>Potential impact on cross-cultural communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accents</strong></td>
</tr>
<tr>
<td><strong>Differing vocal expression</strong> (e.g. pitch, pace, rhythm)</td>
</tr>
<tr>
<td><strong>Volume</strong></td>
</tr>
<tr>
<td><strong>Jargon/slang</strong></td>
</tr>
</tbody>
</table>
**ACTIVITY**

### Aussie Slang

- Working in pairs, students are to create a written or verbal communication (letter, email, roleplay of a conversation) using as many of the Aussie slang terms (on the left) as they can (aim for at least ten).
- Swap the transcript from the above activity with another pair of students and translate into Standard English.
- Do you use/have you encountered ‘slang’ phrases from other cultures? Share and discuss as a class.

<table>
<thead>
<tr>
<th>Bloody oath</th>
<th>Bikkies</th>
<th>Aggro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knackered</td>
<td>Mate</td>
<td>Footy</td>
</tr>
<tr>
<td>Arvo</td>
<td>Avo</td>
<td>Barbie</td>
</tr>
<tr>
<td>Snag</td>
<td>G’day</td>
<td>Brekkie</td>
</tr>
<tr>
<td>Belt up</td>
<td>Dunny</td>
<td>Having a blue</td>
</tr>
<tr>
<td>Snag</td>
<td>Dummy</td>
<td>Budgie smugglers</td>
</tr>
<tr>
<td>I reckon</td>
<td>Corker</td>
<td>No biggie</td>
</tr>
<tr>
<td>Wagging</td>
<td>Rack off</td>
<td>Dinky-di</td>
</tr>
<tr>
<td>Boardies</td>
<td>Turn it up</td>
<td>Fair dinkum</td>
</tr>
<tr>
<td>You right?</td>
<td>Bloke</td>
<td>Give it a burl</td>
</tr>
<tr>
<td>Bonza</td>
<td>Nick off</td>
<td>Bring a plate</td>
</tr>
<tr>
<td>Pat Malone</td>
<td>Hoo roo</td>
<td>Yeah nah</td>
</tr>
<tr>
<td>Yeah nah</td>
<td>Bingle</td>
<td>Birthday suit</td>
</tr>
</tbody>
</table>

**ACTIVITY**

### Focus on ‘culture and communication styles’

As a class, view the ‘Culture and Communication Styles’ clip, where you will hear a range of personal stories on how communication styles differ across cultures. As you view, take notes on the following table:

- Write a reflection on how you think your own culture impacts your communication style. Have you experienced a ‘clash of cultures’ when it comes to communication styles? Share and discuss as a class.

Our communication style, the way we express ourselves, is also guided by culture. Each culture has its own rules and own etiquette for conversations. As a class, view the ‘Communication Styles’ clip and answer the following questions:

1. The clip begins with this quote by Henry Wadsworth Longfellow: ‘In character, in manner, in style, in all things, the supreme excellence is simplicity.’ What do you think this quote means, particularly in relation to the concept of communication style?
2. Contrast the way that Australian culture governs who speaks first and how people are referred to with other cultures.
3. How do Latin and Asian cultures differ in relation to speaking ‘over’ others?
4. Lao-Tzu said that, ‘Silence is a source of great strength’. How is silence valued and practiced in different cultures when communicating?
5. Contrast the ways that communication occurs in direct and indirect cultures.
6. How does the use of humour vary across different cultures and how can this impact communication?
ACTIVITY

Focus on ‘non-verbal communication’

As a class, view the ‘Understanding What Is Not Said’ clip, where you will hear a range of personal stories about non-verbal communication. As you view, take notes on the below table.

<table>
<thead>
<tr>
<th>Their experience with/advice regarding the concept of non-verbal communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masheila Pillay</td>
</tr>
<tr>
<td>Jay Borthwick</td>
</tr>
</tbody>
</table>

• How do Masheila’s and Jay’s stories reveal the importance of our non-verbal cues and practices as part of cross-cultural communication?

• Have you ever experienced a time where non-verbal communication has unintentionally impacted the message you were trying to convey? Share and discuss as a class.

AS A CLASS, BRAINSTORM THE CONCEPT OF ‘NON-VERBAL COMMUNICATION’.

It is clear that non-verbal communication is an important part of any communication. As a class, view the ‘Non-verbal Communication’ clip and answer the following questions:

1. The clip begins with the following quote from Martha Graham: ‘The body never lies.’ What do you think this quote means, particularly in relation to non-verbal communication?
2. What are the three elements of non-verbal language that the clip identifies?
3. Body language varies considerably from culture to culture. Take notes from the clip about the following aspects of body language across cultures:

   Eye contact
   Touch
   Proximity
   Gestures
Hand gestures can be culture-specific and interpreted differently depending on where you are from. Imagine intending to say everything is ‘excellent’ only to realise you just deeply offended the other person or the same hand gesture was interpreted as ‘worthless’. Clearly that would be quite embarrassing!

