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**УТВЕРЖДАЮ**

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## **АНГЛИЙСКИЙ ЯЗЫК**

*Методические указания для самостоятельной работы  
для всех направлений подготовки кадров высшей квалификации*

## **ENGLISH LANGUAGE**

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**АНГЛИЙСКИЙ ЯЗЫК. (ENGLISH LANGUAGE).** Методические указания для самостоятельной работы для всех направлений подготовки кадров высшей квалификации/ Санкт-Петербургский горный университет. Сост.: *Ю.В. Гоман*, СПб, 2020. 31 с.

Методические указания предназначены для самостоятельной работы для всех направлений кадров высшей квалификации. На материале аутентичных текстов, в которых освещаются теоретические основы модели культурных различий нидерландского социолога Геерта Хофстеде, учащиеся смогут овладеть необходимыми умениями чтения научных текстов и описания графически представленной информации с помощью лексики научного стиля.

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## Part 1. Theory of Geert Hofstede

### *Exercise 1. Translate the words and expressions:*

discrepancy, manifestation, propensity, thriftiness, perseverance, negotiations, justification, hierarchy, in-group, values, dimension, self-image, assertiveness, modesty, ambiguity	crucial, unequal, hierarchical, unquestioning, competitive, intolerant of, rigid at large
authentic relationship, ambiguous situation, pragmatic mindset, extensive research, loosely (tightly)-knit society, immediate family, material rewards, unorthodox ideas, relaxed attitude, strict norms, power holders, country scores, management setting	to explore the country, to get an overview, to obtain information, to build on a communication style, to understate personal achievements, to establish a system, to restrain oneself, to put an emphasis on, to conduct comprehensive studies, to distinguish sb from sb, to handle inequalities, to deal with challenges, to view change, to take an approach
gratification of desires, distribution of power	to score, to underline, to appreciate, to indulge, to exhibit, to stand for, to relate to, to count, to suppress

### *Exercise 2. Read and translate the text about cultural dimensions to compare countries.*

#### **National culture**

Professor Geert Hofstede conducted one of the most comprehensive studies of how values in the workplace are influenced by culture. He defines culture as “the collective

programming of the mind distinguishing the members of one group or category of people from others”.

The six dimensions of national culture are based on extensive research done by Professor Geert Hofstede, Gert Jan Hofstede, Michael Minkov and their research teams.

The application of this research is used worldwide in both academic and professional management settings.

### **Dimensions of national culture**

The Hofstede model of national culture consists of six dimensions. The cultural dimensions represent independent preferences for one state of affairs over another that distinguish countries (rather than individuals) from each other.

The country scores on the dimensions are relative, in that we are all human and simultaneously we are all unique. In other words, culture can only be used meaningfully by comparison.

***Exercise 3. Read the text about ‘power distance’ dimension. Complete sentences based on the description of the first dimension of Hofstede’s model – power distance. Use the word and collocations ‘hierarchy’, ‘hierarchical’, ‘horizontal management’, ‘vertical management’ in the sentences.***

High power distance means...

Low power distance means...

The first of Hofstede’s value dimensions, power distance, is the attitude and the level of acceptance by the culture of the unequal distribution of power in institutions and organisations. Division of countries into high and low power distant implies the extent to which the less powerful members of institutions (organizations) within a country expect and accept that power is distributed unequally.

**Exercise 4. Look at Table 1. Make up 3 examples of two different countries with similar/dissimilar index of power distance: high, low or intermediate. Use comparison and contrast signal words: transition words and phrases (similarly, likewise, too, also), subordinators (as, just as), coordinators (and, both...and, not only ...but also, neither ...nor), others (like (+ noun), just like (+ noun), similar to (+ noun); be (un)like, be (dis)similar to, be the same as, be the same, to compare to/with)**

E.g. Mexico possesses a high power distance indicator; **likewise**, India is scored high in the same dimension.

Denmark has a low power distance indicator, **just as** Austria.

Table 1.

Country	Score
Malaysia	100
Mexico	81
India	77
France	68
Japan	54
Italy	50
USA	40
Germany	35
UK	35
Denmark	18
Israel	13

**Exercise 5.** Read the text about ‘individualism’ dimension. Complete sentences based on the description of the third dimension of Hofstede’s model – individualism. Use either the word ‘dependence’ or ‘dependent’ in the sentences.

High Individualism means...

Low Individualism means...

The next Hofstede’s value dimensions, individualism, refers to the tendency of people to look after themselves and their immediate families with less emphasis on the needs of society; in Collectivist societies people belong to ‘in groups’ that take care of them in exchange for loyalty. The primary focus is on the individual or the nuclear family. It has to do with whether people’s self-image is defined in terms of “I” or “We”.

**Exercise 6.** Look at Table 2. Make up 3 examples of two countries with similar/dissimilar index of individualism: high, low or intermediate. Use contrast signal words of direct opposition: transition words and phrases (in contrast, in/by comparison, on the other hand, on the contrary), subordinators (while, whereas), coordinators (but), others (differ from, compared to/with, be different from, be dissimilar to, be unlike)

E.g. Australia is a highly individualist culture; **in contrast**, South Korea is collectivist culture.

Singapore is a collectivistic society, **while** United Kingdom is individualist culture.

Table 2.

Country	Score
USA	91
Australia	90
Canada	80

Country	Score
Italy	76
France	71
Germany	67
Spain	51
Japan	46
Mexico	30
Singapore	20
South Korea	18

***Exercise 7. Read the text about ‘masculinity’ dimension. Complete sentences based on the description of the second dimension of Hofstede’s model – masculinity. Use either the word ‘achievement’ or ‘motivation’ in the sentences.***

High Masculinity score means...

Low Masculinity score means ...

