

## Week-9 Workshop

BEB100  
INTRODUCING PROFESSIONAL LEARNING

## Today Workshop

- ACTIVITY 1 "Review"
- ACTIVITY 2 "Evaluating Your's and Other's Cultures"
- ACTIVITY 3 "Assignment 2 Cultural Issues"
- ACTIVITY 4 "CRA for Assignment 2"
- ACTIVITY 5 "Team Project Work"
- Week-9 Quiz on Cross Culture

### Activity 1

- ACTIVITY 1 "Review" – 15 to 20 Minutes
- The purpose of this activity is to review the material covered in the lecture last week on cross cultural issues (by Michael Gutteridge)

### Activity 1 (*cont.*)

Some key points from cross-culture Lecture

1. Almost every indigenous or minority community in any country is seen as having various undesirable traits as described in the Myths the lecturer listed.
2. All humans are genetically extremely similar as evidenced by the fact that all humans are able to be infected by any of the bacteria and viruses going around (eg flu, AIDS, the common cold).

### Activity 1 (*cont.*)

3. One theory of human development explains this genetic similarity by proposing that severe climate change in the distant past reduced the human population to around 10,000 all up.
4. There is as much pressure in society to diversify human cultures as there is to unify them.
5. The five indices for evaluating the relative behaviour and values of cultures, developed by Hofstede.

### Activity 1 (*cont.*)

HOFSTEDE'S FIVE INDICES OF  
CULTURAL ASSESSMENT

1. Power Distance Index
2. Uncertainty Avoidance Index
3. Individualism vs Collectivism Index
4. Masculinity vs Femininity Index
5. *Long-term vs Short-term Orientation Index*

### Activity 1 (cont.)

#### 1. Power Distance Index

How comfortable are the less powerful people in indigenous communities to accept the powerful people in their community retaining that power and not sharing it, compared to the dominant culture?

### Activity 1 (cont.)

- Power Distance Index (PDI) that is the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally. This represents inequality (more versus less), but defined from below, not from above. It suggests that a society's level of inequality is endorsed by the followers as much as by the leaders. Power and inequality, of course, are extremely fundamental facts of any society and anybody with some international experience will be aware that 'all societies are unequal, but some are more unequal than others'.

### Activity 1 (cont.)

#### • Uncertainty Avoidance Index

How prepared are indigenous people to accept uncertainty in their lives compared to the dominant culture?

### Activity 1 (cont.)

- Uncertainty Avoidance Index (UAI) deals with a society's tolerance for uncertainty and ambiguity; it ultimately refers to man's search for Truth. It indicates to what extent a culture programs its members to feel either uncomfortable or comfortable in unstructured situations. Unstructured situations are novel, unknown, surprising, different from usual. Uncertainty avoiding cultures try to minimize the possibility of such situations by strict laws and rules, safety and security measures, and on the philosophical and religious level by a belief in absolute Truth; 'there can only be one Truth and we have it'. People in uncertainty avoiding countries are also more emotional, and motivated by inner nervous energy. The opposite type, uncertainty accepting cultures, are more tolerant of opinions different from what they are used to; they try to have as few rules as possible, and on the philosophical and religious level they are relativist and allow many currents to flow side by side. People within these cultures are more phlegmatic and contemplative, and not expected by their environment to express emotions

### Activity 1 (cont.)

#### • 3. Individualism vs Collectivism Index

Are indigenous communities more individualistic, or less, than the dominant culture, or are they more concerned about community, family, mutual support than the dominant culture?

### Activity 1 (cont.)

- Individualism (IDV) on the one side versus its opposite, collectivism, that is the degree to which individuals are integrated into groups. On the individualist side we find societies in which the ties between individuals are loose: everyone is expected to look after him/herself and his/her immediate family. On the collectivist side, we find societies in which people from birth onwards are integrated into strong, cohesive in-groups, often extended families (with uncles, aunts and grandparents) which continue protecting them in exchange for unquestioning loyalty. The word 'collectivism' in this sense has no political meaning; it refers to the group, not to the state. Again, the issue addressed by this dimension is an extremely fundamental one, regarding all societies in the world.

