

MaWIC Online Course – Migration and Workplace Integration Coach

Training Material – Module 1: Intercultural awareness



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Welcome to Module 1 - Intercultural awareness

Welcome to the first module of the MaWI-Coach training!

Module 1 will provide you with some **general knowledge** necessary for whole MaWIC-training. In the following,

- we will get acquainted with the background of "culture",
- some terms,
- concepts, and
- models in the field of cultural sciences.

Besides, we will have basic insights into

- different effects in cognitive psychology,
- the background of prejudices and its prevention, as well as
- the meaning of diversity management in an organization.



Looking forward to our discussions!

Your MaWIC trainers



Space for background and contact information, photos, etc.

of the module trainer(s)



Next steps: List of links & Terms

Next, please download the file “[list of links](#)”. It contains links to videos for further information about the contents in module 1.

Then, we will get acquainted with some [terms and definition](#) in the field of cultural sciences in a short presentation. Please read it carefully.

[Let's start!](#)



MaWIC Online Course – Migration and Workplace Integration Coach

Module 1: Terms & Definitions



We are looking forward to welcoming you to our first part of module 1.

Great! We are glad to begin with you our e-learning now.

First, you will get acquainted with some terms and definitions in the field of workplace integration briefly. These information are a basis for the work on this module 1 and other modules of our e-learning.

Let's start!



Terms & Definitions

There are hundreds of terms that are used in cultural sciences and in workplace integration. Therefore, we've picked up just a few of them that will be used often without further explanation in this e-learning and are not part of a short quiz we will take later. [Let's have a short look at the following definitions:](#)

- **Harassment:** Behaviour that annoys or upsets someone.
- **(Social) Inclusion:** Process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity, to take part in society.
- **(Social) Integration:** process during which newcomers or minorities are incorporated into the social structure of the host society.
- **Intercultural Learning:** Intercultural learning refers to the acquisition of knowledge and skills that support the ability of learners to both understand culture and interact with people from cultures different from their own.
- **Intercultural Sensitivity:** To be effective in another culture, people must be interested in other cultures, be sensitive enough to notice cultural differences, and then also be willing to modify their behavior as an indication of respect for the people of other cultures.
- **Racism:** Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

Next steps: Notions of Culture & Terminology Quiz

Of course, the term “[culture](#)” is also essential for our e-learning. Therefore, we should deal with it more.

I am sure, all of you have a personal understanding of “culture”. But, how does it look like?

Please post in the transnational discussion [forum](#) (1) short answers to the following question: [What is “culture”](#) and what is “culture” [not](#) from your point of view?

Then, read the [other postings](#). Comment them if you find answers from the other learners surprising, remarkable or notable.

Next in this part of the module, we will take a small terminology [quiz](#). There, you will find some [common definitions](#) of “culture” by cultural scientists.

[Let's go!](#)



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Module 1: Cultural Models



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We are looking forward to welcoming you to the next part of module 1.

In the previous lessons, we have learned how to define culture. Now, we get a little deeper and get to know some **models of culture**.

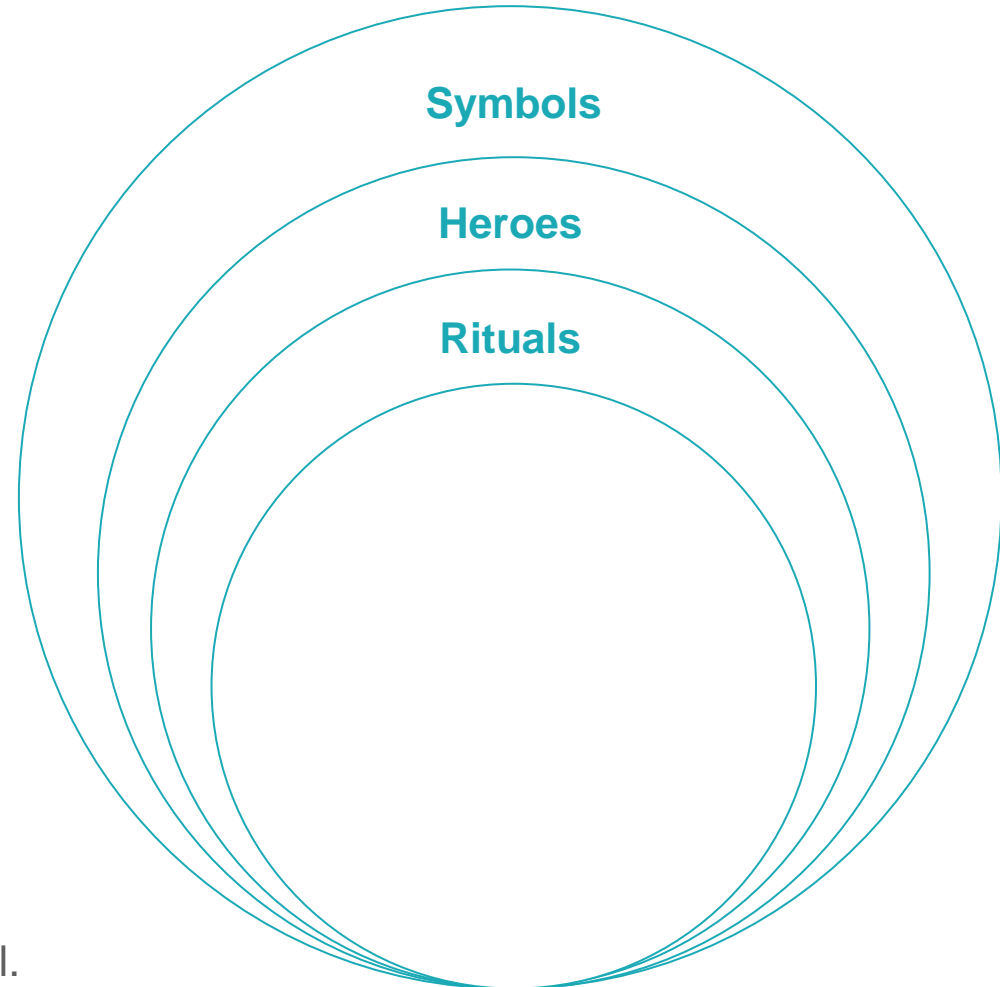
The aim is to better understand what's behind the term "culture". We will deal with our own cultural attitudes and the cultural attitudes of your migrant colleagues.

Let's go!



Background Cultural Onion I

- According to Geert Hofstede, the most famous cultural scientist we will get to know better in the following parts of module B, culture has many layers - like an **onion**.
- That's why he calls his model also the "**onion model of culture**".
- The four key layers are: **symbols, heroes, rituals, and values**.
- **Symbols** are e.g. words, gestures, objects carrying a meaning recognized by those who share a culture.
- **Heroes** are persons, dead or alive, real or imaginary, that possess characteristics highly prized in a culture.
- **Rituals** are activities in one culture to reach desired ends and are considered socially essential.

