

The world of work is becoming more and more international and multicultural

Laurea University of Applied Sciences 4.2.2015

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VIDEO CLIPS ABOUT WORKING ABROAD

Three Scottish students' work placements abroad

<https://www.youtube.com/watch?v=9-2b44-XDzQ>

- Pay attention to their expectations and fears as well as to the benefits of working abroad that they mention

Emmi's on-the-job learning experience as a plumber/pipefitter in Germany

(provided by the Centre for International Mobility CIMO)

<https://www.youtube.com/watch?v=YQ6zWJxdSqY> (with English subtitles)

- Pay attention to the differences between Finland and Germany that Emmi mentions

NEUJOBS research project (EU 2011-2015)

The objective of the NEUJOBS project is to analyse future possible developments of the European labour market(s). The main assumption is that European societies are now facing four main transitions that will have a major impact on employment, in particular for some groups in the labour force or sectors of the economy.

Socio-ecological transition - sustainable development, emergence and growth of "green" jobs, increasing ecological awareness;

Societal transition - combination of population ageing, low/falling fertility rate, changing family structures, urbanization and growing female employment, migration; impact of the economic crisis on people's future lives;

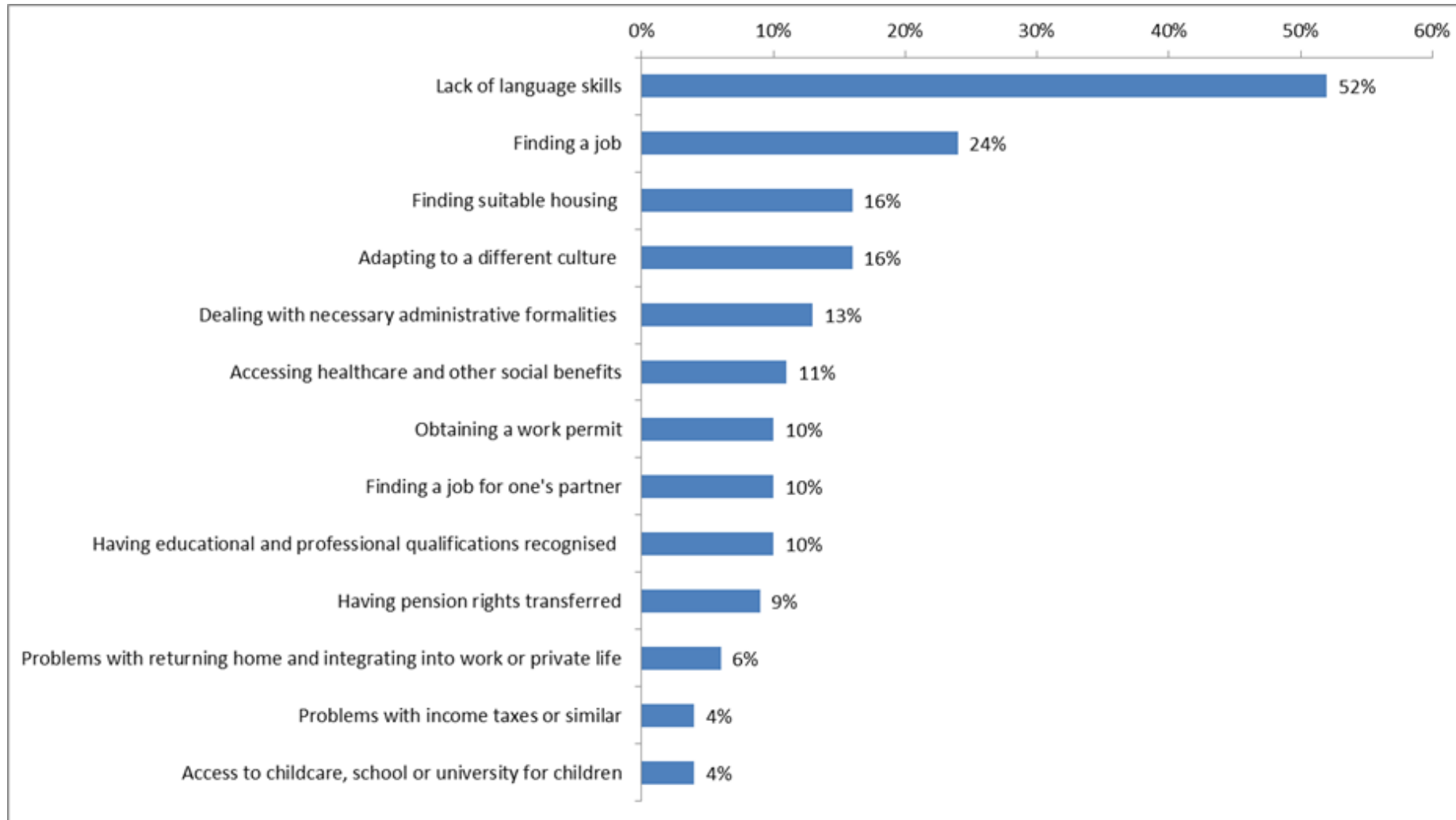
New territorial transition - modern technology will result in new ways of working (free from traditional limitations created by time, location, method)

