Culture, Cognition and the Intercultural Mind

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"New research in mind and brain sciences is changing our understanding of culture and mind, creating challenges and opportunities for intercultural trainers and educators as paradigms are shifting."

Today's schedule

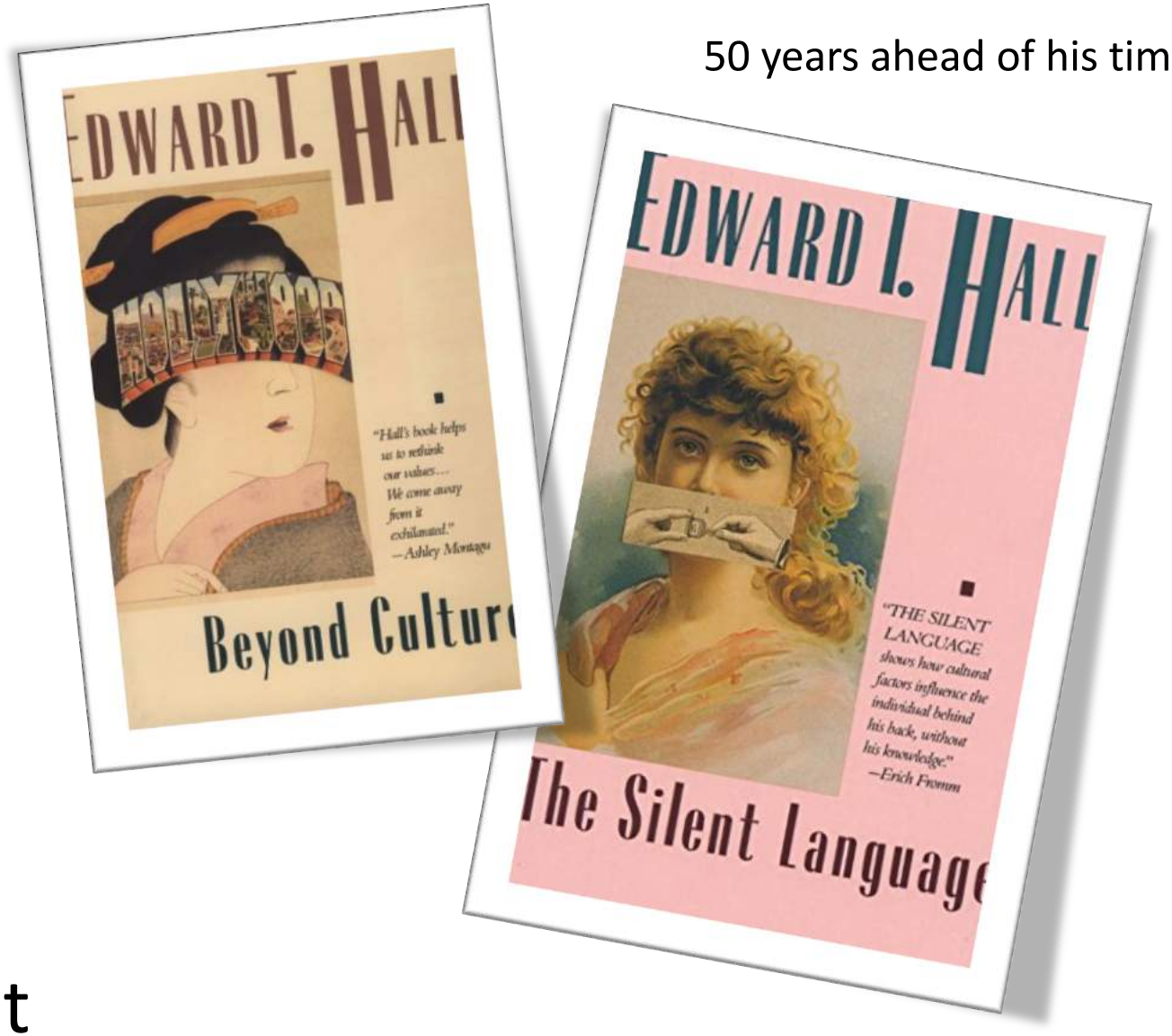
- 19:00-19:30 - Coffee and tea
- 19:30-20-40 - 1st half (more theory)
- 20:40-21:00 - Break
- 21:00-22:00 - 2nd half (more discussion)

Themes:

changing paradigms; brain-cognition-mind basics; culture from the neurocognitive perspective; paradigms of research, mind; bias; further info

Edward T. Hall

50 years ahead of his time



Hall's key insight

"It is frequently the most obvious and taken-for-granted and therefore the least studied aspects of culture that influence behavior in the deepest and most subtle ways." (Beyond Culture)

Recent research supports Hall's view that the influence of culture is primarily unconscious. It can inform our understanding of foundational issues:

What is culture? How does it shape mental processes?
How can we understand and research cultural difference?
What causes bias, ethnocentrism, racism, stereotypes?
What psychological processes underlie cultural adjustment?
What are the biological and cultural bases of identity?

Evolving paradigms

- **Biological determinism (1800-1945)**

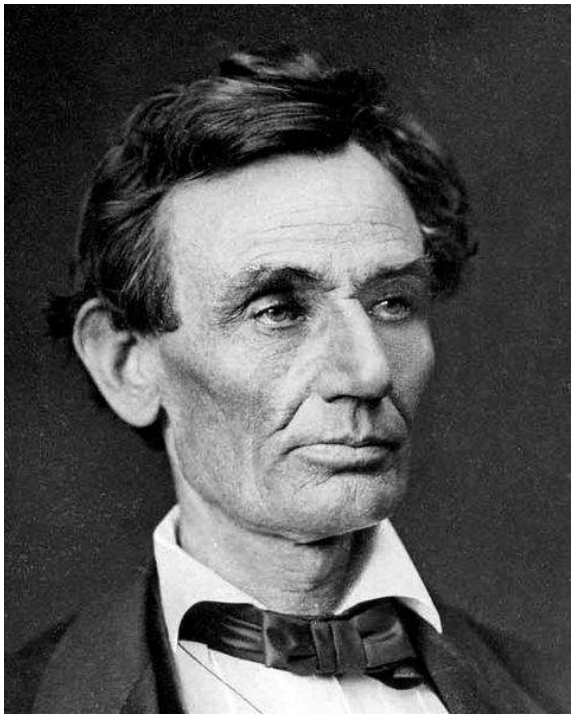
Physical characteristics shape behavior in essential ways.

- **Cultural relativism (1945-2003)**

Social environment shapes behavior in essential ways.

- **Embodied relativism (2003 - present)**

Evolutionary biology and socio-cultural environment interact in complex ways to shape behavior indirectly through differences in cognition, identity, emotion. Every individual is cultural.



1861

“THERE IS A PHYSICAL DIFFERENCE BETWEEN THE WHITE AND BLACK RACES WHICH I BELIEVE WILL EVER FORBID THE TWO RACES LIVING TOGETHER ON TERMS OF SOCIAL AND POLITICAL EQUALITY.”

Abraham Lincoln

Key word: race

Defining Culture

E.B. Tylor

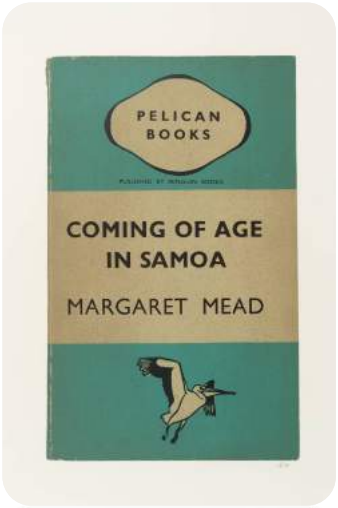
"Culture, or civilization . . . is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society."

1871

Cultural relativism

Margaret Mead

1928



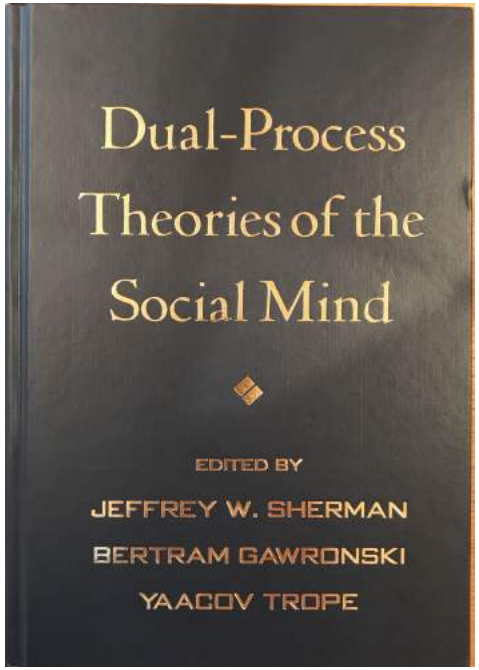
"If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole (range) of human (possibilities). "

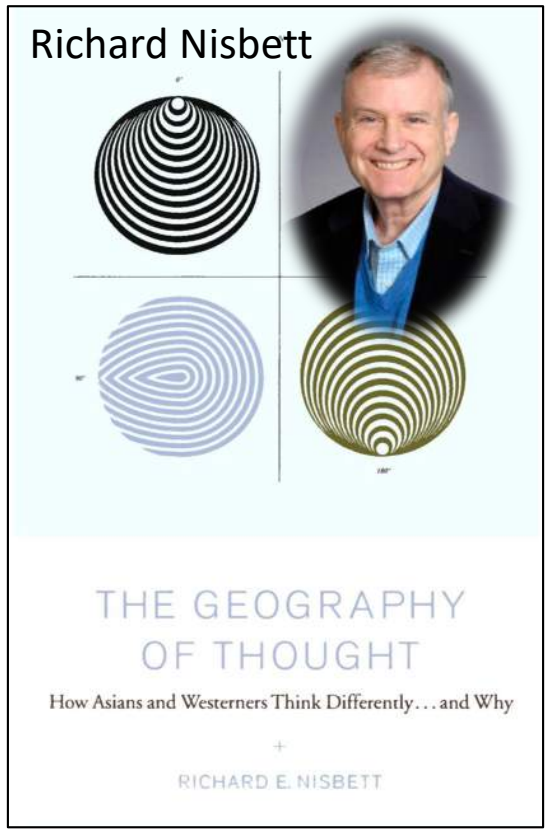
Cognitive and Cultural psychology

CONFERENCE
International Association of Cross-cultural Psychology

Topics:

- Acculturation (migration, refugees, sojourners)
- Culture & Health
- Culture & Human Development
- Cultural & Organization
- Cultural Change
- Culture Neuroscience
- Cultural Variation
- Diversity
- Ethnicity
- Gender
- Language
- Multiculturalism
- Peace



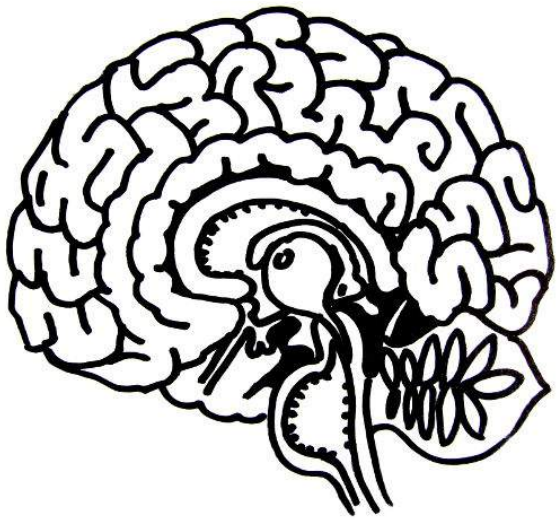


2003

Cognitive and cultural neuroscience

Cultural neuroscience . . . seeks to explain how neurobiological processes, such as genetic expression and brain function, give rise to cultural values, practices, and beliefs as well as how culture shapes neurobiological processes across macro- and micro-time scales.