### Activity 1 (cont.)

#### 4. Masculinity vs Femininity Index

How are the roles of the sexes seen in indigenous communities compared to the dominant culture? How do the two groups compare in seeking to be assertive and competitive or to be modest and caring?

### Activity 1 (cont.)

- Masculinity (MAS) versus its opposite, femininity, refers to the distribution of roles between the genders which is another fundamental issue for any society to which a range of solutions are found. The IBM studies revealed that (a) women's values differ less among societies than men's values; (b) men's values from one country to another contain a dimension from very assertive and competitive and maximally different from women's values on the one side, to modest and caring and similar to women's values on the other. The assertive pole has been called 'masculine' and the modest, caring pole 'feminine'. The women in feminine countries have the same modest, caring values as the men; in the masculine countries they are somewhat assertive and competitive, but not as much as the men, so that these countries show a gap between men's values and women's values.

### Activity 1 (cont.)

#### 5. Long-term vs Short-term Orientation Index

Which best describes indigenous communities compared to the dominant culture: long term (persistent, relationships ordered by status, thrifty, having a sense of shame) or short-term (personal stability, respect or tradition, reciprocation of favours and greetings)? This index was found to be best when describing East-West differences.

### Activity 1 (cont.)

- Long-Term Orientation (LTO) versus short-term orientation: this fifth dimension was found in a study among students in 23 countries around the world, using a questionnaire designed by Chinese scholars. It can be said to deal with Virtue regardless of Truth. Values associated with Long Term Orientation are thrift and perseverance; values associated with Short Term Orientation are respect for tradition, fulfilling social obligations, and protecting one's 'face'. Both the positively and the negatively rated values of this dimension are found in the teachings of Confucius, the most influential Chinese philosopher who lived around 500 B.C.; however, the dimension also applies to countries without a Confucian heritage.

### Activity 1 (cont.)

- Human development and its spread across the globe, at <http://www.bradshawfoundation.com/journey>
- This possible sequence of development was deduced from DNA studies of humans across the globe.

### Activity 2

- ACTIVITY 2 "Evaluating Your's and Other's Cultures" – 20 to 30 Minutes
- The purpose of this activity is to help the students see that there are systematic ways in which we can compare and evaluate different cultures.

### Activity 2 (cont.)

- Note that what we're NOT concerned about in this tutorial is how different cultures do different smaller things. For example, consider the following scenario:
- During a break for a business meeting between you and a group of Saudis, you walk into the men's room to find a few of them washing their feet in the sink. You think:
  - They must have had smelly feet
  - They are simply freshening themselves up
  - Are preparing to read their prayers

### Activity 2 (cont.)

- The answer is the 3rd option above. However, these types of issues are sorted out by being taught the quirks and idiosyncrasies of cultures with which you're not familiar. Instead, Activity 2 here is more concerned about evaluating societal values and mores.
- The activity is going to get the teams to try and evaluate a couple of countries' cultures using Hofstede's indices.

### Activity 2 (cont.)

- the students to sit in their teams
- one copy of Hofstede's indices page to each team
- the teams would rate Australian society against each of Hofstede's indices.

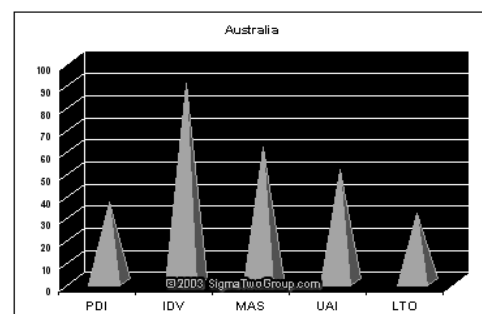
### Activity 2 (cont.)

- <http://www.kwintessential.co.uk/resources/country-profiles.html>
- On that website click on the "Afghanistan" word hotlink, and show the three parts headed "The family", "The concepts of honour and shame" and "The role of hospitality".
- Again, the teams is to decide amongst themselves how Afghanistan would rate against Hofstede's indices when compared to Australian society – more or less something, in each category compared to Australia.

