FIGURE I.1.

1. Communicating
   Low context ........................................... High context

2. Evaluating
   Direct negative feedback ............................ Indirect negative feedback

3. Persuading
   Principles-first .................................. Applications-first

4. Leading
   Egalitarian ........................................ Hierarchical

5. Deciding
   Consensual ........................................... Top-down

6. Trusting
   Task-based ........................................ Relationship-based

7. Disagreeing
   Confrontational .................................. Avoids confrontation

8. Scheduling
   Linear time ........................................ Flexible time
FIGURE I.2.

Germany

Extreme A  Extreme B
FIGURE I.3.

Germany

Extreme A  Germany  Extreme B
FIGURE I.4.

Dutch range

..........................

British range

..........................

Direct negative feedback    Indirect negative feedback
FIGURE I.5.

Spain

Task-based  Relationship-based
Figure 1.1. Communicating

Low-Context

Good communication is precise, simple, and clear. Messages are expressed and understood at face value. Repetition is appreciated if it helps clarify the communication.

High-Context

Good communication is sophisticated, nuanced, and layered. Messages are both spoken and read between the lines. Messages are often implied but not plainly expressed.
FIGURE 1.2. COMMUNICATING

Low-context

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

High-context
FIGURE 2.2. EVALUATING

Direct negative feedback  Indirect negative feedback

Russia  France  Italy  US  Brazil  India  Saudi Arabia  Japan
Israel  Germany  Spain  Australia  Canada  Mexico  China  Korea
Netherlands  Denmark  Sweden  Argentina  Kenya  Ghana  Indonesia
**Figure 3.1. Persuading**

- **Principles-first**
  - Individuals are trained to begin with a fact, statement, or opinion and later add concepts to back up or explain the conclusion as necessary. The preference is to begin a message or report with an executive summary or bullet points. Discussions are approached in a practical, concrete manner. Theoretical or philosophical discussions are avoided in a business environment.

- **Applications-first**
  - Individuals have been trained to first develop the theory or complex concept before presenting a fact, statement, or opinion. The preference is to begin a message or report by building up a theoretical argument before moving on to a conclusion. The conceptual principles underlying each situation are valued.
**FIGURE 4.1. LEADING**

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**Egalitarian**
The ideal distance between a boss and a subordinate is low. The best boss is a facilitator among equals. Organizational structures are flat. Communication often skips hierarchical lines.

**Hierarchical**
The ideal distance between a boss and a subordinate is high. The best boss is a strong director who leads from the front. Status is important. Organizational structures are multilayered and fixed. Communication follows set hierarchical lines.
"It is important for a manager to have at hand precise answers to most of the questions that subordinates may raise about their work"
FIGURE 5.1.

Discussion

Implementation
(no more discussion!)

Decision
FIGURE 5.2.

Discussion

(more discussion, possible revisiting and altering of decision)

Implementation

decision
**FIGURE 7.1. DISAGREEING**

Confrontational

Disagreement and debate is positive for the team or organization. Open confrontation is appropriate and will not negatively impact the relationship.

Avoids confrontation

Disagreement and debate is negative for the team or organization. Open confrontation is inappropriate and will break group harmony or negatively impact the relationship.
FIGURE 7.2.

**TOP ROW:** PAKISTANI CHILDREN PLAYING IN PAIRS
8-year-olds winning  8-year-olds losing

8-year-olds winning  8-year-olds losing

**BOTTOM ROW:** DUTCH CHILDREN PLAYING IN PAIRS
FIGURE 7.2. (CONTINUED)

TOP ROW: PAKISTANI CHILDREN PLAYING IN PAIRS
12-year-olds winning       12-year-olds losing

BOTTOM ROW: DUTCH CHILDREN PLAYING IN PAIRS
12-year-olds winning       12-year-olds losing
FIGURE 7.3.

Emotionally expressive

Confrontational

Emotionally unexpressive

Greece  Israel  France  Italy  Spain  Brazil  India  Saudi Arabia  Mexico  Philippines

US  UK  Netherlands  Germany  Denmark  Sweden  China  Korea  Japan

Avoids confrontation
**Figure 8.1. Scheduling**

Linear-time

- Project steps are approached in a sequential fashion, completing one task before beginning the next. One thing at a time. No interruptions. The focus is on the deadline and sticking to the schedule. Emphasis is on promptness and good organization over flexibility.

Flexible-time

- Project steps are approached in a fluid manner, changing tasks as opportunities arise. Many things are dealt with at once and interruptions accepted. The focus is on adaptability, and flexibility is valued over organization.