The value dimension, masculinity, refers to the degree of traditionally “masculine” values—assertiveness, materialism, and a lack of concern for others—that prevail in a society. In comparison, femininity emphasizes “feminine” values—a concern for others, for relationships, and for the quality of life.

A high score (Masculine) on this dimension indicates that the society will be driven by competition, achievement and success, with success being defined by the winner / best in field – a value system that starts in school and continues throughout organisational life.

A low score (Feminine) on the dimension means that the dominant values in society are caring for others and quality of life.

A Feminine society is one where quality of life is the sign of success and standing out from the crowd is not admirable.

**Exercise 8. Look at Table 3. Make up 3 examples of two countries with different index of masculinity: it can be high, low or intermediate. Use contrast signal words of direct opposition: transition words and phrases (in contrast, in/by comparison, on the other hand, on the contrary), subordinators (while, whereas), coordinators (but), others (differ from, compared to/with, be different from, be dissimilar to, be unlike).**

E.g. Sweden scores low on masculinity dimension, **whereas** Mexico scores high.

Japan has a high masculinity score, **unlike** Denmark that is a feminist society.

Table 3.

Country	Score
Japan	95
Mexico	69
Germany	66
UK	66
USA	62
France	43
South Korea	39
Portugal	31
Finland	26
Denmark	16
Sweden	5



**Exercise 9. Read the text about ‘uncertainty avoidance’ dimension. Complete sentences based on the description of this dimension of Hofstede’s model. Use the following words and collocations: to take risks, risk-averse.**

High Uncertainty Avoidance means...

Low Uncertainty Avoidance means...

The second value dimension, uncertainty avoidance, refers to the extent to which people in a society feel threatened by ambiguous situations, the way that a society deals with the fact that the future can never be known: should we try to control the future or just let it happen? This ambiguity brings anxiety with it, and different cultures have learnt to deal with this anxiety in different ways.

**Exercise 10. Look at Table 4. Make up 3 examples of two countries with similar/dissimilar index of uncertainty avoidance: high, low or intermediate. Use comparison signal words: transition words and phrases (similarly, likewise, too, also), subordinators (as, just as), coordinators (and, both...and, not only ...but also, neither ...nor), others (like (+ noun), just like (+ noun), similar to (+ noun); be like, be similar to, be the same as, be the same, to compare to/with).**

E.g. **Both** Greece **and** Japan have the highest uncertainty avoidance score.

**Neither** Denmark **nor** Singapore have high uncertainty avoidance score.

Table 4.

Country	Score
Greece	100

Country	Score
France	86
South Korea	85
Germany	65
Australia	51
Canada	48
USA	46
UK	35
India	40
Denmark	23
Singapore	8

***Exercise 11. Read the text about ‘long-term/short-term orientation’ dimension. Complete sentences based on the description of this dimension of Hofstede’s model. Use either the word ‘innovation’ or ‘tradition’ in the sentences.***

High Long-term Orientation score indicates...

Low Long-term Orientation score indicates...

Every society has to maintain some links with its own past while dealing with the challenges of the present and the future. Societies prioritize these two existential goals differently.

Societies who score low on this dimension, for example, prefer to maintain time-honoured traditions and norms while viewing societal change with suspicion.

Those with a culture which scores high, on the other hand, take a more pragmatic approach: they encourage thrift and efforts in modern education as a way to prepare for the future.

In the business context, this dimension is referred to as “(short-term) normative versus (long-term) pragmatic” (PRA).

**Exercise 12.** Look at Table 5. Make up 3 examples of two different countries with similar/dissimilar index of long/short-term orientation. Use comparison and contrast signal words: transition words and phrases (similarly, likewise, too, also), subordinators (as, just as), coordinators (and, both...and, not only ...but also, neither ...nor), others (like (+ noun), just like (+ noun), similar to (+ noun); be (un)like, be (dis)similar to, be the same as, be the same, to compare to/with)

E.g. South Korea possesses a high long-term orientation indicator; **likewise**, Japan is scored high in the same dimension.

Iran has a low power distance indicator, **just as** the USA.

Table 5.

Country	Score
South Korea	100
Japan	88
China	87
Russia	81
Singapore	72
Sweden	53
UK	51
Norway	35
Denmark	35
USA	26
Iran	14

**Exercise 13. Read the text about ‘indulgence’ dimension. Complete sentences based on the description of this dimension. Use either the word ‘enjoy’ or ‘enjoyment’ in the sentences.**

High Indulgence score presupposes...

Low Indulgence score presupposes ...

Indulgence stands for a society that allows relatively free gratification of basic and natural human drives related to enjoying life and having fun. Restraint stands for a society that suppresses gratification of needs and regulates it by means of strict social norms.

**Exercise 14. Look at Table 6. Make up 3 examples of two different countries with similar/dissimilar index of indulgence: high, low or intermediate. Use comparison and contrast signal words: transition words and phrases (similarly, likewise, too, also), subordinators (as, just as), coordinators (and, both...and, not only ...but also, neither ...nor), others (like (+ noun), just like (+ noun), similar to (+ noun); be (un)like, be (dis)similar to, be the same as, be the same, to compare to/with)**

*E.g.* Sweden possesses a high indulgence indicator; **likewise**, Denmark is scored high in the same dimension.

Russia has a low power distance indicator, **just as** China.

Table 6.

Country	Score
Sweden	78
Denmark	70
UK	69
USA	68

Country	Score
Norway	55
Greece	50
Italy	30
South Korea	29
India	26
China	24
Russia	20

***Exercise 15. Read the text about the research Geert Hofstede has done. What is the limitation of this model?***

Professor Geert Hofstede conducted one of the most comprehensive studies of how values in the workplace are influenced by culture. He analysed a large database of employee value scores collected within IBM between 1967 and 1973.