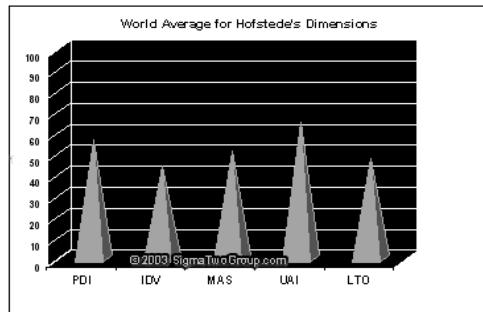
### Activity 2 (cont.)

Country	PDI	IDV	MAS	UAI	LTO
Australia	36	90	61	51	31
China *	30	80	20	66	118
South Africa	49	65	63	49	
Arab World **	80	38	52	68	
US	40	91	62	46	29
UK	35	89	66	35	25
Indonesia	78	14	46	48	
Argentina	49	46	56	86	

### Activity 2 (cont.)



## Activity 2 (cont.)



## Activity 2 (cont.)

- More:

[http://www.geert-hofstede.com/hofstede\\_dimensions.php](http://www.geert-hofstede.com/hofstede_dimensions.php)

## Activity 3

- ACTIVITY 3 "Assignment 2 Cultural Issues" – 20 to 30 Minutes
  - This activity is intended to build on the thinking stimulated by Activity 2 above to help team write Assignment 2. The activity is intended to help the team explore the issues that they must report on regarding the cultural issues related to building their house or waste disposal facility in Arnhem Land, as described in the project brief.
  - The idea is that they can go away from this tutorial and after just a little reading if necessary, be able to write the one page on cross cultural matters as required for Assignment 2.

## Activity 3 (cont.)

The essence of this activity is the statement in the brief that "The company is being asked by NT politicians to consider locating the new housing or facility in Arnhem Land to provide local employment opportunities."

- The teams is first to explore what they think some of the issues might be in building this housing or facility in the restricted community in Arnhem Land, as distinct from building it in the South East corner of Queensland.
- Discussion with the above point, consider "Myths about indigenous people" slide from the lecture – you'll find it at the 7th slide in the lecture's powerpoint presentation at <http://ltfiledown.qut.edu.au/download.asp?rNum=3651773&pNum=3438027&fac=bee&OLTWebSiteID=BEB100&dir=admin&CFID=9031229&CFTOKEN=84918120>

## Activity 3 (cont.)

- The teams should try and evaluate Australia's indigenous culture against Hofstede's indices compared to the evaluation they made of Australia in Activity 2 (which is a predominantly European culture).
- From that discussion team should have established that they're a bit in the dark on indigenous cultural norms in this country. So, now get them to think about and discuss what they might do to become better informed about the matter before their firm goes signing contracts and blundering into Arnhem Land with bulldozers.
- To complete this part of the assignment well, team'll really need to have a look at some websites and do a little reading to inform themselves properly. Have a discussion about places they might go to find relevant information e.g.
- [http://www.nlc.org.au/html/busi\\_menu.html](http://www.nlc.org.au/html/busi_menu.html)

## Activity 3 (cont.)

- Also refer them to the goodly amount of resource material on the BEB100 website under "Lecture materials" and then click on "Week 8".

## Activity 4

- ACTIVITY 4 "CRA for Assignment 2" – 30 minutes
- The purpose of this activity is for you to work through the 6 criteria on the CRA sheet so the students are reasonably clear about how they'll be assessed for Assignment 2. A copy of the CRA sheet is included later in these notes – please discard the one you got in last week's tutor instructions, there were some errors in it.
- There are also some explanatory notes to help guide you in explaining how oral presentation, artefact and report would be assessed