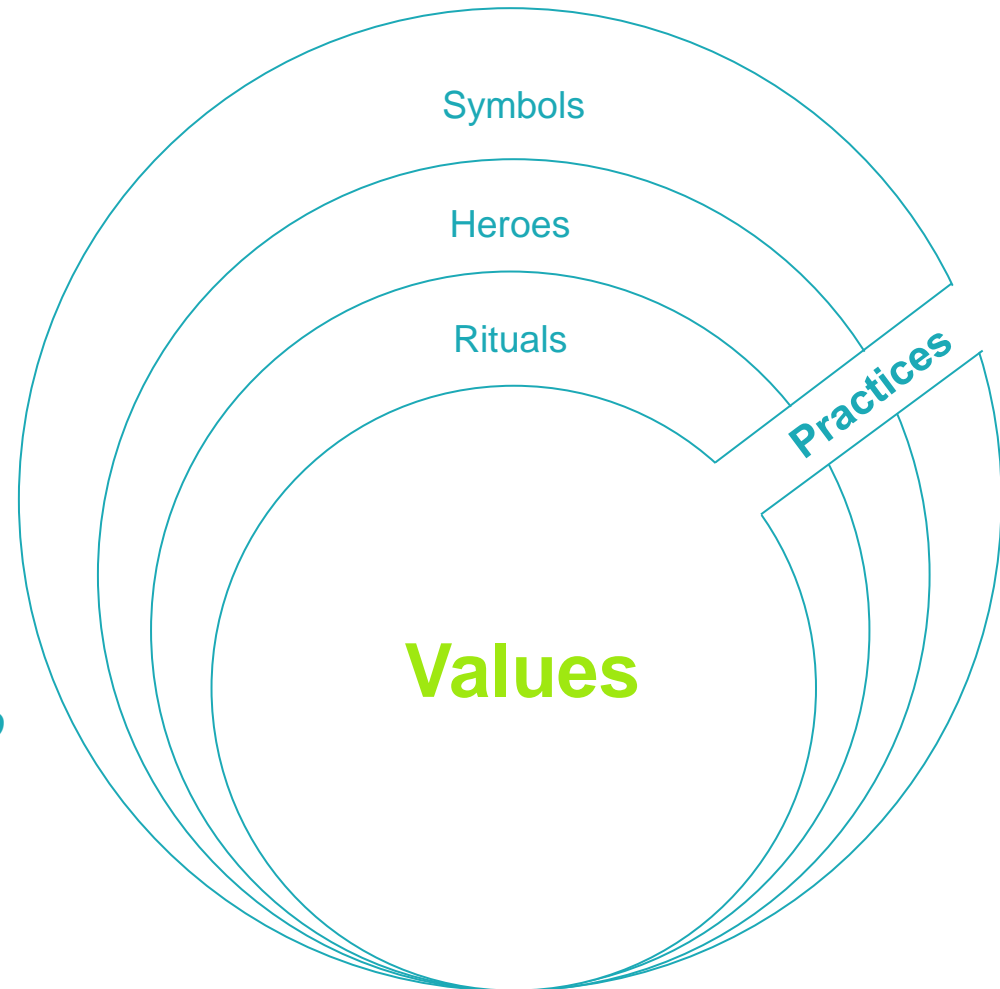


Source: Hofstede, G. et al. (2010): Cultures and Organizations. Software of the Mind. Intercultural Cooperation and Its Importance for Survival. 3rd edition. McGrawHill.

Background Cultural Onion II

- Symbols, heroes, and rituals are subsumed under **practices**, because they are visible for an outside observer, but their cultural meaning is invisible.
- **Values** form the core of the onion. They are feelings with an added arrow indicating a plus or a minus side, like good vs. bad, ugly vs. beautiful.

Please open the list of links and watch video



Background Cultural Iceberg

- Edward T. Hall, one of the most famous cultural scientists, developed in 1976 the iceberg analogy of culture.
- According to Hall, if the culture of a society was the iceberg, than there are some aspects **visible**, above the water, but there is a much larger portion **hidden beneath the surface**.
- The tip of the iceberg is what we can see including behaviors and some beliefs (= **external part of culture**).
- Below the surface are values and thought patterns that underlie behaviour (= **internal part of culture**).



The diagram illustrates the cultural iceberg analogy. A large blue iceberg is shown floating in a light blue sea. The tip of the iceberg, which is above the water line, is labeled 'Behaviour'. Below the water line, the much larger part of the iceberg is labeled 'Beliefs' and 'Values & Thought Patterns'. A horizontal dashed yellow line separates the visible tip from the hidden base. The sky is light blue with a few white clouds.

Behaviour

Beliefs

**Values &
Thought Patterns**

Please open the list of links and watch video

2

Next steps: Assignment 1 “Short Interview”

So far in this module, we got to know some of the most popular models in cultural sciences. But what are symbols, heroes, rituals, and values in your home country? And what about your migrant colleagues? How do their cultural attitudes look like?

For further insights, we will have a first **assignment** now. Please move to the next part of the module.

Then, **collect** in brief symbols, heroes, rituals, and values in your home country. Besides, conduct a **short interview** with a colleague at your work place, if possible with a migrant employee, about his/her main beliefs, values and thought patterns.

Let's go!



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Module 1: Cultural Dimensions and Culture Map



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Welcome to the next part of our module 1.

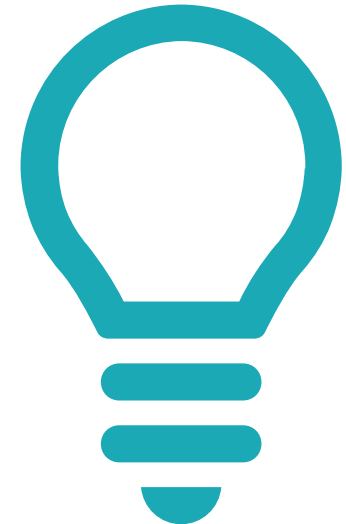
As we have seen in our previous lessons, while human nature is inherited, culture is learned. Cultural scientists assume that individuals within all cultures vary concerning e. g. their values, beliefs and thought patterns.

In this part of our training, we will have a closer look at ways to identify “typical“ cultural differences across cultures. Thereby, we will especially concentrate on the works of two scientists: Geert Hofstede and Erin Meyer.



Background Cultural Dimensions

- As we have seen in our previous lessons, while human nature is inherited, culture is learned. Cultural scientists assume that individuals within all cultures vary concerning e. g. their values, beliefs and thought patterns.
- In this part of our training, we will have a closer look at ways to identify “typical” cultural differences across cultures. Thereby, we will especially concentrate on the works of two scientists: Geert Hofstede and Erin Meyer.
- **Geert Hofstede** was born on 2nd of October 1928. At IBM International, he founded and managed the Personnel Research Department in the late 1960s. He travelled across Europe and the Middle East to interview people and conduct surveys regarding people’s behaviour and how they collaborated. At all, he carried out research amongst 100,000 employees working around the world for IBM. The data was the basis for his “**cultural dimensions**”, e. g.:
 1. Individualism vs. Collectivism
 2. Power Distance
 3. Uncertainty Avoidance



Please open the list of links and watch video

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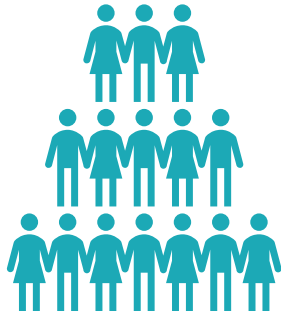


Individualism vs. Collectivism

Individualism/Collectivism describes the relationship between individuals and their relationship to groups.



In **individualistic societies**, there is an expectation that individuals look after themselves. Connections between individuals are loose. The individual with his personal interests is very important. In Germany, it is for instance common that elderly in need of care are sent to nursing homes.



In **collectivist cultures**, individuals are integrated into strong, cohesive groups, which may often involve extended family. For individuals with a collectivist background, the focus may be on providing ongoing assistance to an individual. Extended family may be very involved in caretaking. Most Asian countries are for instance collectivistic cultures.