The data covered more than 70 countries, from which Hofstede first used the 40 countries with the largest groups of respondents and afterwards extended the analysis to 50 countries and 3 regions.

Subsequent studies validating the earlier results include such respondent groups as commercial airline pilots and students in 23 countries, civil service managers in 14 countries, 'up-market' consumers in 15 countries, and 'elites' in 19 countries.

In the 2010 edition of the book, "Cultures and Organizations: Software of the Mind", scores on the dimensions are listed for 76 countries, partly based on replications and extensions of the IBM study on different international populations and by different scholars.

## **Part 2. Description of countries**

***Exercise 1. Read the text about Russia. Be ready to translate it. Take it as a model to describe other countries.***

If we explore the Russian culture through the lens of the 6-D Model, we can get a good overview of the deep drivers of Russian culture relative to other world cultures.

### **Power distance**

This dimension deals with the fact that all individuals in societies are not equal – it expresses the attitude of the culture towards these inequalities amongst us. Power Distance is defined as the extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally.

Russia, scoring 93, is a nation where power holders are very distant in society. This is underlined by the fact that the largest country in the world is extremely centralized: 2/3 of all foreign investments go into Moscow where also 80% of all financial potential is concentrated. The huge discrepancy between the less and the more powerful people leads to a great importance of status symbols. Behaviour has to reflect and represent the status roles in all areas of business interactions: be it visits, negotiations or cooperation; the approach should be top-down and provide clear mandates for any task.

### **Individualism**

The fundamental issue addressed by this dimension is the degree of interdependence a society maintains among its members. It has to do with whether people's self-image is defined in terms of "I" or "We". In Individualist societies people are supposed to look after themselves and their direct family only. In

Collectivist societies people belong to 'in groups' that take care of them in exchange for loyalty.

If Russians plan to go out with their friends they would literally say "We with friends" instead of "I and my friends", if they talk about brothers and sisters it may well be cousins, so a lower score of 39 even finds its manifestations in the language. Family, friends and not seldom the neighborhood are extremely important to get along with everyday life's challenges. Relationships are crucial in obtaining information, getting introduced or successful negotiations. They need to be personal, authentic and trustful before one can focus on tasks and build on a careful to the recipient, rather implicit communication style.

### **Masculinity**

A high score (Masculine) on this dimension indicates that the society will be driven by competition, achievement and success, with success being defined by the winner/best in field – a value system that starts in school and continues throughout organisational life.

A low score (Feminine) on the dimension means that the dominant values in society are caring for others and quality of life. A Feminine society is one where quality of life is the sign of success and standing out from the crowd is not admirable. The fundamental issue here is what motivates people, wanting to be the best (Masculine) or liking what you do (Feminine).

Russia's relatively low score of 36 may surprise with regard to its preference for status symbols, but these are in Russia related to the high Power Distance. At second glance one can see, that Russians at workplace as well as when meeting a stranger rather understate their personal achievements, contributions or capacities. They talk modestly about themselves and scientists, researchers or doctors are most often expected to live on a very modest standard

of living. Dominant behaviour might be accepted when it comes from the boss, but is not appreciated among peers.

### **Uncertainty avoidance**

The dimension Uncertainty Avoidance has to do with the way that a society deals with the fact that the future can never be known: should we try to control the future or just let it happen? This ambiguity brings with it anxiety and different cultures have learnt to deal with this anxiety in different ways. The extent to which the members of a culture feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid these is reflected in the score on Uncertainty Avoidance.

Scoring 95 Russians feel very much threatened by ambiguous situations, as well as they have established one of the most complex bureaucracies in the world. Presentations are either not prepared, e.g. when negotiations are being started and the focus is on the relationship building, or extremely detailed and well prepared. Also detailed planning and briefing is very common. Russians prefer to have context and background information. As long as Russians interact with people considered to be strangers, they appear very formal and distant. At the same time formality is used as a sign of respect.

### **Long term orientation**

This dimension describes how every society has to maintain some links with its own past while dealing with the challenges of the present and future, and societies prioritise these two existential goals differently. Normative societies, which score low on this dimension, for example, prefer to maintain time-honoured traditions and norms while viewing societal change with suspicion. Those with a culture which scores high, on the other hand, take a



more pragmatic approach: they encourage thrift and efforts in modern education as a way to prepare for the future.

With a very high score of 81, Russia is definitely a country with a pragmatic mindset. In societies with a pragmatic orientation, people believe that truth depends very much on situation, context and time. They show an ability to adapt traditions easily to changed conditions, a strong propensity to save and invest. thriftiness and perseverance in achieving results.

### **Indulgence**

One challenge that confronts humanity, now and in the past, is the degree to which small children are socialized. Without socialization we do not become “human”. This dimension is defined as the extent to which people try to control their desires and impulses, based on the way they were raised. Relatively weak control is called “Indulgence” and relatively strong control is called “Restraint”. Cultures can, therefore, be described as Indulgent or Restrained.

The Restrained nature of Russian culture is easily visible through its very low score of 20 on this dimension. Societies with a low score in this dimension have a tendency to cynicism and pessimism. Also, in contrast to Indulgent societies, Restrained societies do not put much emphasis on leisure time and control the gratification of their desires. People with this orientation have the perception that their actions are Restrained by social norms and feel that indulging themselves is somewhat wrong.

