



# E-LEARNING

Level 3



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## WA12: Open-mindedness and willingness to change

### 3.23 Individual rights, culture and diversity awareness: Part C

LO3.65: Demonstrate ability to use words, non verbal signals and actions that value diversity amongst colleagues, customers and stakeholders.

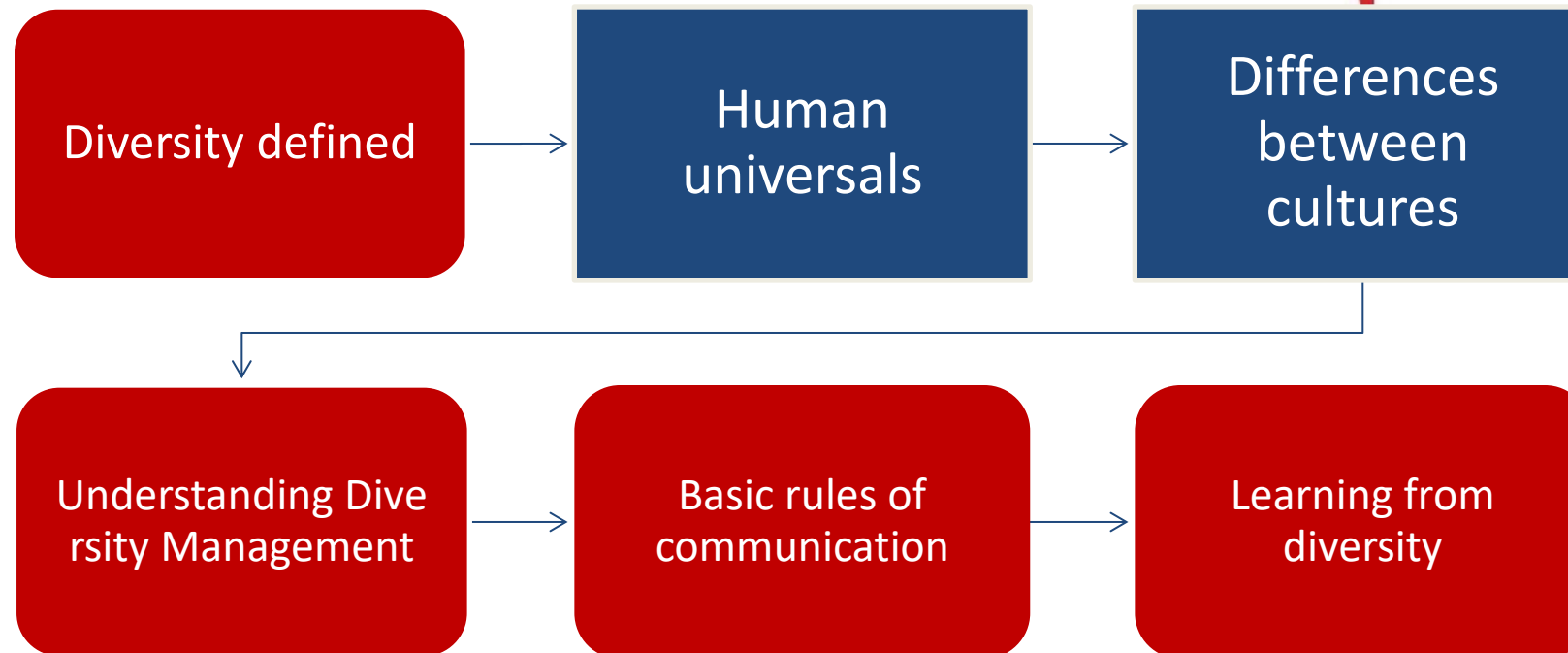
LO3.66: Demonstrate ability to interact with other people in a way that is sensitive to their individual needs and respects their background, abilities, values, customs and beliefs

LO3.67: Demonstrate ability to uphold the rights of people who are different from oneself.

LO3.68 :Demonstrate ability to learn from other people who are different from oneself and use this to improve ways of interacting with others



# Route Map





# Culture

Culture is the variety of characteristics: spiritual, material, mental, emotional, different from social groups or societies, and include the arts, knowledge, lifestyle and living conditions, value systems, traditions and beliefs.

- Attitudes
- Values
- Behaviors
- Others

# Diversity defined

Cultural diversity is the quality of diverse or different cultures, as opposed to monoculture. The phrase cultural diversity can also refer to having different cultures respect each other's differences. The phrase "cultural diversity" is also sometimes used to mean the variety of human societies or cultures in a specific region, or in the world as a whole.

([https://en.wikipedia.org/wiki/Cultural\\_diversity](https://en.wikipedia.org/wiki/Cultural_diversity))



Diversity of London | by Jonrawlins

# Diversity defined

- Putting the emphasis on similarities
- Brown's work on 'Human Universals'
- Ekman and Izard's work on facial expressions
- Are we THAT different after all?



**DON'T  
FORGET WE  
SHARE A  
COMMON  
HUMANITY**

# Methodological Tool I



**Proverbs across cultures**  
**E-EUPA\_LO\_3.65\_M\_001**



# Human universals

## Brown's work on 'Human Universals'

*Human Universals* is a book by **Donald Brown**, an American professor of anthropology. Brown says human universals, "comprise those features of culture, society, language, behavior, and psyche for which there are no known exceptions."



# Facial expressions

The research of Paul Ekman and Carroll Izard explored the proposed universality of emotions,

- showing that the expression of emotions were recognized as communicating the same feelings in cultures found in Europe, North and South America, Asia, and Africa.
- They created sets of photographs displaying emotional expressions that were agreed upon by Americans. These photographs were then shown to people in other countries with the instructions to identify the emotion that best describes the face.

# Facial expressions

The work of Ekman and Izard concluded that facial expressions were in fact universal, innate, and phylogenetically derived.





# Differences between cultures

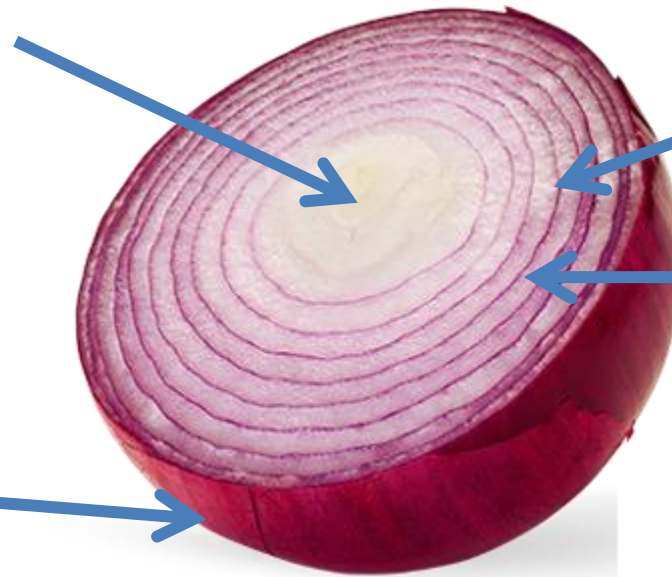
## Aspects of differences

**Core beliefs/values**  
(definition of good/bad,  
beautiful/ugly, holy/unholy  
etc.)

**Norms/Folkways** (shaking  
hands vs. bowing, eating  
with hands vs. utensils etc.)

**Norms/Mores** (wearing  
a hijab, cohabitating with  
a romantic partner  
before marriage etc.)

**Visual  
cultural differences**  
(language, clothing,  
food etc.)





# Differences between cultures


## Differences between cultures

- Perceptions of distance (proxemics)
- Touching (Haptics)
- Eye Contact
- Hand Gestures

## Similarities between cultures


- Several Facial Expressions
- Smile

# Proxemics: Western Cultures

- 
- 1. Intimate distance** for embracing, touching or whispering
  - 2. Personal distance** for interactions among good friends or family
  - 3. Social distance** for interactions among acquaintances
  - 4. Public distance** used for public speaking



# Haptics

- 
- **Haptic communication** is the ways in which people communicate and interact via the sense of touch.
  - it is a nonverbal component of communication in interpersonal relationships
  - The amount of touching that occurs within a culture is largely based on the relative high context or low context of the culture.



