

ASSESSMENT 3

Cultural Misunderstandings

Details

Attempt 1 Available

Overview

Read a scenario and create a 1–2-page dialogue that shows the different perspectives between characters. Then, write 3–5 pages in which you analyze the dialogue and provide solutions for reducing misunderstandings.

According to Wilmot (1987), human communication has two components, content and relationship. Although the content aspect indicates the message itself, the relationship aspect is often reflected in the thoughts and feelings hidden in the message. You will be able to explain misunderstandings among people of different cultural backgrounds and how to reduce them.

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- Competency 1: Articulate the relationship among culture, ethnicity, and diversity in psychology.
 - Identify perspectives of people from different cultural backgrounds.
 - Explain misunderstandings among people of different cultural backgrounds and how to reduce them.
- Competency 2: Evaluate current psychological research and theory as it relates to understanding culture, ethnicity, and diversity in psychology.
 - Describe the content aspect of human communication.
 - Explain Wilmot's relationship theory of human communication.
- Competency 4: Communicate effectively in a variety of formats.
 - Communicate in a manner that is professional and consistent with expectations for members of the psychology profession.

Reference

Wilmot, W. W. (1987). *Dyadic communication* (2nd ed.). New York, NY: Random House.

Competency Map

[Check Your Progress](#) Use this online tool to track your performance and progress through your course.

Context

The focuses of Assessment 3 are cognition, language, and communication. Cognition involves all the mental processes people use to transform sensory input into knowledge. You will explore research related to cognition by examining a cross-cultural study that focuses on this topic. Most scholars view culture itself as cognition:

- Hofstede (1980): culture defined as "mental programming."
- Berry, Poortinga, Segall, and Dasen (1992): culture defined as norms, opinions, beliefs, values, and worldviews, which are all cognitive products.
- Matsumoto and Juang (2007): culture defined as a knowledge system.

Next, you will examine language and communication as well as the concept of our public and private selves in regards to culture. Barnlund (1975) argues that people in some cultures do not hesitate to open themselves by sharing their ideas and opinions in public; however, people in some other cultures prefer not to talk much about themselves in public.

According to Barnlund, people who belong to the former case have a larger part of "public self" and a smaller part of "private self." On the other hand, people who belong to the latter case have a smaller part of "public self" and a larger part of "private self." Which category do you think you belong to?

There is also an opportunity for you to demonstrate your knowledge and understanding of the concept of self-disclosure. Jourard and Lasakow (1958) define "self-disclosure" as "the process of making oneself known to the other person: the other person is the target person to whom information about oneself is communicated."

References

Barnlund, D. C. (1975). *Public and private self in Japan and the U.S.* Tokyo, Japan: Simul Press.

Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (1992). *Cross-cultural psychology: Research and applications*. New York, NY: Cambridge University Press.

Hofstede, G. (1980). *Culture's consequences: International differences in work-related values*. Beverly Hills, CA: Sage.

Jourard, S. M., & Lasakow, P. (1958). Some factors in self-disclosure. *Journal of Abnormal and Social Psychology*, 56, 91–98.

Matsumoto, D., & Juang, L. (2007). *Culture & psychology* (3rd ed.). San Francisco, CA: Wadsworth.

Questions to Consider

To deepen your understanding, you are encouraged to consider the questions below and discuss them with a fellow learner, a work associate, an interested friend, or a member of the business community.

For this question, you may wish to refer to the Gross article and the Chen TED Talk linked in the Resources under the Internet Resources heading. In these resources, you will examine how language affects the way we think and see behavioral economist Ted Chen talk about how language affects the ability to save money.

- What are the main things you have learned about your saving behavior?

Resources

Required Resources

The following resources are required to complete the assessment.

Capella Resources

Click the links provided to view the following resources:

- [Cultural Misunderstandings Scenario](#).

Suggested Resources

The following optional resources are provided to support you in completing the assessment or to provide a helpful context. For additional resources, refer to the Research Resources and Supplemental Resources in the left navigation menu of your courseroom.