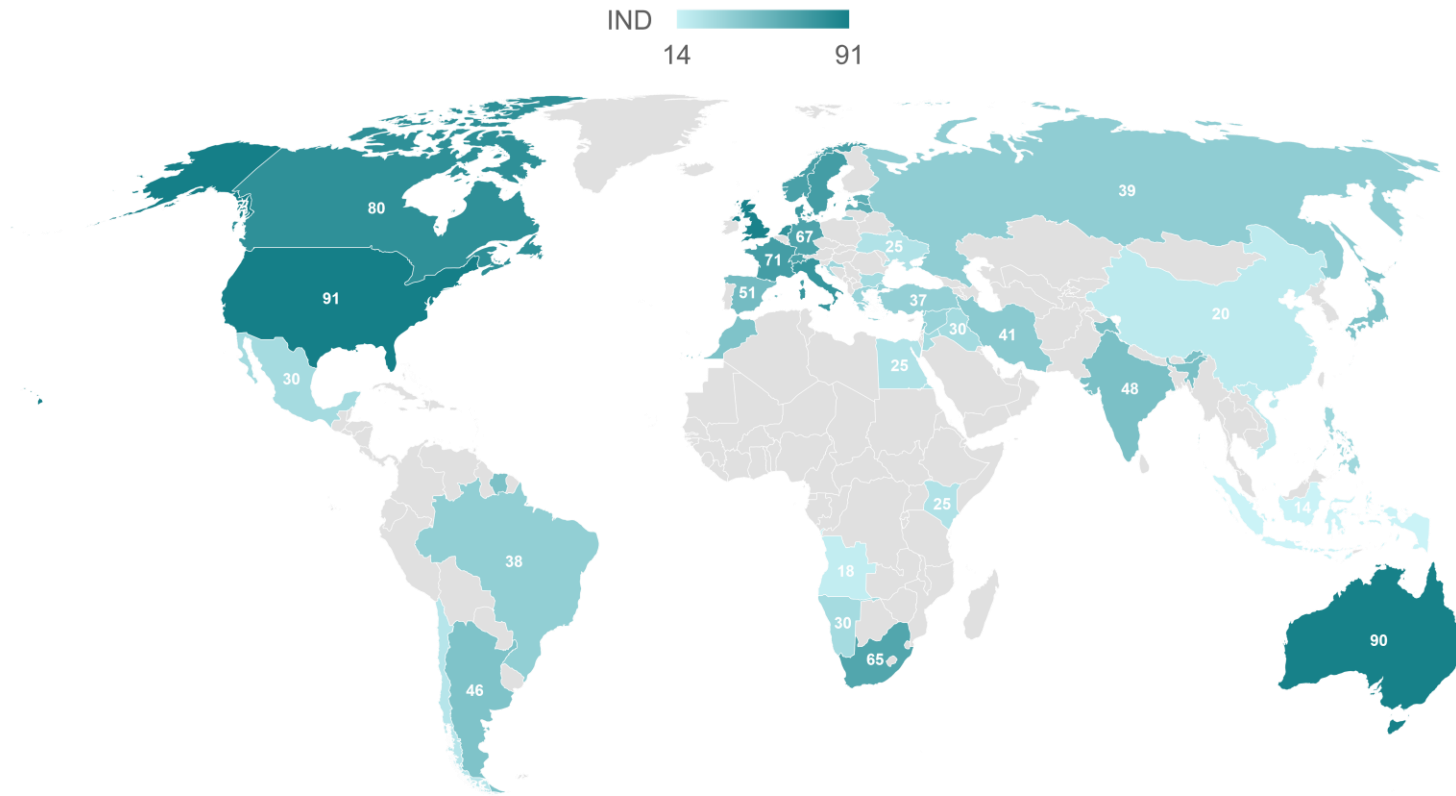
Please open the list of links and watch video

4

Source: Hofstede, G. et al. (2010): Cultures and Organizations. Software of the Mind. Intercultural Cooperation and Its Importance for Survival. 3rd edition. McGrawHill.

Individualism vs. Collectivism

The map illustrates Hofstede's results concerning „individualism/collectivism“ for selected countries worldwide. A high score and deep green is associated with a rather individualist society. A low score is equated to more collectivistic countries.



Source: Hofstede, G. et al. (2010): Cultures and Organizations. Software of the Mind. Intercultural Cooperation and Its Importance for Survival. 3rd edition. McGrawHill.

Power Distance

Power distance refers to the extent to which less powerful members of organizations and institutions (including the family) accept and expect unequal power distributions. This dimension is measured not only from the perspective of the leaders, who hold power, but from the followers.



In a **large power distance** society, parents teach children obedience. Clinicians may find that individuals from a high power distance society may refrain from expressing disagreement with goals or therapy activities, even if they don't plan to implement suggested goals in the long term. Clients view the clinician as the expert and expect him/her to direct assessment and interventions.



In a **small power distance** society, parents treat children as equals. Subordinates expect to be consulted. Individuals may more openly express agreement and disagreement with clinician advice and suggestions, ask questions, and expect to be involved in the development of intervention plans.

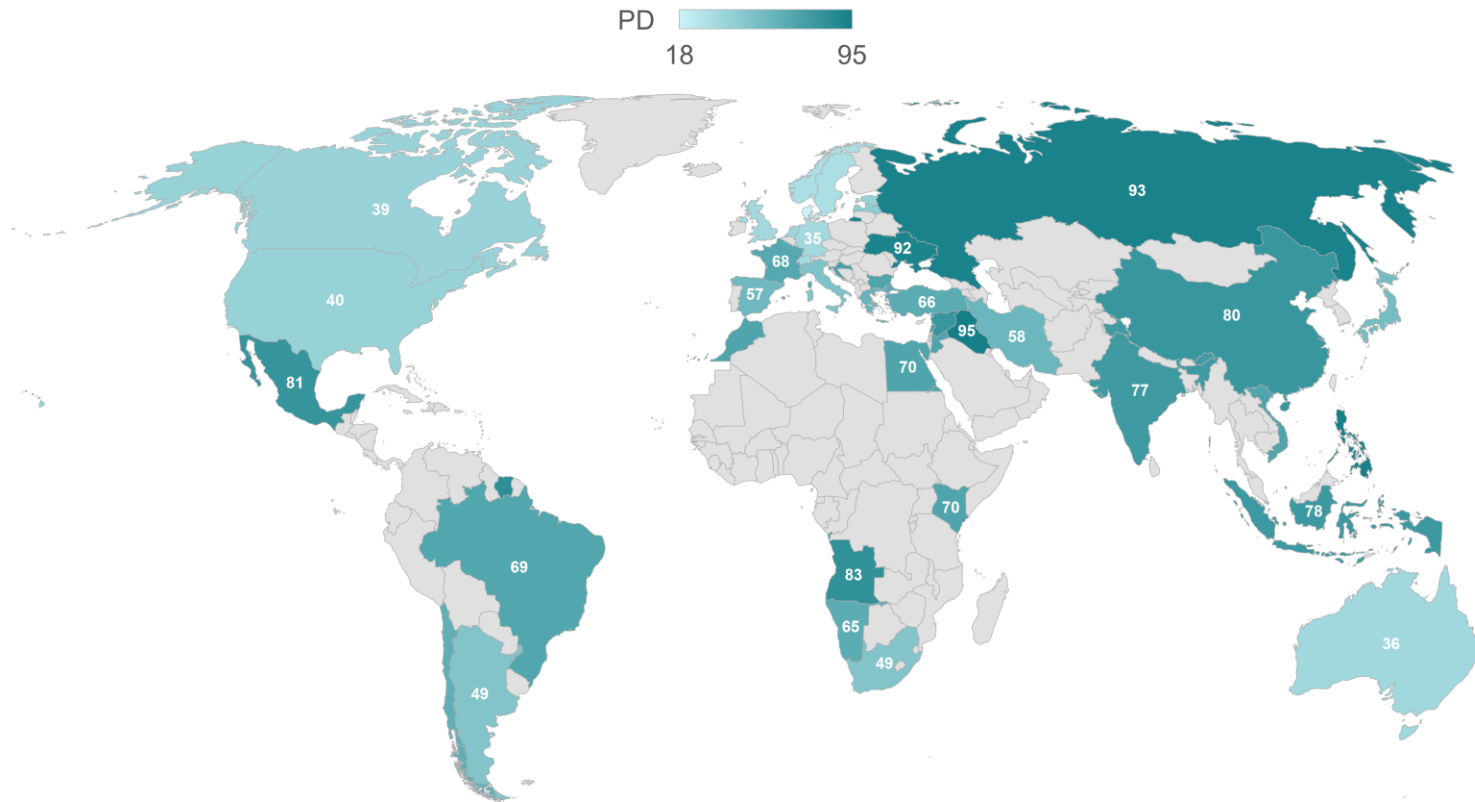
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Power Distance

The map illustrates Hofstede's results concerning „power distance“ for selected countries worldwide. A high score and deep green is associated with a rather high power distance. A low score is equated to countries with less power distance.



Source: Hofstede, G. et al. (2010): Cultures and Organizations. Software of the Mind. Intercultural Cooperation and Its Importance for Survival. 3rd edition. McGrawHill.