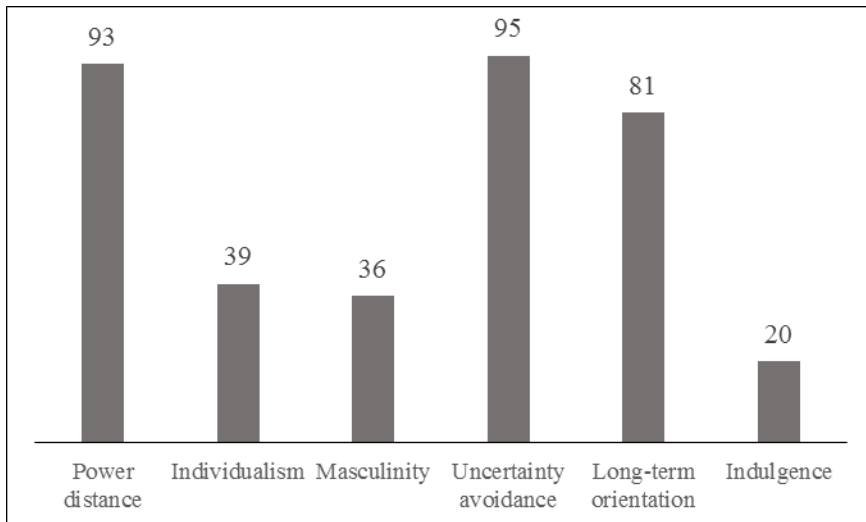


Figure 1. Russia

***Exercise 2. Translate the sentences using the words and expressions from exercise 1 (part 1).***

1. The importance of applying Hofstede's theory to management setting is unquestioning.

2. Unorthodox views are typical of countries demonstrating high risk uncertainty.

3. Rigid code of behavior is prevalent in countries with low Indulgence dimension.

4. Masculinity stands for high achievements.

5. **Propensity** to gratification of desires is typical of cultures with high Indulgence dimension.

6. **Распределение власти** является неравномерным в странах с высоким показателем дистанцированности от нее.

7. Страны с высоким показателем Индивидуализма заботятся в основном о себе и **ближайших членах семьи**.

8. Некоторые исследователи не считают исследование стран ГеертаХофстеде**комплексным**.

9. **Склад ума** влияет на поведение представителей определенной национальности в бытовых и профессиональных ситуациях.

10. Отсутствие **настойчивости** в достижении целей свойственно странам с высоким показателем Женственности.

*Exercise 3. According to the opinion of Yakov Lurie, a historian, Turkey and Iran resemble Russia more than other countries. Describe the countries using criteria of Geert Hofstede's cultural dimensions. Use the following structures:*

This dimension deals with the fact that...

Scoring..., ... is a country, which

This dimension addresses the issue of...

A high/low score on this dimension means/indicates that...

The dimension... has to do with the fact that...

With a score ..., Russian/Hungarians/...

This dimension describes...

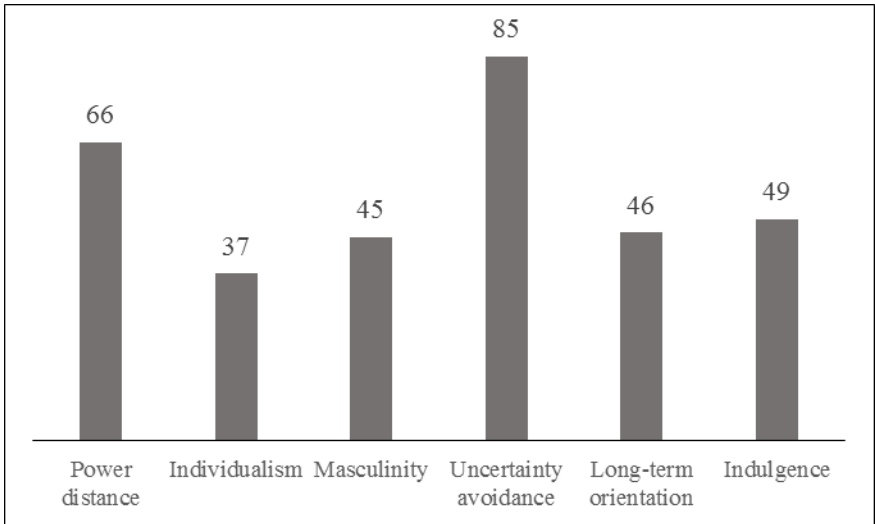


Figure 2. Turkey

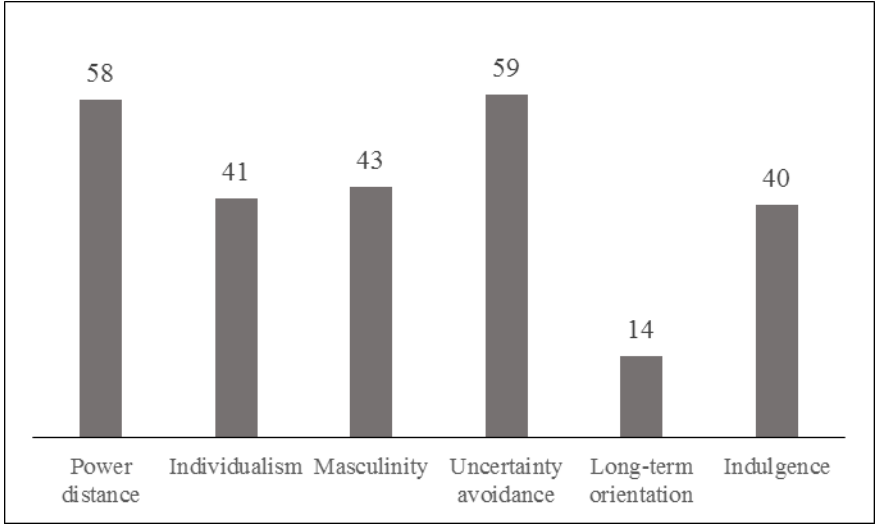


Figure 3. Iran

**Exercise 4. Greece and Italy are the countries where people have similar temper to Russians. Compare the countries. Make conclusions in a report consisting of 5 sentences.**