Joan Chiao



New domains of knowledge

Cognitive neuroscience is shedding light on the processes involved with our intuitive experience of the world, in areas as diverse as: **mental health** (Brandao, 2006), **religious experience** (Boyer, 2001), **decision making** (Iyengar, 2010; Klein, 1998; Vedantam, 2010), **psychological change** (Wilson, 2011), **moral intuitions** (Boehm, 2012), **the nature of rationality** (Damasio, 1994; Lakoff & Johnson, 1999; Stanovich, 2011), **emotion** (Barrett, 2017), **empathy** (Keysers, 2011; Zaki, 2014), **consciousness** (Damasio, 1999, 2010), **unconscious bias** (Ariely, 2009; Banaji & Greenwald, 2013), **the power of intuitive understanding** (Gigerenzer, 2007; Gladwell, 2005), **learning and education** (Medina, 2008; Sousa, 2010; Torff, 2001), **linguistic meaning** (B. K. Bergen, 2012), **cultural difference in cognition** (Chiao, 2009; R. E. Nisbett, 2003), and **intercultural understanding** (Shaules, 2014). This body of work is grounded in a new understanding of **conscious and unconscious cognition** (Hassin et al., 2007; Kahneman, 2011; Sherman et al., 2014), the **structures of the brain**, and the **neural networks** that underpin cognition (Sporns, 2013).

Evolving paradigms

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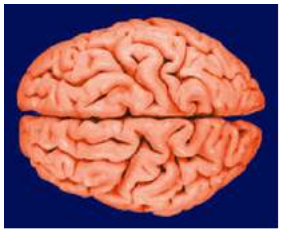
Some basics . . .

brain, cognition, mind

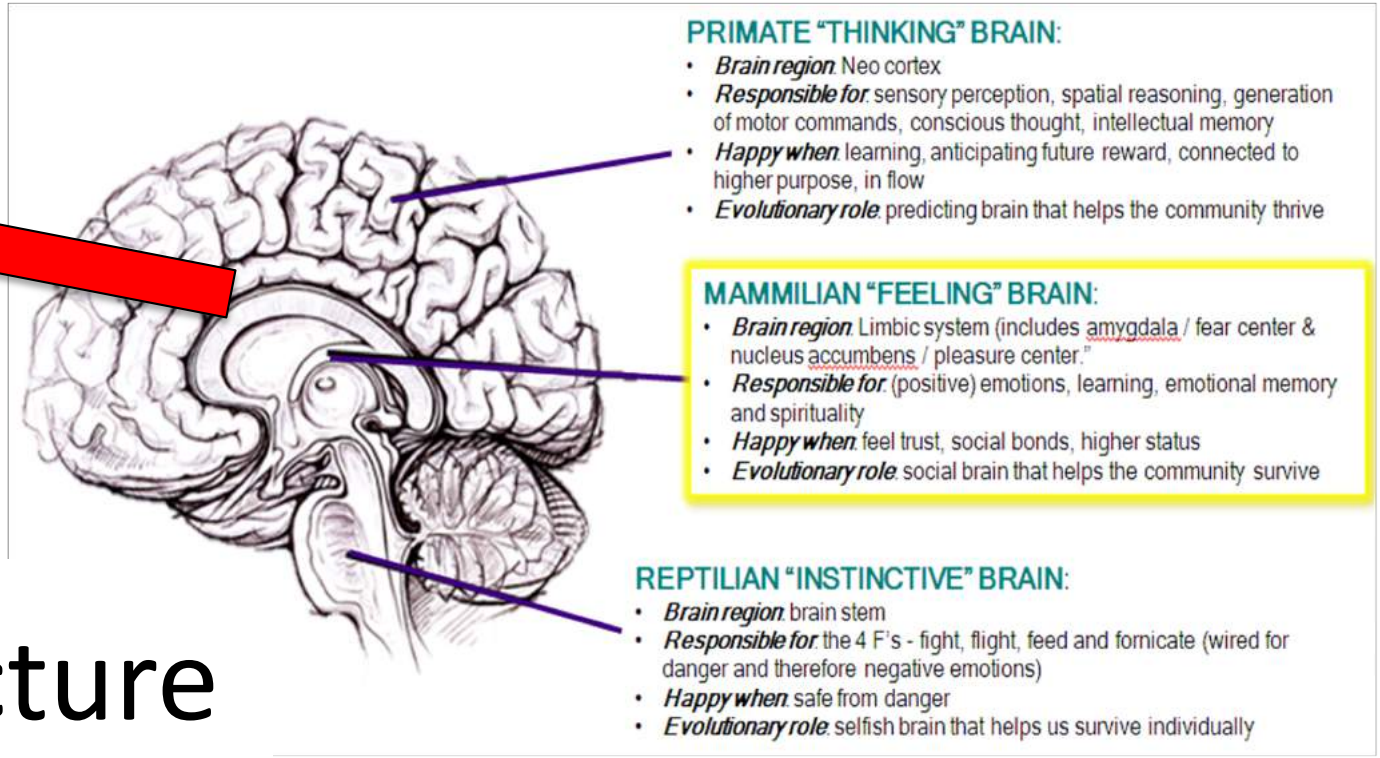


Brain-cognition-mind basics

The brain was shaped by millions of years of evolutionary biology. It has a triune (three-part) structure related to different stages of evolution, that includes the 1) reptilian, 2) mammalian and 2) primate (neo-cortex) structures.

Mind refers broadly to mental experience (attention, awareness, thought, feeling thought, intuition) which emerges as a result of **cognitive processes**. These processes are *embodied*—integrated with bodily function, and *embedded* (social context dependent).

Cognition (and thus our mind) evolved a **dual processing** form of functioning. Unconscious processes (**intuitive mind**) evolved to allow us to learn and carry out routine tasks. More conscious processes (**attentive mind**) evolved to cope with novel situations and focus on immediate needs.



Triune structure

We are animals that think. We have basic instincts and drives, (we experience hunger – reptile brain), learn complex tasks to satisfy them (bake cookies – neo-cortex), are driven by emotion (get upset if they burn – limbic system), and think abstractly and morally about what we do (decide to eat salad the next day – neo-cortex).

Embodied culture

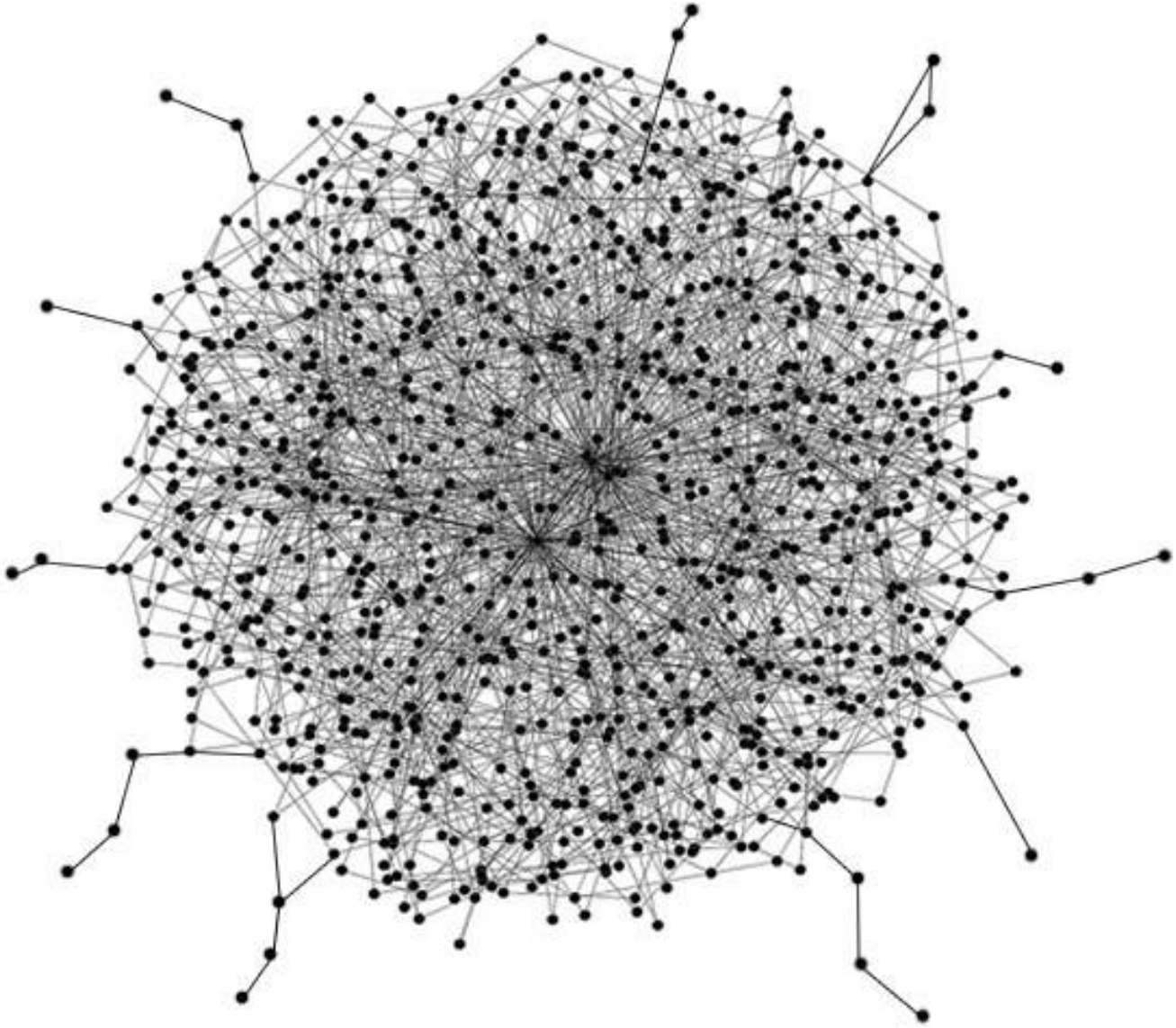
Cultural patterns are an integral part of cognitive function. We experience symbols and concepts (neo-cortex) as real and connected to our emotions (limbic system). If these symbols are attacked it can provoke a threat response (reptilian). That is why our heart races when we hear “I love you” or if we see our flag burned, why we can get excited by an idea, or angry if someone steals our money, even though “love” “flag” “idea” and “money” are primarily mental phenomena.