Uncertainty Avoidance

Uncertainty Avoidance (UA) refers to the extent to which members of a society feel (un)comfortable with ambiguities, risks, and unstructured situations.



In a country with **low uncertainty avoidance**, people typically care about letting the future come without much control or plan of it. Rules that are placed have little influence on them. They tend to have lower stress and anxiety rates. When new ideas are brought up, people from societies with low uncertainty avoidance are open-minded when hearing about them.



In a society with **high uncertainty avoidance**, individuals have a high value on control, which means that having a set structure in everything of their life helps. The use of rigid rules assists them with defining what they believe in and how they behave. They tend to have higher stress and anxiety rates.

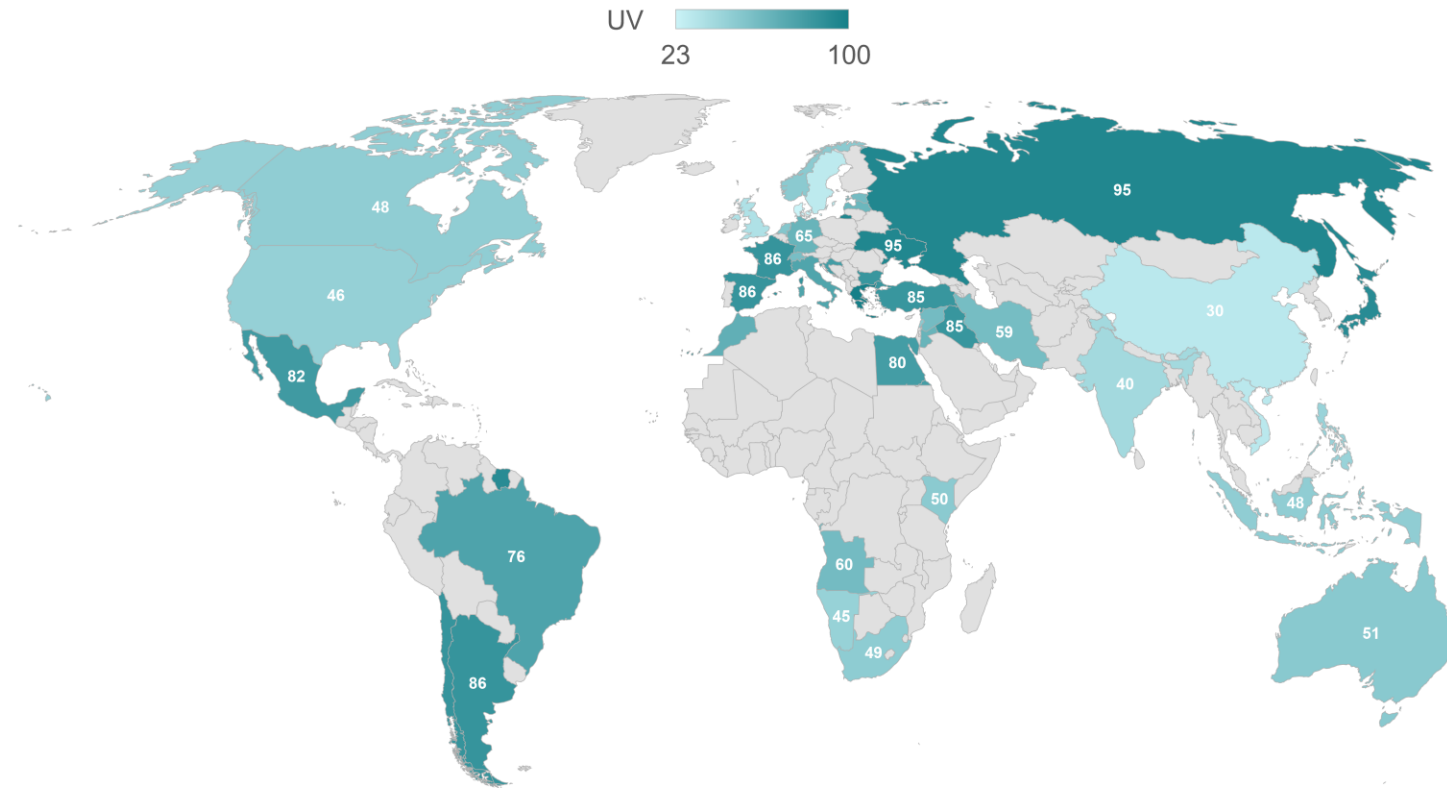
Please open the list of links and watch video

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Source: Hofstede, G. et al. (2010): Cultures and Organizations. Software of the Mind. Intercultural Cooperation and Its Importance for Survival. 3rd edition. McGrawHill.

Uncertainty Avoidance

The map illustrates Hofstede's results concerning „Uncertainty Avoidance“ for selected countries worldwide. A high score and deep green is associated with a rather high uncertainty avoidance. A low score is equated to countries with less UA.

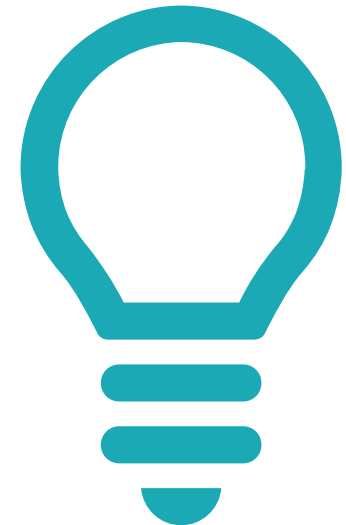


Source: Hofstede, G. et al. (2010): Cultures and Organizations. Software of the Mind. Intercultural Cooperation and Its Importance for Survival. 3rd edition. McGrawHill.

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Background Culture Map

- A second way to identify “typical” cultural differences across cultures is Erin Meyer’s [Culture Map](#).
- [Erin Meyer](#) was born on 22nd of August 1971. She is a professor working at INSEAD in Paris. For over a decade, she has studied in the workplace how people in different parts of the world perceive situations differently, communicate, build trust, and make decisions. She is best known for her book “*The Culture Map: Breaking Through the Invisible Boundaries of Global Business*”, published in 2014.
- This book represents Erin Meyer’s collective research data from over thirty different countries. In the book she provides a framework for evaluating different cultures and then offers strategies for improving international success. She has identified 8 dimensions or [scales](#) that capture most of the differences within and among cultures, e. g.
 1. Scheduling
 2. Communicating
 3. Evaluating



Please open the list of links and watch video

7



Scheduling

- The **scheduling scale** refers to the understanding of time across different cultures.
- It measures whether you view time as **linear** or **flexible**, depending on how much value you place on structure or adaptability. All businesses follow timetables, but in India, Brazil, and Italy, people treat a schedule more as a suggestion than in e.g. Germany, Switzerland and the U.S. where people stick more to the plan.
- First, in cultural sciences there is a distinction between monochronic and polychronic cultures formalized by Edward T. Hall. In **monochronic** cultures, people typically like to do just one thing at a time. They value orderliness and take time commitments very seriously. Interruptions are considered as negative.
- In **polychronic** cultures people like to do multiple things at the same time. A manager's office typically has an open door, a ringing phone and a meeting all going on at the same time. People tend to manage interruptions well with a willingness to change plans often and easily. People are their main concern and long-lasting relationships are highly appreciated.



