

Czech University of Life Sciences Prague

Faculty of Economics and Management

Department of Psychology



Bachelor Thesis

Work and Money in Intercultural Comparison

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CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE

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BACHELOR THESIS ASSIGNMENT

Adéla Nevrlá

Economics and Management

Thesis title

Work and Money in Intercultural Comparison

Objectives of thesis

The comparison of differences and similarities between Czech and Russian students of FEM CULS in understanding "money" and "work".

Closer research will provide not only results usable for developing the methods of research in intercultural context, but also can be useful for FEM CULS pedagogic praxis.

Thesis can be beneficial for intercultural communication research in trade and business, as it is implemented in psychology department of FEM CULS.

Methodology

The research on which the thesis is based will employ the method of free associations, classification experiment (word classification according to similarities of meaning) and statistical analysis of the data obtained.

The methods mentioned above and their use in the context of intercultural communication research were developed and employed at Psychology department of FEM CULS.

The proposed extent of the thesis

40 – 50

Keywords

intercultural differences, money, work, communication, classification experiment

Recommended information sources

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Declaration

I declare that I have worked on my bachelor thesis titled "Work and Money in Intercultural Comparison" by myself and I have used only the sources mentioned at the end of the thesis. As the author of the bachelor thesis, I declare that the thesis does not break copyrights of any their person.

In Prague on 14th March 2017

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Work and Money in Intercultural Comparison

Abstract

Objective of this thesis is to verify usability of the classification experiment. Classification experiment is relatively new method used to identify the intercultural differences. This method's verification is performed by comparing the intercultural differences and similarities between Czech and Russian students (from FEM CULS) of understanding chosen words. Chosen words are: "work" and "money". There were 42 paper cards with one word with a short description on each (e.g.: Career - Advancement in a vocation). Students chosen for the experiment (25 Czech students and 25 Russian students) were asked to divide the cards into as many heaps they wanted. Observed words "work" and "money" were mixed in the pack. They were asked to divide the cards according to their similar meaning. Later, it was counted how many times the students connected words from the pack to the observed word "work"/"money". For the data elaboration there is a correlation analysis and descriptive statistics used. Thanks to the research we found out that there is a 81,2% correlation between Czech and Russian students for the observed word "work". And 83,2% correlation between Czech and Russian students for the observed word "money". There was also a bar graph used to see the differences of word connections graphically.

Main discovery of this thesis is that the usability of classification experiment is confirmed, because we were able to find the differences and similarities between groups of Czech and Russian students. However for the research of the differences and similarities would be much bigger data set needed.

Keywords: classification experiment, culture, communication, intercultural communication, work, money, Czech, Russian, correlation, descriptive statistics

Práce a peníze v mezikulturním srovnání

Abstrakt

Hlavním cílem této práce je ověřit použitelnost klasifikačního experimentu. Klasifikační experiment je relativně nová metoda používaná k určení mezikulturních rozdílů. K ověření této metody bylo využito určování rozdílů a podobností v porozumění vybraných slov mezi českými a ruskými studenty (z PEF ČZU). Vybranými slovy jsou: „práce“ a „peníze“. Studentům bylo dáno 42 papírových kartiček, na kterých byla napsána slova s krátkým popisem (př. „Kariéra – postup v povolání“). Studenti vybraní pro tento experiment (25 českých studentů a 25 ruských studentů) byli požádáni o rozdělení těchto kartiček do hromádek na základě podobnosti. Počet hromádek nebyl určen. Později bylo spočítáno, kolikrát studenti spojili vybraná slova s ostatními slovy. Zvlášť pro „peníze“ a zvlášť pro „práci“. Tato slova byla zamíchána spolu s ostatními v balíčku. Pro vyhodnocení posbíraných dat bylo využito korelační analýzy a deskriptivní statistiky. Díky výzkumu bylo zjištěno, že korelace mezi českými a ruskými studenty pro slovo práce dosahují 81,2% a pro slovo „peníze“ 83,2%. Pro grafické znázornění rozdílů v odpovědích byl využit sloupcový graf.

Hlavním zjištěním této práce je, že rozdíly a shody mezi skupinami českých a ruských studentů, které byly nalezeny, potvrzují použitelnost klasifikačního experimentu. Nicméně, pro bližší výzkum rozdílů a shod by byla potřeba větší výzkumný vzorek.

Klíčová slova: klasifikační experiment, kultura, komunikace, mezikulturní komunikace, práce, peníze, Češi, Rusové, korelace, deskriptivní statistika

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1. Introduction

Work and money in intercultural comparison. I find this topic very interesting and also very current and important. You realize it once you have the opportunity to travel abroad and meet new people from different cultures and experience the differences by yourself. Also the whole studies here, at CULS is a permanent opportunity to meet classmates from different countries, than you are.

As the globalization is happening, the interactions between cultures are about to be more and more often. And they could partly lead to washing out the differences between them. Opposite to it there are always some factors - habits. Their role is also significant and we know that they will not fade away so easily. They have the tendency to stay unchanged even in this connected world. There are very often problems with evaluation of the significance and weight of their role. Low level of knowledge about it could lead to serious misunderstandings and critical situations both in local and in international measure.

I find it very recent also because of our present political situation. EU is accepting refugees, who are from completely different cultural background. Czech people are also very specific, because of different historical and political experiences. So it is important for all of us to find proper common way.

The way we employ to organize our knowledge of the World could lead to misunderstandings. World is a complex and the speed of present World's development is incredibly fast. It is not possible to follow it as a whole. There are many scientific and technical journals and digital messages and the number of them is permanently increasing. There are many new topics and our world is full of new issues. But some of things that are already known have also a new point of view.

We are not able to use all the knowledge, our World has in offer for us in our personal lives. The fact that there are still many things to discover and that we are still adding new information to things already known, results in generally known fact that the complex knowledge of the World hasn't been discovered yet and even in the future the knowledge development will be an endless process. We use much more simplified version of present information base. This simplified version seems to be enough for our orientation, to solve the problems we are involved in, to decide, to find the way. Looking at the World from different perspectives and angles leads to many misunderstandings with people, who are looking at it differently.

As Kolman (2016) says:

"People who communicate mostly exchange words. However, words are not that all-important. What is important in communication is the meaning the words convey. Even in case people engaged in communication speak the same language and were brought up in the same ethnic and/or cultural environment, misunderstandings happen. The situation is more difficult, if it is not so. People from different cultural backgrounds might attach different meanings to the same or similar utterances, and a thing might get even worse if their respective skills in using the language employed differ, as well. Besides, words are only a part of communication tools. Meaning might be conveyed by symbols which might take form of words, sounds, pictures, symbolic behaviour, like gestures and facial expressions, etc."

2. Objectives and Methodology

2.1 Objectives

Objective of this bachelor thesis is to verify usability of classification experiment by comparing the differences and similarities between Czech and Russian students of FEM CULS in understanding "money" and "work". The thesis is divided into two main parts, theoretical part and practical part. Theoretical part deals mainly with terminology. First chapter of theoretical part discusses definition of communication, furthermore verbal, non-verbal and intercultural communication. Next chapter defines culture and important cultural features, explains how culture can affect our way of thinking. Also explains culture as phenomenon. Third chapter is an overview of intercultural concepts. Important methods of intercultural methods already employed. Information and materials used in theoretical part of bachelor thesis are drawn from available professional literature and articles, both, printed or electronic. Intercultural research is very dynamic field, for that purpose latest findings are largely drawn from internet sources.

Another objective is that by verifying usability of this experiment the closer research will provide not only results usable for developing the methods of research in intercultural context, but also can be useful for FEM CULS pedagogic praxis.

2.2 Methodology

Practical part is focused on classification experiment (word classification according to similarities of meaning) that is explained and compared to other methods. This method was developed and employed on Psychology department of CULS. It consists in finding the inter-cultural differences from different perspective than the other methods and/or in completing them. The classification experiment was tested on twenty-five Czech and twenty-five Russian students of FEM CULS. Their instructions were to divide forty-two cards according to which of the words written on cards show some similarity of meaning. And the results of the experiment were statistically analyzed.

3. Theoretical Part

3.1 Communication

Communication is a very important part of our lives. We can say it's inseparable. People are social beings and they are not meant to be alone. From the beginning people always communicated with each other. Our communication possibilities changed throughout the years and they are huge at present moment and they are still getting better.

There are many definitions, which are trying to tell us what the communication is. Here are some of them:

The word communication is based on word *communicare* which is a word in latin language and the meaning is: to share, to create something common.

Which means that communication does not only consist of sharing the information between participants. Very important part of it is what the information is making us feel and also the context, which can change this whole process. In this way of understanding the word information, we can find it to be more of a synonym to interaction - process of influencing each participant and the affect it leaves on him.

Lasswell (1948) describes communication process as follows: "Convenient way to describe an act of communication is to answer the following questions:

1. Who
2. Says What
3. In Which Channel
4. To Whom
5. With What Effect?"

1. Sender (communicator) is the one, who is sending the message. We suppose, that receiver has similar knowledge and experiences = code system, as receiver. Basic condition for understanding what the sender is trying to share is the use of the same language (which both sender and receiver understand).

2. Report (communique) is the actual message sent. It could be thought or feeling, which is one person sharing with another. It could be verbal, or non-verbal. Understanding of the message can vary from person to person. In some cases the message is being coded intentionally. Different quality of understanding can be caused by wrong catching of the context or disturbance in the communication.

3. Communication channel is a channel, through which is the information being sent. Most purposeful is a face to face communication. Furthermore touches (such as handshake). This channel is the most natural and complete. Participants can detect the communication with all senses. When the communication is reproduced by information channel, participants lose some parts of the communication. (for example a phone call, when we cannot see the other person's face, only hear their voice). It means we only guess the body language and the perception is not complex.

4. Receiver (communiquee) is the one who receives the message. His perception of the message is being influenced by his values, experiences, attitude and objectives. Conditions for correct detecting of the message are similar as those for the sender. For the communication to be successful, the receiver needs to listen until the sender is sending. More about listening is in chapter 2.1.3

5. Effect of the information can be measured by feedback. Feedback is very important part of communication too. It is the receiver's confirmation. He sends back the information about the message being accepted and understood. Feedback helps both participants to pay attention to the conversation and to stay in the correct context of the communication.