Skills transition - education and skills matter, more than ever, for employment and wages, need for lifelong learning approach to the upgrade of human capital

MORE INFORMATION AT www.neujobs.eu

Why is labour mobility on a low level in the European Union?

According to the Eurobarometer-survey (337/2010) the key limitation is the lack of language skills as regards the destination country:



DEFINITION: Employability

The **combination of factors enabling individuals** *to progress towards or get into employment, to stay in employment and to progress during career.*

Employability of individuals depends on

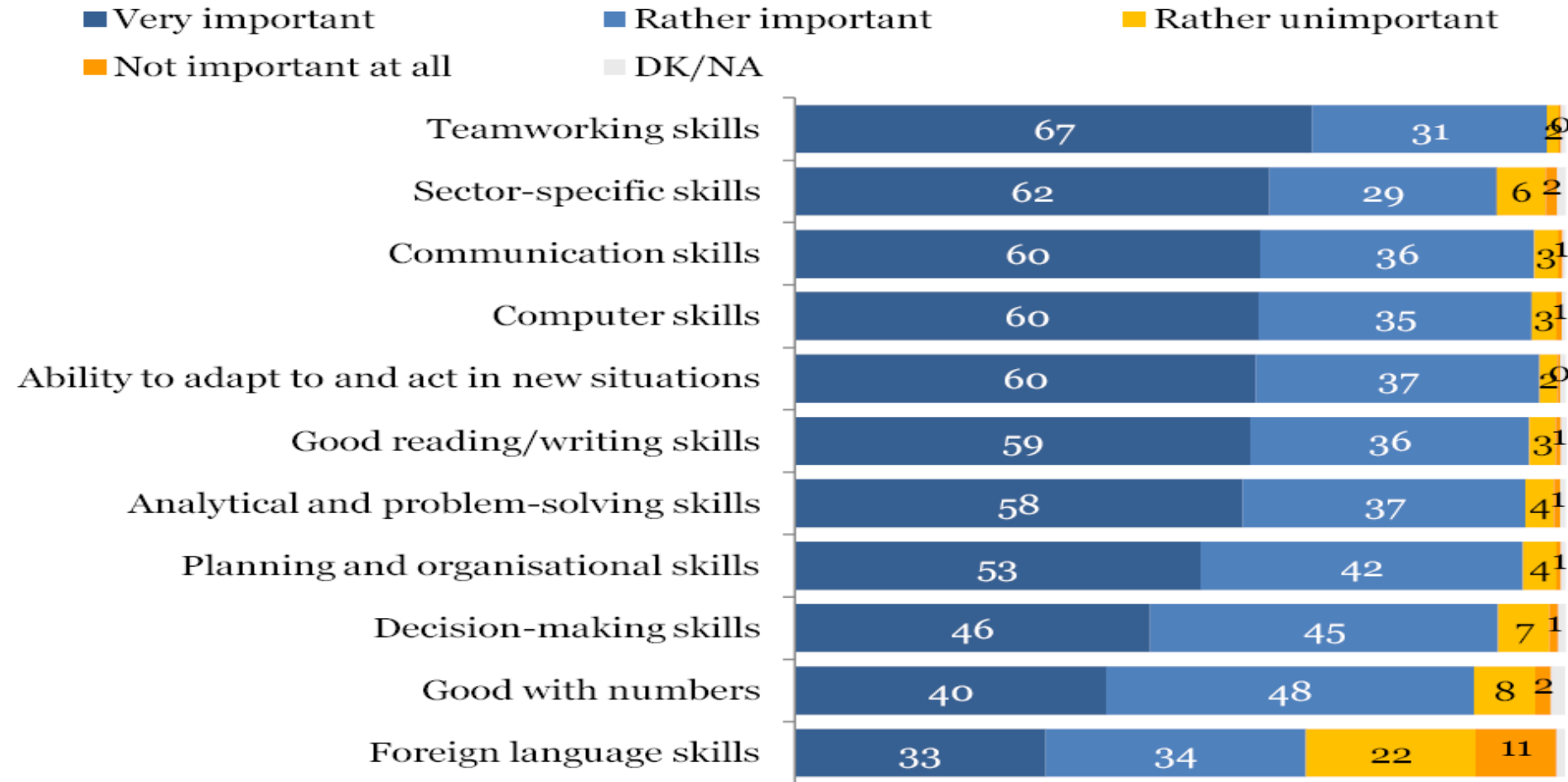
- (a) **Personal attributes** (including adequacy of skills and knowledge);
- (b) How these **personal attributes** are **presented on the labour market**;
- (c) The **environmental and social contexts** (i.e. incentives and opportunities offered to update and validate their knowledge and skills); and
- (d) The **economic context**.