# Haptics

“Touching in coffee houses experiment” (Harper).

During a one-hour sitting, 180 touching were observed for Puerto Ricans, 110 for French, none for English and 2 for Americans.



# Haptics

## Avoid touching

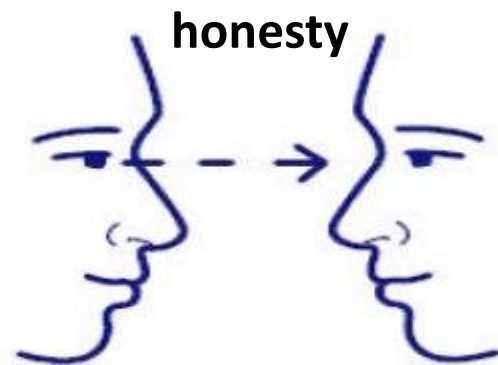
- Germany
- Japan
- England
- US
- Canada
- Australia
- New Zealand
- Estonia
- Portugal
- Scandinavian countries

## It is acceptable to touch

- India
- Turkey
- France
- Italy
- Greece
- Spain
- Middle East
- Some parts of Asia
- Russia
- Cyprus

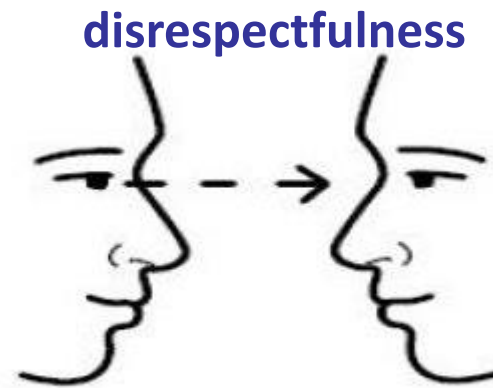
# Eye contact

**Mainstream  
Western  
cultures**



**attentiveness**

**Many  
other cultures**



**Sign of sexual interest  
rudeness**

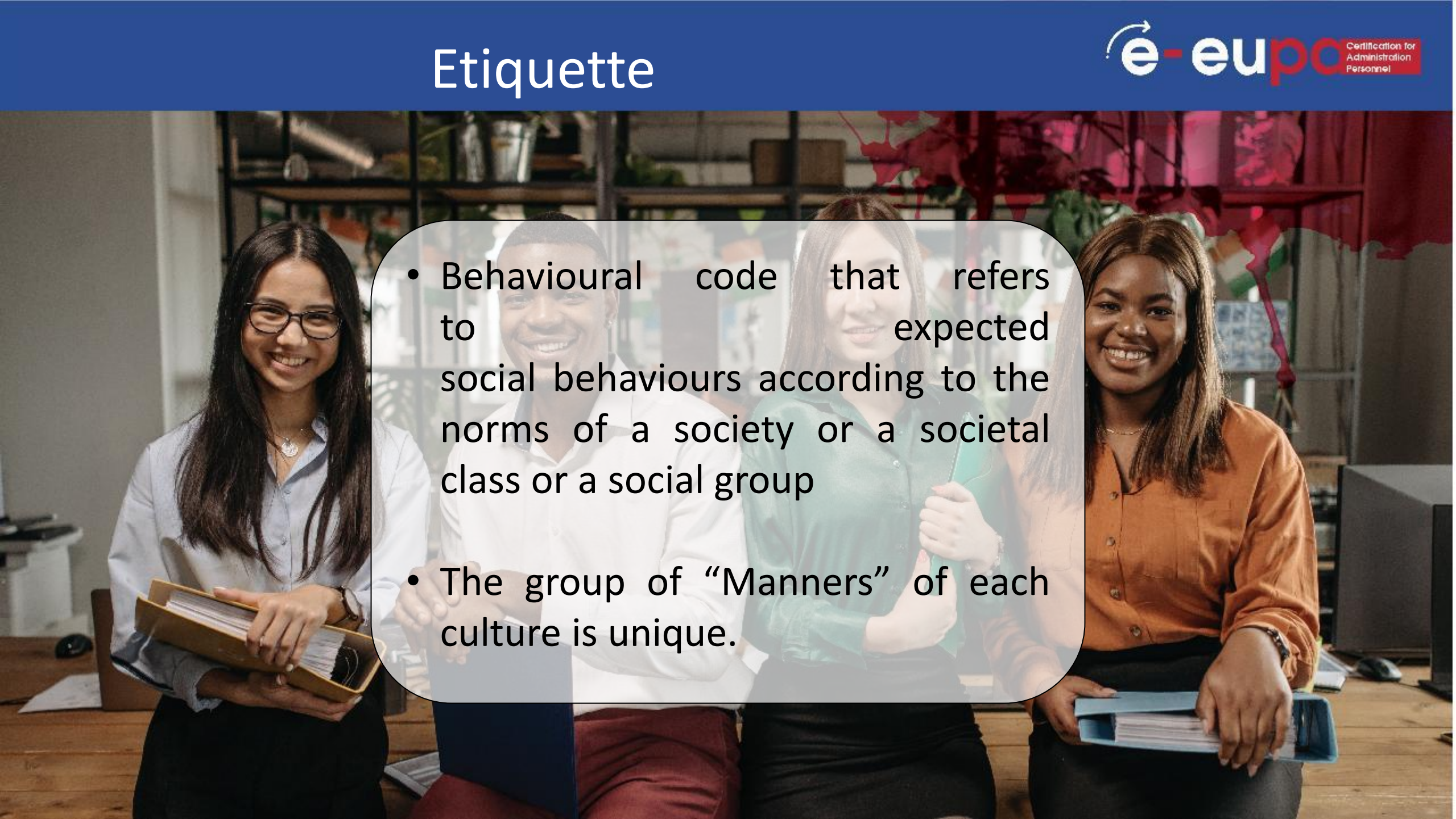


# Hand Gestures

- Hand Gestures mean different things to different cultures.
- Cypriots and other Mediterranean people, use their hands often when talking.
- However, when talking with someone from a different culture, we need to be very careful as a gesture can lead to resentment, dislike or even insult!



# Etiquette

- 
- Behavioural code that refers to expected social behaviours according to the norms of a society or a societal class or a social group
  - The group of “Manners” of each culture is unique.