Communication competences appear in all most important soft skills. The spectrum of communication is very wide. There is not only one meaning of this word. At this point we will consider only social communication. The communication where there are only two or more people interacting.

Basic communication requirements are perceptibility, conciseness, correctness, completeness and courtesy. PALMER, S., WEAVER, M., (2000).

There is always some purpose of the communication. For example, information exchange, influencing other people's behaviour or influencing interpersonal relationships between people or towards themselves. Vymětal (2008)

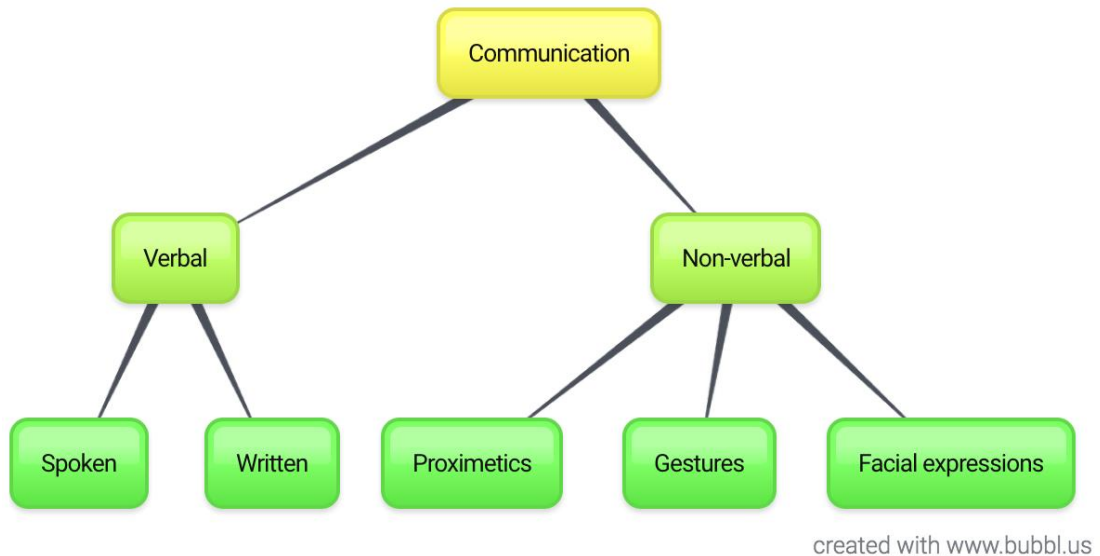
Each communication type has its own function. There is also a possibility to combine them. Basic functions are informative, educational, instructional, educational, personal identification (clarification of ego, attitudes, opinions, confidence and ambition), socialization and social integration, persuasive empowering and motivating, fun and relaxing (relax from the worries). Vymětal (2008)

Communication does not necessarily have to be positive and beneficial. It has its negative sides too. Such negative things can be gossip and rumors, lies, manipulation, aggression, misinformation and so on.

Sometimes it is not important what we say, but how we say it. It is important to learn how to empathize with other people if we want to have a good and successful communication with them. We can also divide communication.

Basic distribution:

Figure 1 - basic distribution of communication



Source: Author

3.1.1 Verbal communication

Verbal communication is the use of words and sounds to express ourselves. We distinguish between written or spoken, direct or indirect, /and/ face to face or reproduced.

Communication levels of verbal communication:

Rational communication and emotional communication

Main difference is what do we mostly employ. Whether we employ rational part, where any emotion is excluded, or we employ only emotions, where the only important part is our feelings. This depends on how do we find the person we are communicating with. Sometimes we meet with emotional extremes. (For example weeping, hysteria, etc.)

The elements of verbal communication skills are:

Voice tone: Even when we are not uttering words, the voice tone can come into play. It is so basic, that it is being involved during laugh or making sigh. When we do use

words, the way we say them can make a big difference. The voice tone modifies how is it likely to be interpreted.

Voice speed: Speaking slowly can refer to steady, reliable feel, however speaking very slow can refer to either boredom or tiredness. On the other hand, speaking fast can convey an excitement and speaking very fast could be caused by either nervousness or too much enthusiasm and can cause great misunderstanding.

Voice volume: There is a wide range of voice volume. It can go from a whisper to a scream and everything in between. A very loud voice can interpret either joy or terror. And a very quiet voice can represent person, who has secrets and does not want them to be overheard. It can represent a depression or mischievousness.

Language: There are 6000-7000 languages spoken all around the world. Knowledge of more languages extends our audience to which we can connect.

Vocabulary: Vocabulary can be very helpful in order to express ourselves. The more broad and diverse vocabulary we have the easier the expressing should be.

Grammar: It is a system and structure of the language, including rules for using words, sentences and so on. Grammar is very important factor in order to one's speech sound educated. We can employ impressive words, but if they are not compatible with rules of grammar, it will not sound very convincing. Grammar varies from language to language.

3.1.2 Non-verbal communication

Nonverbal communication or so called body language. Is a process, where no words are used. Research says that nonverbal communication is much more important than verbal.

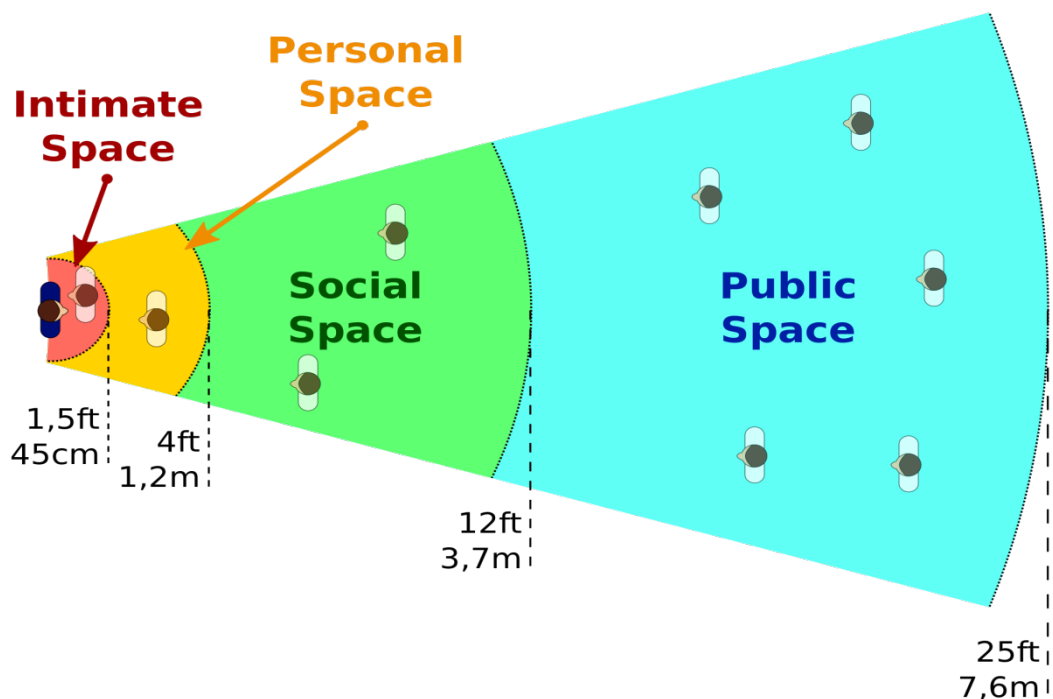
We communicate non-verbally via our face, gestures, touches, posture, look and through another signs such as how we present our appearance. Nonverbal "language" is complex and we cannot concentrate only on one aspect of it and think we could derive

some serious conclusion. It could lead us to not very accurate information about the other person. It could also create prejudice, which may have consequences in future contacts (with the other person). Non-verbal communication expresses what and how we feel at the moment.

Proxemics is a type of non-verbal communication. A study of how we communicate with the space around us, what angles people to people stand towards each other. Every person has different personal space and it also depends /on who/ with whom do we communicate.

"The interrelated observations and theories of man's use of space as a specialized elaboration of culture". Edward T. Hall (1963) function as follows:

Figure 2 - proxemics



Source: <http://cultureofspeak.com/tag/proximity/> [cit. 2017-03-12]

Facial expressions can directly show us, what person feels at certain moment, or explain his behavioral motives. Very significant parts are eyes and mouth. Eye is window to the heart (Czech proverb). They can tell us a lot about person's current state of mind. Some people are able to discover the difference, whether the person, who talks, agrees with what he is saying or do not. On the other hand, there are trained people (managers, salesman) who are able to control their own expressions - believe in what they say at the

moment - so their expressions seem truthful (in order to maximize the success of sale).

People use gestures to make their statements more precise. They exemplify, what is already being said verbally. There are various symbols and signals used for that purpose. Symbols and signals help to adjust the communication and also could help a person to express his spontaneity. Number and intensity of gestures /does not only/ differs from person to person, ethnicity and nationality. These factors also have an important role. For example Japanese says "yes" with their whole body, Italian "could not talk without gestures". Reversely people from northern countries usually do not engage gestures so often. (Bedrnová, Nový; 2004)

3.1.3 Empathy

Empathy or the ability to empathize with another person is the ability and willingness to understand another people, their behavior, thoughts, feelings and relationships with another people. Empathy creates the basis reason for communication behavior. Without this ability, it is very hard to gain other people's trust. And without their trust it is very hard to cooperate with them. So it is important for everybody to work on this ability.

There are other very important abilities, in case we are working with other people. These are basic ethic abilities. We already mentioned two of them, which were communication and empathy.

Another behavior and abilities to be mentioned are dignity of human being/ self-esteem, positive evaluation of others, creativity and initiative, emotion communication, assertiveness, help, friendship and cooperation, complex sociability.

If we go back to empathy and summarize it, it is empathizing to other people's needs and wishes, figuring out why do they behave the way they do and taking their emotions seriously.

The important part of being emphatic is listening. We can divide it into emphatic listening (type of listening, where we try to understand the feelings of the message and why is the message communicated the way it is) and active listening (type of listening

where the message receiver pays attention to the sender and does not present his own thoughts until the sender is finished with talking. Aim is to maximize understanding of received information and to give appropriate feedback).