Cedefop (2009). Terminology of European education and training policy.
http://www.cedefop.europa.eu/EN/Files/4064_en.pdf

Importance of skills for employers in recruiting graduates

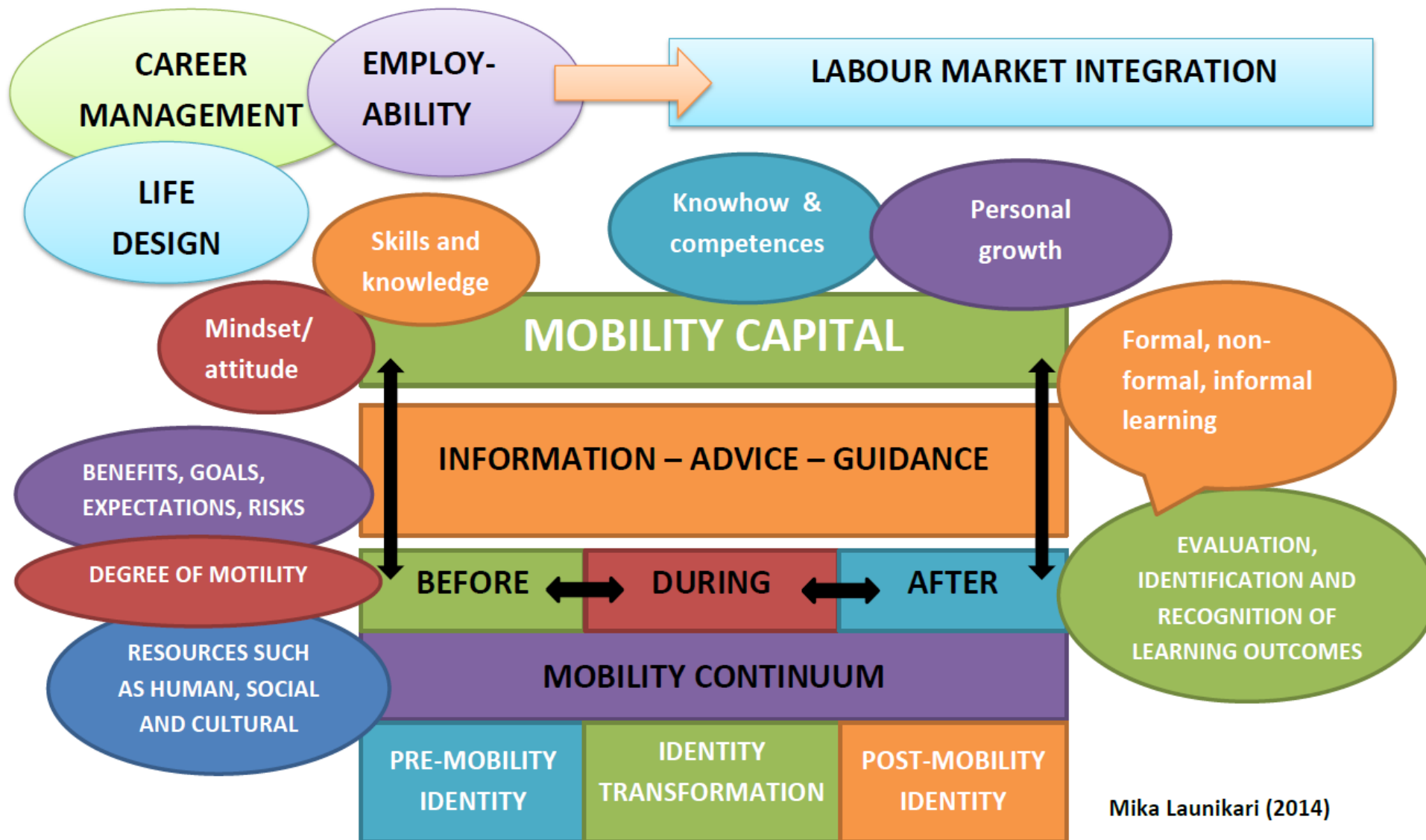
European Commission, 2010. Employers' perception of graduate employability

