**CHAPTER 3**

**What Are the Essential Cultural Value Patterns?**

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**Chapter 3: Learning Objectives**

As a result of reading Chapter 3 and participating in related class discussions and activities, you should be able to

1. Understand the different functions of cultural values and how these functions drive communication expectations, evaluations, and styles.

2. Explain and use examples to illustrate the four key cultural value dimensions.

3. Describe several distinctive personality styles and how they combine with cultural values in shaping people’s communication encounters.

4. Identify and use examples to illustrate the three additional value orientations.

5. Recognize and apply the mindful O-D-I-S method (Observation—Description. Interpretation(s)—Suspend ethnocentric judgment) to achieve a more ethnorelative evaluation of the behaviors of a culturally different other.

**Chapter 3: Brief Outline**

1. **Functions of Cultural Values**
   1. **Values**: shared ideas about what is right or wrong, fair or unfair, etc. (NOTE: this is a brief description; see textbook for actual definitions)
   2. Identity Meaning Function: values help answer fundamental question: Who am I?
   3. Ingroup-Outgroup Evaluative Function: ingroup inclusion, outgroup differences
      1. *Attitude:* predisposed learned tendency that influences our reactions
      2. *Ingroups***:** share interdependent fate and feel emotionally close
      3. *Outgroups*: feel no emotional ties, feel psychological distance, competition
   4. Explanatory Function: can make sense of ingroup’s behaviors
   5. Motivational Function: internal drives for rewards or punishment for norm violations
2. **Analyzing Cultural Value Continuum Dimensions**
   1. Discovering Cultural Continuum Values
      1. Cultural values: implicit standards by which we judge behaviors
      2. Cultural-level value tendencies, but individual differences occur in a culture
   2. Identity: Individualism-Collectivism Value Dimension (most important)
      1. **Individualism**
         1. Emphasizes individual identity, rights, and needs over group’s
         2. Found in northern and western Europe and North America
         3. *Top individualist values*: freedom, honesty, social recognition, etc.
      2. **Collectivism**
         1. Emphasizes “we” identity over “I” identity, group rights, in-group needs
         2. Found in Asia, Africa, Middle East, C. and S. America, Pacific Islands
         3. *Top collectivist values*: harmony, face-saving, respecting parents, etc.
   3. Power: Small-Large Power Distance Value Dimension
      1. **Small power distance cultures**: equal power distribution, rights; rewards and punishments based on performance
      2. **Large power distance cultures:** accept unequal power distribution, rights, role relations; rewards and punishments based on age, rank, status, title, etc.
   4. Uncertainty: Weak-Strong Uncertainty Avoidance Value Dimension
      1. **Weak** (or **low**) **uncertainty avoidance** cultures encourage risk-taking and conflict-approaching modes (e.g., U.S., Hong Kong, U.K.)
      2. **Strong** (or **high**) **uncertainty avoidance** cultures: prefer clear procedures and conflict avoidance behaviors (Greece, Japan, Guatemala)
   5. Sex Roles: Feminine-Masculine Value Dimension
      1. **Femininity**: social gender roles are fluid, overlapping
      2. **Masculinity**: social gender roles are complementary and distinct
         1. Men: assertive, tough, task-based accomplishment concerns
         2. Women: more modest, tender, quality of life concerns
3. **Understanding Personality Styles and Value Tendencies** (correspond to value dimensions)
   1. Independent Self-Construal Versus Interdependent Self-Construal
      1. The **independent construal of self**
         1. Views self as distinct, unique; values personal achievement, self direction, and competition
         2. Predominates in individualistic cultures or ethnic groups
      2. The **interdependent construal of self**
         1. Emphasizes ingroup connectedness; fitting in, acting in proper manner
         2. Predominates in collectivistic cultures or ethnic groups
   2. Horizontal Versus Vertical Personality Style
      1. **Horizontal self:** prefers informality, equality, direct approach to problems
      2. **Vertical self:** prefers formality, respecting roles
   3. Uncertainty-Oriented Versus Certainty-Oriented Attributes
      1. **Uncertainty-oriented** individuals: actively seek information to resolve uncertainty.
      2. **Certainty-oriented** individuals: seek emotional, tangible support from others
   4. Androgynous Versus Conventional Sex Role Dispositions
      1. **Sex**: biological distinctions. **Gender**: based on sociocultural meaning.
      2. **Androgyny:** combination of feminine and masculine qualities
   5. Cultural Values Connecting With Personality Styles and Social Situations
      1. **Loose socio-situational system:** high degree of freedom to deviate
      2. **Tight social system**: compliance and conformity to norms is expected
4. **Additional Classical Value Orientation Patterns**
   1. Value Orientations: Background Information based on universal questions
   2. Meaning: Activity Value Orientation
      1. “**Doing” solution**: achievement-oriented activities
      2. “**Being” solution**: living with emotional vitality, relational connection
      3. “**Being-in-becoming:**” spiritual renewal and connection
   3. Destiny: People-Nature Value Orientation
      1. **Controlling or mastering their environment**: control environment
      2. **Harmony-with-nature** or “**flowing***:”* emphasize spiritual transformation or enlightenment over material gain
      3. **Subjugation-to-nature** or “**yielding**:” nature is beyond control of individuals (includes fatalism: karma)