# Etiquette-examples

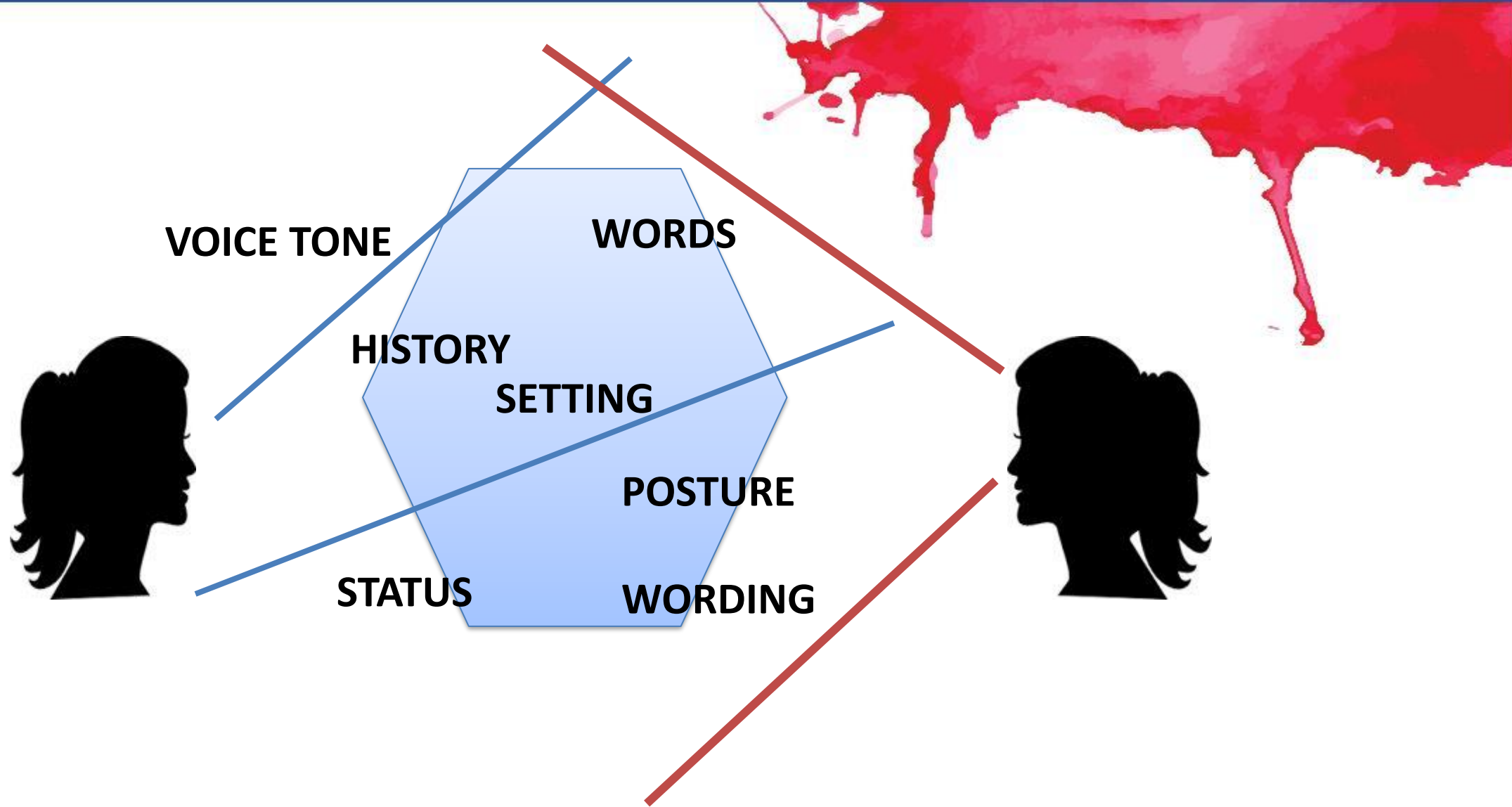
- China and Japan → acceptable to make noise when eating soup.
- New Caledonia when some takes out his/her tongue → equal to hope for wisdom and energy.
- Tibet → a sign for respect when greeting.
- India → people use their hands when eating.
- Mexico → courtesy and respect for the host to be late on the dinner, as if someone is on time it is like 'pushes' the host to hurry.



# Context, high vs. low

- low-context → people explain the meaning of the discussion topic
- high context → speakers assume that listeners understand what they are talking about.
- According to Hall, high context cultures tend to internalize the meaning, which is embedded in relationships, social roles, situations, history of people who interact, etc. On the other hand, in low context cultures the meaning can be found in words.

# Context, high vs. low





WHAT THE BRITISH SAY	WHAT THE BRITISH MEAN	WHAT FOREIGNERS UNDERSTAND
With the greatest respect	You are an idiot	He is listening to me
That's not bad	That's good	That's poor
That is a very brave proposal	You are insane	He thinks I have courage
Quite good	A bit disappointing	Quite good
I would suggest	Do it or be prepared to justify yourself	Think about the idea, but do what you like
Oh, incidentally/ by the way	The primary purpose of our discussion is	That is not very important

# Other differences

- **Politeness**

Although in most of the cultures politeness is expected in verbal communication, in some it is considered more important than others

- **Self-esteem**

In some cultures it is extremely important not to bring someone in trouble or not to openly criticize someone

- **Seriousness**


In cultures where is preferred to have seriousness in verbal interactions, there is a protocol on what it is expected to be said, depending to the type of conversation and the intimacy level, especially when there is a communication with superior people.



**"Diversity Management"** is the ongoing process of incorporating the recognition of **workforce** and **customer** differences into all core business management functions, communications, processes and services to create a fair, harmonious, inclusive, creative and effective organisation.




# Manage Diversity in the workplace

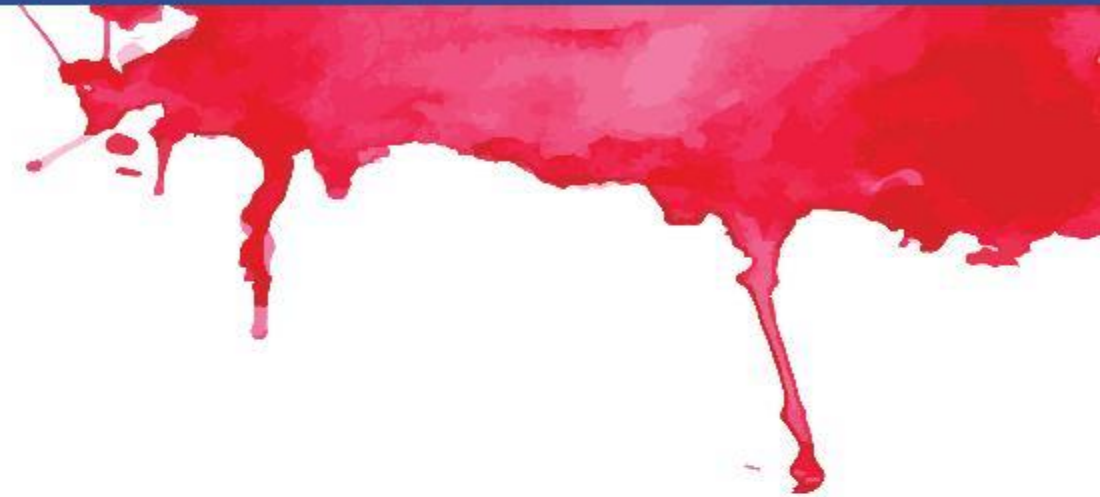
- 
- Encourages inclusion, participation and the full contribution of all staff to the goals of the enterprise
  - Actively looks for and capitalizes on the benefits of having a diverse workforce
  - Ensures compliance with legal obligations such as safety and equal employment opportunities



# Manage Diversity in the marketplace

- 
- Recognizes and accommodates the diversity of customers, clients and suppliers in the marketing and provision of goods and services
  - Develops and enhances the reputation of the enterprise among diverse groups in the community and in international markets.

# Methodological Tool I



**Female gym hours**  
**E-EUPA\_LO\_3.66\_M\_001**



# The evolution of diversity management

## 1970-MID 1990

- First laws against racial and sexual discrimination. Legislation on equal opportunity, occupational health and safety, human rights and the rights of the disabled.

# The evolution of diversity management

## 1970-MID 1990

- The main business imperative was ensure compliance to reduce risks of costly legal action and penalties, injuries, damage to reputation, low morale and other negative effects on productivity. This remains the case today.
- Managers were responsible for fairness and tolerance through compliance policies, control systems and staff training.



# The evolution of diversity management

## 1990-present

- Increased workforce diversity, increased competition for talented staff in a globalized knowledge economy, higher employee expectations about work/life balance, career and learning opportunities, flexibility, respect, consultation and recognition. Laws against racial vilification and age discrimination.