http://ec.europa.eu/public_opinion/flash/fl_304_en.pdf



Q3.2. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company.

Base: all companies , % TOTAL

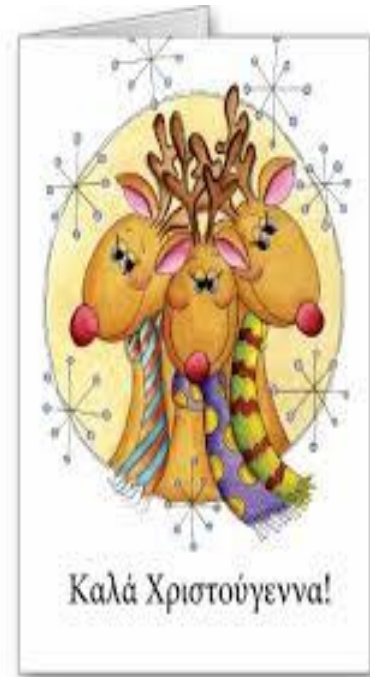


INTERNATIONAL MOBILITY WITHIN THE EU FRAMEWORK FOR LIFELONG LEARNING AND EMPLOYMENT

CULTURAL ENCOUNTERS

Two short anecdotes from Greece

- Buying stamps at a local post office for Xmas cards
- Overweight luggage at airport check-in
- YES & NO dilemma



THE RELATIVE DIFFERENCE BETWEEN TWO COUNTRIES/CULTURES

What's critical is understanding the relative difference between two countries.

For example: there is a global team where at the beginning just **British and French people** work together. The British people would say: “Oh, well, the **French** are really **disorganized and chaotic**, and they're **always late**. They're always **changing the topic** in the middle of the meeting, so it's really hard to follow them.” That could be the British perception of the French colleagues.

A little bit later, **a group from India** joins the same team. When the Indians are asked what it is like to work with the French, they would say: “Well, the **French** are so **rigid and inflexible**, and so **focused on the structure and punctuality** of things, that they're **not able to adapt** as things change around them.”

On the time-orientation dimension France falls somewhere between the UK and India, which then leads to those opposite perceptions. What's important on the dimensions is **understanding how two cultures perceive one another** even if those two cultures are not your own.



[illegible]

Martin Vargic, a Slovak artist, produced a world map that contains stereotypes linked to the different countries.

The following
three slides are
from:
www.halcyonmaps.com/the-world-stereotypes-2014/

**DON'T TAKE
THESE MAPS TOO
SERIOUSLY!**
Nobody should
get offended or
insulted because
of them!

STEREOTYPES? They are simplifications!

Generally speaking, the further away we move from our own country and home culture, the more we start thinking in terms of stereotypes. The images that we may have of other nations are not necessarily based on facts nor on our own experience, but rather on what we think we know about them.