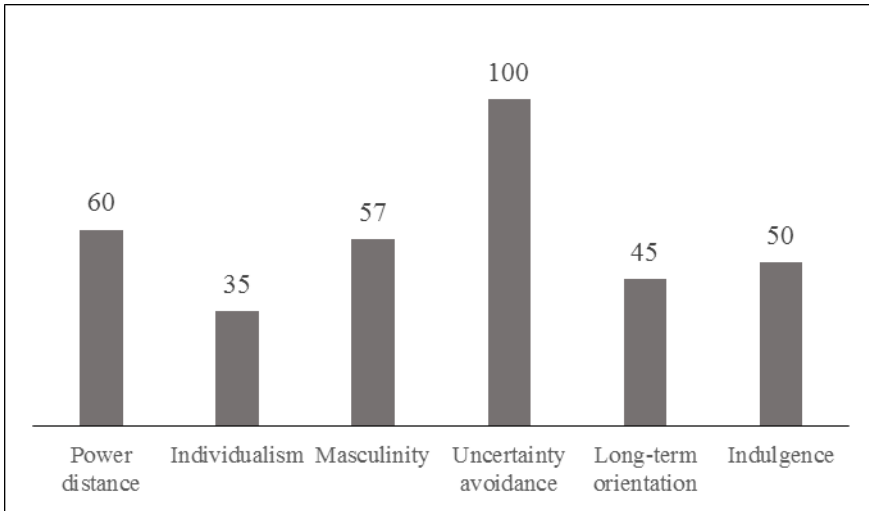


Figure 4. Greece

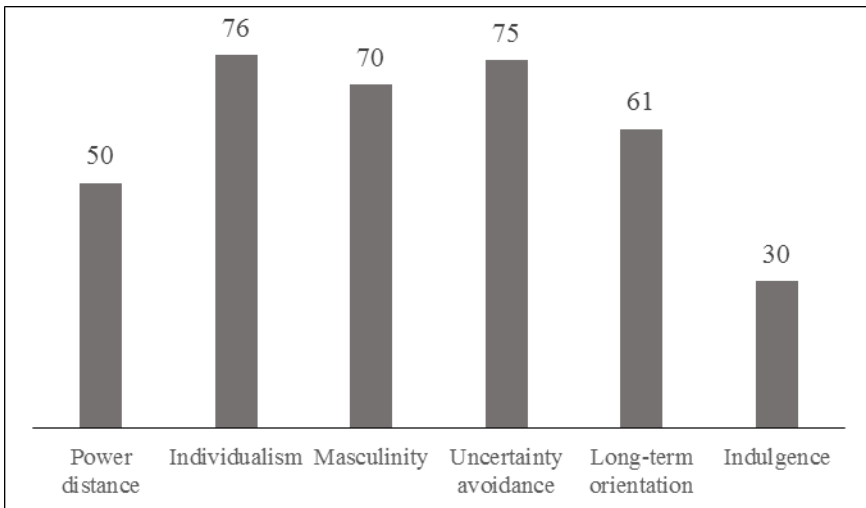


Figure 5. Italy

**Exercise 5. Scandinavian countries get the first places in the estimation of people’s happiness. Look at their dimensions. Find out dissimilarities.**