When we communicate it is not important only talking or body language but also listening. Are we really listening to what is the other person trying to tell us. The importance of listening is 45 to 53% of the successful communication. We have to handle both listening, active listening and asking questions. Although we suppose that the ability to listen is very usual and ordinary, it is estimated that 80% of people are not able to listen properly.

Now, why is this skill so important for students. To communicate efficiently is a condition for developing soft skills. These soft skills are not only important for successful passing of oral exams, but also for presentation of different projects (bachelor thesis for example) and manage necessary administrative matters and duties (not only at school). It could also bring us relationships improvement, which sometimes gives us energy to continue working on our personal development.

3.1.4 Intercultural communication

Intra-cultural communication could be characterized as communication between participants who share most cultural representations, and inter-cultural communication as communication between participants who share few cultural representations.

Žegarac (2010;11-12)

In this article is Žegarac (2010) considering how similar does the shared set of cultural representations of the individuals need to be, for communication between them to be considered intra-cultural. And conversely, how small should their shared set of cultural representation be, in order to the communication between them be considered inter-cultural. He continues with answering these questions by saying that answers to these questions can be given in context of two observations.

First, some of the cultural representatives are initially more important, than the others. For example, a system of religious beliefs may influence virtually all aspects of

social life, however fashions tend to be more short-lived and may also be confined to relatively isolated social-cultural domains (e.g. how to dress when going to a wedding).

Second, the shared cultural knowledge of two or more people may be suitable for one situation, but unsuitable in other situation. So the distinction between intra- and inter-cultural communication should be related to situations of communication.

In case of intra-cultural communication we talk about situation in which the cultural distance between participants is not significant enough to have a negative influence on the success of communication, so it does not have to be specially adjusted for the participants.

However in case of inter-cultural situation the situation in which the cultural distance between participants is significant enough to have negative influence on the success of communication, so it needs to be specially adjusted for the participants.

Now, that we distinguished between inter- and intra- cultural communications, we can continue talking about inter-cultural communication, which is more significant for our study.

And as Žigarac (2010) says: "*This approach has a clear implication for the way in which research in the field of inter-cultural communication might proceed:*

1. *establish the extent to which the intended and the attributed meanings of a given communicative act coincide;*
2. *find out the similarity between the context in which the communicative act was actually interpreted, and the context intended by the communicator;*
3. *find out the extent to which cultural representations have contributed to the gap between the actual and the intended context, and*
4. *assess the impact of those cultural representations on communicative success (taking account of their centrality)."*

3.2 Cultures

11th juror: (rising) "I beg pardon, in discussing..."

10th juror: (interrupting and mimicking) "I beg pardon. What are you so goddamn polite about?"

11th juror: (looking straight at the 10th juror) "For the same reason you're not. It's the way I was brought up."

- REGINALD ROSE, *Twelve Angry Man*, 1995

This theater piece became famous motion picture. Piece is about twelve jury members who had never met before and had to decide anonymously on the guilt or innocence of a boy from a slum area who has been accused of murder.

This part concretely talks about 11th juror who is a European-born, probably Austrian, watchmaker having conflict with 10th juror, who is a garage owner. The confrontation takes place when the garage owner is being irritated, according to his opinion, with watchmaker's exaggerated politeness. But the watchmaker can't behave otherwise. Even though it has already been many years since he left his old home and moved to his new one. He still behaves the way he was raised. He has to carry some kind of pattern with him.

Our world is full of confrontations. And even though the variety of people's minds is enormous, there is a structure in this variety that can serve as a basis for mutual understanding.

- HOFSTEDE and HOFSTEDE (2005)

We learn most things when we are small children, because our mind is more opened to accept new things. It is blank document what needs to be filled. And it is the

time, when those patterns are being created. Once the pattern is created, it is very hard, maybe not even possible to completely erase it. Much harder than creating it. However, what is one doing with these feelings, how one expresses fear, joy, observations, and so on, is modified by culture.

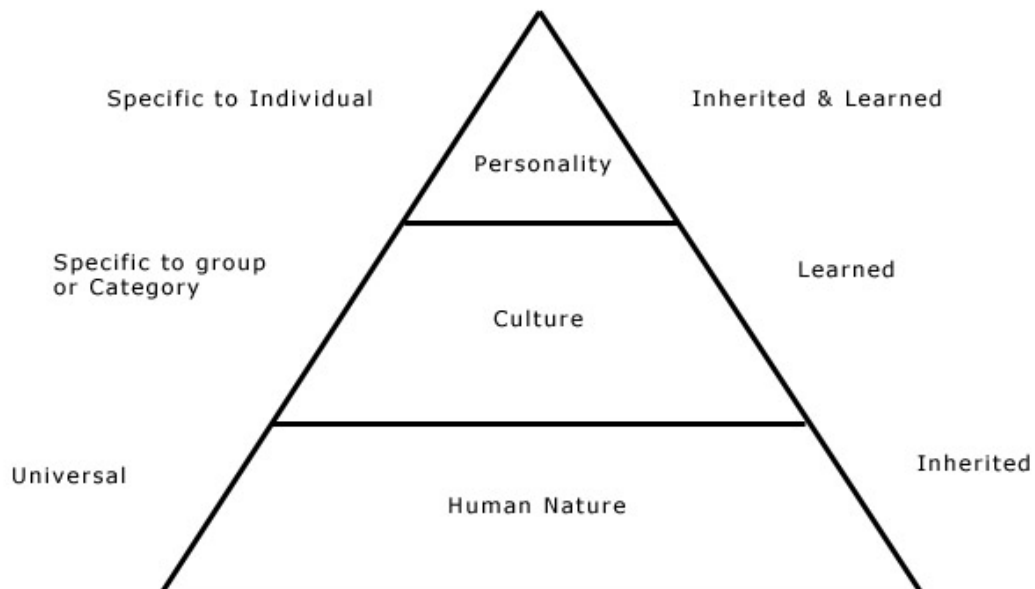
Culture is always collective phenomenon, because it is partly shared with people who live or lived in certain area and social environment, at least to certain level, where it has been created and learned. Every culture always has its own unwritten rules of a social game.

Is is the collective programming of the mind that distinguishes the members of one group or category of people from others.

- Bourdieu (1980)

"Culture is learned not innate." Hofstede (2005) Culture should be distinguished from human nature on one side to an individual's personality on the other (see Figure 3).

Figure 3 - tree levels of uniqueness in mental programming



Source: <https://cz.pinterest.com/jn12431350/intercultural/> [cit. 2017-03-12]

Žegarac (2010): There is also personality of an individual, which is a personal set of mental programs, which is partly inherited - based on traits. But it does not necessarily need to be shared with any other human being.

Culture seen by "... individual cultures are epiphenomenal, rather than natural, things which owe their identities to the joint influences of a range of historical, political, economic, and various other factor."

"Culture is a stable system of relations between (visible) things in the environment of people ("forms and structures") and their (invisible) significance, shared by a social group. (Note that terms cultural and social are nearly synonymous.)"

Culture - meaning shared within social group

Communication - mode of social interaction through new things could come to be shared

One of the most important theoretical constructs of cognitive pragmatic perspective on communication and culture conception are meta-representations, cultural representations, and centrality of a cultural representation.

A meta-representation is a mental representation of another mental representation. Žegarac (2010) explains this in his book with an example on animals. He talks about lions and bees. When the group of lions wants to hunt down an antelope they just watch each other during the hunt. How ridiculous is an imagination of a group of lions preparing for a hunt with a stick in their paw, imagining that one of the pebbles is an antelope and creating a hunting strategy. Giving the pebble another mental representation (meta-representation) than being just a pebble.

Another case. A bee finds field full of pollen. She wants to share it with another bees, so she dances a dance of a path to the field for another bees. She just describes the concrete road and does not use any meta-representations.

He also uses a small stone to help us understand a meta-representation. We can use small stone (object of belief) as a doorstop or as something heavy so our papers would not fall down of our table. Then the small stone becomes not only small stone, but also a doorstop and paperweight. Which gives it another mental representation. Meta-representation is a mental representation on mental representation.

These meta-representations are usually shared by several people. And these people can talk about them to other people, make proclamations or write paper (blog) about them (just mention them in it). This way are the meta-representations being spread. Are being spread and also can take roots. If there is number of people large enough to spread the information and period of time long enough, it will create a cultural representation.

Stability in time or number of social/cultural group members, who share them, can be differing factors between meta-representations. These factors could help us to recognize, which representations are only applicable to specific social group and which are actual cultural representations.

Meta-representations (and cultural representations) develop and change through time, and these changes could be identified by studying differences in how individuals and social groups represent and meta-represent specific socially and culturally important entities. (Kolman, 2016). A cultural representation is central for a culture group, if it is causally efficacious over a large segment of society (Žegarac, 2011). Culture groups are hardly ever homogenous (Anheier et al. 2010, subculture). And because of that, there can be more than one cultural representation of the same thing in the same culture group. Money are good example. According to Furnham and Argyle (1998) for some people money is good and for other people it might be mentally represented as evil. Actually, even individuals might represent money differently in different contexts or under different circumstances (Kolman; 2016). It could lead to opinion that, in similar cases, different meta-representations (cultural representations) will not be the same central to some culture groups.

3.3 An overview of intercultural concepts

This chapter is an overview of some of intercultural concepts.

3.3.1 Hofstede's cultural dimensions

Professor Geert Hofstede, social psychologist and anthropologist, who has studied the interactions between cultures and conducted one of the most comprehensive studies of how values in the workplace are influenced by culture. He created a cultural dimensions theory, which provides a systematic framework for assessing the differences between nations and cultures. He defines culture as "the collective programming of the mind distinguishing the members of one group or category of people from others".

Six cultural dimensions, his theory is based on that value can be placed upon them.

These are power - equality versus inequality, collectivism - versus individualism, uncertainty avoidance - versus uncertainty tolerance, masculinity - versus femininity, temporal orientation and indulgence - versus restraint. Hofstede was gathering his data through surveys. He analyzed a large database of employee value scores collected within IBM between 1967 and 1973. He created scoring system - scale from 1 - 120.