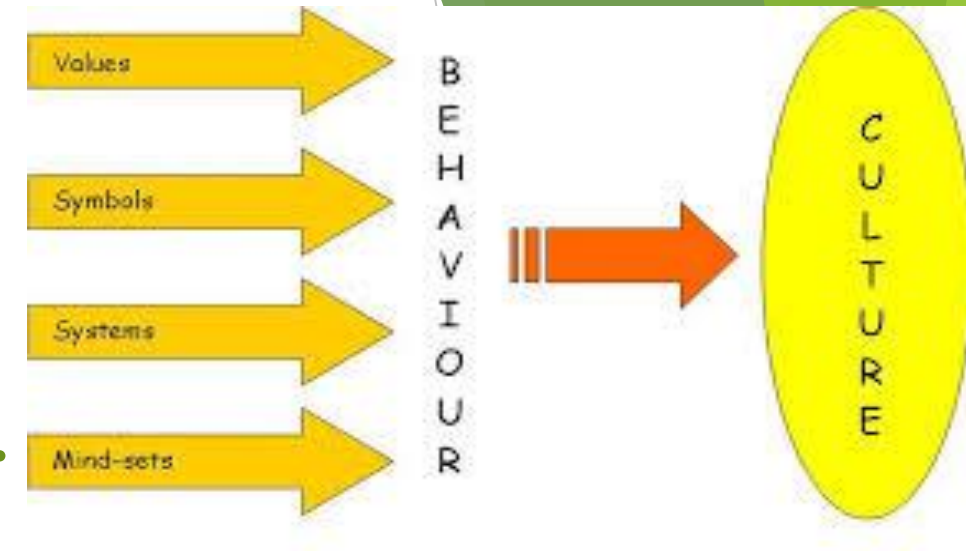
STEREOTYPES? They can be expressions of arrogance!



When we talk about the USA, we refer to it as if it were one unified and totally coherent country/culture. We easily forget that there are 50 states in the USA, that differ a lot from one another and therefore in each of them you can find a slightly different reality.

Culture - What is it?

An influential researcher of cultures, Geert Hofstede, has defined culture as a **collective programming of the mind that distinguishes one group or category of people from another.**



- **Hofstede's view** above is considered **obsolete** these days!
- The current view is that **each one of us contributes to creating and modifying the prevailing culture!**
- **Broadly defined, all groups of people who identify themselves or have connections to each other based on some shared aims, needs or the similarity of background, belong to the same culture.**

Stay ahead of the
culture by
creating the culture.

chugh



What do we mean by culture?

Generally agreed characteristics of **CULTURE** are:

- **CULTURE** is **shared**. All members of a particular group will share a common culture which defines the range of behaviour "acceptable" within that group.
- **CULTURE** is **learned**. Culture is not innate or instinctive. It is passed from one generation to the next and from individual to individual. It may change over time, as new items are learned and become customs, and others fall into disuse.
- **CULTURE** is based on **symbols**. The elements of language are the primary symbols used by all groups which possess a culture.
- **CULTURE** is **integrated**. The culture of a group is not a collection of random characteristics. It is a **dynamic** interrelated whole that continuously changes/evolves.
- **ONE'S OWN CULTURE** often means staying in **one's comfort zone**!

CULTURE SHOCK;
A feeling of **confusion**, **doubt**,
or **nervousness** caused by being
in a place (such as a foreign
country) that is **very different**
from what you are used to.

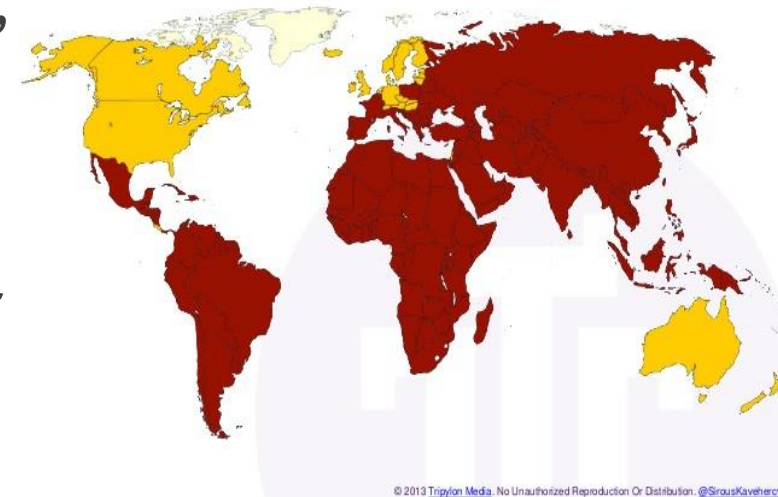
Collective vs. Individualistic Cultures

COLLECTIVE CULTURE:

“WE” comes before “I”, the whole extended family involved in decision making, individual is an integrated member of a cohesive ingroup; communal responsibility, social usefulness, acceptance of authority, loyalty to family are important.