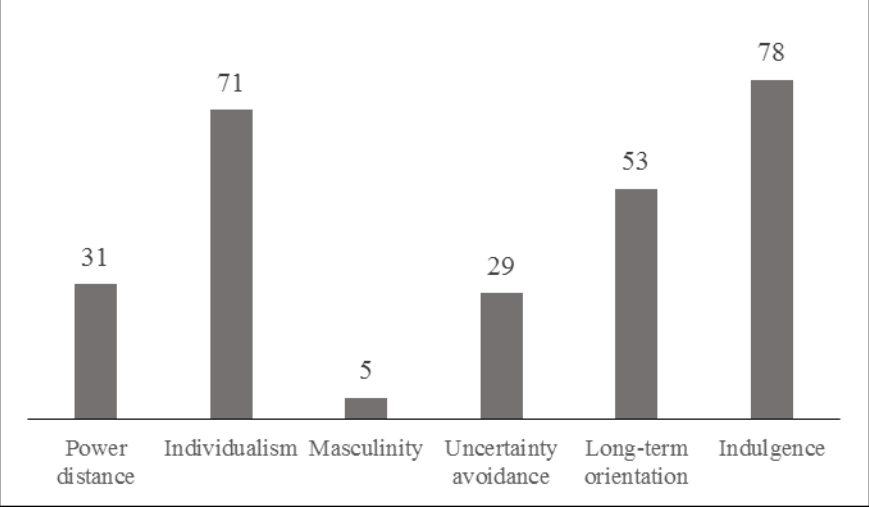


Figure 6. Sweden

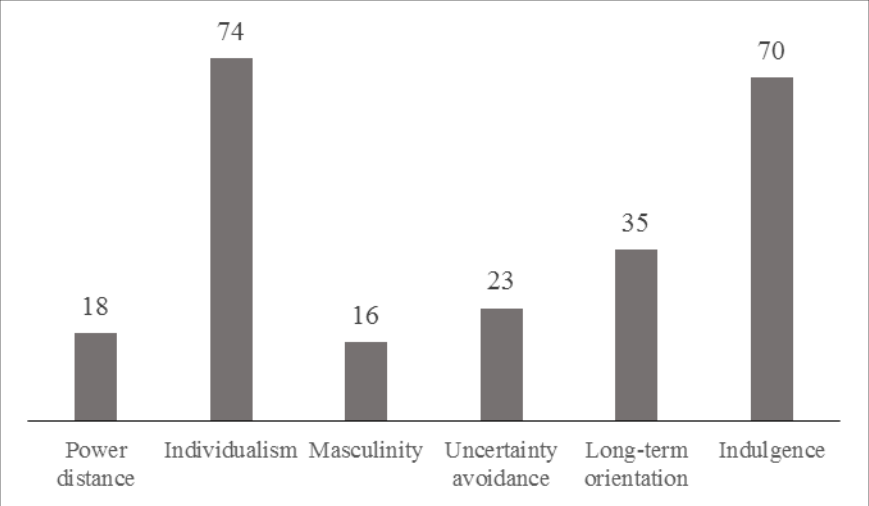


Figure 7. Denmark

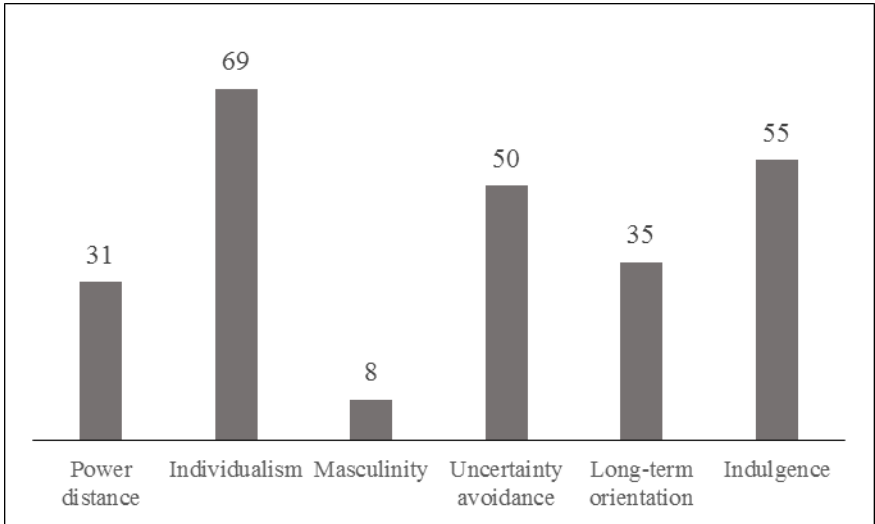


Figure 8. Norway

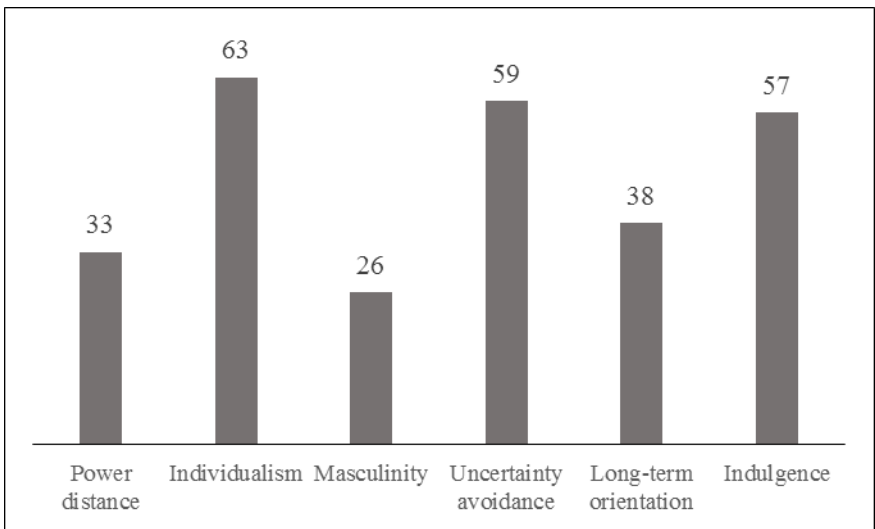


Figure 9. Finland

**Exercise 6. United Kingdom and the United States of America have been considered allies throughout the 20th century. They both recognized each other as the most important bilateral partners. Study their profiles with the help of the theory of cultural dimensions. In what way do they differ and coincide?**

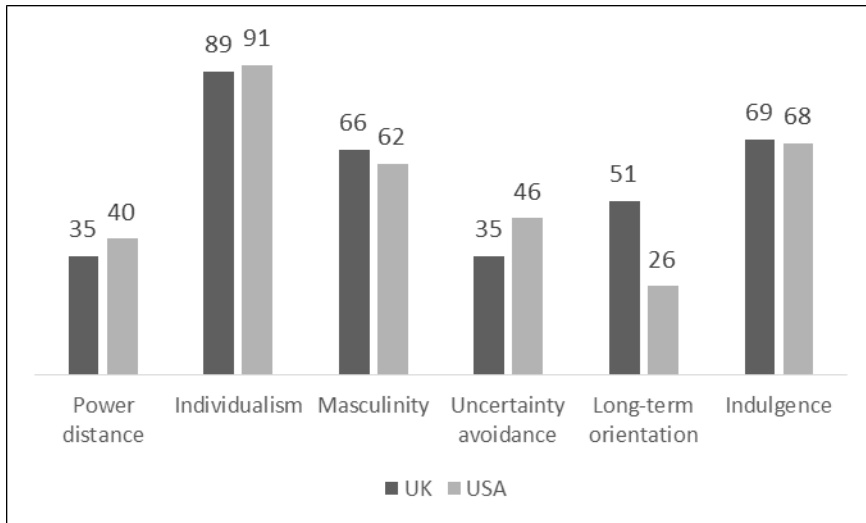


Figure 10. United Kingdom, United States

**Exercise 7. BRICS consists of Brazil, Russia, India and China and South Africa. Choose two countries and compare their indicators. Write a report consisting of 5 sentences.**