## 1990-present

- The business imperative is shifting to a benefits and competitiveness model that maintains compliance to reduce risks, while responding to social and economic changes to ensure organisational effectiveness and viability.
- Managers are increasingly responsible for minimising the disadvantages and maximising the advantages of workforce diversity to ensure social cohesion and inclusiveness as an essential component of organisational effectiveness.




# How can cultural Diversity be managed?

- **A generic skill** (one way or another all of us have managed diversity through dealing with it, ignoring it or avoiding it). - **Actively manage diversity**
- Diversity management requires organisations and individuals to acquire new knowledge and skills and to **develop cultural competence**.

The awareness, knowledge, skills, practices and processes needed to function effectively and appropriately in culturally diverse situations in general and in particular interactions with people from different cultures

# How can cultural Diversity be managed?

- 
- Understand what motivates and satisfies people (in general and employees/customers in particular) whatever their backgrounds or circumstances
    - Culture influences motivations and expectations (in the case of employees)
      - Rewards
      - Time with family
      - Religion



# How can cultural Diversity be managed?

Time off for religious obligations often conflicts with the organisation of work. For Western Christians, for example, it is difficult to understand that Hindus and Sikhs have different holy days and that Muslims cannot always predict when holy days will occur.

For Muslims the time for prayer can disrupt work patterns, and fasting (especially during Ramadan) can lead to conflicts, such as over health and safety at work.

If too much flexibility is given to devotees of religions to enable adherents to meet their obligations, then the members of other religions will complain about having to take on an extra work burden to make up for time lost by others.

# How can cultural Diversity be managed?



## **Culture influences motivations and expectations (in the case of customers)**

- Knowing their tastes and needs
- Speaking to them in their own language
- Religion



# How can cultural Diversity be managed?

Do your products or services cater to the wide range of cultural tastes and needs of your environment?

What business opportunities are available to your company from the diverse religions and cultures in your city or country?

# How can cultural Diversity be managed?

- **The quality of your performance depends on the quality of your thinking which depends on the quality of your information**
- Lacking information about each other, misperceptions, mistakes and miscommunications can happen
- Knowing how differences will affect relationships, decisions and actions in complex workplace and social environments helps managers to improve individual and team performance



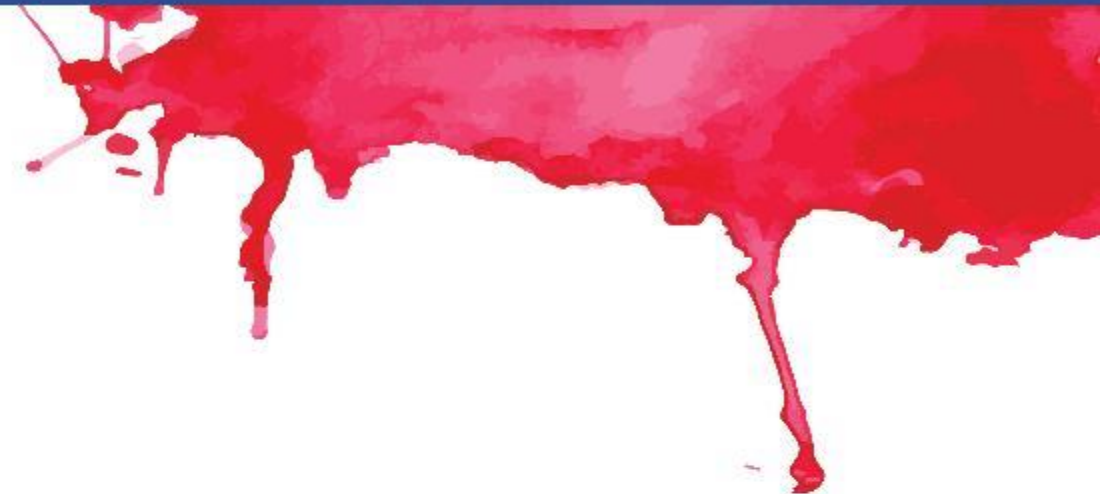
# How can cultural Diversity be managed?

- Working with and managing diversity raises many complex issues. Diversity management requires an examination and discussion of differences, their impacts, the ways of working with them.

# Methodological Tool I



**Spot the bias and revise**  
**E-EUPA\_LO\_3.67\_M\_001**





## Identity

- Each culture or subculture relates with one cultural identify
- Even so each individual is unique!
- Each individual may have one or more cultural identifies that exist together in harmony.
- The behaviour of the individual is affected by its total identity



## Diversity

- Diversity = characteristics that make each person different, whether it's individual characteristics arising from personal experience, or social characteristics arising from participation in a group or community
- It may refer to: age, ethnicity, gender, physical ability, race, sexual orientation, religion, socio-economic situation
- Diversity is not a defect
- It's not a threat for the company or organization



# How can cultural Diversity be managed?

## **Ethnocentrism**

- The perception that other cultures are inferior to our own
- The perception that the only correct way to think and do things is our way
- Existent in all societies
- It is a barrier to understanding and coexisting with other cultures
- reinforces stereotypes



## Values and attitudes

What we believe.  
How we feel about the  
world. How we judge  
other people.



## Stereotypes

- Oversimplified conceptions, opinions or generalizations about another group or culture
- Might be positive or negative
- Based on ethnicity, gender, race, physical ability or disability, and religion

## CREATION OF STEREOTYPES

Stereotypes are images in our head that create a reality made by the person who is unable to react to external reality and manage its complexity





# Stereotypes-Prejudices-Racism

## What do they serve?

- To present themselves and their team in a better way, in order to positively enhance the image of their own group, i.e. to acquire or stimulate a sense of self-esteem, based on comparisons that favor them.
- Stereotypes are also created to justify existing social relations
- Reduction of uncertainty through the adoption of certain fixed assets, attitudes and behaviors, ensuring that the individual is assured of his position



# Stereotypes-Prejudices-Racism

## Impact of stereotypes

They influence the thinking and action of both those who adopt them and those they are concerned with. They are automatically activated and regulate their behavior when they are in the right environment. Those with negative social stereotypes that stigmatize certain groups feel protected under the umbrella of unanimity

## Negative stereotypes cause:

- Disruptive thinking,
- Self - image and
- Creating relationships



# Prejudice

Prejudice is a mental and intellectual state that is formed in advance before searching and processing the objective data that determines reality.

Prejudice is not created on the basis of objective criteria and data but is based on incomplete knowledge and negative stereotypical perceptions that push to:

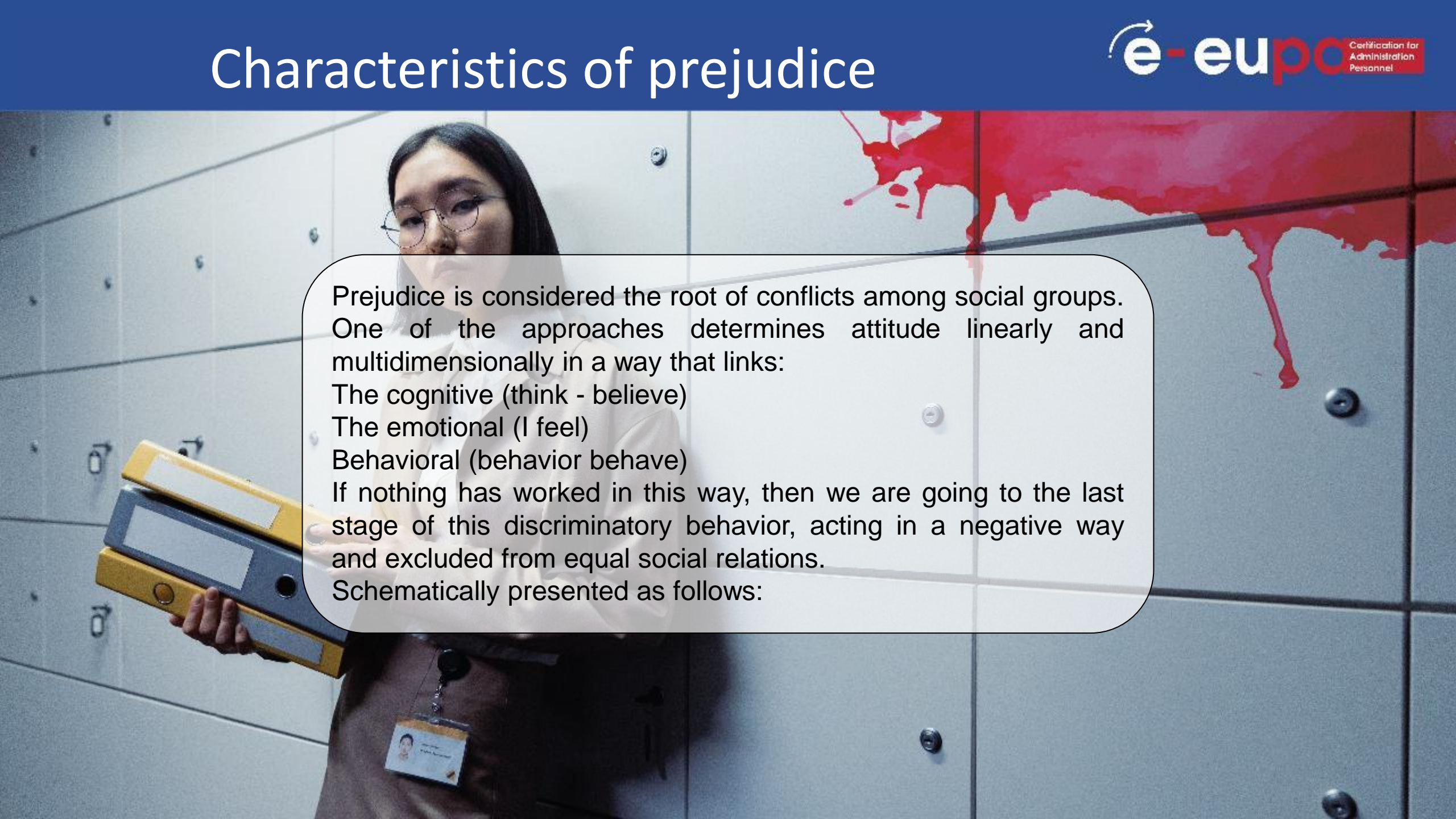
Change of attitude

Behavior in dialectical relations.

And distinction



# Characteristics of prejudice



Prejudice is considered the root of conflicts among social groups. One of the approaches determines attitude linearly and multidimensionally in a way that links:

The cognitive (think - believe)

The emotional (I feel)

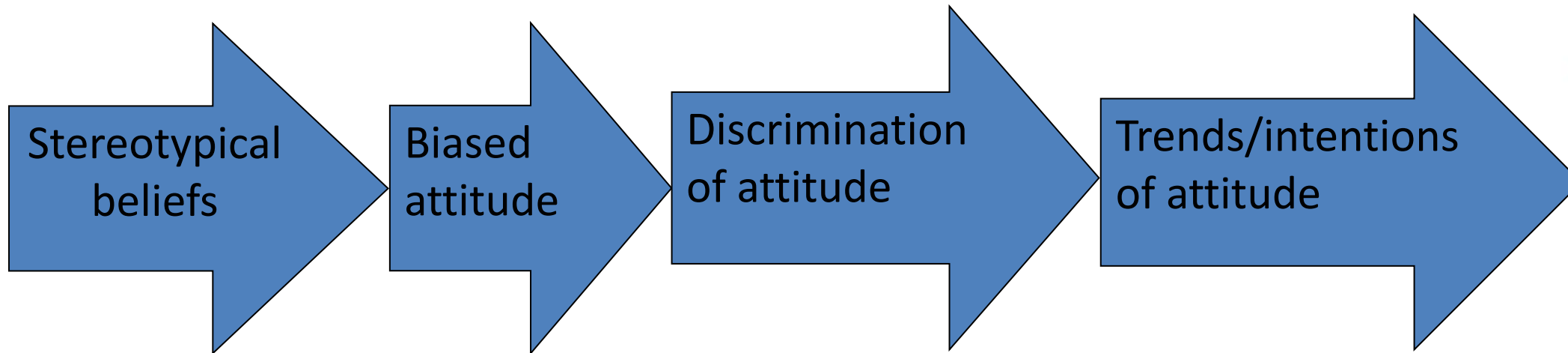
Behavioral (behavior behave)

If nothing has worked in this way, then we are going to the last stage of this discriminatory behavior, acting in a negative way and excluded from equal social relations.

Schematically presented as follows:



# Characteristics of prejudice



# Why and how we are guided by prejudices

## **Based on the psychodynamic approach**

Prejudice is created to people, who grow up in families, adopting strict codes of conduct and harsh disciplinary methods, resulting in the over-simplification of thinking in terms of correctness. Thus, pathological personalities are developing, who are afraid to express their aggression to the creators of this situation, but usually express it to people that seem inferior and weaker. As a result, a "authoritarian personality" is created, which leads to fanaticism and the adoption of intense prejudices.



# Why and how we are guided by prejudices

## Based on the Socio-cultural approach

According to this approach, when there is no access to resources by more groups, intense competition develops, the interdependence of the groups is negative, thus favoring social conflicts, hostile attitudes and prejudices among the members of the groups involved



# Tackle problems

Steps to address stereotypes and prejudices are:

- Identifying diversity
- Acceptance of the existence of diversity
- Be accepted by others
- Accepting yourself



# Applications for intercultural tips

## DIVERSITY MANAGEMENT AND TECHNOLOGY

Apps that can provide you with intercultural tips:  
GOOGLE IT!