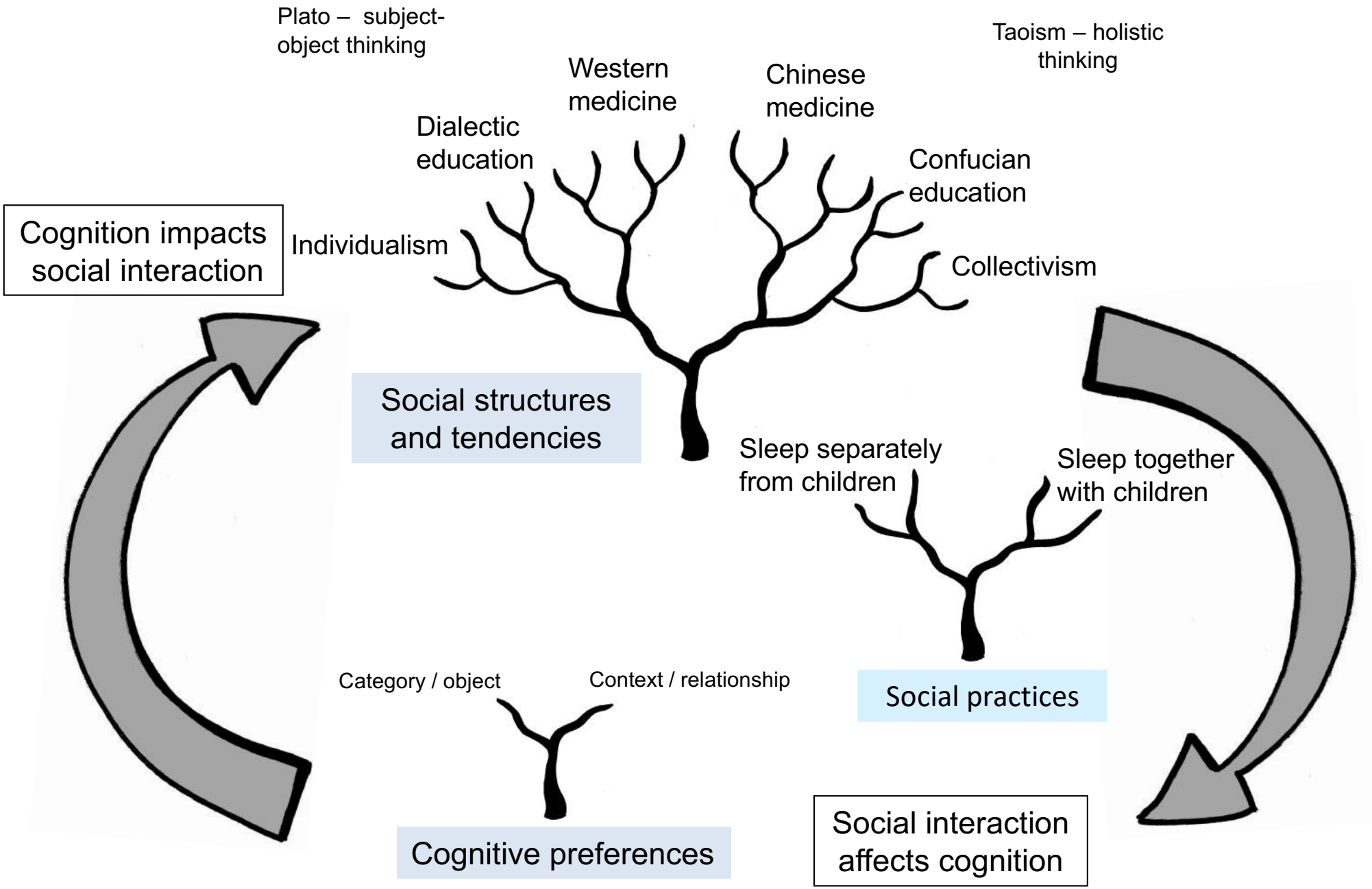
. . . culture . . .

from the neurocognitive perspective

Culture from the neurocognitive perspective:

Patterns in the environment that shape and are reflected in cognitive structures, processes and behavior.





Fractal culture: The feedback loop between cognition and social systems

Culture from the neurocognitive perspective

- **Culture is embodied.** It is not just an idea, a symbol or an abstract concept. It permeates our whole organism and affects us at many levels of self.
- **Culture is embedded.** It is found in our social environment and interaction with others yet we are usually unaware of it.
- **Culture is emergent.** Behavior is not simply "influenced" by culture. Both specific behaviors and cultural patterns emerge from complex interaction of individuals.
- **Cultural patterns are complex.** They are stable (resistant to change), yet dynamic (changing) and diffuse (no clear boundaries).
- **Cultural patterns are "fractal".** They can be found at different levels of analysis, from micro (cognitive processes within individuals) to macro (community and society).
- **Culture is intuitive.** We experience culture primarily through intuitive cognition (We have a "feel" for it.) as is thus fuzzy yet systematic.
- **Culture is a medium.** It facilitates automatic interaction as the "rules of the game" (shared expectations, values, assumptions)

. . . cultural difference . . .

from the neurocognitive perspective

Evolving research paradigms

Cultural difference in cognitive processing, perception and identity.

Take away: Cultural difference is subtle, diffuse, complex and fractal. It permeates cognitive processes at many levels.

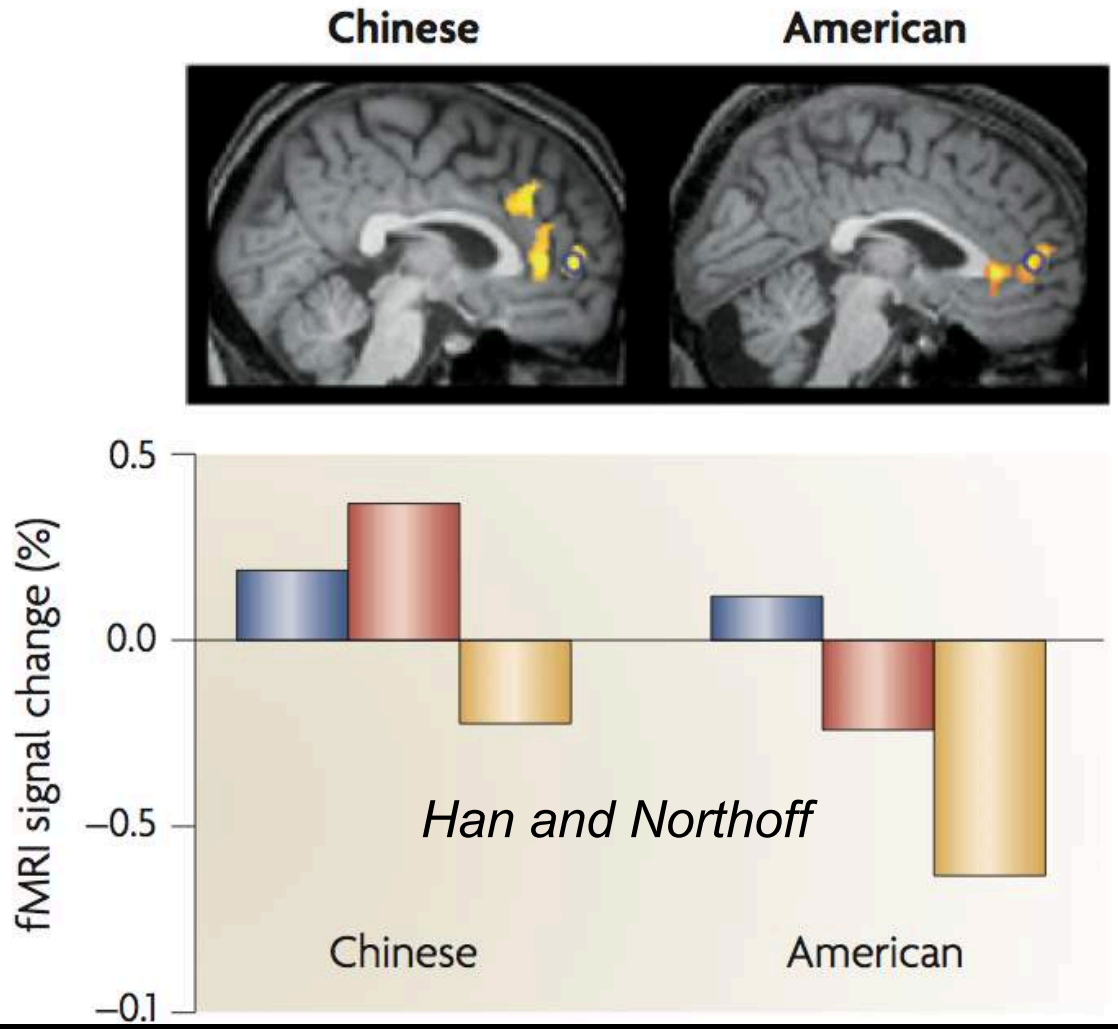
Where is culture?

Think about your mother.

What qualities does she have?

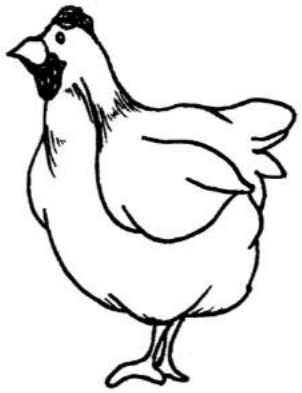
When **Chinese** subjects **think about their mothers**, their brain is activated **as when thinking of themselves**.

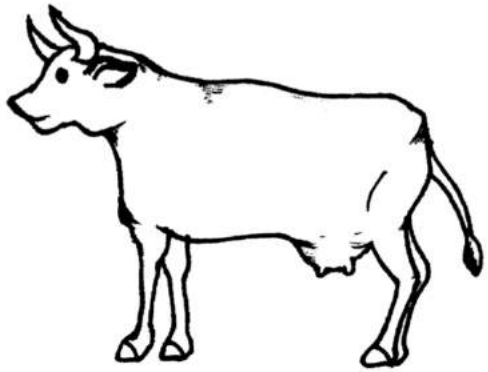
When **American** subjects **think about their mothers**, their brain is activated in the same way as when **thinking of a stranger**.



Research into culture, cognition and identity

Research into culture and cognition





Nisbett 2003

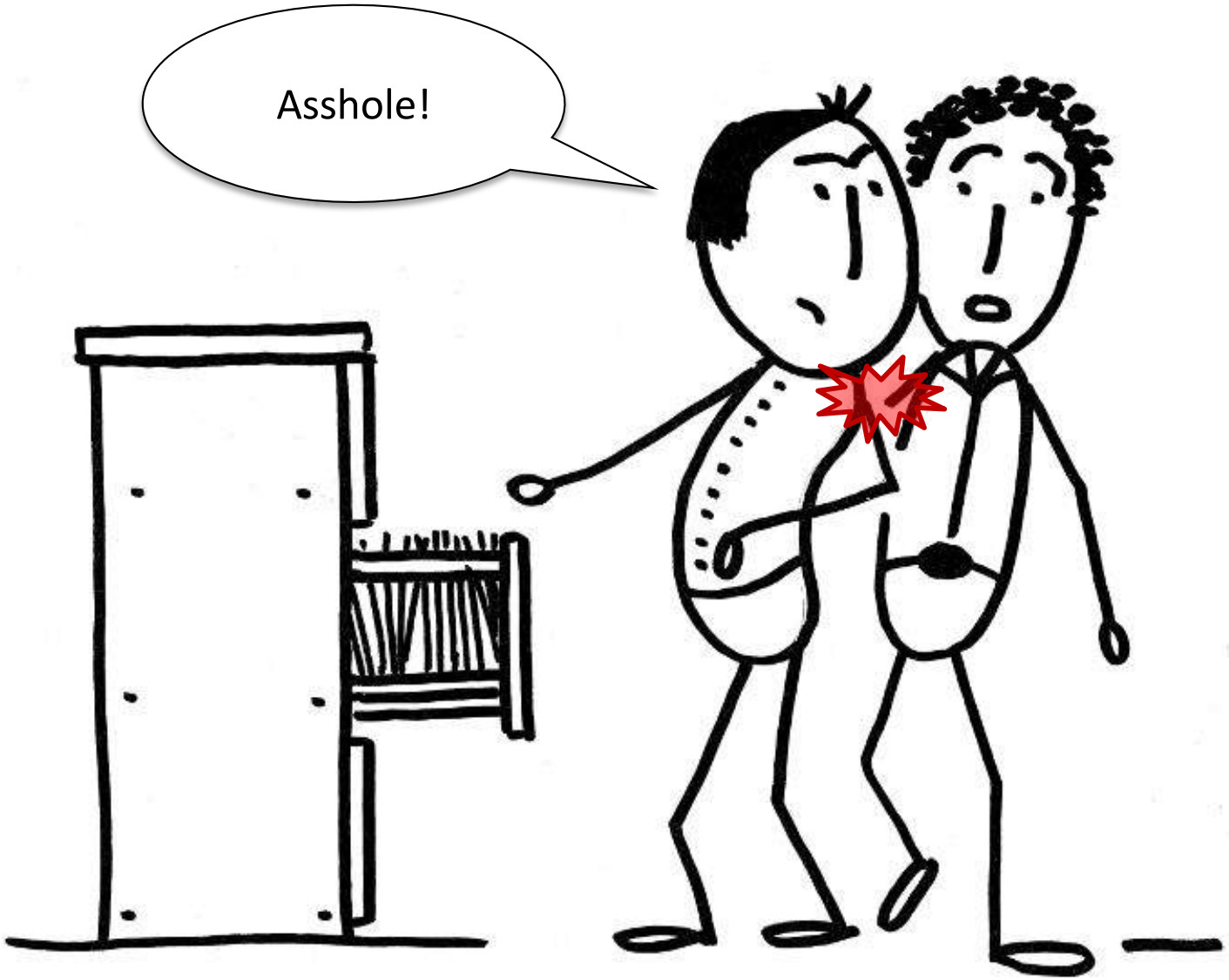
Does the cow go together with the chicken or the grass?