Power distance index: According to Hofstede, "power distance is the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally." Power distance does not measure its level in given culture. It rather measures how people feel about it. It measures the degree to which the less powerful members of a society accept and expect that power is distributed unequally. High power distance score shows that these members accept their place and realize the existence of formal hierarchical positions, however low power distance score attests on people counting on power relations being democratic and members demand justification for inequalities of power.

Individualism vs. Collectivism: "The degree to which individuals are integrated into groups." Hofstede (2011) What is people's self-image. Is it term "I" or "we." This is the main difference this dimension reflects to. In case of individualism we can imagine

loosely-knit social framework, where individuals are expected to take care only for themselves and their immediate families. Reversely collectivism can be seen as a tightly-knit framework, where individuals expect are expected to take care of other people in the group. In collectivist societies the welfare of the group is more important than the welfare of an individual.

The Uncertainty Avoidance index: "A society's tolerance for uncertainty and ambiguity." Hofstede (2005) This dimension deals with, how do the members of a society feel about future. And fact that future can never be known. In case of high Uncertainty Avoidance index people tend to implement many restrictions and/or laws in order to minimize the anxiety of unknown. Because they are not tolerant of unorthodox behaviour and ideas. However in case of low Uncertainty Avoidance index, people are more open to change and practice counts more than principles.

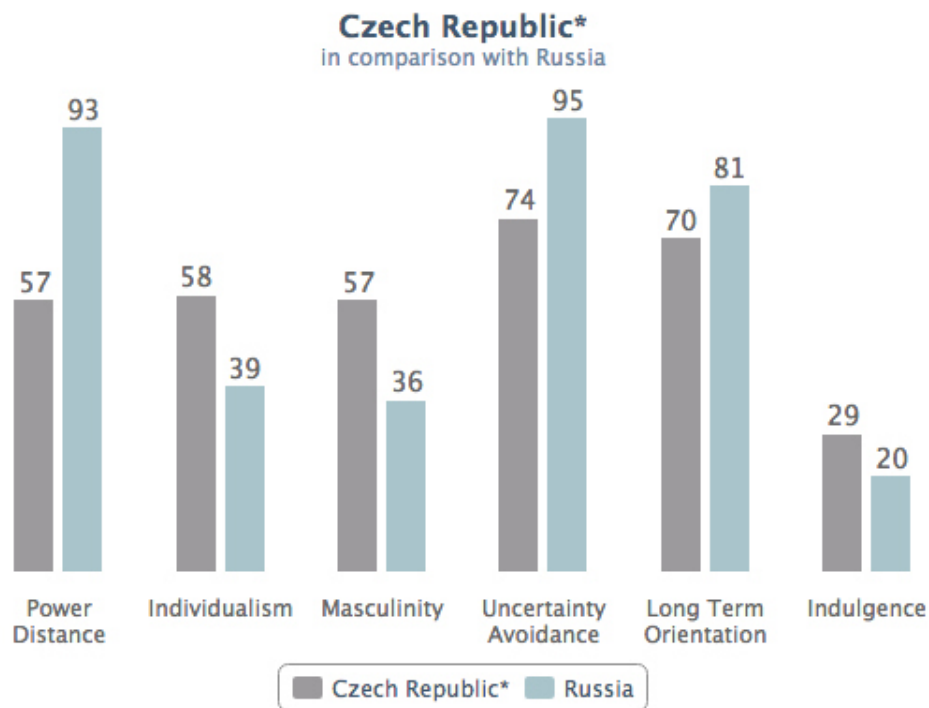
Masculinity vs. Femininity: "The distribution of emotional roles between the genders." Hofstede (2005) This dimension differs between achievement, heroism, assertiveness, ambition, power (stereotypically masculine values) and modesty, cooperation, quality of life (stereotypically feminine values). Cultures that are high on masculinity scale have more differences between genders and tend to competition. Its opposite femininity cultures place higher value on relationships and indicate less differences between genders.

Long-term Orientation vs. Short-term Orientation: Every society has to deal with their past, present and future. This dimension describes on what do they orient. Whether on tradition and norms and it takes time for them to build a new relationships - short term orientation. Or those who take more pragmatic approach and look to the future rather that to the present or the past. They are goal-oriented - long term orientation.

Indulgence vs. Restraint: Indulgence stands for society that allows relatively free satisfaction of the immediate needs and personal desires. Restraint stands for a society the believes that such behavior should be put down and regulated by strict social norms.

Hofstede emphasizes that cultural dimensions are only a framework to help evaluate given society and consequently have a better guide to decision making. There are also other factors to take into consideration such as personality, family history, personal wealth. Mentioned dimensions cannot predict individual behavior or individual personalities.

Figure 4 - Hofstede dimensions; Czech Republic in comparison with Russia



Source: <https://geert-hofstede.com/czech-republic.html> [28.2.2017]

3.3.2 Trompenaars and Hampden-Turner

Trompenaars and Hampden-Turner (1997) classified cultures along a mix of behavioral and value patterns. Their research focuses on the cultural dimensions of business executives.

Cultural dimensions the way Geert Hofstede invented them is a base for Fond Trompenaare's work. His work is an attempt for deeper and more specific understanding of the dimensions. Dimensions that influence thinking and social behavior of people from different cultures. Issues he defined are pointing to the relationships with another people's

attitudes to the environment and attitude to time. The culture is a common element for these problems so there is no wonder that the problems are repetitive for members of same culture.

Based on these three basic problems we can identify seven basic culture dimensions. "Riding The Waves of Culture" (1997).

Some of the dimensions are identical to Hofstede's dimensions such as collectivism versus individualism (communitarianism/individualism). The other dimensions are more detailed and oriented towards simple use in daily life. These dimensions are clearly set to reveal probable and expected styles of behavior and to bring recommendations for as effective communication (mutual cooperation) as possible.

The seven value dimensions identified were:

Universalism versus particularism

Universalism is oriented rather on rules than specific people. We can infer one specific opinion on one fact and there are no exceptions allowed. That would mean a collapse of a whole social system. For example codified contracts and deals must be fulfilled and respected regardless of one particular person or circumstances. In the other hand particularism prefers individualism, personal approach and situational aspects. And it acknowledges more points of view and liberates from "black and white" world understanding.

Communitarianism versus individualism

This dimension matches with Hofstede's collectivism versus individualism dimension that is covered in previous chapter.

Neutral versus emotional

Neutral cultures prefer rationality and cold deliberation. However emotional cultures do not only acknowledge the emotions but they work with them very often. So it is important not to consider person's strong gesticulation or sadness/crying as low level of professionalism. Or on the contrary the stone face to be a hint of indifference.

Diffuse versus specific cultures

Specific cultures strongly differ between private and business matters. Conversely diffuse cultures tend to take work to home. For some cultures there is so called private zone that is separated from public zone found very important.

Achievement versus ascription

There are social classes in every society either in terms of hierarchy or based on social status. The difference between them is the way to gain the status. For some cultures the importance of the work and success of the individual is to some point not dependent on the source of it. Ascription is derived from the age, social origin, education or employment.

Attitude to time =

Human-Time relationship

This relationship explains understanding of the time as a linear sequence of events that cannot overlap. Stress is on the strict timetable and its exact following. However parallel understanding of the time enables overlapping of the events, activities and doing more things at once.

Attitude to environment =

Human-Nature relationship

Inner versus outer orientation. How does the human being perceive the surrounding environment. Inner oriented individual is strong, willing and competent.

3.3.3 Schwartz Value Inventory

There are 7 cultural dimensions in Schwartz theory: harmony, embeddedness, hierarchy, mastery, affective autonomy, intellectual autonomy, egalitarianism.

Embeddedness versus Autonomy:

We can see embeddedness in case of individuals being embedded in a collectivity. People who find their meaning in social groups and social sharing. They like to participate in group activities and try to reach their common goals. However their personal goals are being pushed because the individual attitude could mislead from the traditional path. Their values are obedience and wisdom, respect for tradition, order and security. Reversely in

autonomic cultures the individuals are viewed as autonomous. They are expected to find their individuality and uniqueness through discovering their abilities, ideas and their own preferences. There are two types of Schwartz's autonomic dimensions: intellectual autonomy and affective autonomy. The difference between them is that in intellectual autonomy the individual pursues his own ideas and right however affective autonomy refers to independent choosing the positive experience. (e.g. enjoying life, pleasure)

Hierarchy versus Egalitarianism:

In hierarchical societies the individuals are rather connected to the society hierarchically. People in these societies are assigned to their specific role in the society according to their position in the society and are supposed to maintain the role. If they don't they are subjected sanctions. Main values for the hierarchical societies are modesty and self-control.

However in egalitarian societies there are the individuals considered equal and the basic interests of the society are the same for every human being. In these societies people are more opened for each other and care for each other's welfare. They cooperate and socialize. The socialization comes to the point that there is established a help for weaker members. Main values of this type of society are honesty, sympathy, voluntary cooperation for everyone's welfare, equality and social responsibility.

Mastery versus Harmony:

In the mastery there is a great importance placed on success of an individual. Success gained through his/her own proactive seeking to master and through self-assertion. They try to advance the world to be in the best condition for their own business and the business of groups they belong to. Values associated with mastery can be a drive for success, hard work, fearlessness, independence or competing.

Reversely in harmony societies the individuals are not trying to change or advance the world. They try to find its meaning and fit into it. Then protect what they have rather than changing it. World peace, protecting the environment and unity with nature are the things that matter for harmony societies.

3.3.4 Hall's classic patterns

Space

This dimension is about space created between two people while having a conversation. This space differs from culture to culture. One person's personal space doesn't necessarily have to be another person's personal space it varies from person to person according to their personality as well. Not only according to the culture.

Dependently on the space that we keep during contact with another people there are 4 zones defined. These four zones are: Intimate Space, Personal space, Social space and Public space. There is more about this topic in 2.1.2 non-verbal communication.

Time

Hall's understanding of time divides the societies into polychronic and monochronic time oriented. This concept is very easy to understand but it lacks empirical data. The monochromically oriented cultures follow the timeline and focus only at "one thing at a time". This orientation demands high level of planning skills and reliability. There is a small toleration for time/date inaccuracy or meeting interruptions. Such cultures are Germany, USA or current Japan.