The following activity involves students looking at a picture of a hand gesture. Decide if you find it:

a) Negative/Offensive
b) Neutral (i.e. no emotion attached)
c) Positive

Students will then be given more information about the different ways the same hand gesture can be interpreted. Hopefully, this will enable students to understand the diversity across the globe and how to avoid embarrassing situations next time they decide to enhance their arguments with hand gestures.
QUESTION 4

How do you interpret the hand gesture?

a) Negative/Offensive  
b) Neutral (i.e. no emotion attached)  
c) Positive

This hand gesture is particularly interesting due to its many interpretations:

- **BALI** = indicating something is bad
- **JAPAN** = woman
- **FRANCE** = you can’t fool me!
- **SOUTH AMERICA** = thin, skinny
- **MEDITERRANEAN** = derogatory hand gesture, indicating recipient has smaller than average male genitalia to imply reduced masculinity

QUESTION 5

How do you interpret the hand gesture?

a) Negative/Offensive  
b) Neutral (i.e. no emotion attached)  
c) Positive

Again, a common hand gesture but with many meanings:

- **MEDITERRANEAN** = your wife is being unfaithful
- **USA** = University of Texas logo, Texas Longhorns football team
- **SOUTH AMERICA** = protection against bad luck (palm faces person giving gesture)
- **MALTA AND ITALY** = protection against the “evil eye” (back of hand faces person giving gesture)

The hand gesture is also popular at rock concerts.

Body language varies significantly across the globe. To avoid embarrassment, always think twice before enhancing your arguments with a hand gesture!

After completing the Hand Gestures Activity, discuss the following questions as a class:

- Were you mostly correct in your interpretations of the hand gestures in this activity?
- Were you surprised by the variance in meaning of hand gestures across cultures?
- Have you had personal experience with a misused or misinterpreted hand culture across cultures? Share and discuss as a class.
- Working in pairs, students are to prepare a non-verbal roleplay that uses only hand gestures to communicate the intended message. Students are to ensure that they select a particular culture when creating their roleplay and that all hand gesture meanings are related to that culture. Present to the class, and have fellow students guess both the nature/content of your interaction and the culture you were from.
**ACTIVITY**

**Focus on ‘environment and object language’**

Another aspect of non-verbal communication involves the way people present and place themselves.

As a class, view the ‘Environment and Object Language’ clip and answer the following questions:

1. How does Tureia Sample describe the placement of people in formal meetings in both Japan and Papua New Guinea?

The environment and objects can be important aspects of non-verbal communication. As a class, view the ‘Environment and Object Communication’ clip and answer the following questions:

1. The clip begins with the following Shakespeare quote (taken from *Hamlet*): ‘For the apparel oft proclaims the man.’ What do you think this statement means? Do you agree with this sentiment?
2. The clip presents a range of interesting observations and ideas around different cultural practices when it comes to both object and environment language. Record these in the following table and share and discuss the most interesting as a class.

<table>
<thead>
<tr>
<th>Aspect of non-verbal language</th>
<th>Different cultural practices relating to this</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Object language</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Environment language</strong></td>
<td></td>
</tr>
</tbody>
</table>

Pair up and share the following discussion points with a fellow student:

- What are the salient object and environment language features of your culture?
- Have you had direct experience with cross-cultural object and environment language?
- Why do you think it is vital that people have an awareness of cross-cultural differences in relation to non-verbal language as part of cultural competency?
ACTIVITY

Focus on ‘translators and interpreters’

As a class, view the ‘Translators and Interpreters’ clip where you will hear some advice from those experienced in this field. Record notes on the table below.

- Have you personally had any experience with a translator or interpreter? Share and discuss as class.

An interpreter is a professionally qualified person who takes information from an oral or sign language and converts it accurately and objectively into another language to enable communication between two parties who use different languages. A translator does the same with written information.

As a class, view the ‘Using Translators and Interpreters’ clip and answer the following questions:

1. The clip begins with the following quote by George Eliot: ‘All meanings, we know, depend on the key of interpretation.’ What do you think this quote means, particularly with reference to cross-cultural communication?
2. What is NAATI?
3. What types of areas can an interpreter and a translator work in?
4. If you have engaged an interpreter, what are the practical things you can do to ensure the process goes well?
SUGGESTED ASSESSMENT TASKS FOR THE CROSS-CULTURAL COMMUNICATION MODULES

Panel Conversation Task: ‘Talkin’ ‘bout Cross-cultural Communication’:

Throughout these modules and study guide, we have seen that cross-cultural communication is about the ability to make yourself understood by others, and to understand others in a multicultural environment. The way people give, filter and receive messages is heavily influenced by their culture – culture gives us the rules for how to behave, speak and interpret the conversation.