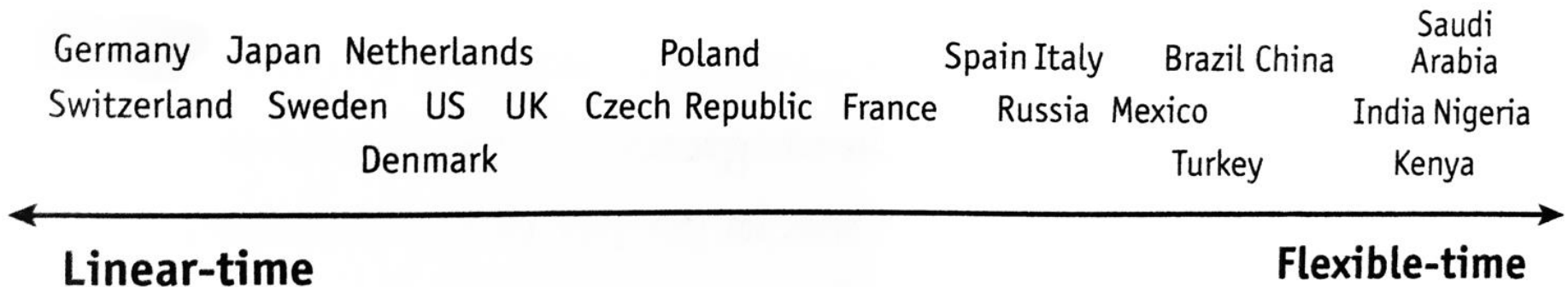
Please open the list of links and watch video

8

Sources: Hall, E. T. (1974): The Hidden Dimension. Anchor Books; Meyer, E. (2014): The Culture Map: Breaking Through the Invisible Boundaries of Global Business. PublicAffairs

Scheduling

- Time understanding differs crucially across cultures. An Arab might say “I will see you before one hour” or “I will see you after two hours”. In other words, a person who lives in a polychronic culture will suggest a general approximate meeting slot in the coming future without nailing down the exact moment that meeting will take place.
- Different time understandings have historical roots. Germany e. g. was one of the first countries worldwide to become heavily **industrialized**. A factory worker in the German automotive industry responsible for a machine must be punctual, because every minute late means a concrete, measurable financial cost.
- In other countries – particularly in the developing world – life is **constantly changing**. As political systems shift, and financial systems alter, as there are monsoons or water shortages, the successful managers are those who can be very flexible.
- In summary, Erin Meyer places different countries as following on her scheduling scale:



Source: Meyer, E. (2014): The Culture Map: Breaking Through the Invisible Boundaries of Global Business. PublicAffairs, p. 227.

Communicating

- The **communicating scale** refers to how people communicate across cultures.
- It is based on Edward T. Halls concept of low- vs. high-context communication. In **low-context** cultures good communication is precise, simple, and explicit. Messages are expressed and understood at face value. Repetition and written confirmation are appreciated, for clarity's sake. There, people might say: "If you don't understand, it's my fault. Tell them what you are going to tell them, then tell them, then tell them what you've told them."
- In **high-context cultures**, communication is sophisticated, nuanced, and layered. Reading between the lines is expected, because unspoken information is important. Less is put in writing. Messages are also interpreted using tone of voice, gesture, silence or implied meaning, as well as context or situation. There, the receiver is expected to use the situation, messages and cultural norms to understand the message.



Please open the list of links and watch video

9

Communicating

- First, there are **linguistic reasons** for the establishment of different communication styles across cultures. Japanese is e.g. a high-context language, in which a relatively high percentage of words can be interpreted multiple ways based on how and when they are used. The word “ashi” means both “leg” and “foot”, depending on context.
- Besides, high-context countries tend to have long shared **history**. Usually they are relationship-oriented societies where networks of connections are passed on from generation to generation. Japan is e.g. an island society was for long time closed off from the rest of the world. Over these thousands of years of shared history, people became particularly skilled at picking up each other’s messages. By contrast, the U.S., a country with only a few hundred years of shared history, has been shaped by enormous inflows of immigrants from all over the world. Because they had little shared context, Americans learned quickly that if they wanted to pass a message, they had to make it as explicit and clear as possible, with little room for ambiguity and misunderstanding.
- In summary, Erin Meyer places different countries as following on her communicating scale:

US	Netherlands	Finland	Spain	Italy	Singapore	Iran	China	Japan	
Australia	Germany	Denmark	Poland	Brazil	Mexico	France	India	Kenya	Korea
Canada		UK		Argentina	Peru	Russia	Saudi Arabia	Indonesia	

Low-Context

High-Context

Source: Meyer, E. (2014): The Culture Map: Breaking Through the Invisible Boundaries of Global Business. PublicAffairs, p. 39.

Evaluating and Feedback

- The **evaluating scale** refers to the evaluation of performance and the provision of negative feedback across cultures.
- One first way to begin understanding how a culture handles negative feedback is by listening carefully to the types of words people use. More direct cultures tend to use so-called **upgraders** – words preceding or following negative feedback that make it feel stronger, such as absolutely, totally or strongly. People in direct cultures might say: “This is absolutely inappropriate” or “This is totally unprofessional”.
- By contrast, more indirect cultures use more **downgraders**, words that soften the criticism, such as kind of, sort of, a little, a bit, maybe, and slightly.



Please open the list of links and watch video

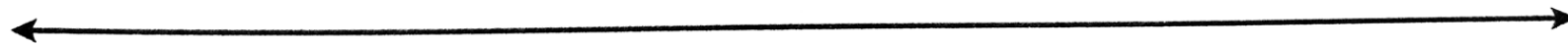
10

Evaluating and Feedback



- In some countries as China, managers learn **never to criticize** a colleague openly or in front of others.
- In other societies, like the Dutch, manager learn always to be **honest** and to give the message straight.
- Americans e.g. are trained to **wrap positive messages** around negative ones, while the French are trained to criticize passionately and provide positive feedback sparingly.
- In summary, Erin Meyer places different countries as following on her evaluating scale:

Russia	France	Italy	US	UK	Brazil	India	Saudi Arabia	Japan
Israel	Germany	Norway	Australia	Canada	Mexico	China	Korea	Thailand
Netherlands	Denmark	Spain		Argentina	Kenya	Ghana	Indonesia	



Direct negative feedback

Indirect negative feedback

Next steps: Quiz, Assignment 2 & Web Conference

Now, it's your turn again. First, please take the quiz "[British Translation Guide](#)" on Docebo.

Next, it's time for your second [assignment](#) in this module. You will find several case examples and questions about the cultural dimensions we got acquainted with in this part of module 1. Please take the case example for your country of origin. So, if you are e. g. German, you only have to work on the case example "Germany". Briefly answer the questions in a document and upload it into the module 1 page until [November the 21st](#).

Afterwards, we will have a [web conference](#) on [November the 22nd](#) to discuss the results together with the other learners. Please, take part in it.

[Have fun and good luck!](#)