INDIVIDUALISTIC CULTURE: “I” precedes “WE”, individual has full freedom of choice concerning his/her life (work, education, religion, politics, social role, ...), self-actualisation and independence are highly valued, reservations towards authorities, loyalty to things that are personally important and relevant.

CULTURAL DIVERSITY INDIVIDUALISTIC VS. COLLECTIVISTIC

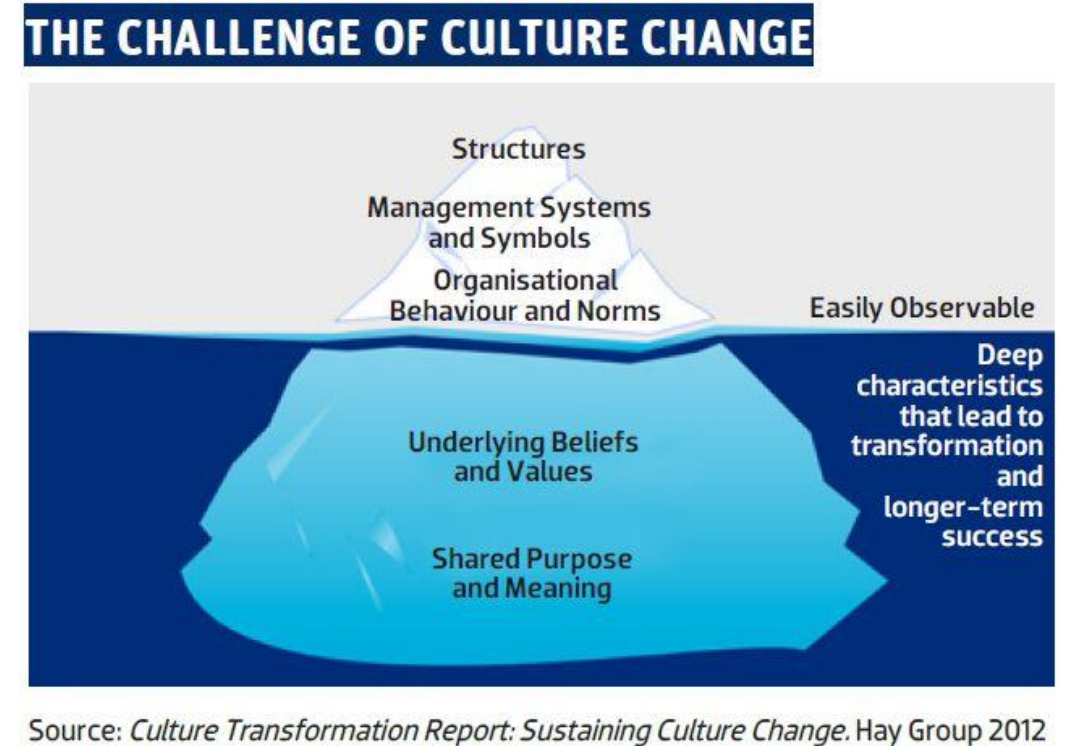


LEVELS OF CULTURE (N. Hidalgo , 1993)

A) Concrete - the most prominent and visible level (clothing , music, food , etc.), for example, multicultural festivals and events.

B) Associated to behaviour – level expressing the social roles, the use of language, non-verbal communication, and reflecting the values. Indicating gender roles, family structures, political orientation, ...

C) Symbolic level includes our values and our beliefs, it is often very abstract, but the key to how we define ourselves. Value systems, customs and traditions, spirituality, religion, world view belong to this level.



ADAPTATION TO A NEW CULTURE (Sue&Sue, 1990)

1. Stage: *Conformity*

Characterized by intense excitement and euphoria associated with being in a new culture. The majority culture represents the desired outcome.

2. Stage: *Dissonance*

Eventually, the fun and excitement associated with the tourist phase gives way to frustration and real stress.

Failure events once considered minor and funny are now perceived as stressful.

The new environment requires a great deal of conscious energy that was not required of the old environment, which leads to cognitive overload and fatigue.

ADAPTATION TO A NEW CULTURE (Sue&Sue, 1990)

3. Stage: *Resistance and Immersion*

Strong returning to one's own old culture as one's own and the new culture are seen as opposing each other.

4. Stage: *Introspection or reorientation*

People eventually realize that the problems associated with the host culture are due to real differences in values, beliefs, and behaviours

This stage can also be called as Growing realism: good and bad is seen in every culture.