Divide students into four groups, and allocate each group one of the following four basic elements of cross-cultural communication:

1. The dimensions of culture, which influence all aspects of communication
2. Written and verbal behaviour – what we say and how we say it
3. Communication style – how we express ourselves and how we listen
4. Non-verbal behaviour – what we say when we are not talking

Students are to devise and create a five- to ten-minute panel conversation that explores their element of cross-cultural communication. Students are to assume the role of panel host or guest(s) and incorporate a thorough explanation of their element to be delivered via a question-and-answer format.

Panels are to be filmed and edited and shown to the class upon completion.

Research Project on ‘The Concept of Face’:

‘Face’ is the quality embedded in many Asian cultures that indicates a person’s reputation, influence, dignity and honour. By complimenting a person, showing them respect or doing something to the effect of increasing their self-esteem, you give them face. Similarly, people can lose face, save face and build face.

Face differs from the Middle Eastern concept of honour in that it puts more emphasis on subtlety and emotional control. Protecting one’s reputation involves less showy demonstrations of character than in the Middle East.

Students are to visit the Cultural Atlas <https://culturalatlas.sbs.com.au> and select a culture different from their own. Research the concept of ‘face’ as it applies to your selected culture. Ensure that your research project includes the following areas:

- A definition of the concept of ‘face’
- How ‘face’ can impact cross-cultural communication
- How ‘face’ applies to your selected culture and how this compares and contrasts to at least two other cultures
- Advice for people engaging in cross-cultural communication when it comes to the concept of ‘face’

Projects may be presented digitally using formats such as Google Slides, PowerPoint, Prezi, a short film or a podcast. Share and view the presentations as a class when complete.
Research Project on ‘Non-Verbal Communication’:

It is clear that what we say when we are not talking, and the way we interpret what others are communicating when not talking, are all heavily influenced by culture. Try to understand what the differences between your culture and the culture you are communicating with are. Look for the non-verbal messages and be aware what non-verbal messages you may be conveying.

Students are to visit the Cultural Atlas <https://culturalatlas.sbs.com.au> and select a culture different from their own. Research the concept of ‘non-verbal communication’ as it applies to your selected culture.

Ensure that your research project includes the following areas:

- The role that body language plays within your culture (with specific reference to eye contact, touch, proximity)
- Any specific hand gestures and their meaning
- Important aspects of object language and environment language within your culture (with specific examples)

Projects may be presented digitally using formats such as Google Slides, PowerPoint, Prezi, a short-film or a podcast. Share and view the presentations as a class when complete.

The Pitch: Cross-cultural Communication Checklist

Different cultures have differing values and behaviours which influence all aspects of communication.

Using the ideas presented in these modules / study guide, students are to work in small groups to create a one- to two-minute advertisement that presents ‘Top Tips for Cross-cultural Communication’. Advertisements can be filmed or animated (or a combination), and should include the following ‘Top Tips’:

- Get the greeting right.
- Get the person’s name and title right (this is the easiest way to show respect).
- Work out whether to use direct or indirect communication.
- Speak slowly, clearly, and use short sentences.
- Pay attention to the words you use; avoid slang, clichés, proverbs and so on.
- Be patient; non-English speakers may have to translate what you’ve said into their home language, then convert their response back into English. This takes time.
- Allow silence to exist; give time for contemplation.
- Pay attention to what is said rather than to accent or style.
- Don’t assume your message has been conveyed accurately. Use open-ended questions to check.
- Pay attention to your own listening. Don’t assume what is said is the only message conveyed. Give consideration to what is not said.
- Be aware of non-verbal signals.
- And finally, find ways to show respect to each other. A rapport based on mutual respect will allow effective communication to occur.

Advertisements are to be filmed and edited, then shown to the class upon completion.

REFERENCES

THE ANSWERS TO QUESTIONS ON PAGE 13

Q1: c) High Power Distance. Cultures scoring high on Power Distance (e.g. China, Japan, Philippines) maintain and accept hierarchy. Meetings are not used to discuss, challenge perceptions or reach consensus.

Q2: b) Low-context. Australia is considered to be a low-context culture. You should try to understand the non-verbal cues when communicating with a person from a high-context culture such as China.

Q3: a) Individualist. Australia is considered to express an individualist work culture. This feature might come across as egoistic to a person from a collectivist culture.

Q4: d) Power Distance. High scoring countries expect a hierarchical order in which everybody has a place. Low scoring countries strive to equalise the distribution of power.

Q5: a) Masculine. US and Australia are examples of masculine cultures. Scandinavian countries tend to be described as feminine - more effort is placed on relationships, work-life balance and quality of life.

Q6: b) Uncertainty Avoidance. Risk averse cultures score low on this dimension.

Q7: d) A focus on the future and holding values in the present that will not necessarily provide an immediate benefit.

Q8: b) The focus on a collective equality rather than valuing status, power & wealth. Scandinavian countries score low on power distance. An employee from a culture with high power distance may find the lack of authoritarian managers and a defined hierarchy confusing.