Internal Versus External Locus of Control

* + - 1. **Internal locus of control**: emphasizes free will, personal responsibility (parallels mastery-over-nature value)
      2. **External locus of control**: emphasizes fate, external forces shape a person’s life events (parallels yielding value)
  1. Time: Temporal Value Orientation
     1. **Future-oriented time sense**: planning and clear objectives
     2. **Present-oriented time sense**: valuing here-and-now, especially relationships
     3. **Past-oriented time sense**: honor historic and ancestral ties and elders

1. **Intercultural Reality Check: Doables**

To be a flexible intercultural communication at the values clarification level, practice O-D-I-S:

* 1. Mindful observation (O), description (D), multiple interpretations (I), suspend ethnocentric evaluation (S)
  2. Observe a wide range of people and situations before making generalizations

**Chapter 3: Chapter Checkup**

**Check out the following self-assessment and cultural literacy questions:**

**QuikChoice 3.1**: Click on [**QuikChoice3.1**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quickchoice-3-1?previousFilter=tag_chapter-03) to learn about individualism-collectivism value patterns. Answer the following question. Can you identify the value pattern reflected in each answer?

To take an assessement of the rest of your value patterns, check out QuikChoice3.1 in the text.

**Table 3.2:** Use [**Figure/Table Quiz 3.2**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-figure-table-quiz-3-2?previousFilter=tag_chapter-03) to learn about your cultural or ethnic community’s value tendencies. Complete each sentence by choosing the phrase which best reflects your cultural or ethnic community’s tendencies. The answers to these questions indicate a culture’s power distance value characteristics.

To see the rest of the descriptions for these different cultures, check out Table 3.2 in the text.

**Table 3.3**: Take [**Figure/Table Quiz 3.3**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-figure-table-quiz-3-3?previousFilter=tag_chapter-03) to learn about your cultural or ethnic community’s value tendencies. Complete each sentence by choosing the phrase which best reflects your culture’s or ethnic community’s tendencies.

To see the rest of the descriptions for these different cultures, check out Table 3.3 in the text.

**Table 3.4**: How does your cultural community view the roles of males and females? Check out [**Figure/Table Quiz 3.4**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-figure-table-quiz-3-4?previousFilter=tag_chapter-03)**.**

To see the rest of the descriptions for these different cultures, check out Table 3.4 in the text.

**QuikChoice 3.3:** Use [**QuikChoice3.3**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quickchoice-3-3?previousFilter=tag_chapter-03) to assess your understanding independent and interdependent self-construal traits. To take the full assessment, check out QuikChoice 3.3 in the text.