In polychronic concept the level of multitasking is very high. Time inaccuracies are not "that big of a deal", the attitude towards mistakes and changes is more tolerant. Typical example of polychronic society can be Latin Amerika or South Europe (Spain, Italy).

Figure 5- gives a brief overview of the two different time concepts, and their resultant behaviour.

Figure 5 - Monochronic and Polychronic Cultures

Table I.: Monochronic and Polychronic Cultures		
	Monochronic Culture	Polychronic Culture
Interpersonal Relations	Interpersonal relations are subordinate to present schedule	Present schedule is subordinate to Interpersonal relations
Activity Co-ordination	Schedule co-ordinates activity; appointment time is rigid.	Interpersonal relations co-ordinate activity; appointment time is flexible
Task Handling	One task at a time	Many tasks are handled simultaneously
Breaks and Personal Time	Breaks and personal time are sacrosanct regardless of personal ties.	Breaks and personal time are subordinate to personal ties.
Temporal Structure	Time is inflexible; time is tangible	Time is flexible; time is fluid
Work/personal time separability	Work time is clearly separable from personal time	Work time is not clearly separable from personal time
Organisational Perception	Activities are isolated from organisation as a whole; tasks are measured by output in time (activity per hour or minute)	Activities are integrated into organisation as a whole; tasks are measured as part of overall organisational goal

Source: [http://www.academia.edu/431238/An Overview of Intercultural Research](http://www.academia.edu/431238/An_Overview_of_Intercultural_Research)

Communication

High and low context concept. Edward T. Hall divides the cultures according to the communication methods the culture employs. In cultures with low context people say what they think. Every information needs to be expressed explicitly. People who do not express directly seem suspicious. This type of communication does not employ the non-verbal communication as much. It could create a space for the other person's imagination and their own interpretation of the information. Cultures with low context are mostly in Western Europe, Northern Europe and USA.

Cultures with high context tend to use indirect communication that is followed by strong communicational context. There is enough to say or write a little and it means a lot, because most of the information is given in the physical environment or the other party already knows. So there is very few information in the explicit part of the message. To express directly can be considered rude. These cultures also employ a non-verbal communication a lot. Important role has the atmosphere during the meeting as a whole. They use stories or comparison to express their opinion. During those meetings there can be used words with strong communicational context and their meaning can be completely different than the one that is said. For these cultures is important to show respect and maintain in harmony. Such cultures can be Asian and Arab cultures.

Even though monochronic/polychronic time concepts and high/low context concepts are easily observed, there is problem with small amount of empirical data to apply these concepts more in research. *“This is particularly true for research comparing cultures that are seen as relatively close”*. Stephan Dahl (2004)

3.4 Work and Money

A short description of work and money.

3.5 Work

An activity performed for pay, often laborious (written on card as a short explanation). Or we can also call it job or employment. "I worked hard. Anyone who works as hard as I did can achieve the same results." Johann Sebastian Bach

Job a regularly repeated work activity. Wage (salary) for performing the job, usually covers the living expenses. A job should not be only for our expenses it should give our life meaning and joy. The job we do also gives us certain social and economic status this is one of the reasons why is the importance of choosing the right job so strong. Abilities, knowledge and skills help people to know which job is the correct one for them. There is also needed a qualification for most of the jobs. We could gain it at school. There are some jobs where there is no qualification needed. Choosing a profession in the past was very different from what we know now. It was very often connected to the place the person was living at or to the family tradition.

We have different problem recently. There are some assumptions and forecasting about future and employment that in a year 2025 one third of human workforce will be replaced by robot power and automatic software, there is arising a related issue whether there will be another job for that one third."

3.5.1 Money

Money is used to pay (written on card as a short explanation.) There is no definition of money that is common and accepted by all parts. Whist according to classic economy the value of the subject is given by work spent on in. Neoclassical says that we perceive money subjectively and their value arises by the circulation of money. Which means that money themselves are worthless. Marxist economy is similar. They perceive the circulation of money as a form of money redistribution and thereby redistribution of the

power. The value of the money is based on general exchange. Then the money are defined according to their use, function, how is their value perceived, money circulation, liquidity and other properties, or as asset or something that can pay off a debt. Money cannot be comprehended by single concept but as their collection. Everything can be described (its characteristic), but we can also perceive its imaginary and intrinsic properties such as meaning, value, usefulness, quality and so on. That is why it is meaningless to try to learn about money with a single definition. It is more practical to learn about money properties, their function, form (cash), making money, using money etc.

4. Research

4.1 Classification experiment

There was a classification experiment used as a quantitative method. Objective is to verify the usability of this new method. Classification experiment was conducted according to doc. PhDr. Luděk Kolman, CSc.

Objective of this experiment was to find the differences between Czech and Russian students.

Classification experiment is a method that was founded in a year 1969 by G. A. Miller. He named this experiment „measuring of semantic distances“. There were used only paper cards for this experiment and on each card was written a noun (or an adjective). The significance of the noun was extended by a short description, to specify the word's meaning (e.g. Vacation – Free time and rest). He prepared about 40 cards and asked the subject to divide the words into sections according to their similar meaning. After examining a certain number of subjects he applied a cluster analysis on the results. Miller employed to this effect hierarchical cluster analysis. The result of this experiment was a hierarchic graph. It is possible to identify semantic distances of any two selected words that were picked earlier. The identification is made simply by counting the smallest possible number of vertices that connects these two words.

Kolman calls this experiment as classification because it is based on categorizing (classifying) words according to their meaning. Classification experiment is a method that was already used (Kolman, 1977; 1980; Miller, 1969) – as mentioned above, however not for the same purpose. Kolman (2016) discusses the relevance of this method for study of intercultural communication purpose in his unpublished document following current concepts intercultural pragmatics (Žegarac, 2011; Žegarac & Spencer-Oatley, 2013).

He mentions that a relationship between words and representations could be described the same way as Chomsky described the differences between deep speech structure and surface speech structure.

Representations could be similar with words the way it is with some subjects, events or situation, however still not the same. Simplified version of this distinction is following.

A person wants to express something and the thing he wants to express is created with his deep speech structure in his mind. When the person says what he means the thought, i.e. the deep structure is transformed to surface structure. During this transformation there can come to a change over what the person wanted to express and what was actually expressed with words. Surface structure can be simplified or misrepresented. It is similar with the representations in a mind of an individual. Words are public and are shared with a big number of people. However there is always a missing word for some representation. If we cannot find a word for some representation we can feel lost. However we can assume that there exist words for meta-representations. And if the meta-representation is shared by a sample of people big enough and for a time long enough these meta-representations could create a cultural representation (more in chapter 3.2).

Kolman states that the study of word's meaning could bring us a new knowledge in culture differences. It could be also used for extending our intercultural communication abilities.

After all, the objective of this thesis was not only to identify the differences between cultural groups, but also to verify usability of this method.

In this context it is to be reminded what are the differences between this method and other common concepts of intercultural differences. These concepts were described in theoretical part. However unlike Hofstede's or Schwarz's theory the classification experiment allows examining the differences between observed groups in detail. And that is why it can be helpful in deeper understanding of observed phenomenon without competing with conceptions mentioned above. It can more likely complete or specify them.

Explanation of the correlation method follows. This method was used for research of intercultural differences and similarities between Czech and Russian students.

4.1.1 Correlation

Correlation is a relationship between two variables. If there is a correlation confirmed, the variables are very likely to depend on each other. But we cannot assume that one of the variables has to be cause and the other result. Correlation cannot decide this because correlation does not implicate causality.

We use correlation in statistics where it defines linear relationship between two variables x and y. There are coefficients that we can use to describe different features of the correlated sample.

Degree of correlation is defined by correlation coefficient, which is between -1 to +1. If the value of correlation coefficient equals +1, it indicates that the variables are perfectly related in positive linear sense. Or if the value is -1 the variables are perfectly related in negative linear sense. And in case of 0 or close to zero it indicates that the variables are not linearly related.

- r is in <-1; +1>
 - |r| is in <0; 0.33> weak dependence
 - |r| is in <0.34; 0.66> medium strong dependence
 - |r| is in <0.67; 1> strong to very strong dependence

Correlation coefficient formula:

$$r_{yx} = \frac{n \sum x_i y_i - \sum x_i \sum y_i}{\sqrt{[n \sum x_i^2 - (\sum x_i)^2][n \sum y_i^2 - (\sum y_i)^2]}}$$

4.1.1.1. Types of correlation used for research

Pearson product-moment correlation coefficient, also known as r , R , or Pearson's r measures the strength and direction of the linear relationship between two variables that is defined as the covariance of the variables divided by the product of their standard deviations.

Kendall rank correlation coefficient, “...commonly referred to as **Kendall's tau coefficient**, is used to measure the ordinal association between two measured quantities. A **tau test** is a non-parametric hypothesis test for statistical dependence based on the tau coefficient.”

(Wayne W. Daniel., 1990)

4.1.1.2.Descriptive statistics

When we are describing, comparing or exploring data sets, there are characteristics that are very important for that: center, variation, distribution and outliers. The center and variation are numerical summaries of the data. Center of the data is called the average.

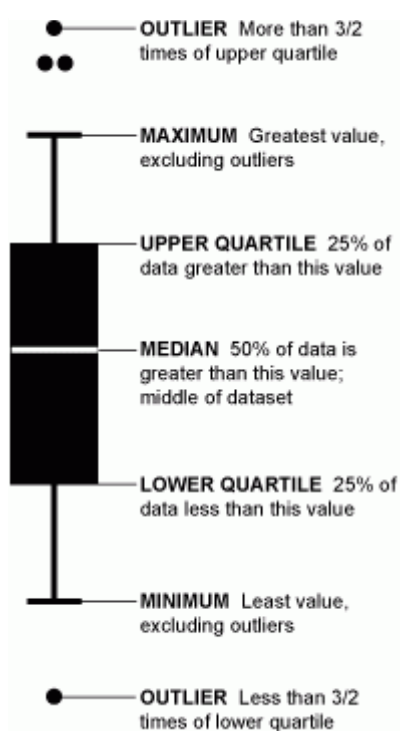
Mean: There are two ways to calculate the arithmetic mean. Depending on what data do we employ, whether we have individual values - we use non – weighted form however in case of frequencies we employ weighted form.

$$\bar{X} = \frac{\sum_{i=1}^n X_i}{n}$$

Where: x_i data values

n number of observations.