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Module 1: Culture Shock



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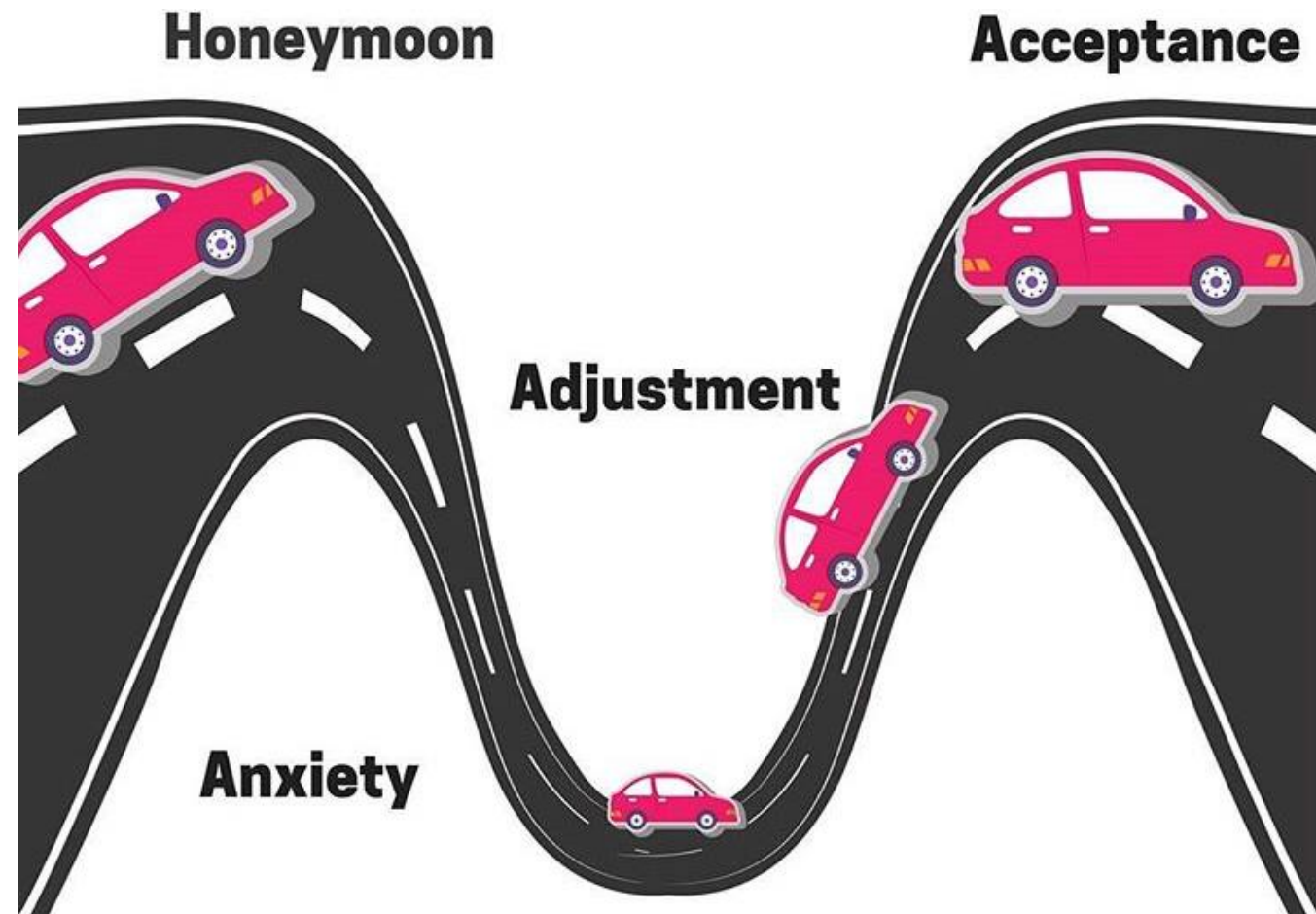
Welcome to the next part of our module 1.

In our last session, we have worked on your understanding of cultural dimensions resp. what's behind someone's cultural background. Next, we will be dealing with some **typical problems** when living and working abroad. In this sense, this part of our module is also to draw attention to the challenges your migrant colleagues do face during their first time in the new environment.



Background Culture Shock

On the one hand, moving abroad is exciting. On the other hand, you are confronted with unfamiliar surroundings, new people and unknown situations. These might also lead to a feeling of being lost: **Culture shock** is very common among expats. A person experiencing a culture shock generally moves through **four different phases** which are elaborated on the next slide and illustrated with the graph on the right.



© Picture: <http://swedishforprofessionals.com/4-stages-of-culture-shock/>

Background Culture Shock

- (1) **Honeymoon stage:** The first stage of culture shock is often overwhelmingly positive during which travelers become infatuated with the language, people and food in their new surroundings. At this stage, the trip or move seems like the greatest decision ever made, an exciting adventure to stay on forever.
- (2) **Anxiety stage:** Frustration may be the most difficult stage of culture shock and is probably familiar to anyone who has lived abroad or who travels frequently. At this stage, usually in the months two to three living abroad, small things—losing keys, missing the bus or not being able easily order food in a restaurant—may trigger frustration. Bouts of depression or homesickness are common during the frustration stage.
- (3) **Adjustment stage:** At this stage, travellers begin to feel more familiar and comfortable with the cultures, people, food and languages of new environments. Navigation becomes easier, friends and communities of support are established, and details of local languages may become more familiar.
- (4) **Acceptance stage:** The final stage of culture shock is acceptance. Then, travellers have the familiarity and can draw together the resources they need to feel at ease.

Additionally, a **reverse culture shock** can occur, especially when someone had left for a long time. As someone has settled into the foreign location, he/she spent less time in his/her home culture. Upon return, home might have changed. Besides, the returnee might have changed also.

Based on: <https://www.projectmanagement.com/blog-post/15928/What-can-I-do-about-Culture-Shock---->

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Strategies Culture Shock

If someone faces problems integrating into a destination country, there is not “the” solution to overcoming them. The following strategies have helped others facing a culture shock and can be considered only as causes for thought:

- (1) As much **information** about the destination country should be collected. Guidebooks, forums, newspaper articles, or novels are sources of information. If attendance is possible, seminars about intercultural challenges or living abroad are helpful as well.
- (2) The contact with **local people** is essential. Integration and overcoming of culture shock are often facilitated through living and working together with locals.
- (3) All the **positive things** about the new host country can be written down during the honeymoon phase. Later, when someone is feeling frustrated or irritated, this list might cheer up.
- (4) During anxiety stage, **distractions** can help. This might e.g. be watching the favorite TV show, cooking, doing sports, having a drink or a party.
- (5) During anxiety stage, as with other demanding and exhausting life situations, the activation of **individual coping strategies** is crucial. The interchange with family and friends is definitely important – even via distance. Furthermore, everyone has his/her personal ways to strengthen resilience.

Please open the list of links and watch video

11

Next Steps: Forum Postings

Again, it's your turn now. Please post in the transnational discussion [forum](#) (4) short answers to the following questions:

- What are your [personal strategies](#) and resources to overcome critical situations like a culture shock?
- What would you [recommend someone](#) facing a culture shock?

Then, read the [other postings](#). Comment them if you find answers from the other learners surprising, remarkable or notable.



MaWIC Online Course – Migration and Workplace Integration Coach

Module 1: Cognitive Effects



Welcome to the next part of our module 1.

In our previous lesson, we have seen that culture shock is a common challenge for expatriates.

Now, we will be dealing with selected key findings of **cognition psychology** to create awareness for our own perception of the world surrounding us and to better understand how we are used to judge things.



My wife and my mother in law I

Please look at the picture on the right.
What do you see?



Source: University of Glasgow. The Illusions Index: <https://www.illusionsindex.org/i/young-woman-or-old-woman>

My wife and my mother in law II

- The figure in the image can appear to be a **young woman and an old woman**. However, many people see either the young or the old woman.
- If you see only the young woman: Have a look at the young woman's chin and think of it as a large nose. Then, look at the young woman's ear and think of it as an eye.
- If you see only the old woman: Have a look at the old woman's nose. Think of it as the left cheek of a face looking away from you. Then, look at the old woman's eye and think of it as an ear on a face looking away from you.
- The Young Woman, Old Woman Ambiguous Figure belongs in a large class of **illusions** where a two-dimensional figure, or three-dimensional object can be seen in two or more sharply distinct ways.



Source: University of Glasgow. The Illusions Index: <https://www.illusionsindex.org/i/young-woman-or-old-woman>