Research into culture and identity

What cultural differences can be found on FB profile photos?

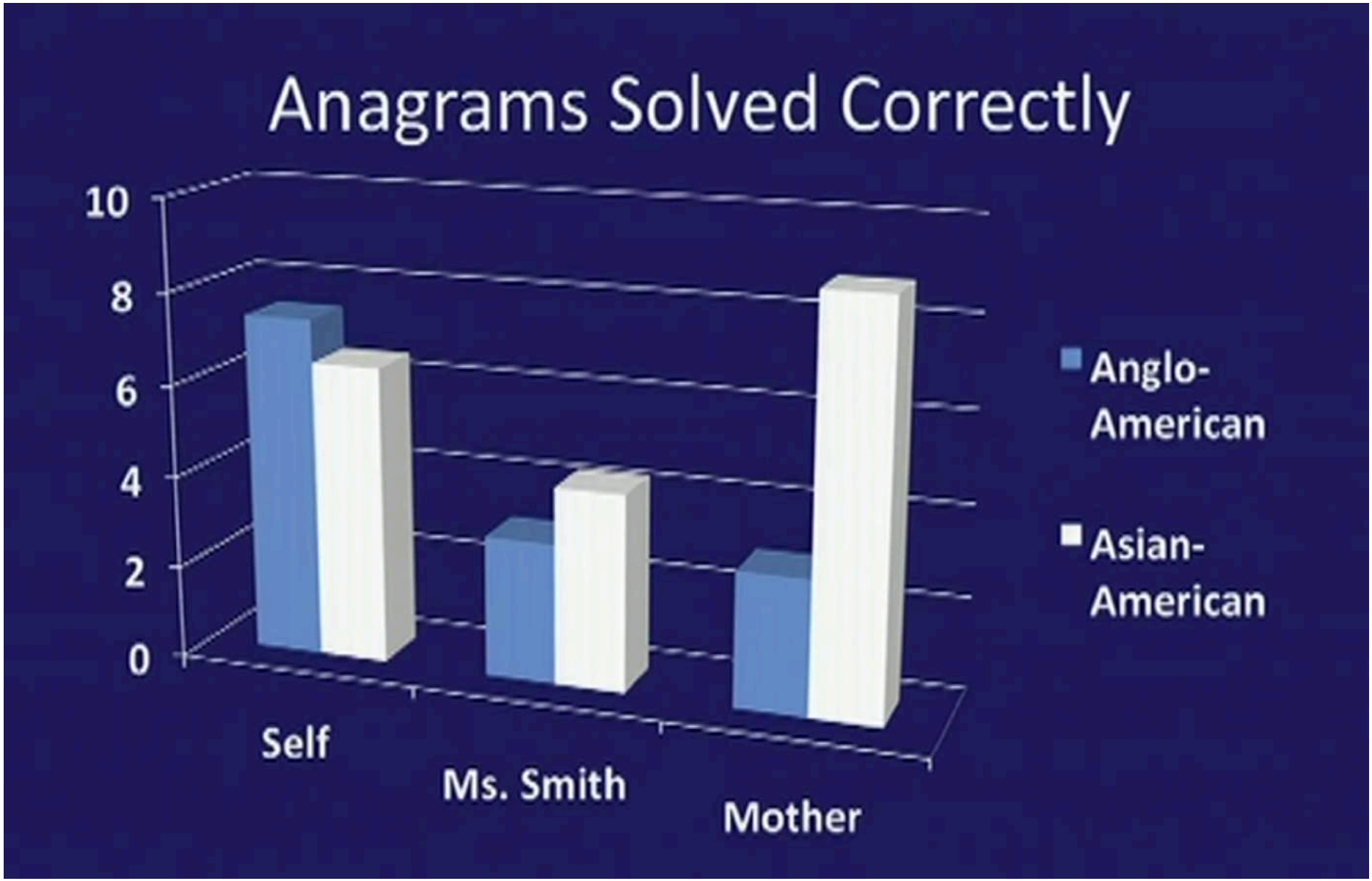
Cultural Influence on FB Photographs: Huang & Park, 2012

Are Southern Americans more aggressive when challenged in public?



Nisbett and Cohen, 1996

Will children be more motivated to solve puzzles if they choose which ones to do, or if their mothers choose for them?



Research into the psychology of culture and identity

Iyengar: *The Art of Choosing*

By comparing cognitive functions in people from Western (European and American) and East Asian (Chinese, Japanese, Korean, et cetera) cultures, the 'culture-and-cognition' approach demonstrates that different sociocultural systems give rise to dissimilar thought styles.

- **Westerners generally think in an analytical way, whereas East Asians generally think in a more holistic manner**. For instance, during a perception task, Americans were better at detecting changes in salient objects than East Asians, and were less affected by contextual information.

- **Cultural differences are also evident in social cognition**. In a game that involved two individuals interacting, **Chinese participants were more in tune with their partner's perspective than Americans**.

- Furthermore, **Chinese people were more likely to describe memories of social and historical events** and focused more on social interactions, whereas **European Americans more frequently focused on memories of personal experiences** and emphasized their personal roles in events.

- **Westerners were better at remembering trait words that they associated with themselves** than they were at remembering words that they associated with people close to them, whereas Chinese people remembered both equally well.

- **Americans tended to explain behaviours in terms of peoples' dispositions** (for example, a person's gender and education), whereas **East Asians showed a preference for attributing behaviour to situational factors** (for example, environmental events), and were more likely to use situational information to predict other people's behaviour.

- **Chinese people endorsed contextual explanations of physical events** (for example, friction influencing the movement of an object) more often than Americans, who were more likely to attribute physical events to dispositional factors (for example, an object's weight or composition).

- **Culture also influences category-based classification of objects**: Chinese people organized objects in a more relational (for example, to group a monkey and a banana together because monkeys eat bananas) and less categorical (for example, to group a monkey and a panda together because both are animals) way than European Americans.

Han and Northoff (2008)

. .Culture and the mind . .

from the neurocognitive perspective

Evolving paradigms of mind

Dual processing models of cognition

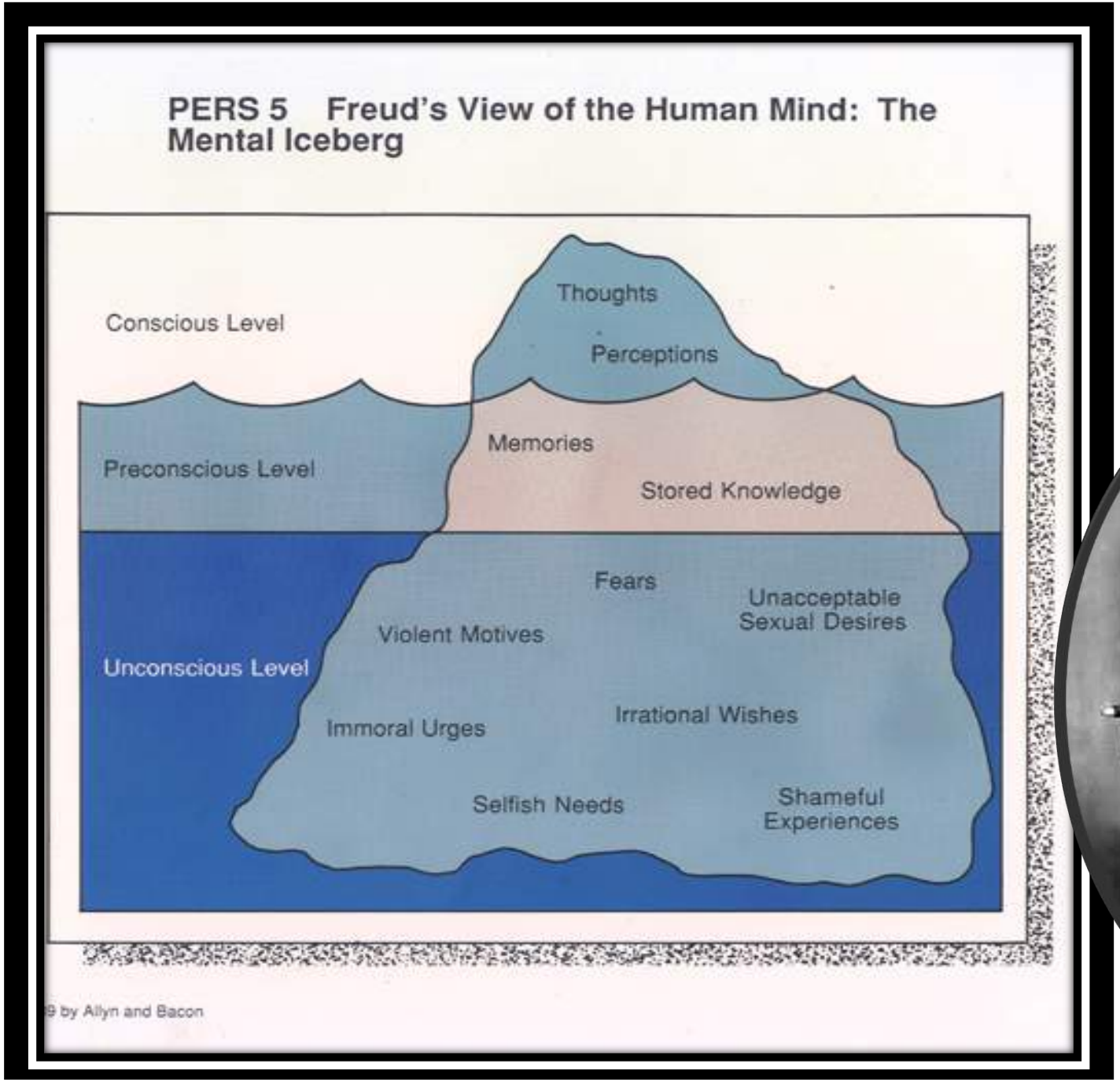
Kentaro goes to Canada . . .