**QuikChoice 3.4**: Click on [**QuikChoice 3.4**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quickchoice-3-4?previousFilter=tag_chapter-03) to check your understanding of vertical and horizontal personality traits. To take the full assessment, check out QuikChoice 3.4 in the text.

**QuikChoice 3.5:** Use [**QuikChoice 3.5**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quickchoice-3-5?previousFilter=tag_chapter-03) to learn about the “meaning” value orientation. To quiz yourself on the rest of the personal value orientations such as destiny and time, check out QuikChoice 3.5 in the text.

**Chapter 3: Critical Incident Analysis**

**Check out the following intercultural scenario:**

(NOTE: See “Chapter 3 Exercise Handouts” for a printable version.)

**A Critical Incident: “Transmitting**

**Information on Transmission Systems”**\*

“Adjustment to Japan has been much easier than I thought it would be,” Karl Ruch told his wife about a year after their move from Germany. Karl had been sent by an automobile company in Frankfurt to see if he could establish production facilities for transmission systems that would be built in Japan and imported into Germany. Having been told that negotiations take a long time in Japan, he was not disappointed that it had taken a year for a major meeting to be set up with his key Japanese counterparts. But the Japanese had studied the proposal and were ready to discuss it this morning, and Karl was excited as he left for work. At the meeting, people discussed matters that were already in the written document that had been circulated beforehand.

Suddenly, it occurred to Karl that there was an aspect of quality-control inspection that he had left out of the proposal. He knew that the Japanese should know of this concern because it was important to the success of the project. Karl asked the senior person at the meeting if he could speak, apologized for not having already introduced the quality-control concern he was about to raise, and then went into his addition to the proposal. His presentation was met with silence, and the meeting was later adjourned without a decision having been made on the whole manufacture-importation program. Because Karl thought that a decision would be made that day, he was puzzled.

What was the reason for Karl’s difficulty?

*\*Source*: Adapted from K. Cushner and R. Brislin (1996). *Intercultural Interactions: A Practical Guide*, 2nd ed. Thousand Oaks, CA: Sage.

**Interactive Probes**

**(Ask yourself and probe your classmates’ reactions)**

(NOTE: See “Chapter 3 Exercise Handouts” for a printable form containing these questions.)

Choose the number with the best analysis and write down the reason for your choice.

1. Karl had brought up quality control, an issue about which the Japanese are very proud. The Japanese thought that Karl was questioning their commitment to quality control.

2. Expecting a decision in a year was still unrealistic; Karl should have been more patient.

3. Karl had brought up an issue on which there had not been prior discussion among the people somehow involved in that special issue.

4. Karl had asked the senior person about speaking; in actuality, there was a younger person present who was in charge, and Karl should have deferred to that person.

**Chapter 3: Glossary-Matching Quizzes**

Click for[**Matching Quiz 3.1**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-glossary-matching-quiz-3-1?previousFilter=tag_chapter-03)**.**

Click for [**Matching Quiz 3.2**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-glossary-matching-quiz-3-2?previousFilter=tag_chapter-03)**.**

**Chapter 3: Practice Quiz**

Click here for the [**Chapter 3 Review Practice Quiz**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-chapter-3-review-prep-quiz?previousFilter=tag_chapter-03)**.**

**Chapter 3: Exercise Handouts**

**Note: Your instructor may ask you to** [**download,**](https://learninglink.oup.com/access/ting-toomey3e-student-resources#tag_chapter-03) **print out, and/or e-mail the following class handouts for this chapter.**

**The Parable**

**“The Parable” Exercise: Instructions to Participants**

**“The Parable” Exercise: Reflective Analysis**

**Reflections on *The Art of Choosing* TED Talk**

**Reflecting on Cultural Value Patterns**

**Value Orientation Emphases**

**Four-Dimensional Values Inventory (DVI)**

**Discussion Questions On DVI**

**A Critical Incident: Transmitting Information On Transmission Systems**

**Interactive Probes For “Transmitting Information…”**