Figure 6 - box plot description



Box-and-Whisker Plot

is an explanatory graphic that is used to show the distribution of a dataset. Thanks to the box plot we can see the values mentioned in the Figure – 6.

We can also see whether the data is symmetric or skewed.

“A symmetric data set shows the median roughly in the middle of the box.

The median, part of the five-number summary, is shown by the line that cuts through the box in the boxplot.” (6)

There are certain data needed for creating a box plot:

Median – divides data into two halves,
 upper and lower quartile – 25% and 75% of the data,
 minimum and maximum - the smallest and the greatest value of the data set.

Source: <http://www.dummies.com/education/math/statistics/what-a-boxplot-can-tell-you-about-a-statistical-data-set/>

“Standard Deviation is a statistical term used to measure the amount of variability or dispersion around an average. Technically it is a measure of volatility. Dispersion is the difference between the actual and the average value. The larger this dispersion or variability is, the higher is the standard deviation.”

(Bains, 2011)

4.1.2 Instructions and research sample

The instructions for classification experiment were the same for every subject. There were 42 cards presented to a subject and the subject was instructed to go through them. Then try to identify which of the words show some similarity of meaning. Then stack the cards the subject perceives as similar in meaning in heaps. It was only up to the subject to decide how many heaps he/she would create and how many cards to put in any of the heaps.

The results of classification were recorded. The data that were used for analysis is the number of occurrences when money/work was put in the same heap in the whole sample. The subjects were Czech or Russian CULS students. There were 25 Czech students and 25 Russian students to complete the task. The only condition that was requested for the subject, was being a student of CULS (automatically age from 19-26). I did not have a problem to find neither Czech nor Russian students to help me with this task because my study programme is Economics and Management, in English. And there is about 30 – 40% Russian students. And I have Czech classmates too. Plus fellow students (or classmates) were very nice and kindly fulfilled this task. However it wasn't enough for my research and I had to address some of the students I met in the hallway. The final count was 25 Russian students (20 girls and 5 boys) and 25 Czech students (15 girls and 10 boys). They all successfully completed the task. Data were collected during January and February 2017. You can see the cards in attachment n°1. During data classification the heaps were recorded according to card numbers. (see Table 1)

Table 1 - card number and word written

<i>N</i>	<i>Word</i>	<i>N</i>	<i>Word</i>	<i>N</i>	<i>word</i>
1	Career	16	Trade	30	Stress
3	Fun	17	Shopping	31	Quiet
4	Vacation	18	Wage	32	Economics
5	Freedom	19	Work	33	Investment
6	Friends	20	Objective	34	Boredom
7	Education	21	Budget	35	Self-actualization
8	Sureness	22	Assets	36	Advancement
9	Communication	23	Satisfaction	37	Cooperation
10	Money	24	Future	38	Experience
11	Luxury	25	Ownership	39	Illusion
12	Duty	26	Power	40	Family
13	Motivation	27	Travel	41	Employment
14	Anxiety	28	Business	43	Bank
15	Capital	29	Glory	44	Tension

All tables and figures (except Figure - 6) in the Research part are made by the Author (own input).

4.1.3 Data collection for: n19 – WORK

In the following tables there will be listed the collected data. In the first, third and fifth column are listed the words that were in one pact with observed word “work”. In the second, fourth and sixth column are numbers that describe how many times Czech or Russian students connected the observed word “work” to the other specific word from the pack. (e.g.: Czech students connected the word “work” to the word “Career” 18 times)

Table 2 - n19(Work); Czech students

Word	Number	Word	Number	Word	Number
Career	18	Trade	12	Quiet	3
Fun	3	Shopping	2	Economics	10
Vacation	7	Wage	17	Investment	12
Freedom	0	Objective	13	Boredom	5
Friends	5	Budget	12	Self-actualization	12
Education	7	Assets	4	Advancement	13
Sureness	5	Satisfaction	9	Cooperation	11
Communication	9	Future	5	Experience	12
Money	10	Ownership	8	Illusion	1
Luxury	5	Power	7	Family	4
Duty	8	Travel	4	Employment	19
Motivation	13	Business	13	Bank	10
Anxiety	4	Glory	4	Tension	7
Capital	11	Stress	8		

Table 3 - n19(Work); Russian students

Word	Number	Word	Number	Word	Number
Career	20	Trade	8	Quiet	1
Fun	0	Shopping	2	Economics	6
Vacation	0	Wage	14	Investment	8
Freedom	5	Objective	11	Boredom	2
Friends	0	Budget	7	Self-actualization	10
Education	11	Assets	8	Advancement	13
Sureness	8	Satisfaction	3	Cooperation	8
Communication	5	Future	9	Experience	10
Money	7	Ownership	6	Illusion	0
Luxury	2	Power	3	Family	1
Duty	9	Travel	3	Employment	17
Motivation	10	Business	9	Bank	7
Anxiety	4	Glory	4	Tension	7
Capital	10	Stress	7		

These following graphs show us the answers of Czech and Russian students graphically. (for observed word "work")

Figure 7 - Czech and Russian students answer differences for "Work" (1)

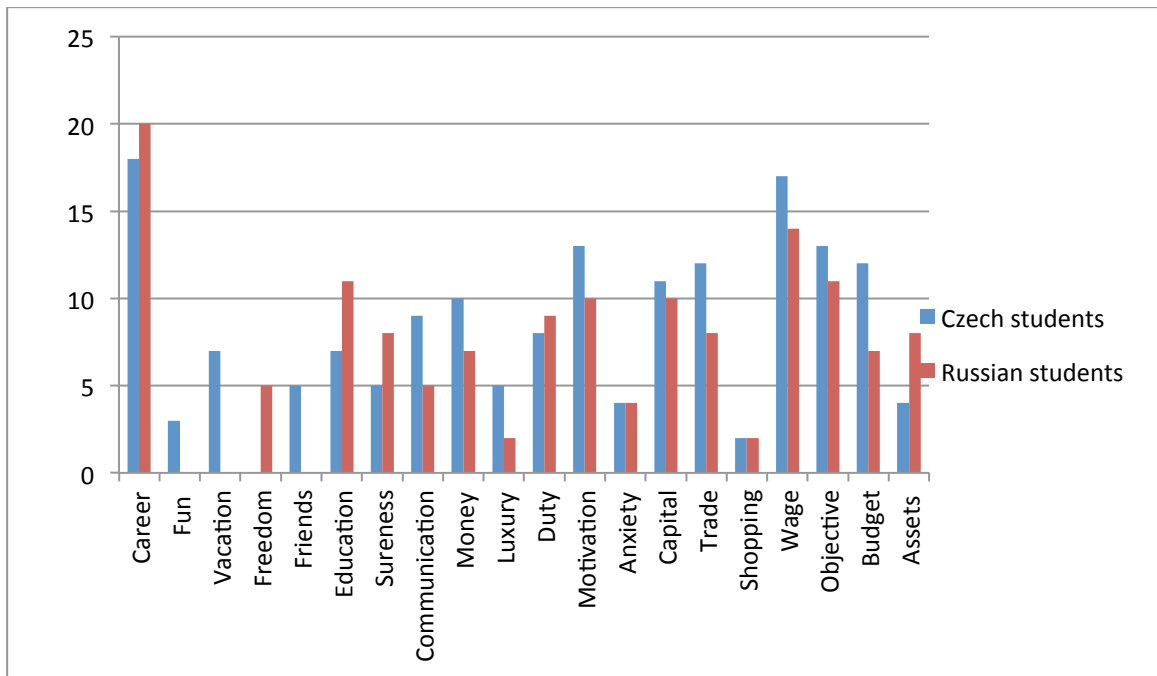
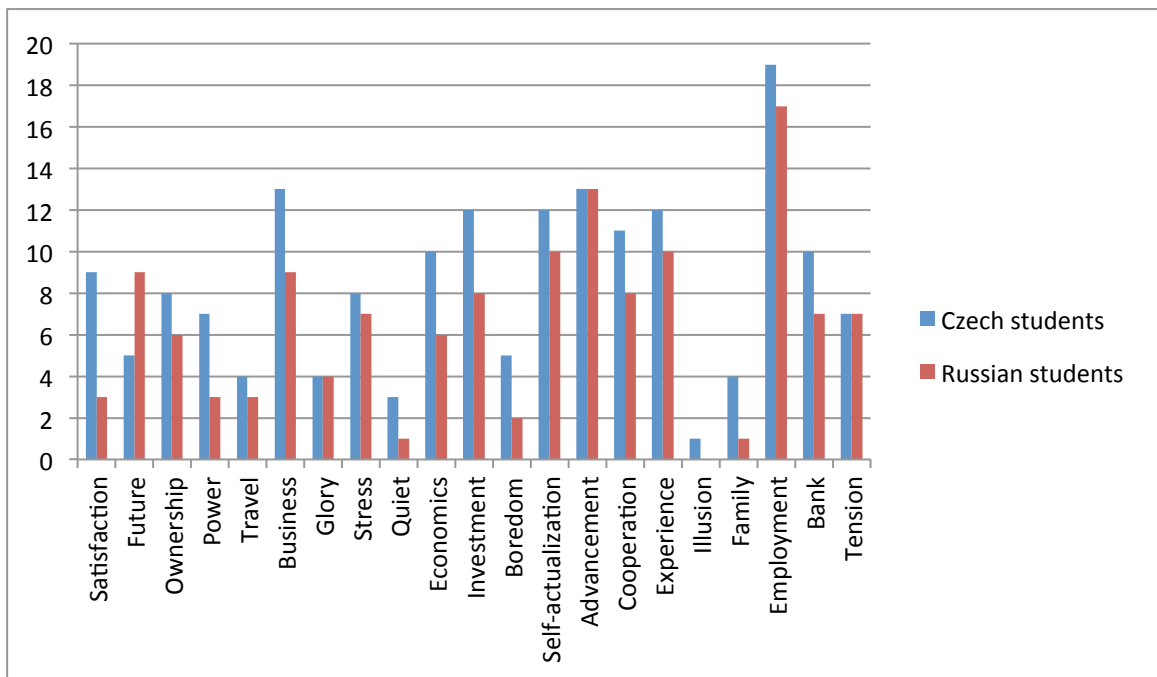


Figure 8 - Czech and Russian students answer differences for "Work" (2)



We can see that there are not huge differences between the answers. Sometimes the same number of Czech students connected the observed word “work” to some word as the number of Russian students (e.g.: Advancement, Tension, Shopping). We can also see that many students connected “work” to “Employment” and to the “Career”. However no Russian student connected this word to “Fun, “Friends”, “Vacation” or “Illusion”. And no Czech student connected “work” to “Freedom”.