Perception



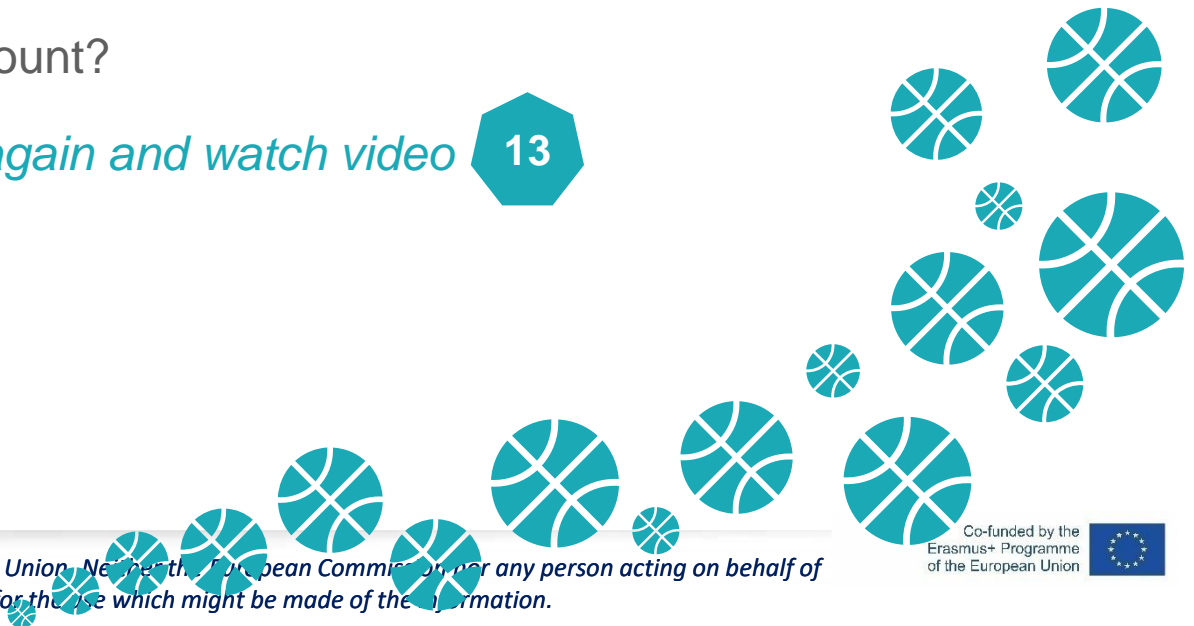
In the following, you will watch a video. Please be very attentive and answer the following question:
How many passes does the team in white play?

Please open the list of links and watch video



And? How many passes did you count?

Now, please open the list of links again and watch video



Human perception is limited and biased. Even if we see the same thing, we might interpret it differently. Think of the picture of the old and the young woman.

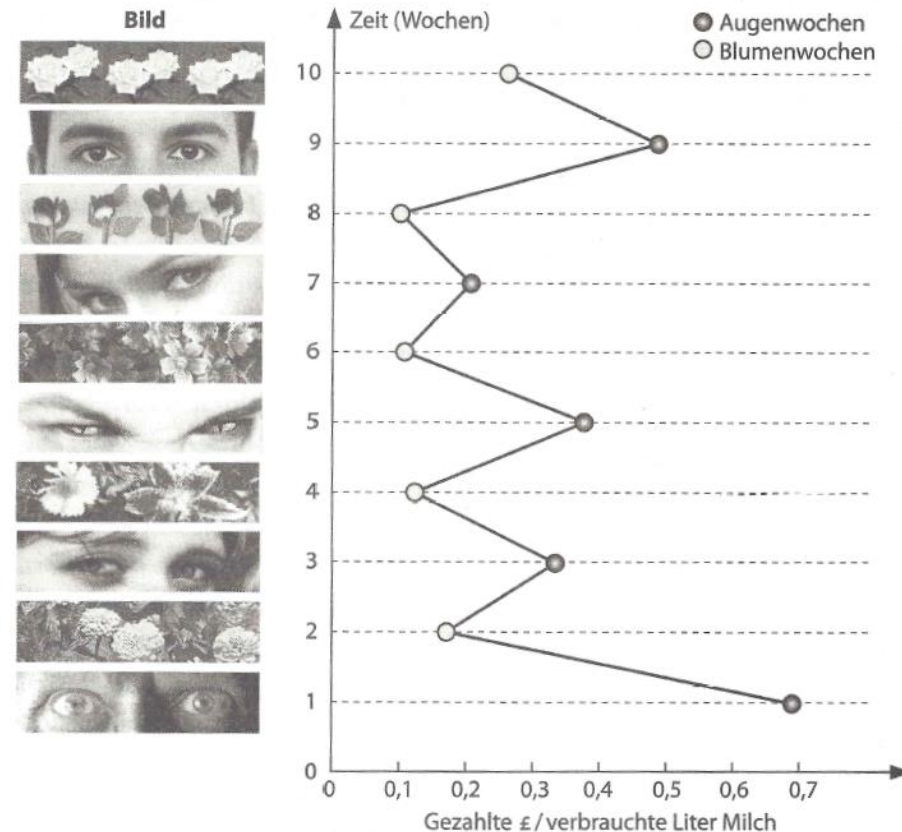
Besides, when we focus on one thing, we might miss many others. Have the monkey business illusion in mind.



Priming

Our judgements are biased by several cognitive effects. One of such effects is called **priming**. In general, priming describes how ideas prompt other ideas later without an individual's conscious awareness. Psychologists in the 1980s began finding that certain words could lead to the recognition or association with other words more easily than others. When exposed to certain stimuli, such as words or images, your future perceptions and decisions will be influenced.

Let's have a short story to illustrate a priming effect: For many years, members of an office at a British University had paid money for the tea or coffee into an "honesty box" – so they paid as much as they wished to. A list of suggested prices was posted. One day a banner poster was displayed just above the list with no warning or explanation. For a period of ten weeks a new image was presented each week, either flowers or eyes that appeared to be looking directly at the observer. No one commented on the new decorations, but contributions to the honesty box changed significantly: On the first week of the experiment (which you can see at the bottom of the figure on the right), two wide-open eyes stare at the coffee or tea drinkers, whose average contribution was 70 pence per litre of milk. On week 2, the poster shows flowers. The average contributions drop to about 15 pence. The trend continues. On average, the users of the kitchen contributed almost three times as much in "eye weeks" as they did in "flower weeks".



Please open the list of links and, to see more priming effects, watch video

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Source: Kahnemann, D. (2011): Thinking, Fast and Slow. Penguin Books, p. 57f.

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Halo

Another cognitive effect influencing our judgements is called **halo**.

Halo effects are in sciences known as a tendency to like (or dislike) everything about a person – including things you have not observed – and the tendency that information given first outshines information given later.

One example: If you like the German chancellor`s politics, you probably like many other characteristics of her as well, like her voice or her appearance.



Please open the list of links and watch video

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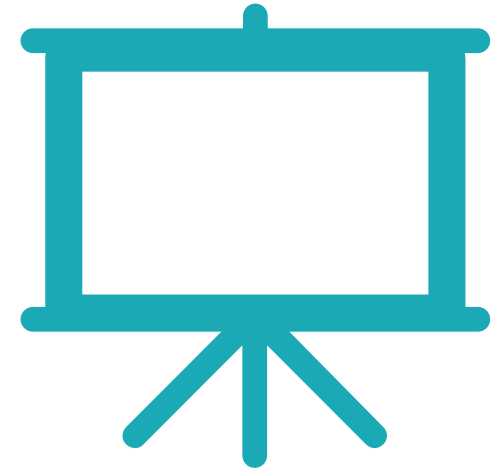
Framing

Our judgements are also influenced by **framing** effects.

Framing means different ways of presenting the same information which evokes different emotions.

Let's have a closer look at the following sentence to illustrate:
The odds of survival one month after surgery are 90%.

This doesn't reveal a happy situation. Yet, the phrase is much more reassuring than the following statement with the same meaning: *Mortality within one month of surgery is 10%.*



Please open the list of links and watch video

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Next steps: Quiz “Death risks” & Synopsis

You might ask yourself now: “Why do we have to know something about cognition psychology in this e-learning?” In part 6 of this module, we will have a synopsis with further explanations for clarification.

But first, please take the quiz “[Death Risks](#)”.

Let’s go!



MaWIC Online Course – Migration and Workplace Integration Coach

Module 1: Prejudices



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Welcome to part 6 of our first module.

Recently, we have seen in different exercises and with different examples from cognition psychology how we are manipulated in making judgements. In the same vein, we are influenced by e. g. framing, halo, priming or base-line effects in having **prejudices**.

But what are prejudices actually and how can we reduce them? We will see...



Meaning of Prejudices

There is no consented **definition** for the term “prejudices”. One of the many understandings is as following: “A *prejudice* is an unjustified or incorrect attitude (usually negative) towards an individual based solely on the individual’s membership of a social group. For example, a person may hold prejudiced views towards a certain race or gender (e.g. sexist).

The existence of prejudices is e. g. explained by **stereotyping**. Prejudices can be understood as a negative perpetuation of stereotypes. A *stereotype* is “...a fixed, over generalized belief about a particular group or class of people” (Cardwell, 1996). The use of stereotypes is a major way in which we simplify our social world; since they reduce the amount of processing (i.e. thinking) we have to do when we meet a new person.”