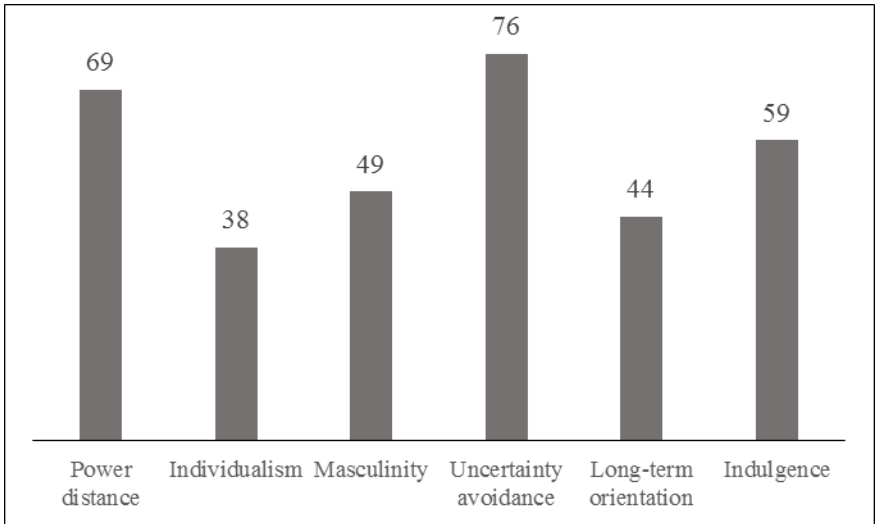


Figure 11. Brazil

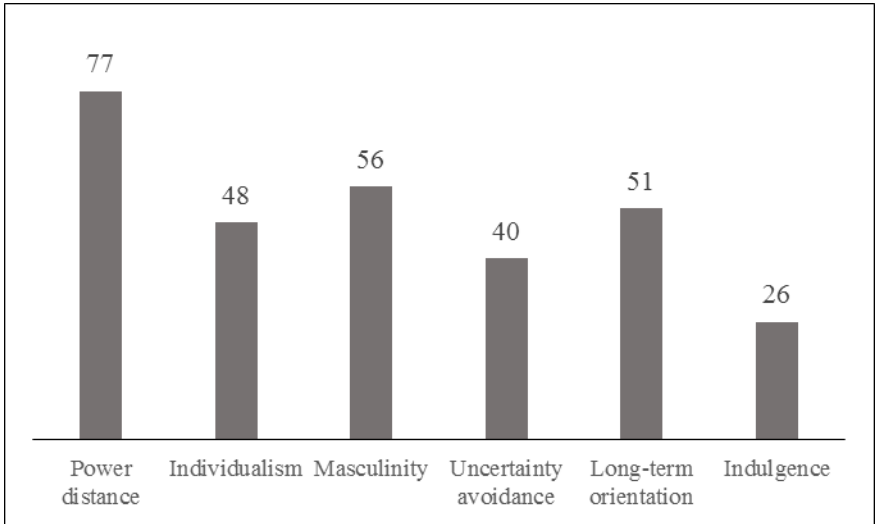


Figure 12. India

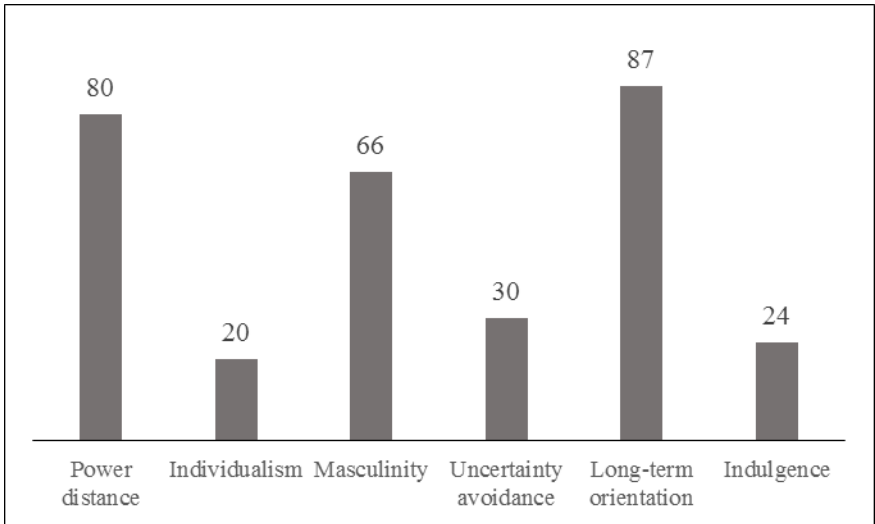


Figure 13. China

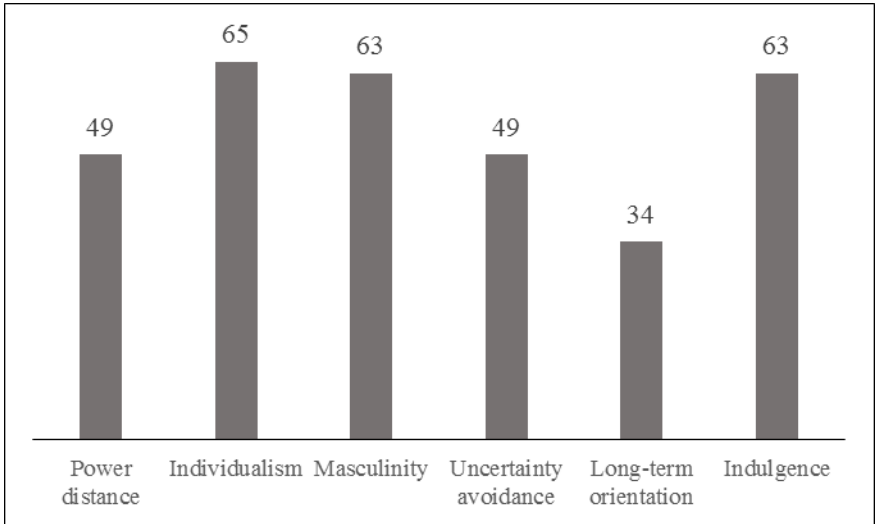


Figure 14. South Africa

**Exercise 8.** According to The Human Development Index designed by the United Nations to measure human development in a country, Singapore, Japan, and South Korea have very high HDI (0.932, 0.909, 0.903, correspondingly). HDI is quantified by looking at a country's human development such as education, health and life expectancy. HDI is set on a scale from 0 to 1 and most developed countries have a score above .80. Compare the scores of countries and make a conclusion, which criteria confirm the high development index of these countries.