At this page there are two box and whisker plots that introduce us the distribution of the Czech students and Russian students more closely.

The first box is a distribution of Czech students for observed word „work“. The second is for Russian student for observed word „work“. The meaning of box plot was described earlier.

Figure 9 - box plot - Czech students ("Work")

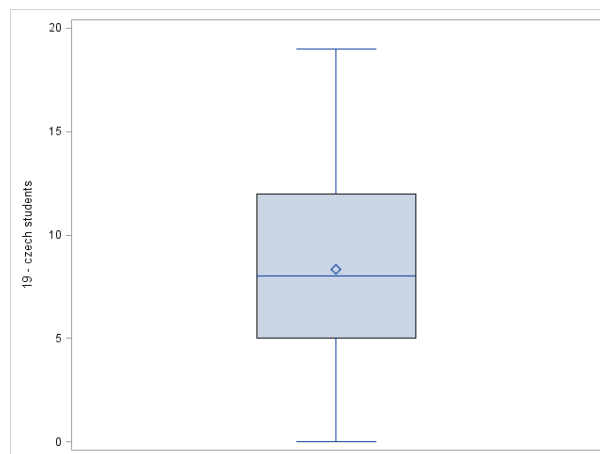
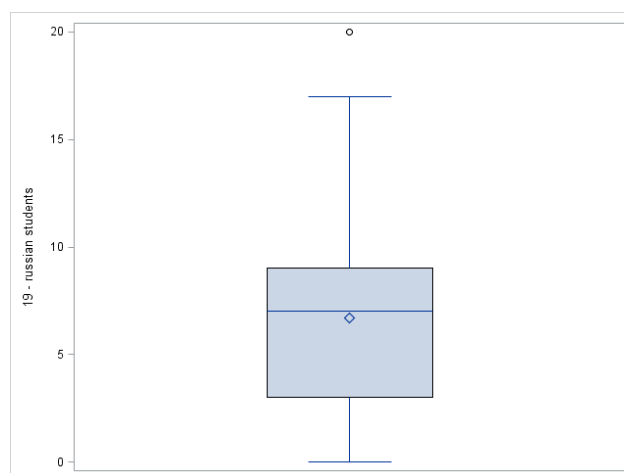


Figure 10 - box plot - Russian students ("Work")



4.1.4 Results for n19 – WORK

At this page are the results of the descriptive statistics and the correlations between Czech and Russian students.

Data were processed with IBM SPSS.

Descriptive statistics

Table 4 - results of descriptive statistics, n19; Work

	Mean	Standard deviation
Czech students	8,3415	4,57499
Russian students	6,7073	4,62193

At this table there are data about answers by Czech students and answers by Russian students separately. Mean says what is the average number of words connected to “work” by Czech students/Russian students. And what is standard deviation of this data sample. (Standard deviation described earlier)

Correlations

Table 5 - results of Correlations, n19; Work

	Russian students
Czech students	Correlation coefficient 0,812**

** Correlation is significant at the 0,01 level (2-tailed)

There is 81,2 % correlation between Czech and Russian students answers.

Nonparametric Correlations

Table 6 - results of Correlations, n19; Work

	Russian students
Kendall's tau	Czech students Correlation coefficient 0,625**

** Correlation is significant at the 0,01 level (2-tailed)

In this table, there is a result of Kendall’s tau correlation for the word “work” between Czech a Russian students. And there is 62,2% correlation.

4.1.5 Data collection for: n10 – MONEY

In the following tables there will be listed the collected data. In the first, third and fifth column are listed the words that were in one pack with observed word “money”. In the second, fourth and sixth column are numbers that describe how many times Czech or Russian students connected the observed word “money” to the other specific word from the pack. (e.g.: Czech students connected the word “money” to the word “Career” 12 times)

Table 7 - n10 (Money); Czech students

Word	Number	Word	Number	Word	Number
Career	12	Shopping	4	Quiet	0
Fun	3	Wage	12	Economics	11
Vacation	2	Work	10	Investment	12
Freedom	3	Objective	8	Boredom	0
Friends	5	Budget	12	Self-actualization	3
Education	3	Assets	11	Advancement	5
Sureness	3	Satisfaction	3	Cooperation	4
Communication	4	Future	6	Experience	7
Luxury	8	Ownership	13	Illusion	5
Duty	3	Power	6	Family	5
Motivation	4	Travel	6	Employment	8
Anxiety	3	Business	13	Bank	12
Capital	11	Glory	6	Tension	3
Trade	13	Stress	3		

Table 8 - n10 (Money); Russian students

Word	Number	Word	Number	Word	Number
Career	10	Shopping	7	Quiet	0
Fun	3	Wage	8	Economics	11
Vacation	1	Work	7	Investment	12
Freedom	2	Objective	7	Boredom	2
Friends	0	Budget	11	Self-actualization	4
Education	5	Assets	18	Advancement	6
Sureness	2	Satisfaction	7	Cooperation	1
Communication	2	Future	5	Experience	6
Luxury	6	Ownership	9	Illusion	2
Duty	2	Power	3	Family	4
Motivation	5	Travel	5	Employment	10
Anxiety	4	Business	11	Bank	13
Capital	14	Glory	6	Tension	2
Trade	9	Stress	2		

These following graphs show us the answers of Czech and Russian students graphically.
 (for observed word “money”)

Figure 11 - Czech and Russian students answer differences for a word "Money" (1)

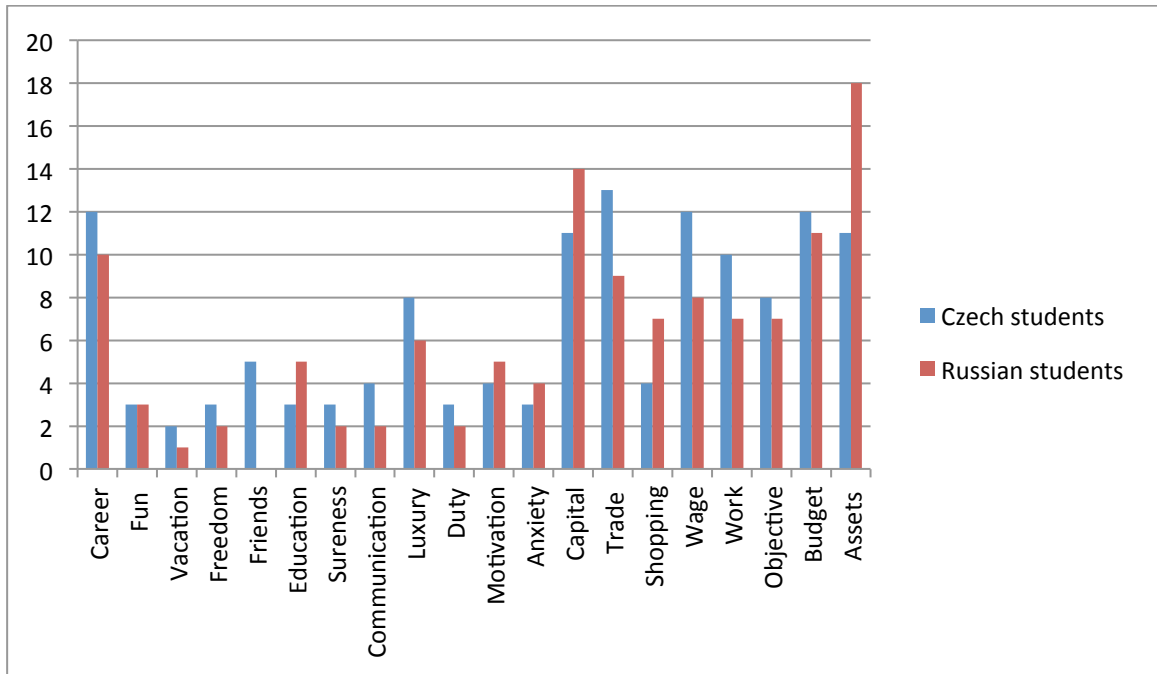
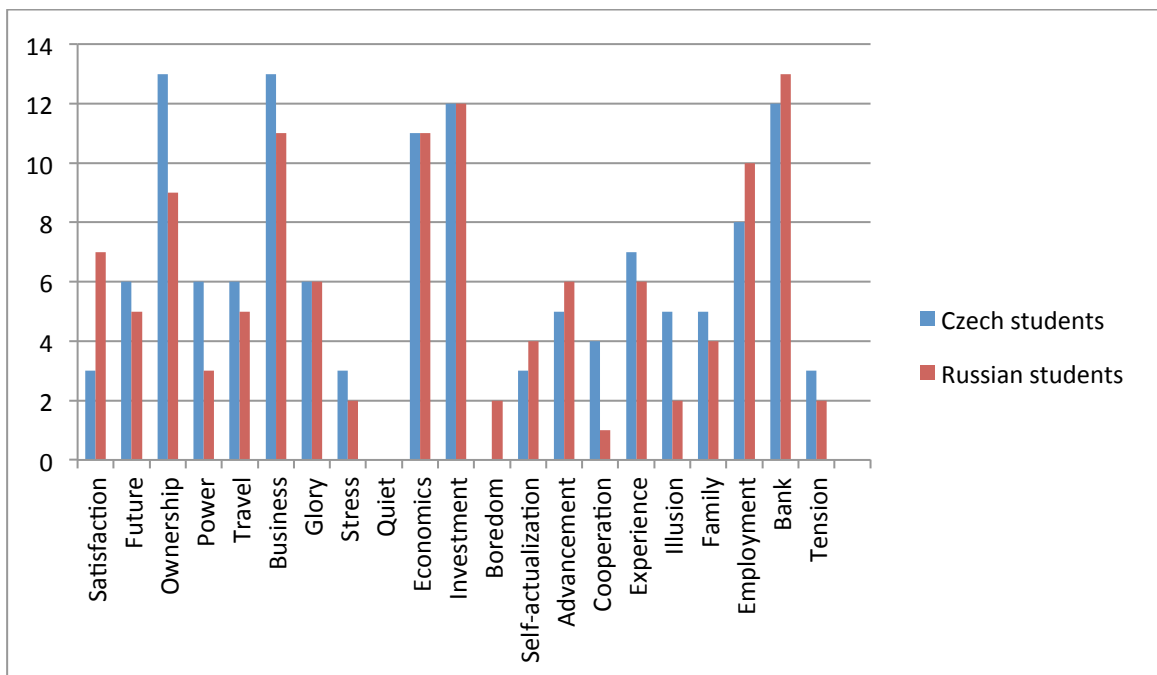


Figure 12 - Czech and Russian students answer differences for a word "Money" (2)



When we go through these graphs we can see some congruency in number of answers again (e.g. “Economics, “Investment”). The agreement was also with the word “Quiet”

where neither Czech nor Russian students connected it to “money”. Also no Russian student connected “money” to Friends and no Czech student connected “money” to “Boredom”.