COUNTRY  
NAVIGATOR



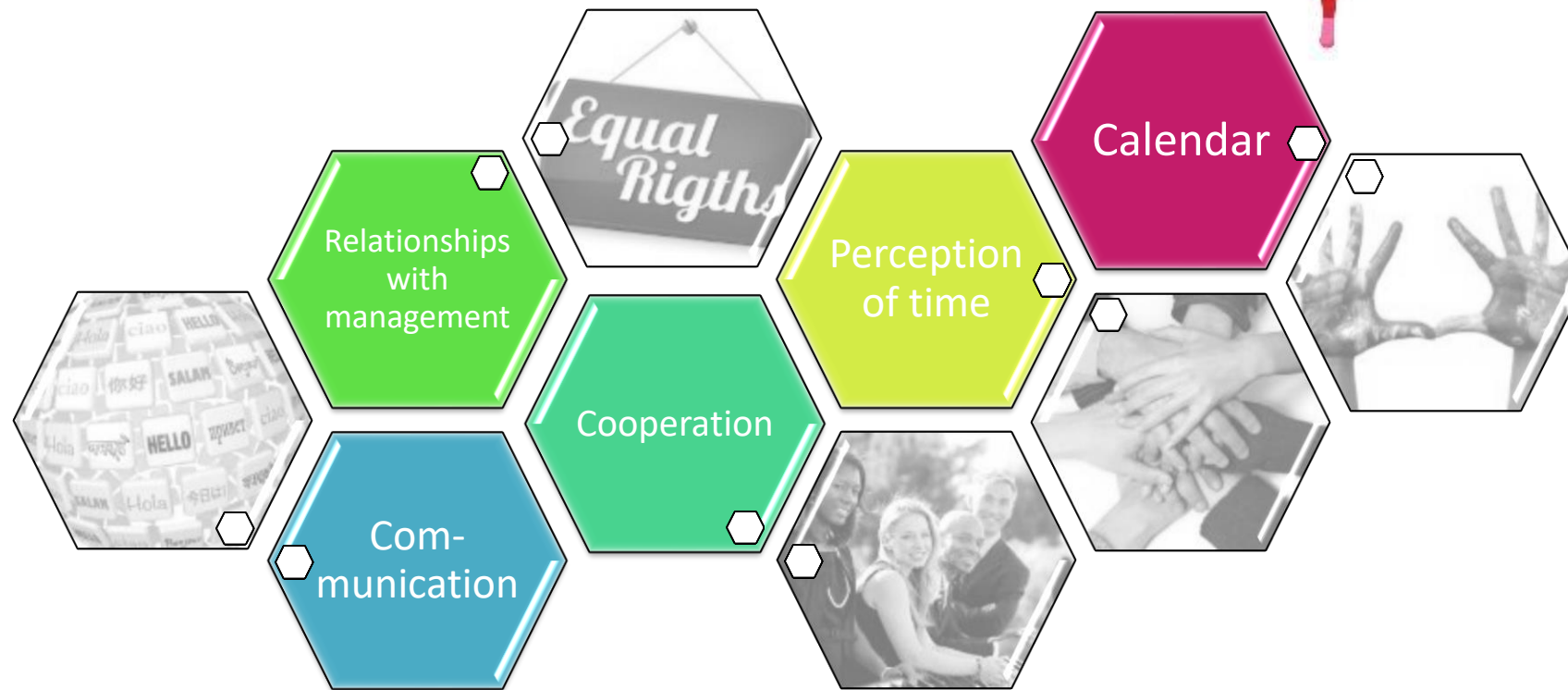
CULTURE BUMP



COMMISCEO GLOBAL

GAPMINDER

# Areas in individual working affected by culture





# Team Building

## Individualistic vs Collectivistic Cultures

- Cultures are typically divided into two categories: **collectivist** and **individualist**. Individualist cultures, emphasize personal achievement. Collectivist cultures, emphasize family and work group goals.

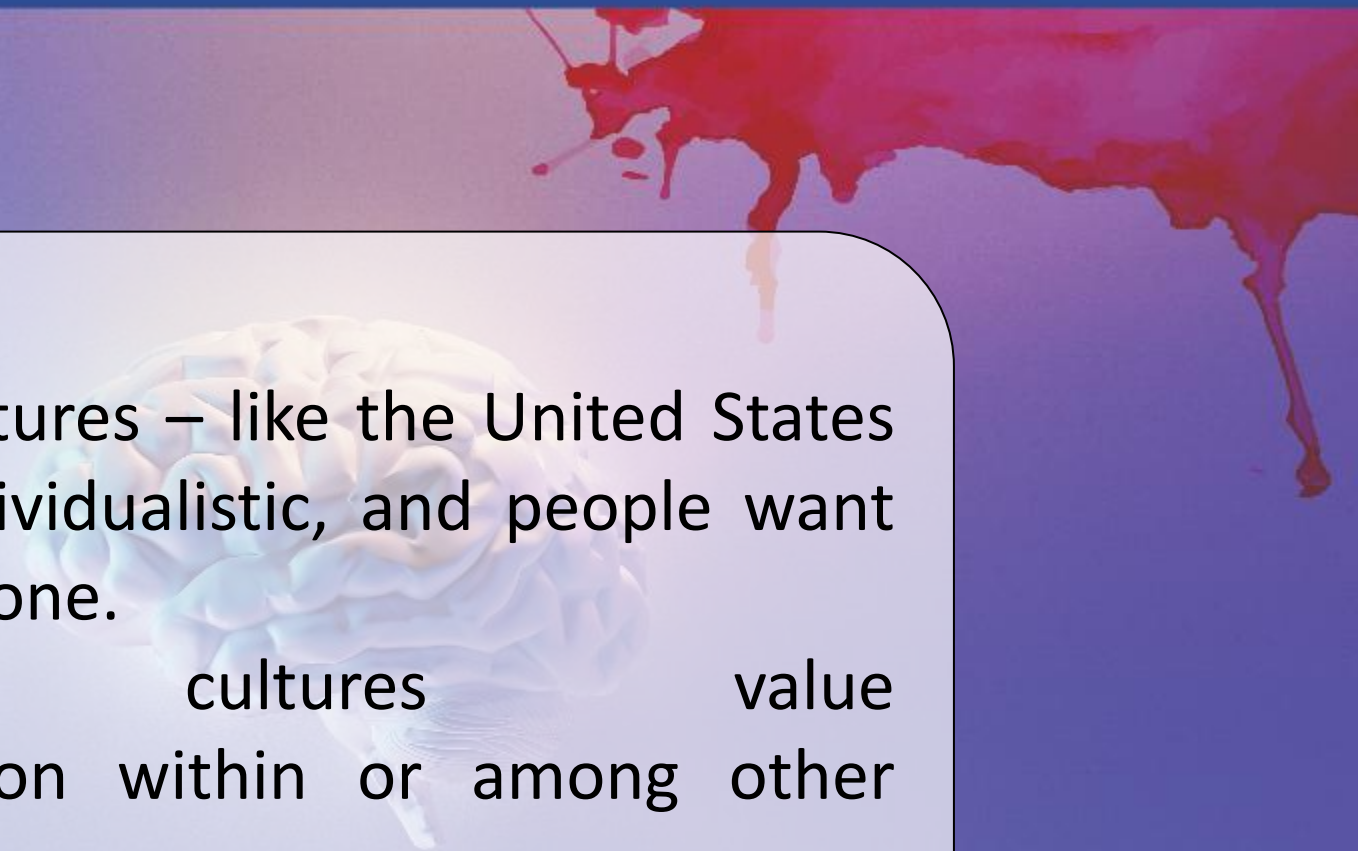


# Team Building

- **individualistic** cultures → **independent** view of themselves (they see themselves as separate from others, define themselves based on their personal traits, and see their characteristics as relatively stable and unchanging).
- **collectivistic** cultures → **interdependent** view of themselves (they see themselves as connected to others, define themselves in terms of relationships with others, and see their characteristics as more likely to change across different contexts).



# Team Building

- 
- Some cultures – like the United States – are individualistic, and people want to go it alone.
  - Other cultures value cooperation within or among other teams.

# Team Building

Team-building issues can become more problematic as teams are comprised of people from a mix of these cultural types. Effective cross-cultural team-building is essential to benefiting from the potential advantages of cultural diversity in the workplace



# Relationships with the management

Good relationship with colleagues and management engendered more organizational commitment among East Asian cultures compared to Westerners; Tight relational bonds generated more **job satisfaction** among East Asians compared to North Americans and Europeans; and East Asians who feel they match poorly with their bosses are more likely than Westerners to say they intend to quit, thereby suggesting that the adage, “people quit their boss, not their job” is more true in East Asian cultures. North Americans, conversely, are more bent on quitting when they feel a poor fit with their job and organizational culture.