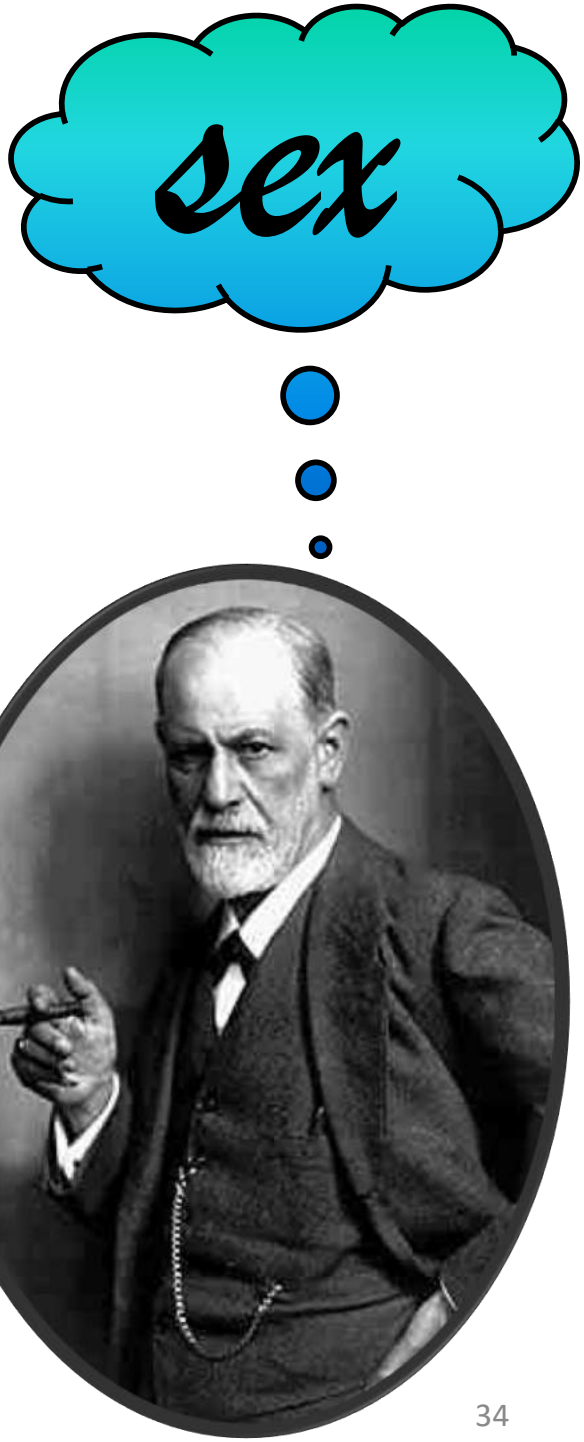
Japan

Canada

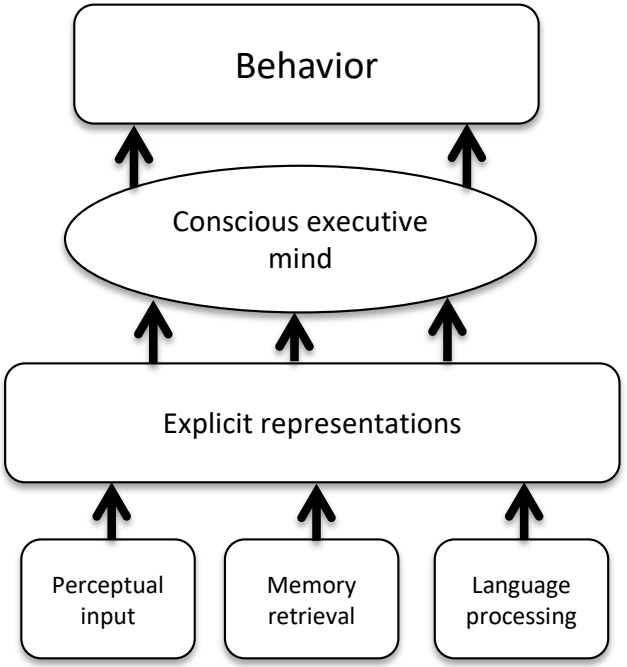
Two minds crossing cultures

Freud's Unconscious

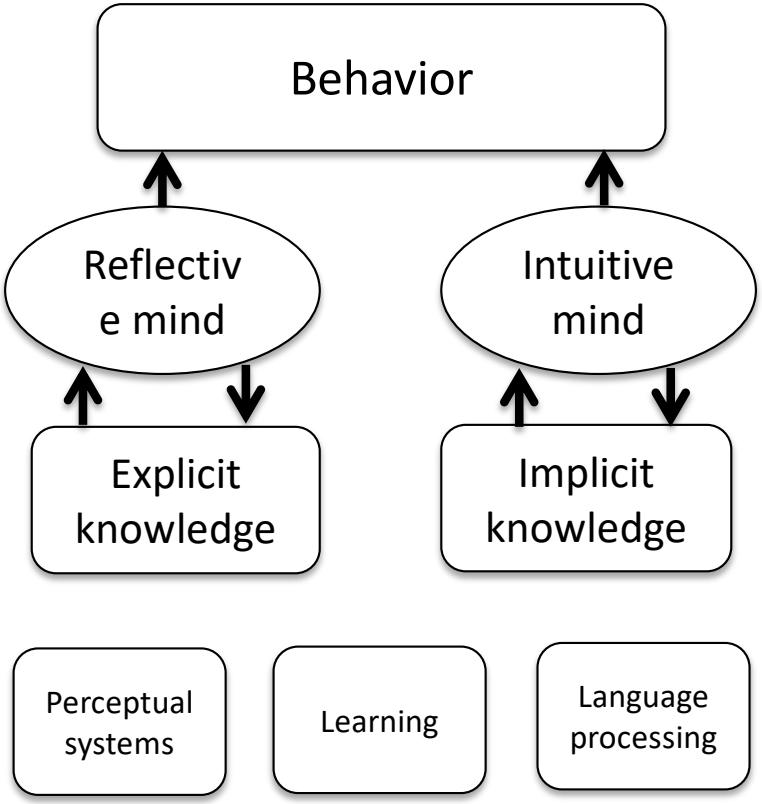




Adapted from Evans, 2010



Our “common sense” experience of mind



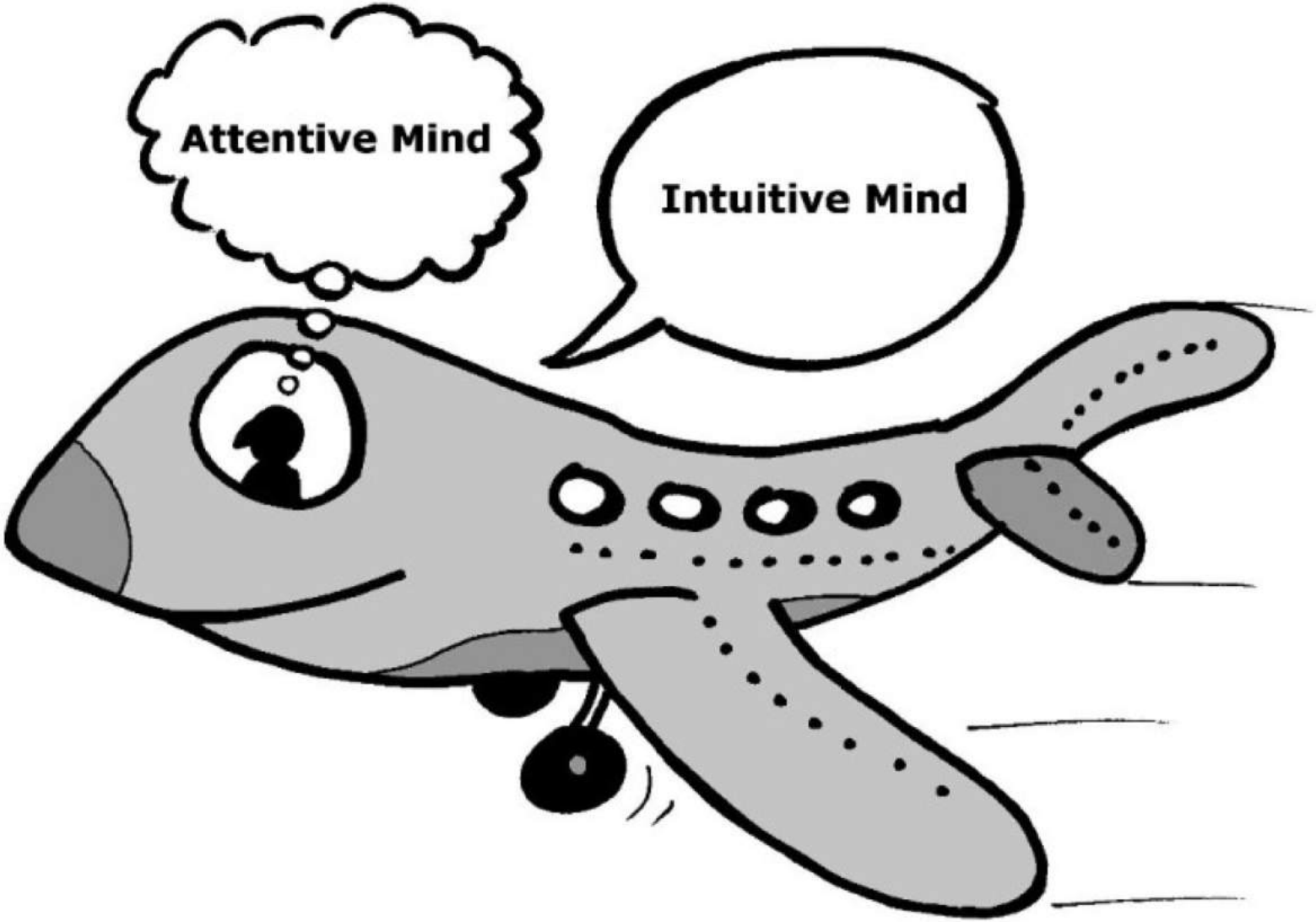
The “dual processing” model of mind

New paradigms

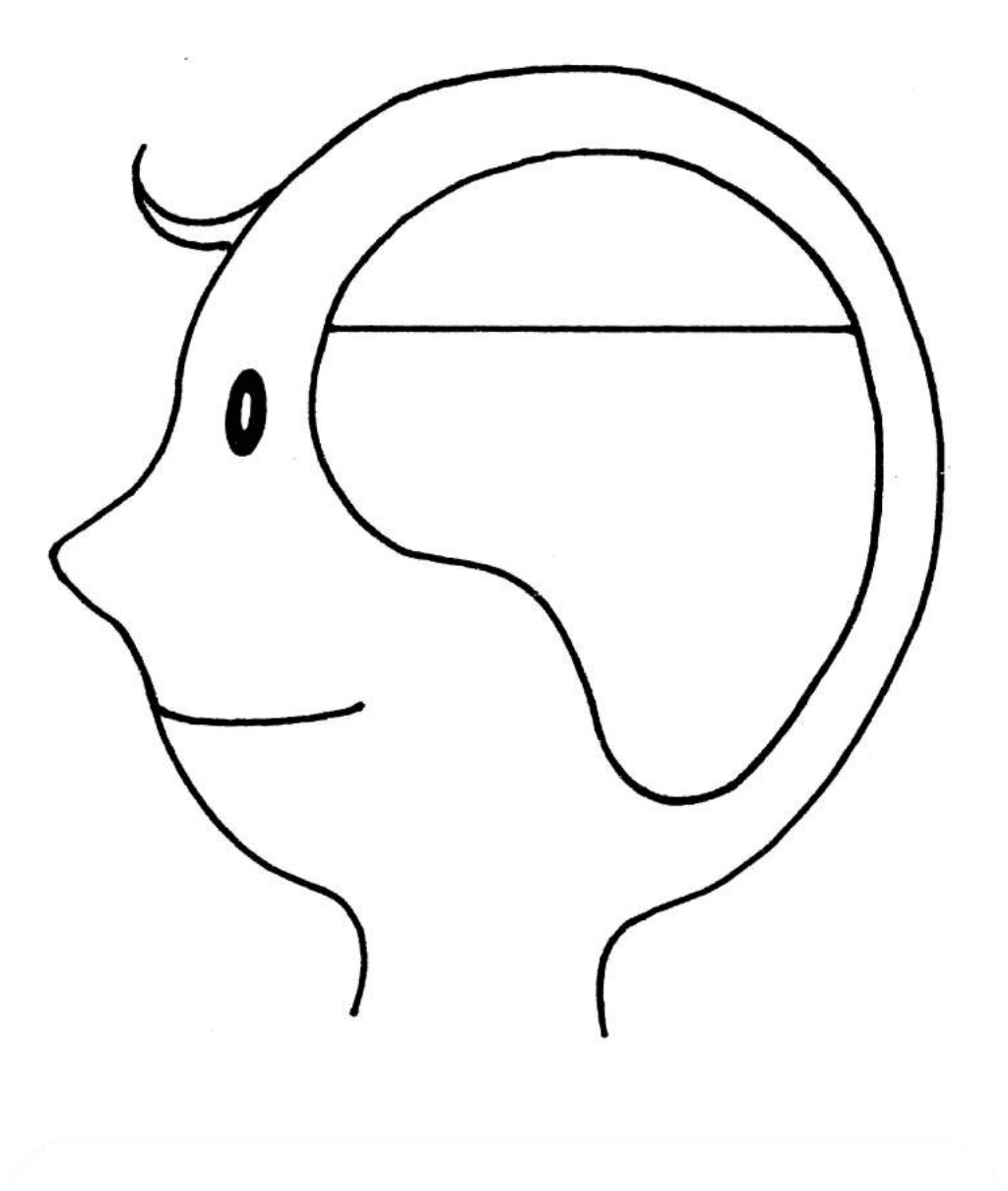
Dual processing models: A changing view of mind . . .