There are two box-of-whisker plots. Both show us graphically the distribution of answers of Czech and of Russian students. First one show us the distribution of Czech students for observed word “money”. And the second on the distribution of Russian students for observed work “money”. (More detailed description of a box plot in

Figure 13 - box plot, Czech students ("Money")

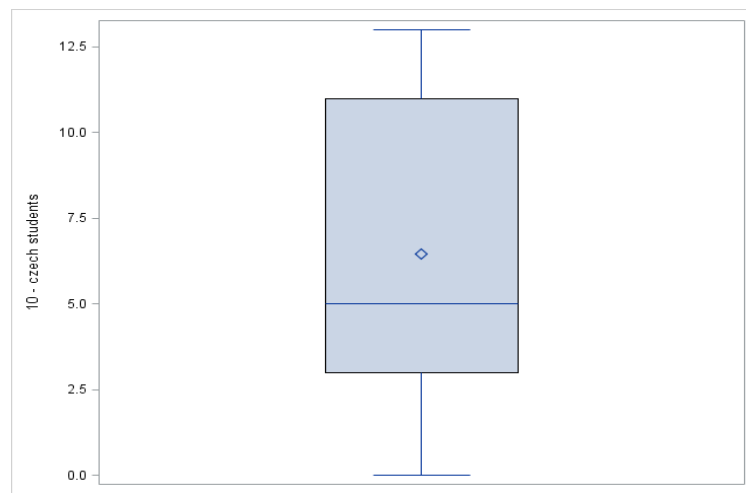
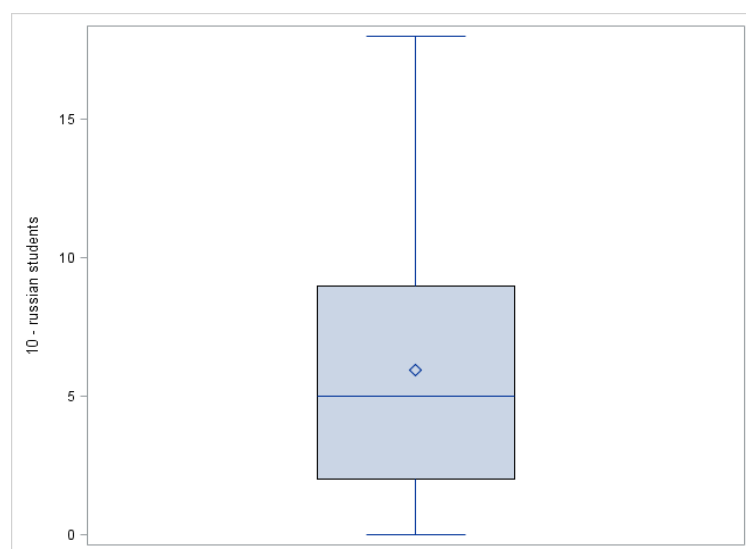


Figure 14 - box plot, Russian students ("Money")



4.1.6 Results for n10 – MONEY

At this page are both the results of the descriptive statistics and the correlations between Czech and Russian students.

Data were processed with IBM SPSS.

Descriptive statistics

Table 9 - results of descriptive statistics, n10; Money

	Mean	Standart deviation
Czech students	6,4634	3,93762
Russian students	5,9512	5,21279

At this table there are data about answers by Czech students and answers by Russian students separately. Mean says what is the average number of words connected to “work” by Czech students/Russian students. And what is standard deviation of this data sample. (Standard deviation described earlier)

Correlations

Table 10 - results of Correlations, n10; Money

	Russian students
Czech students	Correlation coefficient 0,832**

*** Correlation is significant at the 0,01 level (2-tailed)*

There is 83,2 % correlation between Czech and Russian students answers. (For a word “money”)

Nonparametric Correlations

Table 11 - Correlation results, n10; Money

	Russian students
Kendall's tau	Czech students Correlation coefficient 0,655**

*** Correlation is significant at the 0,01 level (2-tailed)*

In this table, there is a result of Kendall’s tau b correlation for the word “money” between Czech a Russian students. And there is 65,5% correlation.

5. Results and Discussion

The results of the classification experiment are positive, the method shows that there are correlations between Czech and Russian student's answers. And chiefly shows us that the classification experiment does show us the correlations and that means that method is usable.

In case of observed word "Work", the correlations are 81,2% and the correlations of Kendall's tau are 62,2%. And in case of an observed work "money" the correlations were even higher 83,2% for the standard correlation and 65,5% for the non – parametric correlations (Kendall's Tau). So according to the tables added earlier, the standard correlations are considered to show strong to very strong dependence.

When I saw the results of this experiment for the first time I was a bit surprised about the big correlation between the Czech and the Russians. So I was thinking about the reasons why the correlation was so big. And there is one thing the Russian students I asked to help me with my research and complete the task were mainly my classmates, which means that these people live in the Czech Republic for 3 years at least. But when I talked to them, many of them lived here even before for at least half a year or a whole year to study the language first. So they are not complete strangers to Czech culture, they already lived and absorbed it for 3-4 years. (Not all of them – there were 5 Russian students I met in the hallway and asked them to complete the task.) And I think that could make them closer to Czech culture and that could actually affect the way they responded. There is also fact, that all of the students visit the same university and faculty (Faculty of economics.) And many of the words were concentrated on an economic sector. It means that the results of the experiment could have been influenced by this factor too.

As was already mentioned in previous section, the classification experiment brought us a good interpretable knowledge (it is easily summed up and repeated). On the other hand the results are based on research of quite small and limited data set. That is the reason why the results should not be considered definitive. The objective of this thesis was not only to find the intercultural differences but also to verify usability of this method. And because the method was successful, we can consider it a promising supplement in the research of intercultural differences.

6. Conclusion

The main objective of this thesis was to verify the usability of classification method. This method was used for research of differences and similarities in understanding of a word „work“ and word „money“ between Czech and Russian students of FEM CULS. Firstly, in the Theoretical part I discussed what is culture and what is communication, to clarify its meaning. There were also different types of communications mentioned. But this research was concentrated on the new classification method that deals with intercultural communication. There are already many concepts of intercultural research. These concepts were described in theoretical part. However unlike Hofstede's or Schwarz's theory the classification experiment allows examining the differences between observed groups in detail. And that is why it can be helpful in deeper understanding of observed phenomenon without competing with conceptions mentioned above. It can more likely complete or specify them. Secondly, in the Research part, there is the classification method described in detail. There is also mentioned the origin of the experiment. Then there is a correlation analysis introduced and used later for the data set elaboration. I also described the way I collected the data plus added what was the data sample.

The fact that the method allows us to find the differences and similarities between groups of Czech and Russian confirms its usability. However for the research of the differences and similarities would be much bigger research sample needed. I could profess to this closer research in my Master's thesis.

Even though the data set was not big enough to make a conclusion it was very interesting to observe the differences between answers of Czech and Russian students. And I find it important to continue in the inter-cultural research to minimize the misunderstandings and critical situations both in local and in international measure. Because even when people who talk the same language, were brought up in the same ethnic and cultural environment are engaged, they can bump into a misunderstanding.

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8. Appendix

Attachment n.1 – paper cards used for the experiment

Attachment n.1 – paper cards used for the experiment

10 Money Money is used to pay.	08 Sureness Subjective persuasion that everything is in good order.	15 Capital Assets and resources.
19 Work An activity performed for pay, often laborious.	09 Communication Mutual information exchange.	16 Trade Negotiated exchange of money for goods.
03 Fun When people have a good time.	01 Career Advancement in a vocation.	17 Shopping Providing goods and things.
04 Vacation Free time and rest.	11 Luxury Superfluity and excess.	18 Wage Financial reward for working.
05 Freedom An opportunity to freely decide.	12 Duty What should be done.	20 Objective Intended end state.
06 Friends Persons known and closely related.	13 Motivation Force prompting an accomplishment.	21 Budget Financial plan.

07	14	22
Education Grades achieved.	Anxiety Subjective feeling of unease and apprehension.	Assets What a person owns.
28	34	23
Business Entrepreneurship and a source of income.	Boredom Nothing of interest there.	Satisfaction State of a mind of a person who got what she wanted.
29	35	24
Glory Great positive reputation.	Self-actualization Advancement and bringing to fruition one's own aims.	Future What is going to come, to happen.
30	36	25
Stress A burden which a person has to manage.	Advancement Growth, progress and fruition.	Ownership Legal tenure.
31	37	26
Quiet State of the mind or an environ with nothing to disturb.	Cooperation Collaboration and mutual support.	Power Might and influence.
32	27	33
Economics The state of national production.	Travel Visiting new places, especially in foreign lands.	Investment Financial share or a stake.

43 Bank Financial institution.	44 Tension Disquiet and uncertainty.	38 Experience Summary of insight.
39 Illusion False idea or persuasion	40 Family Close relatives.	41 Employment Vocation and job.