Criteria	7	6	5	4/3	2/1
1 Oral presentation	Independence from notes, clear audible voices, 3mins speaker, enthusiastic, logical flow. Quality ppt slides (clear, attractive, colourful, easily read).	Some reference to notes, clear audible voices, 3mins speaker, enthusiastic, logical flow. Ppt slides clear, attractive, readable.	Read mostly from notes but clear audible voices, 3mins speaker, logical flow. Ppt slides clear, readable.	Read entirely from notes, voices halting but audible, 2-3mins speaker, flow of logic just discernible. Ppt slides cluttered but readable.	Stilted, inaudible speaker, not all spoke, disorganised. No visual aids.
2 Artefact	Artefact complies 100% with brief, maximum use of resources, very simple clear presentation operation, elegant design construction.	Artefact complies 90% with brief, low use of resources, simple & observable presentation operation, good design construction.	Artefact complies 80% with brief, low use of resources, design construction of reasonable quality.	Artefact complies 70% with brief, manage use of resources, design construction of barely acceptable quality.	Artefact complies <70% with brief, heavy use of resources, very complex, design construction sloppy & of low quality.
3 Report presentation and compliance with brief	Comprehensive, 100% compliance with brief. Flawless and outstanding presentation, no errors in spelling or grammar.	1 or 2 things missing. A minor loss of sentences, 1 or 2 errors in spelling, grammar, etc.	3 or 4 things missing. Generally neat, 3 or 4 errors in spelling, grammar, etc.	Complies with > half of the brief specifications. 3 sentences just acceptable, no more than 1 or 2 errors in spelling or grammar on each page.	Complies with < half the brief specifications. Low quality presentation, many errors in spelling or grammar throughout the report.
4 Graphics	Plan, elevation and 3D perspective. Accurately drawn, A3 sheet, to scale, very neat, all relevant main points in report presented.	Plan, elevation and 3D perspective. Accurately drawn, A3 sheet, to scale, a small loss of sentences, 1 or 2 relevant main points in report not presented.	Plan & elevation, or 3D perspective. Some errors in drawing, A3 sheet, to scale, generally neat, more than half relevant main points in report presented.	Plan & elevation, or 3D perspective. A3 sheet, to scale, sentences just acceptable.	Only plan or elevation present. Other than A3 sheet used, not to scale, level of neatness unacceptable.
5 Ethics and intercultural issues.	Shows a polished and imaginative approach to the topic and provides supporting argument using a wide range of multiple perspectives and information.	Carefully and logically organised discussion, supported by a range of multiple perspectives and information.	Shows organisation and coherence, with a supporting argument that uses a limited range of perspectives and information.	Shows some attempt to organise discussion in a logical manner, and provides limited supporting argument using a single perspective or source of information.	Little attempt at logical argument, vague discussion of issues, little or no supporting information or perspectives.
6 Evidence of Group Work.	Minutes of all 4 team meetings – team agree-consent, from TeamWorker. All sentences meaningful. Detailed analysis of team's strong & weak points & how to improve.	Minutes of all 4 team meetings, from TeamWorker. All sentences meaningful. Detailed analysis of team's strong and weak points.	Minutes of 3 team meetings – team agree-consent, from TeamWorker. All sentences meaningful. Presented team's strong & weak points & some discussion.	Minutes of 3 team meetings from TeamWorker. 1 or 2 sentences not meaningful. Presented team's strong and weak points.	Minutes of < 3 team meetings, printed from TeamWorker. More than 2 sentences not meaningful. cursory presentation of some points about team function.

## Activity 4 (cont.)

- **Criterion 1. Oral Presentation.**
  - What's critical here is that all students in a team participate, and each spends no less than 2 minutes and no more than 3 minutes doing their little part of it. If they use powerpoint (ppt) slides then it'll be more impressive. You might wish to show some examples of your own ppt slides that you believe are equivalent to a grade of "7" under this criterion, and perhaps another to illustrate what you'd take to be a grade of "4". You might wish to demonstrate the difference between a strong, confident oral presentation (a "7") and a halting but audible one read entirely from notes (a "4").