*The mind operates most efficiently by relegating a good deal of high-level, sophisticated thinking to the unconscious, just as a modern jumbo jetliner is able to fly on **automatic pilot** with little or no input from the human "conscious" pilot.*

Timothy Wilson



We rely on intuitive/unconscious cognitive processes in many ways



Reflective/Attentive mind
(conscious cognition)

- conscious problem solving
- linear thinking
- emotion suppression
- focused attention

Intuitive mind
(cognitive unconscious)

- perceptual processes
- homeostasis
- behavioral auto-pilot
- intuitive judgments and reactions
- urges and intuitions
- information filter
- acquired complex skills
- acquired bodies of knowledge

Specialists use different terminology to refer to unconscious cognitive processes: intuitive mind, unconscious mind, cognitive unconscious, adaptive unconscious, system 1, fast thinking, new unconscious

Bringing the intuitive mind into awareness

Two minds crossing cultures

The Oz Moment

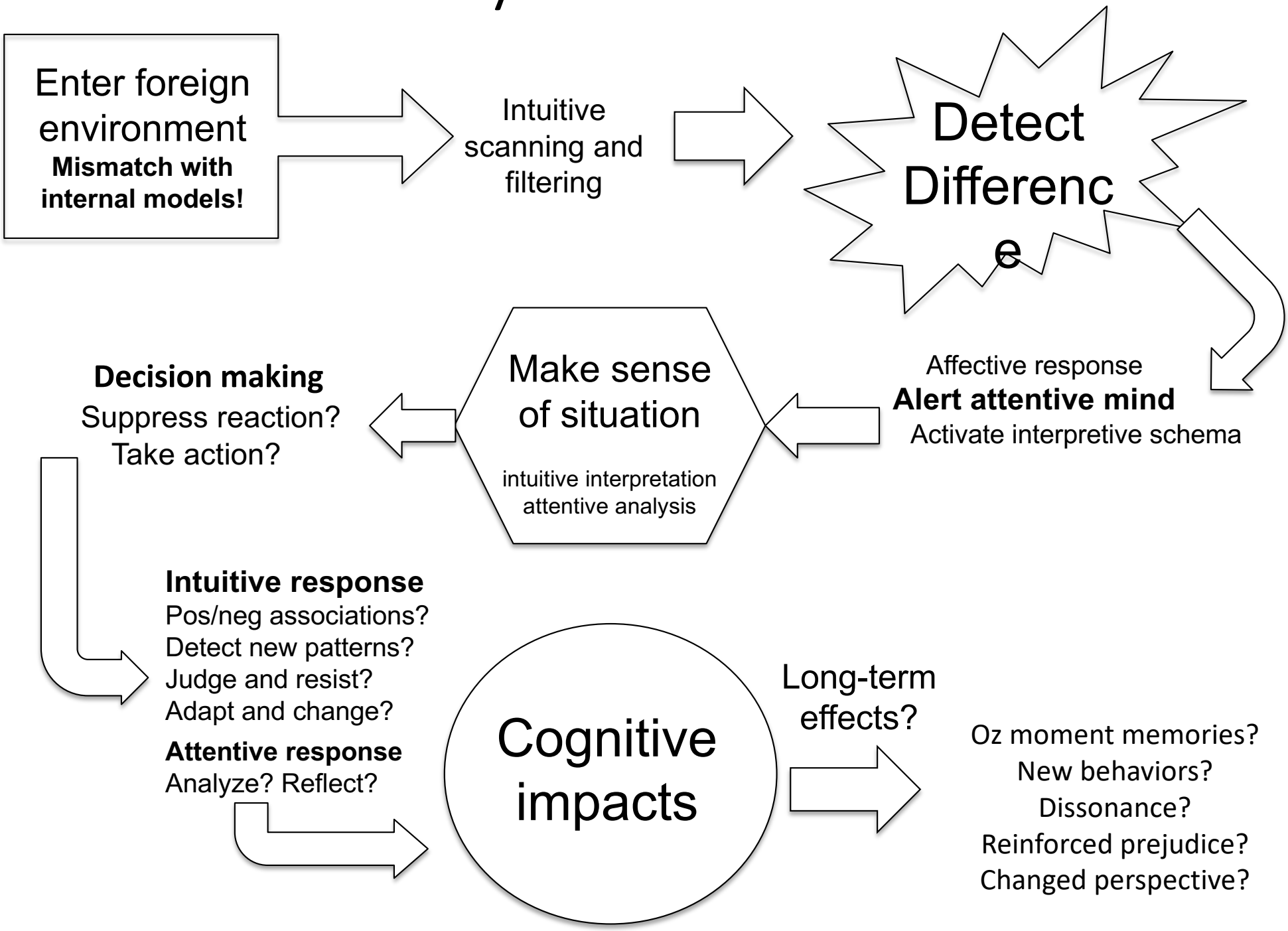
I've a feeling we're not in Kansas anymore, Toto!

Two minds crossing cultures

Oz Moment

"I've a feeling I'm not in California anymore!"

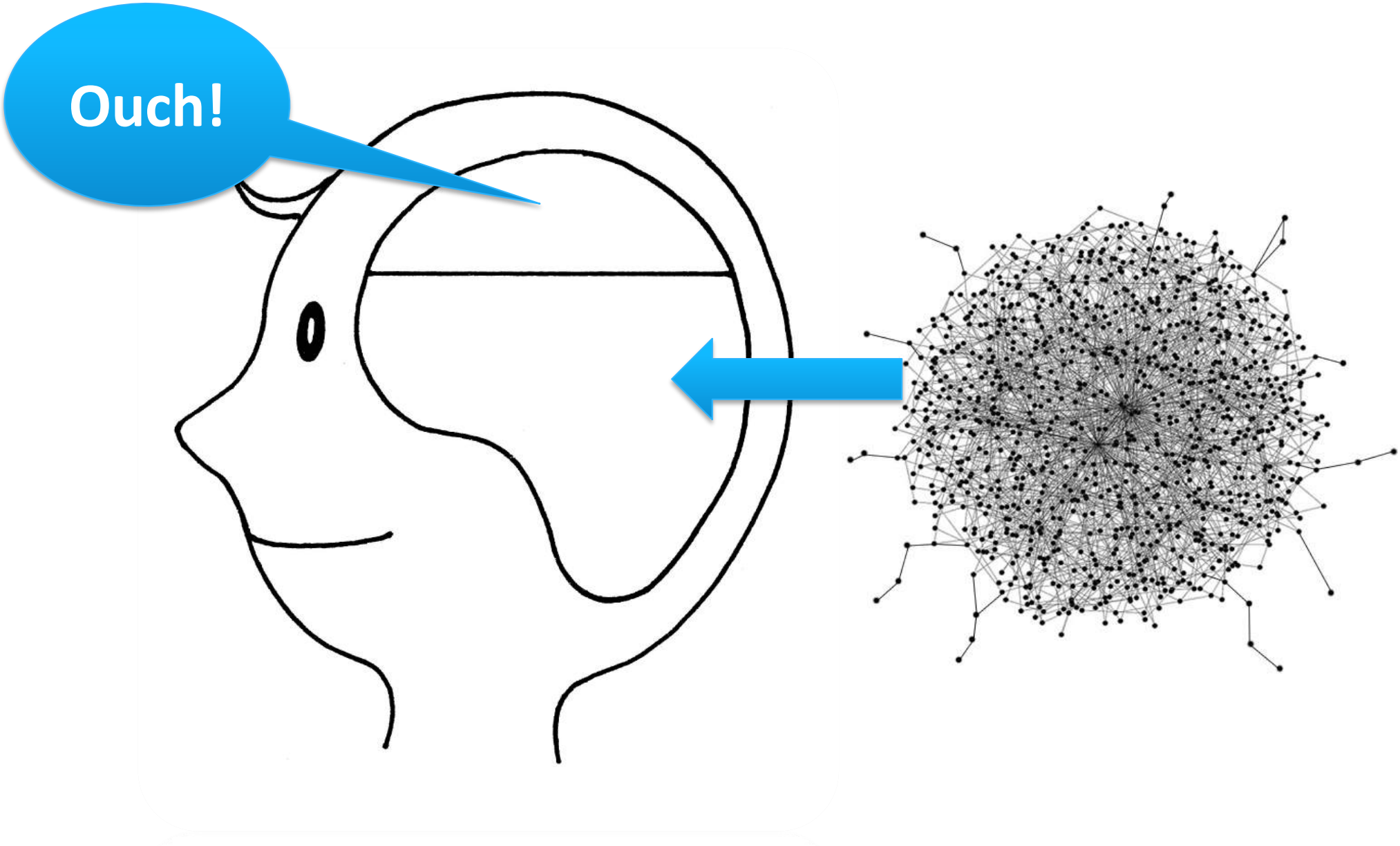
Anatomy of an Oz moment . . .