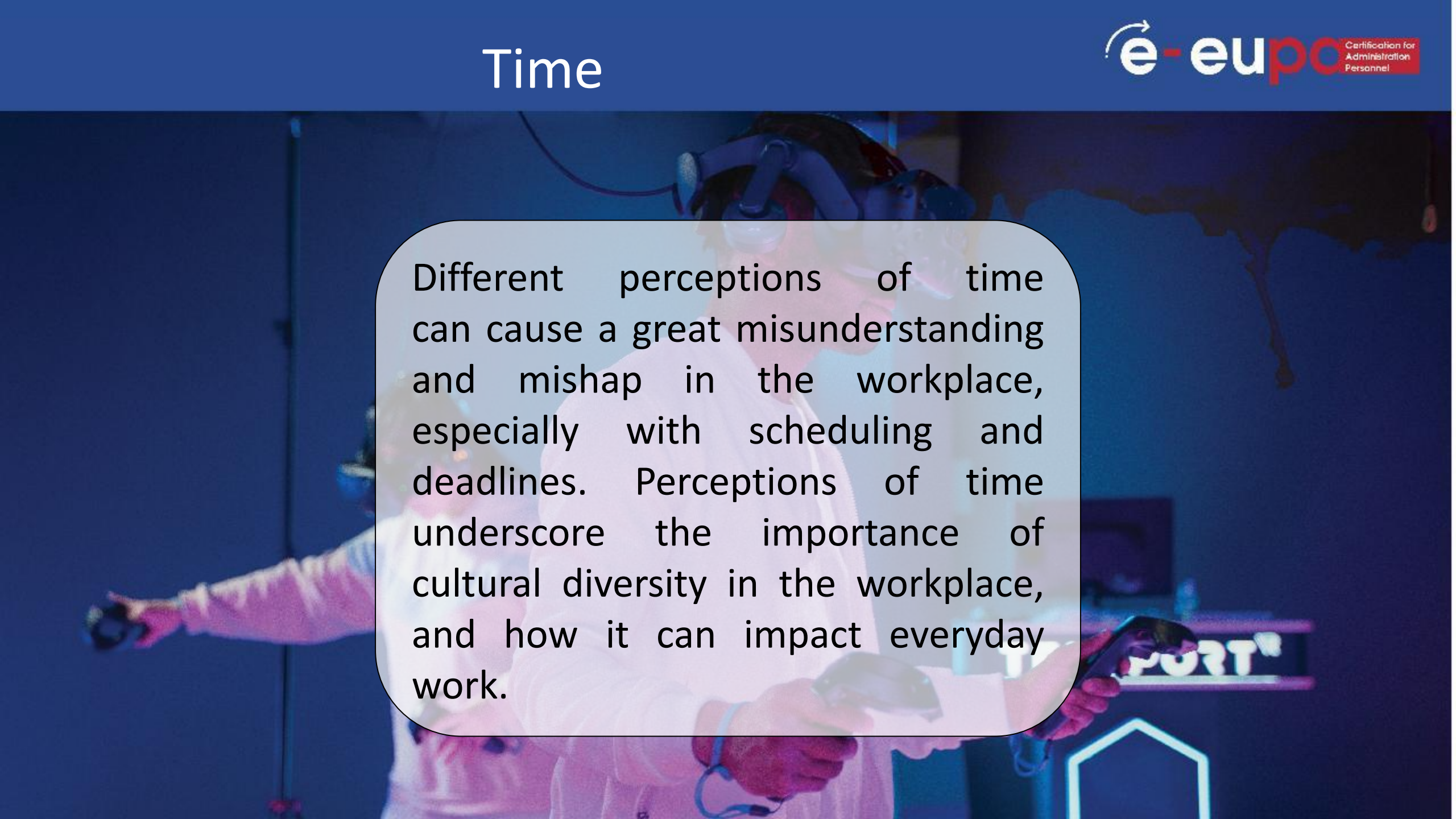
Research Temble University, Sue Oh, published in the journal of personnel psychology, <http://www.psychologicalscience.org/index.php/news/minds-business/how-your-culture-affects-your-work-attitude.html>

# Time

- Cultures differ in how they view time.
- balance between work and family life
- and the workplace mix between work and social behavior.
- perception of overtime,
- the exact meaning of a deadline



# Time



Different perceptions of time can cause a great misunderstanding and mishap in the workplace, especially with scheduling and deadlines. Perceptions of time underscore the importance of cultural diversity in the workplace, and how it can impact everyday work.



# Discrimination

Differences between individuals and groups are associated with our sense of self-identity as long as we perceive and evaluate as "different" those who don't have the same characteristics with us.

- We and the others
- Human Rights
- Multiple Identity
- Discrimination based on gender and sexual orientation
- Discrimination based on disability
- Discrimination based on age



# Multiculturalism-Interculturalism

Multiculturalism is the co-existence of individuals or groups in a country that is culturally different from the majority and interculturalism is the relationship (positive or negative) between different cultural groups in their communication and interaction

- Communication
- Co-existence
- Relations



# Cultural diversity and discrimination:

## Key elements of multicultural diversity

### Based on race

- Categorizing people based on race characteristics
- Based on morphological features such as skin color, or facial features
- Various sociocultural characteristics (such as the common cultural origins of Greeks or other groups) treated as "racial ties"

### Based on nationality

- Common cultural characteristics
- Economic situation

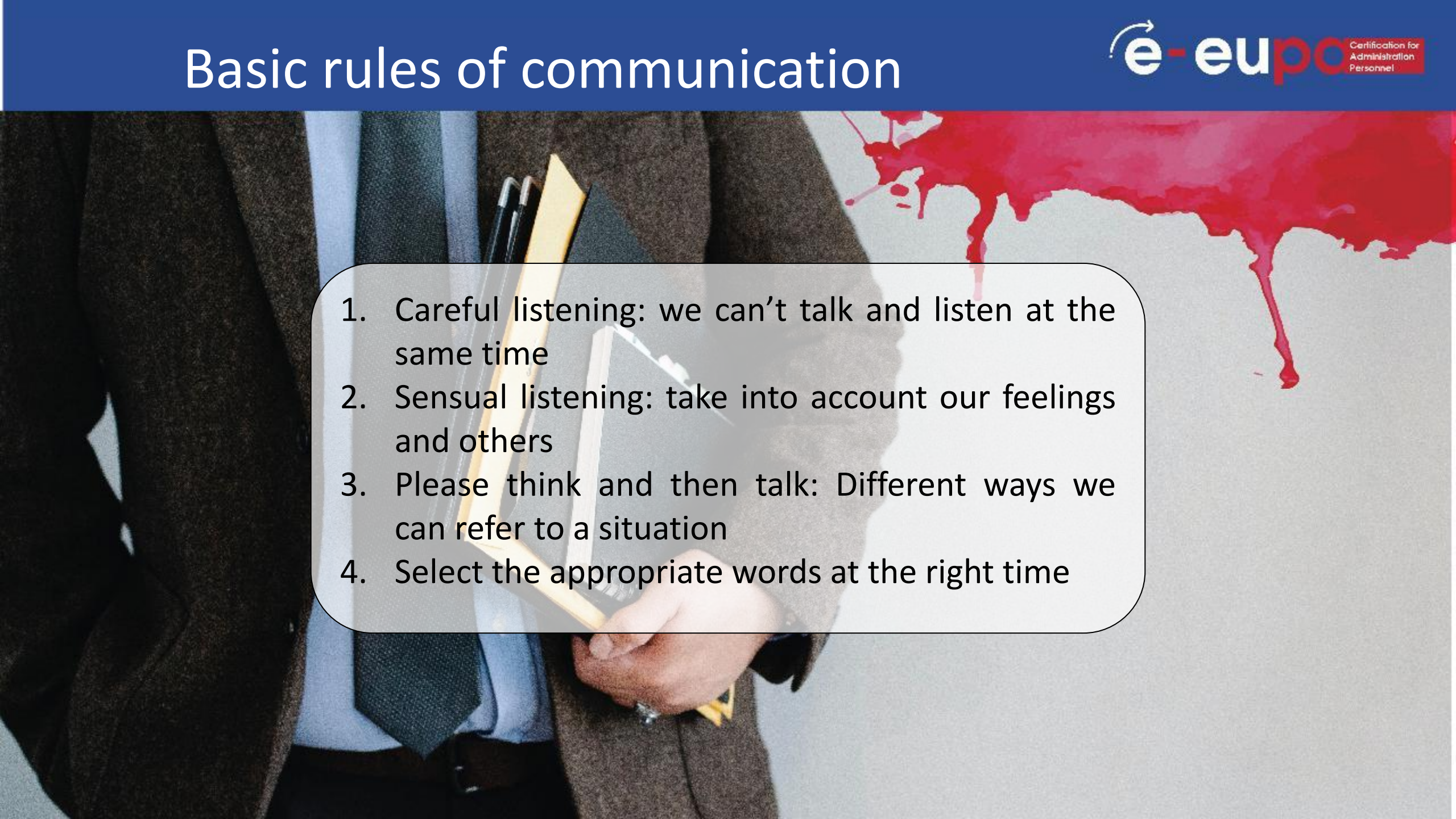
### Based on religion

- Prejudice
- Stereotypes

**Discrimination**



# Basic rules of communication

- 
1. Careful listening: we can't talk and listen at the same time
  2. Sensual listening: take into account our feelings and others
  3. Please think and then talk: Different ways we can refer to a situation
  4. Select the appropriate words at the right time

## Dialogue with respect, “the art of thinking together”:

1. Creating relationships and exchanging ideas and thoughts
2. Developing ability to understand
3. Ability to discover new knowledge and create a new basis for thought and action
4. Benefits of dialogue as a reference to diversity issues





# Ways to deal with diversity

Developing skills to promote conflict resolution and awareness of prejudices:

- Do not hurry to judge people
- Behave to people in the same way you want to behave to you.
- Defend people who behave with prejudice
- Learn about the environment in which that person lives.