## Activity 4 (cont.)

- **Criterion 2. Artefact.**
  - You can see that strong compliance with the specifications in the brief is important here. You can find the brief on the BEB100 OLT site at [https://olt.qut.edu.au/bee/BEB100/admin/index.cfm?fa=displayPage&rNum=3438001&pType=cur\\_r](https://olt.qut.edu.au/bee/BEB100/admin/index.cfm?fa=displayPage&rNum=3438001&pType=cur_r). Firstly, we're looking for simplicity and minimal use of resources in the construction of the artefact. We're also looking for neat, careful construction.

## Activity 4 (cont.)

- **Criterion 3. Report Presentation.**
  - The sorts of things we're looking for here are virtually identical to those in the first Assignment, so no surprises on this one.
- **Criterion 4. Graphics in the Report.**
  - Bruce Woolnough is talking on graphics in the Week 9 lectures. The requirements laid down in the CRA sheet for the drawings of the artefacts to be included in their report should be self-explanatory.

## Activity 4 (cont.)

- **Criterion 5. Ethics and inter-cultural discussion in the Report.**
  - The workshops in week 8 and 9 are dealing with ethics and cross-cultural issues. We're looking for insightful discussion here, comprising one page each on the two scenarios laid down in the brief – one on ethics the other on cross cultural matters. We want them to show that they've thought deeply about the issues, preferably have read a bit around the issues to inform themselves, and not have provided trite, shallow answers. These are important matters they will need to consider in their professional life and we want to see some serious thought about them now.

## Activity 4 (cont.)

- **Criterion 6. Team work.**
  - To gain a "7" here team must have recorded all their minutes and team agreement in TeamWorker, have printed out those minutes and have the printouts in an appendix in the report, and have written a page of thoughts about how the team worked during the project, what went right and wrong, what they did well and what they could have done better in retrospect.
  - We're looking to see that they are performing as reflective practitioners here.

## Activity 5

- ACTIVITY 5 "Team Project Work" – 15 Minutes
- Every week we're requiring the teams to meet and work on the project in the workshop.
  - which teams have members missing,
  - which teams are progressing and which are struggling,
- So, once Activity 5 is finished, students to stay in their teams and to have a formal meeting to discuss and work on the project.

## Week-9 Quiz

- Q1) Which best describes Geert Hofstede's Cultural Dimensions? (1 mark)
- Geert Hofstede's Cultural Dimensions The differences in religion and how they are determined
  - The differences in dialect,
  - The differences in culture;
  - The differences in individualism.

## Week-9 Quiz (cont.)

- Q2) Which best describes Geert Hofstede's individualism index? (1 mark)
  - societies in which people from birth onwards are integrated into strong, cohesive in-groups, often extended families (with uncles, aunts and grandparents) which continue protecting them in exchange for unquestioning loyalty,
  - societies in which people from birth onwards have uncertainties as individuals. They would like to be transsexual,
  - societies in which the ties between individuals are loose: everyone is expected to look after him/herself and his/her immediate family;
  - societies in which people want to join all the clubs they can - church, bowls club, football club. The whole family wants to be part of church groups, sunday groups and clubs to be with others.

## Week-9 Quiz (cont.)

- Q3) Which best describes the collective index? (1 mark)
  - societies in which the ties between individuals are loose: everyone is expected to look after him/herself and his/her immediate family,
  - societies in which people from birth onwards are integrated into strong, cohesive in-groups, often extended families (with uncles, aunts and grandparents) which continue protecting them in exchange for unquestioning loyalty;
  - a collection of indexes eg indexes at a library,
  - societies in which people from birth onwards look after themselves but don't worry about their immediate family or friends (everyone for themselves).

## Week-9 Quiz (cont.)

- Q4) Which best describes Geert Hofstede's uncertainty avoidance index? (1 mark)
  - A quick guide to the index of uncertainties eg will I have a job in the foreseeable future?
  - A Martin's weekly emails to ensure you know what you need to do. This AVOIDS uncertainty doesn't it?
  - Society's tolerance for rules - eg pool fencing rules,
  - Society's tolerance for uncertainty and ambiguity;

### Week-9 Quiz (cont.)

- Q5) Which best describes Geert Hofstede's Masculinity versus Femininity index?
- Distribution of roles between the genders
  - The battle of the sexes,
  - The sense of assertiveness and competition in a society versus its modesty and caring;
  - What makes a man a man and what makes a woman a woman,
  - Evaluate the ratio of masculinity v femininity one person has eg a man has 80% masculinity with 20% femininity.