. . cultural learning . .

from the neurocognitive perspective

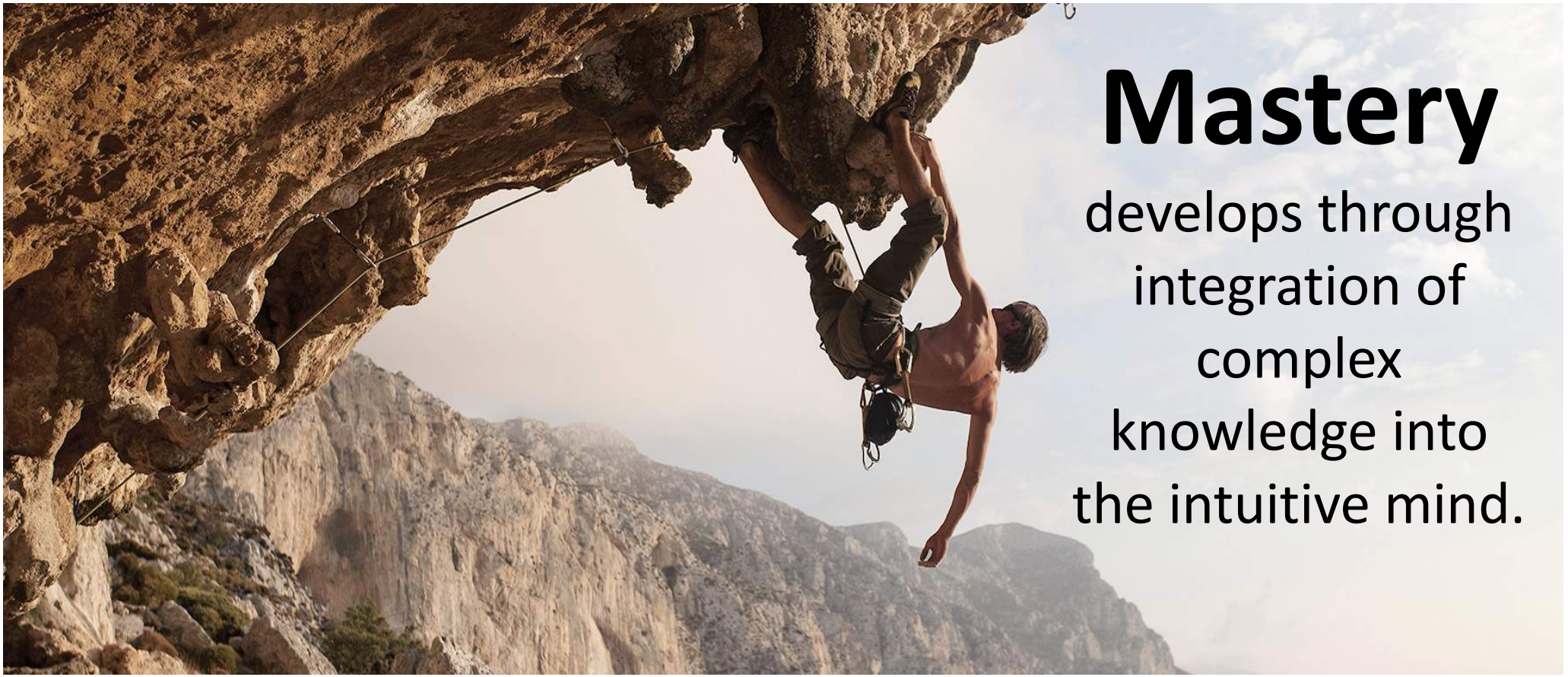
Evolving paradigms of cultural learning—It's intuitive. Integrating new domains into our cognitive autopilot

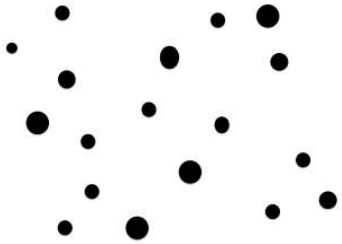


We asked four people: “What do you need to do to understand culture?”

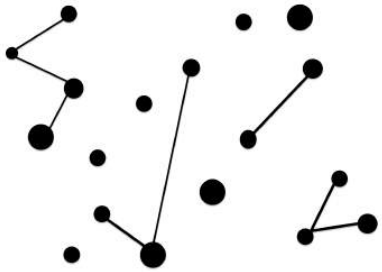
Rank answers from least to most sophisticated. What criteria did you use to rank them?

The goal of cultural learning is mastery

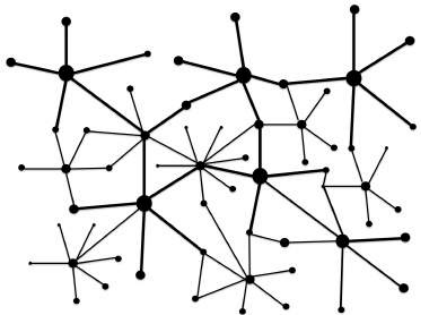




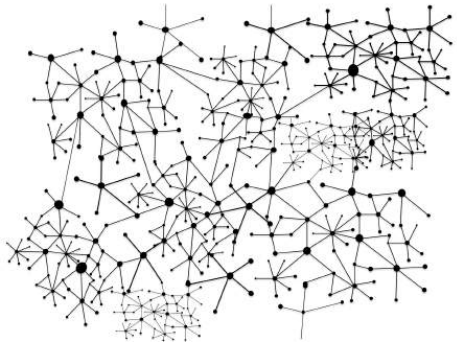
Data



Mapping



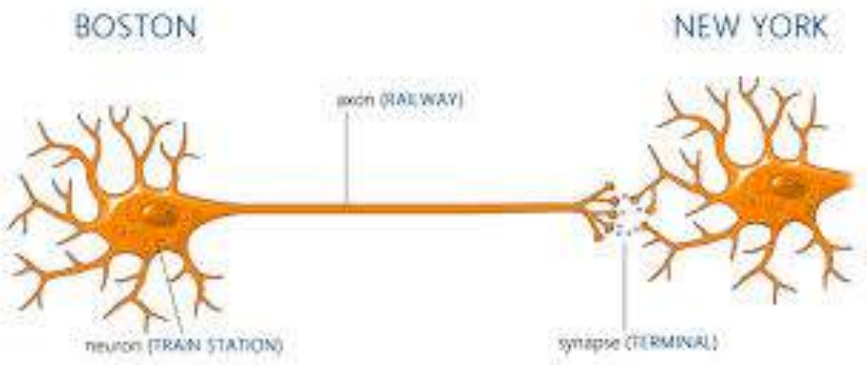
Systems



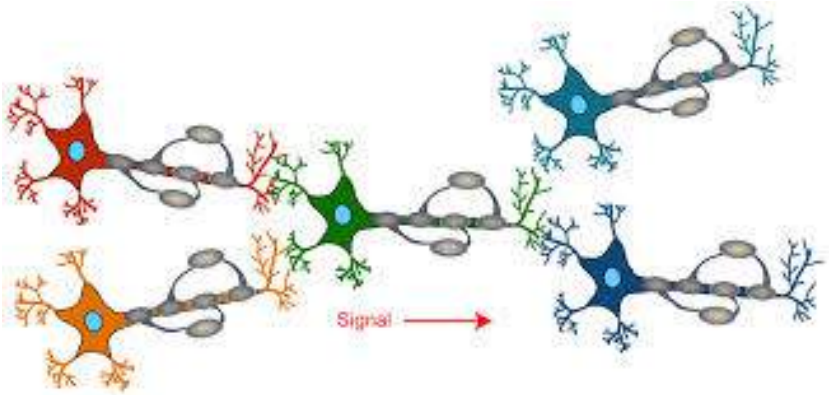
Systems of systems

How we learn . . .

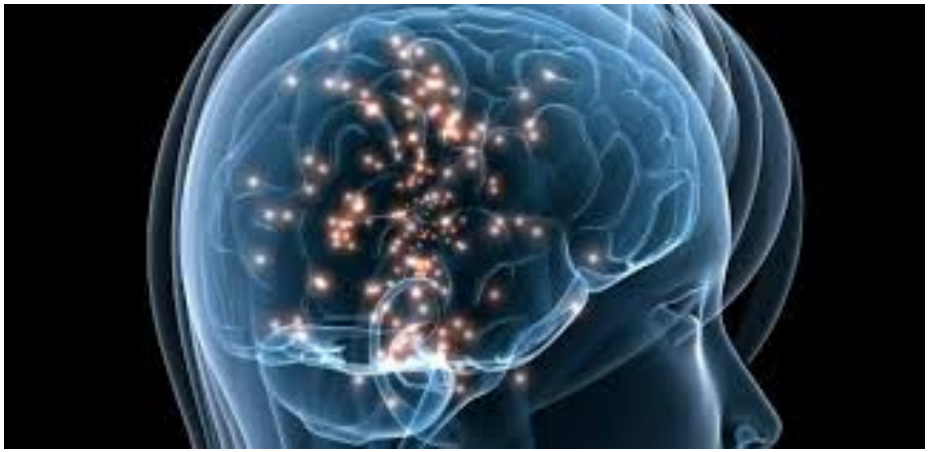
To learn something new, the brain must make new networks of neurons.



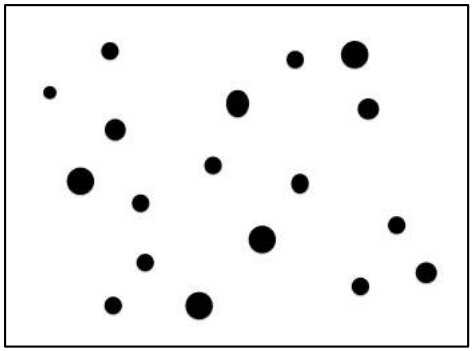
Neurons connect to each other



Those connections form networks

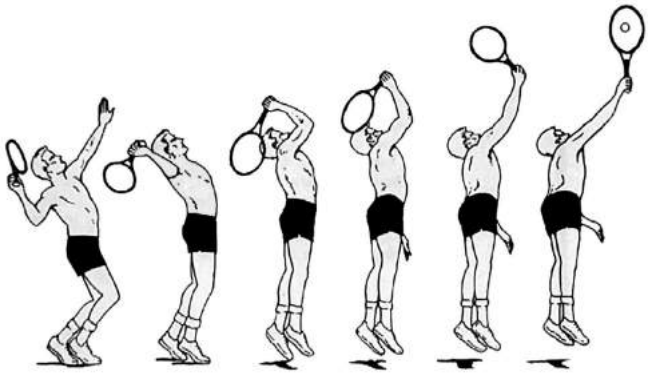


Those networks work together as a system



i-1 Singular data

New complex skills begin as separate individual skills



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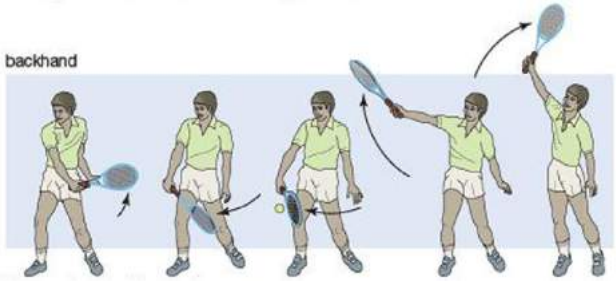
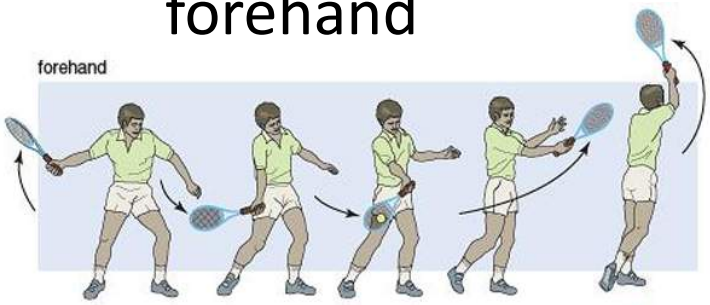
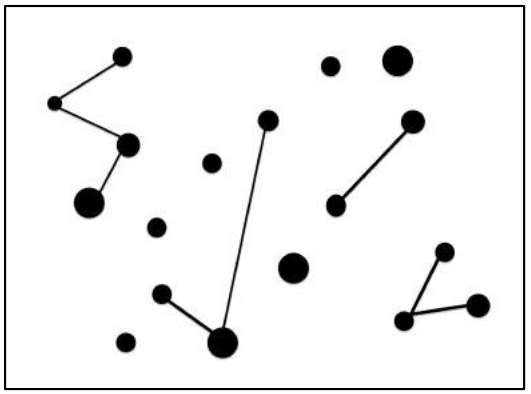