5. Stage: *Integrative awareness stage*

At this point, individuals actively engaged in the culture with their new problem-solving and conflict resolution tools with some degree of success.

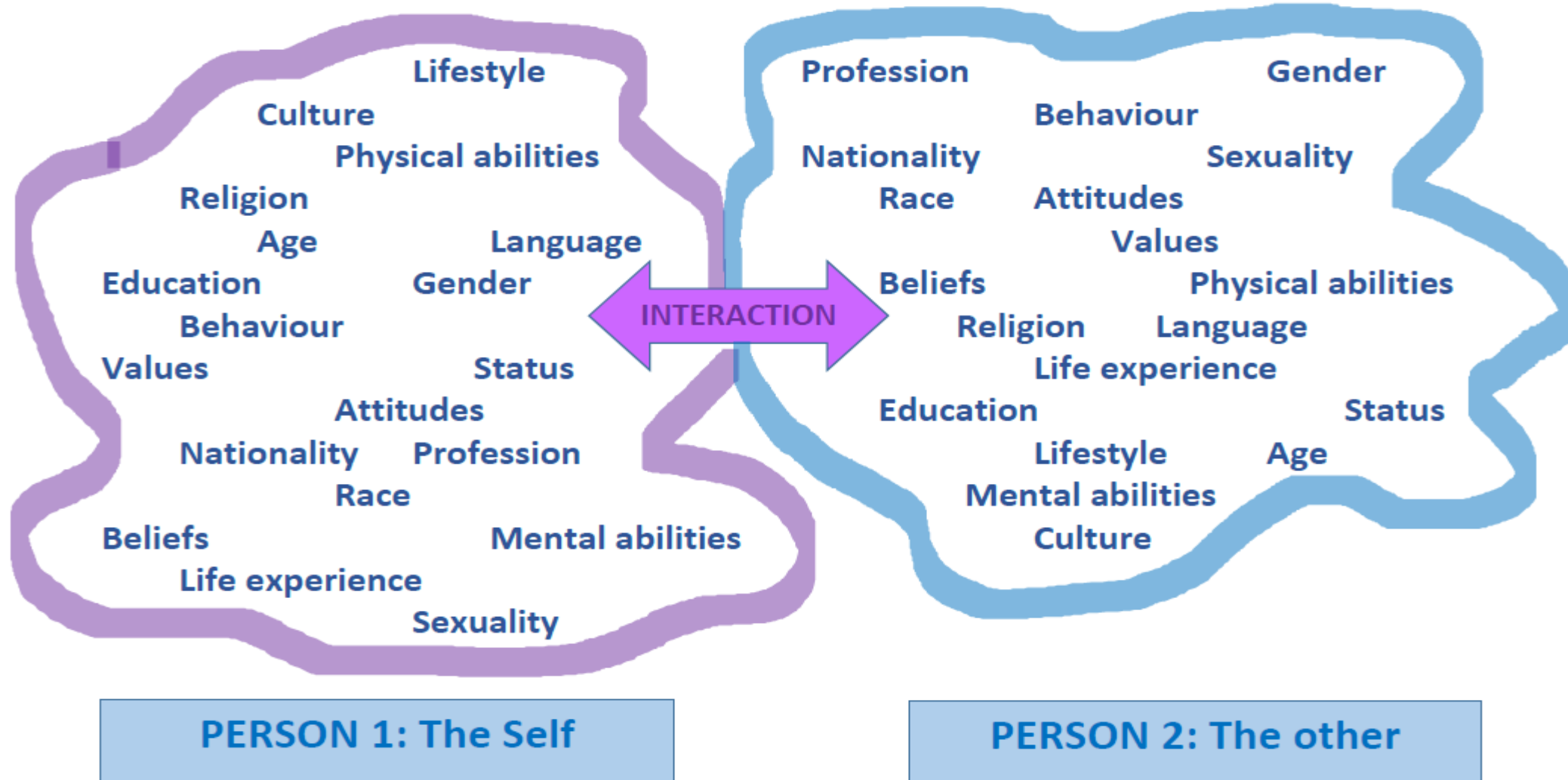
Usually it means integration of one's own and the new culture.

WE HAVE MULTIPLE IDENTITIES AT ANY GIVEN POINT OF TIME (M. Launikari & F. Dervin, 2014)

Context & Situation

Co-construction & Representation

Power dynamics





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