Thereby, have in mind: Human receptivity is limited and biased. We are not able to objectively observe the whole world, but just very small parts of it from our subjective point of view. That’s why we need **schemes to reduce complexity**. Stereotypes are such patterns that minimize the complexities of a phenomenon to a few characteristics. That’s why the vast majority of people do have stereotypes - and then most do have prejudices as well.

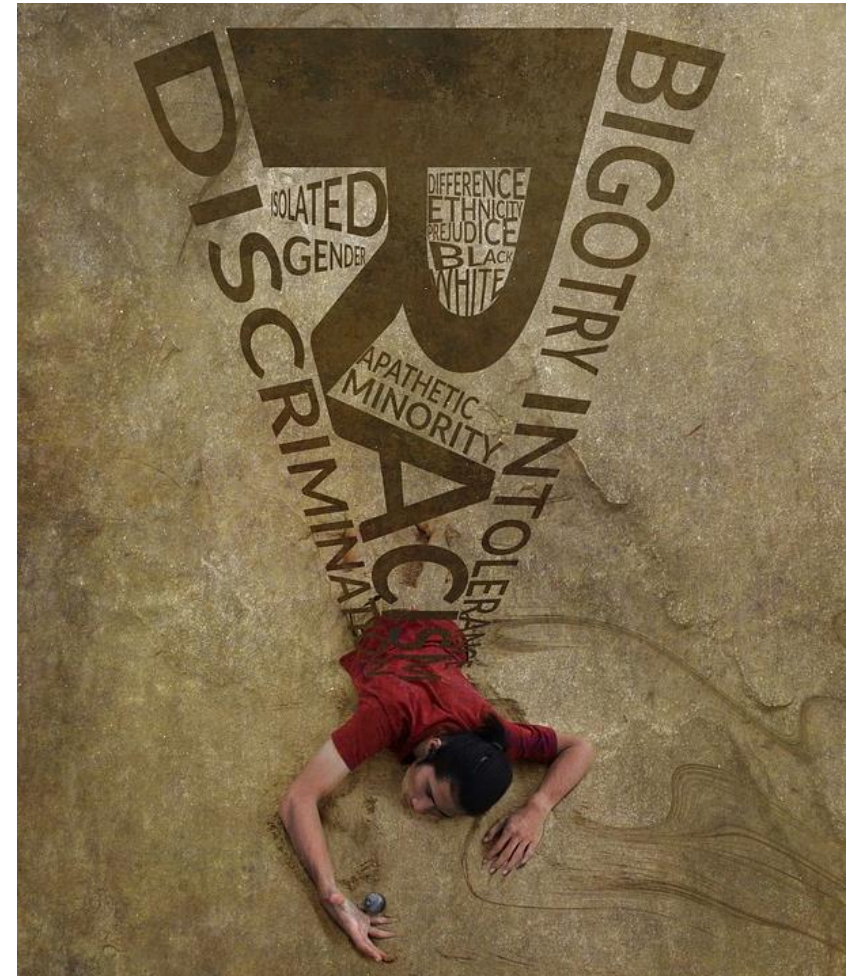
Source: McLeod, S. A. (2008). Prejudice and discrimination. Retrieved from <https://www.simplypsychology.org/prejudic>



Strategies for reducing prejudices

Although, most of us have prejudices, maybe it's not a bad idea to try reducing them. For that purpose, here you can find a few suggestions which are derived from findings in cognition psychology and so from part 6 of our module, which we have passed recently:

- Be aware of your **limited receptivity**. Think for instance of the monkey business illusion.
- Have in mind that the most **recent information** receives the greatest attention. We are more responsive to things we were confronted with recently. Remember the story with faces and flowers at the British university. Also think e. g. of the money priming effect.
- Then, be attentive and try to **consider as many parts of one story** as possible. So, be aware of halo effects and how they influence us.
- Be aware of the **media distorting risks**. Estimates of risks are warped by media coverage as we have seen in the quiz “death risks”.
- Reflect the **presentation of a topic**. Try to find alternative wording. Think of the yoghurt example: When someone says, “the yoghurt is 90% fat-free” this leaves us with a better feeling than saying “it contains 10% fat”. In sciences, here we are talking about framing effects.



Source: <https://pixabay.com/photos/racism-intolerance-prejudice-2733840/>

Next steps: Finishing

Next, it's already time for the last presentation in this module. You've almost made it!

Let's finish...



MaWIC Online Course – Migration and Workplace Integration Coach

Module 1: Diversity Management



This project is co-funded by the European Union. Neither the European Commission nor any person acting on behalf of the European Commission is responsible for the use which might be made of the information.



Welcome to the last part of our module 1.

In the following, we the concept of Diversity Management will be introduced. We will provide you with some **basic information** for the next module which will have a focus on measures in the workplace.

But what is Diversity Management actually? ...



Background Diversity Management

In general, diversity in the workplace expresses the heterogeneity, differences in nature, and wide variations between individual employees. **Diversity management** seeks to capitalize on this diversity of the workforce and utilize it for positive development. In other words: The whole company shall learn and profit from the knowledge of every single employee.

Diversity Management is based on the idea that individuals outside a “dominant group” should be given opportunities within the workplace - not only because it is instituted as a law, but because it is associated with benefits for the individual and the organization like higher productivity, lower absenteeism, and lower turnover. For that purpose, specific actions, policies and programs in the workplace are implemented.



Based on: [https://en.wikipedia.org/wiki/Diversity_\(business\)](https://en.wikipedia.org/wiki/Diversity_(business))

© Picture: https://commons.wikimedia.org/wiki/File:Diversity_baum.png

Action fields of Diversity Management

Probably one of the most famous ways to identify action fields of diversity management is the 4 layers model based on Gardenswartz and Rowe (2003). It points to four basic dimensions of diversity:

- (1) **Personality** encompasses aspects of the individual resp. his/her personal style and influences how a person behaves. The personality is influenced by the other three layers of the model.
- (2) **Internal dimensions** are those where an individual exercises the least amount of control. The characteristics are assigned at birth - like gender, ethnicity or physical ability - and are often the source of prejudice and discrimination.
- (3) **External dimensions** deal with the life choices of an individual. The individual can influence these characteristic like his/her marital status, religion or recreational habits.
- (4) **Organizational dimensions** are characteristics under the control of the organization like management status, work content fields or seniority. The individual exercises limited amount of control.



Source: Gardenswartz, L.; Rowe, A. (2003): Diverse Teams at Work: Capitalizing on the Power of Diversity.

Actions (examples) of Diversity Management

There are many actions, policies and programs to foster Diversity Management in the workplace, e.g.:

- (Further) development of **mission statement** that highlights diversity
- Specific recruitment activities like **job postings** or **job fairs** that explicitly address underrepresented employees in the organization (e.g. migrants, women, disabled persons, old people)
- Promotion and support of **minorities** in the workplace (e.g. freedom from barriers)
- Application of **gender-sensitive formulations** e.g. on the website of the organization
- Establishment of internal and/or external mechanisms to claim for eventual **discriminations** (e.g. mailbox, anonymous systems for claims and suggestion)
- Existence of **training** on diversity and intercultural awareness
- Existence of a **welcome policy** for new employees



Please open the list of links and watch videos

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Next steps: Final test

Finally in this module, you have to pass a small **test**.

Good luck, but I am quite sure you will easily reach at least half of the total points which is required to continue with the next module.

Then, in the next module, we will deepen our understanding of Diversity Management from a more practical, **work-based perspective**.



Congratulations

You have completed the first module! We hope you enjoyed it. Further good news: Module 1 was already the most time-consuming of all the modules.

Now, you are able to better understand some terms, concepts and models in the field of cultural sciences. Besides, you've gained knowledge about different cultural dimensions and the background of prejudices and how to prevent them. Finally, we got acquainted with the meaning of Diversity Management in an organization.

In the next [module 2](#), we will take this up and put your newly acquired knowledge into practice.

Let's go!