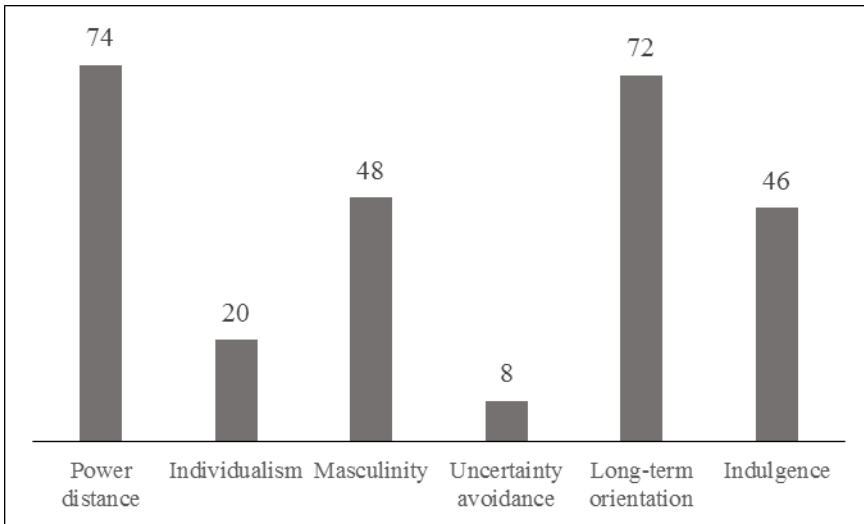


Figure 15. Singapore

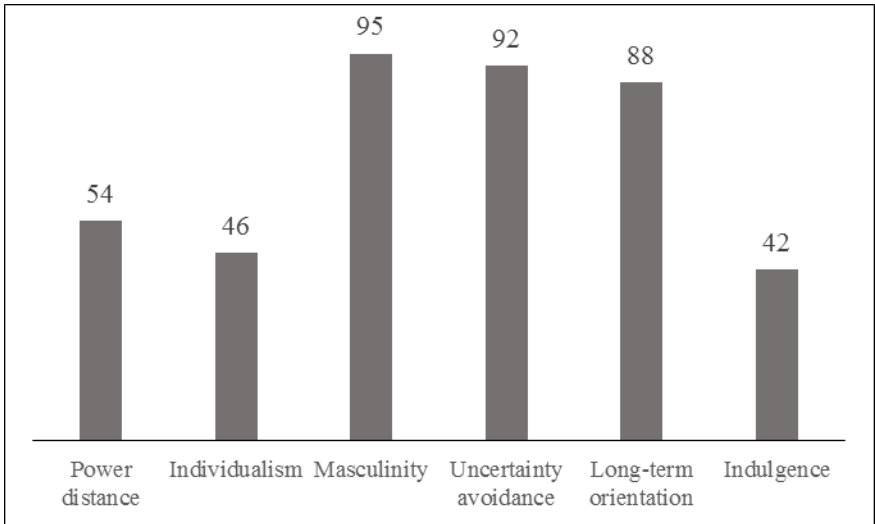


Figure 16. Japan

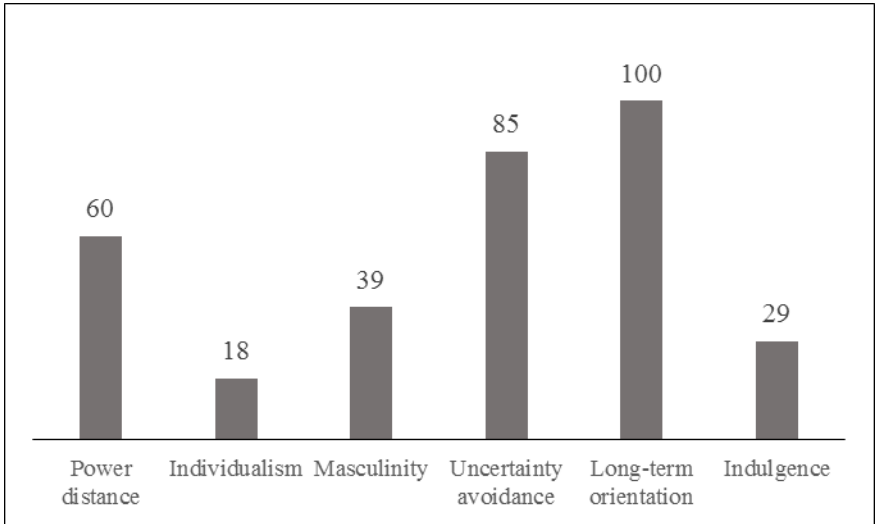


Figure 17. South Korea

***Exercise 9. Think of your own approach how you can compare countries. You may choose Arab countries, countries in the same geographical location, countries belonging to the same political alliance. Choose two or three countries and make a comparison.***

## **БИБЛИОГРАФИЧЕСКИЙ СПИСОК**

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