### Week-9 Quiz (cont.)

- Q6) Which best describes Geert Hofstede's Long- Versus Short-Term Orientation Index?
  - Personal steadiness and stability -protecting your 'face' -respect or tradition -reciprocation of greetings, favours, and gifts,
  - Ordering relationships by status and observing this order -thrift -having a sense of shame,
  - Distinguish the difference in thinking between the East and West;

### Week-9 Quiz (cont.)

- Q7) Which best describes Geert Hofstede.Power-distance index? (1 mark)
  - Extent to which the less powerful members of organizations and institutions accept and expect that power is distributed unequally;
  - The extent to which the less powerful members of organizations and institutions accept and expect that power is distributed within a family eg 50% husband and 50% wife,
  - The extent to which the less powerful members of organizations and institutions accept and expect that power is distributed equally,
  - Power to the people !

### Week-9 Quiz (cont.)

- Q8) Which best describes WHY stephenoppenheimer's journey of mankind was discussed in the week 9 lecture in class? What was the MAIN POINT discussed? (1 mark)
  - We are all from Europe,
  - Language is a genetic trait,
  - Regardless of physical appearance we are all genetically very similar;
  - Individualism ensures survival.

### Week-9 Quiz (cont.)

- Q9) Complete this statement. Aborigines are indigenous to Australia and make up x% of the population. What is x?
  - 1
  - 2
  - 5
  - 10

### Week-9 Quiz (cont.)

- Q10) How does the Geert Hofstede Analysis best describe Australians?
  - Australians dislike whingeing poms,
  - They admire the american dream,
  - They're open and friendly culture;
  - It's a land of strict laws overregulated down to pool fencing, not spitting in the street etc.



### Week-9 Quiz (cont.)

- Q11) According to the Australian Federal Government in the 1990s "up to 35% of Aboriginal men do not drink alcohol compared with 12% of non-Aboriginal men". (1 mark)
  - True;
  - False.

### Week-9 Quiz (cont.)

- Q12) According to the Australian Federal Government in the 1990s "Unemployed Aboriginal people, like other unemployed Australians, are entitled to Job Search or New Start Allowances, at the same rates as other Australians. Yet, a huge number of them prefer to work for that entitlement. (1 mark)
  - True;
  - False.

### Week-9 Quiz (cont.)

- Q13) According to the Federal Government in the 1990s "There are few, if any, areas of public administration which are subject to more stringent accountability requirements than Aboriginal affairs." (1 mark)
  - True;
  - False.

### Week-9 Quiz (cont.)

- Q14) According to the Australian Federal Government in the 1990s "50% of Aboriginal children have access to pre-school education compared with more than 90% of children in the wider community". (1 mark)
  - True;
  - False.

### Week-9 Quiz (cont.)

- Q15) According to the Australian Federal Government in the 1990s no mining project was ever stopped due to legislation aimed at protecting aboriginal sacred sites. (1 mark)
  - True;
  - False.

### Week-9 Quiz (cont.)

- Q16) Which is not a factor of Geert Hofstede's Cultural Dimensions? (1 mark)
  - Power Distance Index,
  - Uncertainty Avoidance Index,
  - Individualism & Collectivism Index,
  - Likelihood of Terrorism Index;
  - Long- Versus Short-Term Orientation Index.

## Week-9 Quiz (*cont.*)

- Q17) You have fallen in love with your new partner from China and plan to give a gift to cement your love. Which gift below will be most endearing? (Tutors: a URL for students to go to find information will be supplied in the quiz)
  - A white clock with a facility to count down the days to your marriage,
  - Blue straw sandals with a blue heart on "I love you",
  - A black handkerchief with your lover's name embroidered on most beautifully,
  - A white statue of a stork,
  - A plaque for the house saying "welcome";