# Awareness of difference

## Discussion of proposals

- Identifying diversity
- Evaluating diversity
- Acceptance of diversity

## Recognition of diversity

- Create an environment to enhance acceptance and respect each other
- Understanding differences and similarities
- Without evaluation, Diversity "bad"; Similarity "good"

## Evaluation of diversity

- Identifying the positive value of diversity
- Revision of personal theories and experiences
- Modifying our perceptions of ourselves and others
- Awareness and information about the different



# Awareness of difference

## Acceptance of difference

- Recognizing unique abilities and needs of each person
- Developing emotional and social skills to understand each other's vision
- Improving team relationships
- Developing critical thinking

# Tackling Discrimination

In addition to the Legislative Framework for the Protection of Workplace Equality developed in the EU and Greece, valuable initiatives such as the 'Code of Conduct' to combat discrimination in GCWG work require a change in attitudes as well as services and businesses need planning, strategy and training to effectively integrate and manage a diverse workforce. Some of the areas that need to be changed are as follows:

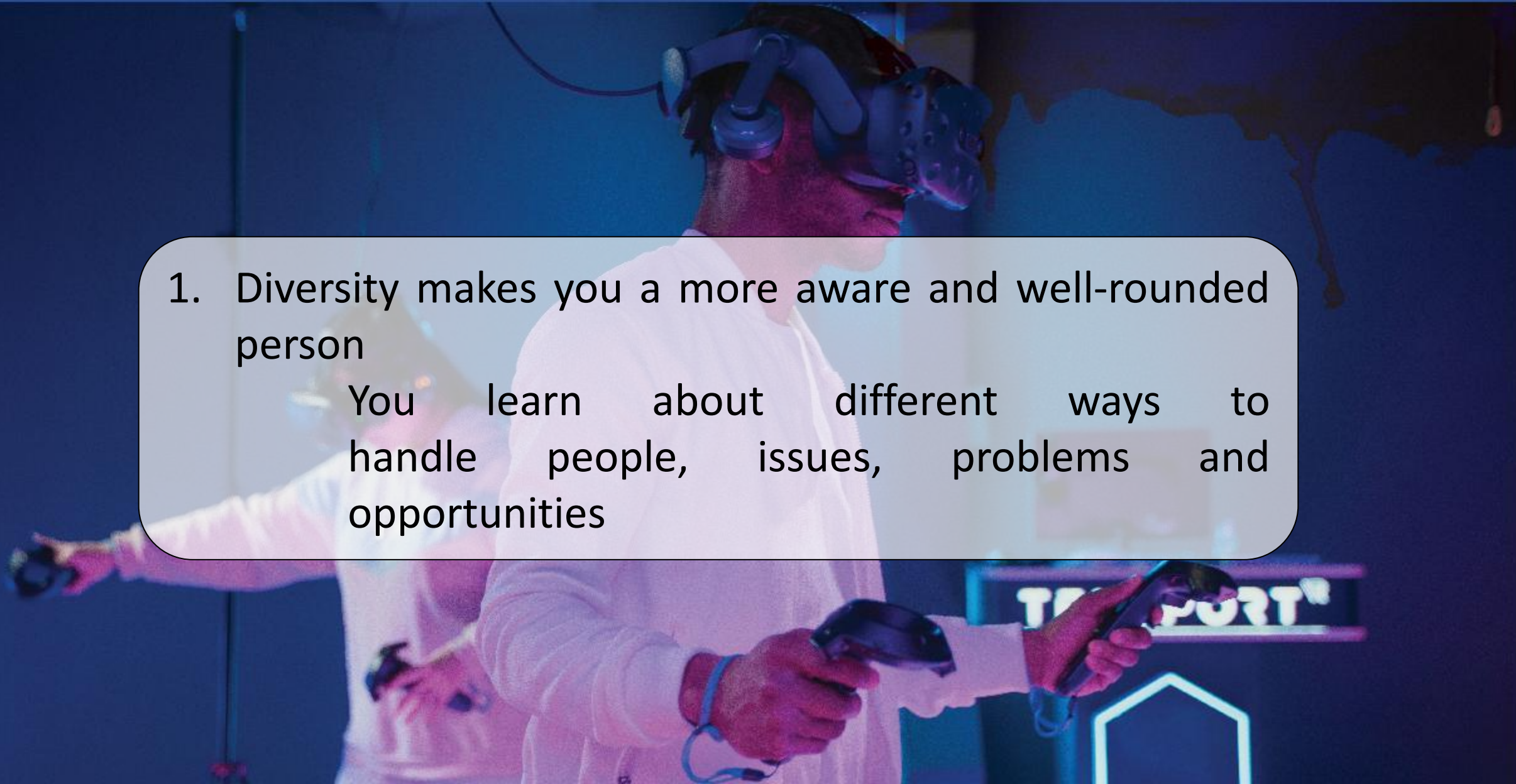
- Culture of the workplace
- Human resources development
- Internal communication
- Staff training



# Learning from diversity


1. Diversity makes you a more aware and well-rounded person

You learn about different ways to handle people, issues, problems and opportunities





# Learning from diversity



2. Diversity keeps you accountable for what you say  
Certain jokes and language may be  
acceptable in your community but it might not  
be okay in another one



# Learning from diversity

3. Diversity allows you to be critical of the ideas you grew up with  
Getting rid of ethnocentrism comes comparatively. There are things that Others do better, for sure



# Learning from diversity

A photograph of three diverse women sitting around a white table in a bright office with large windows. The woman on the left is wearing a red and black plaid shirt and glasses, gesturing with her hands. The woman in the middle is wearing a light pink blazer over a white top, looking towards the woman on the right. The woman on the right is wearing a dark blue blazer over a white top, gesturing with her hands. On the table are several notebooks and a smartphone. A large red abstract graphic is visible in the background.

4. Diversity forces and prompts you to sometimes stand up for your own identity and beliefs



# Methodological Tool I



**Learning from diversity**  
**E-EUPA\_LO\_3.68\_M\_001**



# Revision Questions

## Question 1

Describe how cultural diversity affects communication

## Question 2

Explain how one interacts with other people

## Question 3

in a way that is sensitive to their individual needs and respects their respects their background, abilities, values, customs and beliefs

## Question 4

Describe ways in which one can identify individual needs, values, customs etc. of people with whom he/she interacts.

## Question 5

Recognize and describe the difficulties of minorities and other people who are different from oneself

## Question 6

Describe ways of learning from people that are different



# Key points

## Key Point 1

Similarities are also important

## Key Point 2

Main differences:

- Haptics
- Proxemics
- Eye contact
- Time
- Etiquette



**WELL DONE!**

**You have completed Unit 3.23**



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