Library Resources

The following e-books or articles from the Capella University Library are linked directly in this course:

- Enfield, N. J. (2013). [Language, culture, and mind: Trends and standards in the latest pendulum swing](#). *Journal of the Royal Anthropological Institute*, 19(1), 155–169.
- Jaeyoung, C., Kushner, K. E., Judy, M., & Lai, D. W. L. (2012). [Understanding the language, the culture, and the experience: Translation in cross-cultural research](#). *International Journal of Qualitative Methods*, 11(5), 652–665.
- Swartz, L., Kilian, S., Twesigye, J., Attah, D., & Chiliza, B. (2014). [Language, culture, and task shifting - an emerging challenge for global mental health](#). *Global Health Action*, 7, pp. 1–4.

Course Library Guide

A Capella University library guide has been created specifically for your use in this course. You are encouraged to refer to the resources in the [PSYC-FP3540 – Culture, Ethnicity, and Diversity Library Guide](#) to help direct your research.

Internet Resources

Access the following resources by clicking the links provided. Please note that URLs change frequently. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Boroditsky, L. (2010, July 23). [Does language influence culture?](#) *Wall Street Journal*. Retrieved from <http://online.wsj.com/news/articles/SB10001424052748703467304575383131592767868>
- Chen, K. (2012). [Could your language affect your ability to save money?](#) *TEDGlobal 2012*. Retrieved from https://www.ted.com/talks/keith_chen_could_your_language_affect_your_ability_to_save_money?language=en
- Gross, J. (2013). [5 examples of how the languages we speak can affect the way we think](#) [Blog entry]. Retrieved from <http://blog.ted.com/2013/02/19/5-examples-of-how-the-languages-we-speak-can-affect-the-way-we-think/>

Assessment Instructions

Preparation

To prepare for this assessment, read the **Cultural Misunderstandings Scenario** linked in the

Required Resources. (After reading this scenario, you will create your own dialogue.) Try to understand the "relationship" aspect of the two characters, Mariko and Mrs. Thompson. It is important to understand that the characters' thoughts described in the dialogue do not determine any specific characteristics of a certain culture. It merely indicates different perspectives presented by people from different cultural backgrounds. Here, different cultures could be represented by either "counselor culture" or "patient culture."

Resources

-  [Cultural Misunderstandings Scoring Guide](#).

- Dialogue 1 portrays some cultural misunderstandings (misperceptions).
- Dialogue 2 includes Mariko's thoughts and the counselor's thoughts.

In each dialogue, "C" stands for the counselor, and "M" stands for Mariko.

Directions

- Write a 1–2-page dialogue focusing on cultural misunderstandings or misperceptions between a counselor and a client (or a doctor and a patient). Be sure to include the characters' thoughts in the dialogue, similar to the second version of the dialogue. Your dialogue must complete the following:
 - Identify perspectives of people from different cultural backgrounds.
 - Explain misunderstandings between people of different cultural backgrounds and how to reduce them.

- Describe how to reduce cultural misunderstandings between people of different cultural backgrounds.
- Explain dyadic theory of communication.

- In addition to the dialogue, write a 3–5-page paper explaining where the misunderstandings are between the two speakers in the dialogue and why the misunderstandings occurred. Then, provide suggestions for reducing these kinds of misunderstandings.

Additional Requirements

- Ensure your finished assessment is 3–5 pages in length, excluding the title page and references page. Also, submit your 1–2-page dialogue as part of this assessment.
- Include a title page and a references page.
- Include an introductory paragraph and a concluding paragraph.
- Include a minimum of two research resources.
- Follow APA guidelines for style and formatting.

Cultural Misunderstandings Scoring Guide

[View Scoring Guide](#) Use the scoring guide to enhance your learning. [How to use the scoring guide](#)

[U03a1] Cultural Misunderstandings

Read a scenario and create a 1–2-page dialogue that shows the different perspectives between characters. Then, write 3–5 pages in which you analyze the dialogue and provide solutions for reducing misunderstandings.

Submit Assessment

This button will take you to the next available assessment attempt tab, where you will be able to submit your assessment.

U03a1: Cultural Misunderstandings

>[View/Complete](#)

U03a1: Cultural Misunderstandings: Revision 1

>[View/Complete](#)

U03a1: Cultural Misunderstandings: Revision 2

>[View/Complete](#)