backhand

forehand

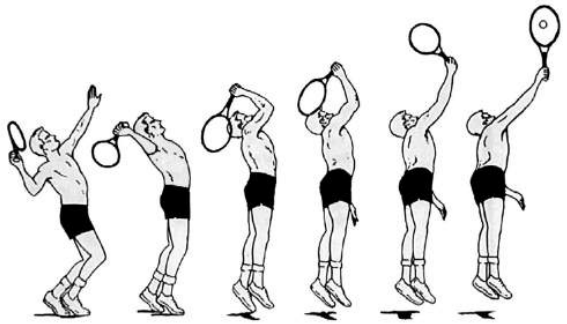


Learning tennis



i-2 Mapping

Connections are made
between different skills



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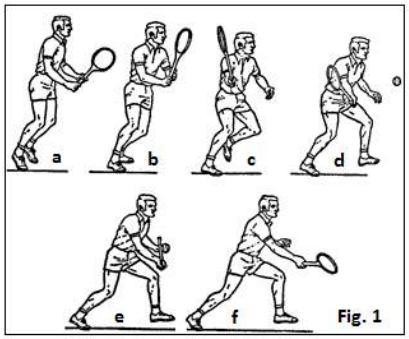
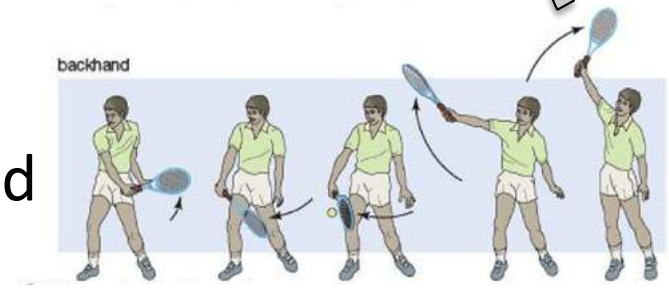
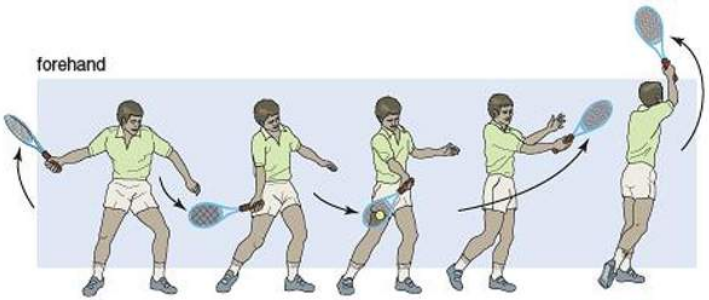


receive

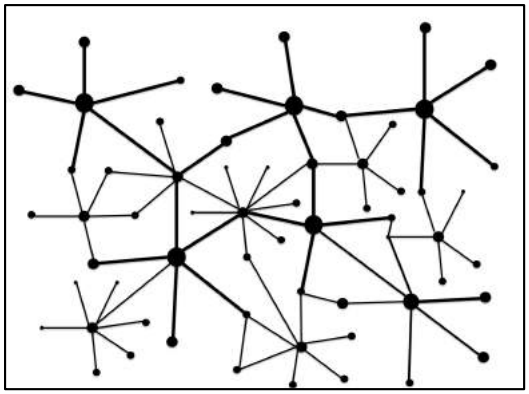


backhand



forehand

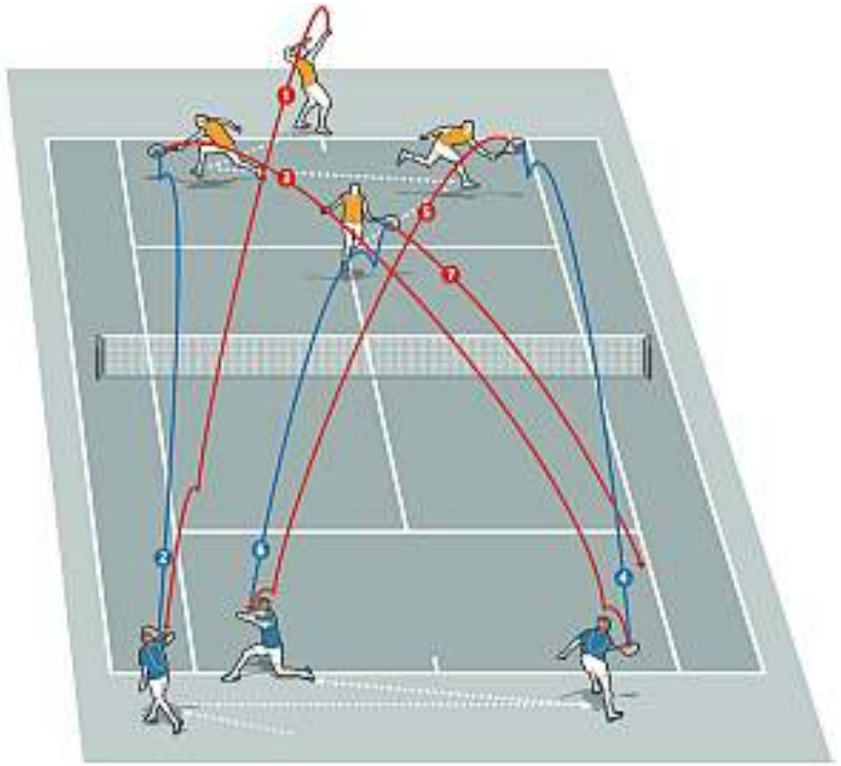
Practicing tennis



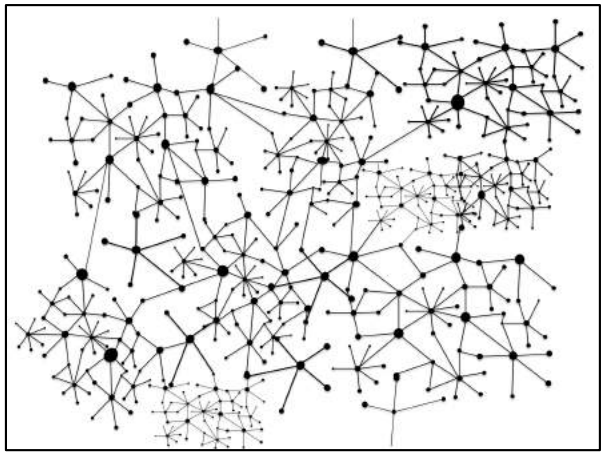
i-3 Systems

Skills combine and start to function together as a system

Playing tennis

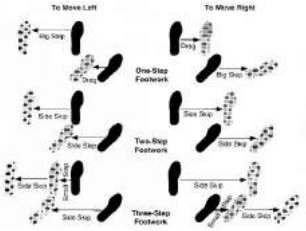


Focus on overall strategy not individual skills.



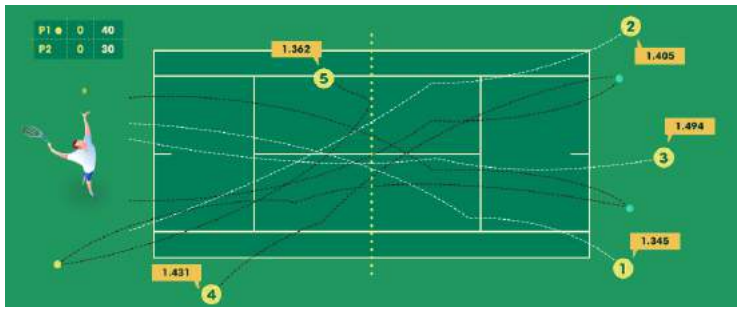
i-4 System of systems

Meta-level thinking. Seeing patterns at the macro level.

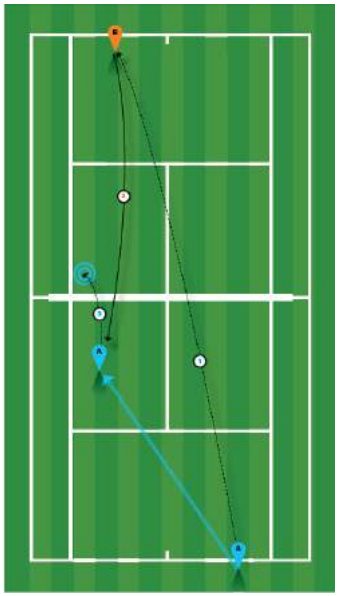


Coaching techniques

Player 2

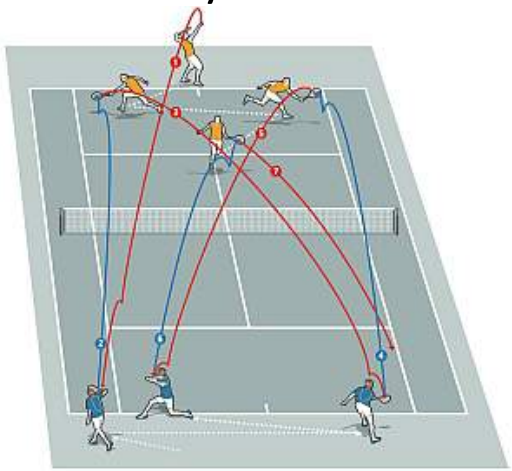


Player 3



Coaching tennis

Player 1

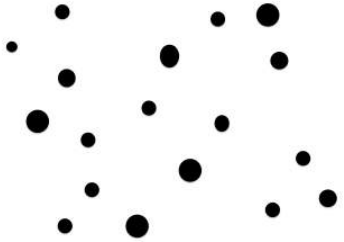


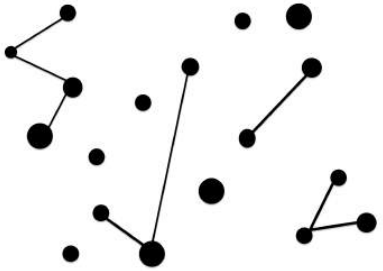
We asked four people: “What do you need to do to understand culture?”

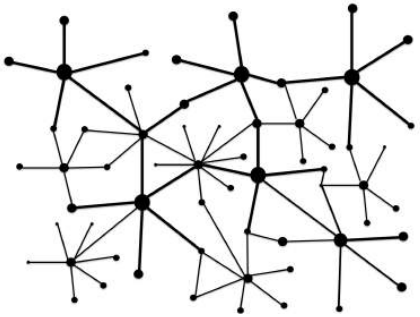
Rank answers from least to most sophisticated. What criteria did you use to rank them?

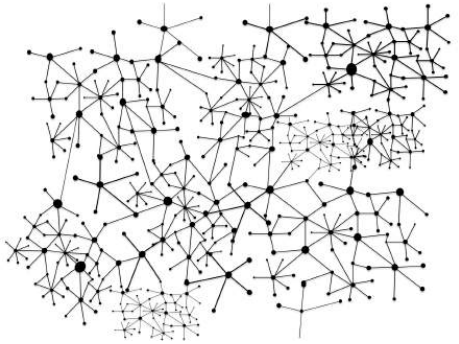
Levels of intercultural understanding

(Developmental Model of Linguaculture Learning, Shaules)









"People in Japan bow!"

"Exchange business cards with both hands!"

"Seen from the Japanese perspective . . ."

"Cultural difference can be seen as . . ."

Facts
absolute perspective

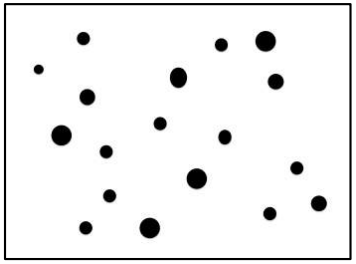
Rules
cause-effect thinking

System
perspective shifting

Meta
abstracted principles

How do you experience cultural learning?

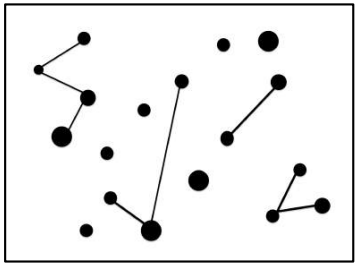
Data



i-1

. . . as facts and information I must know. I focus on understanding and remembering ideas about foreign people and places.

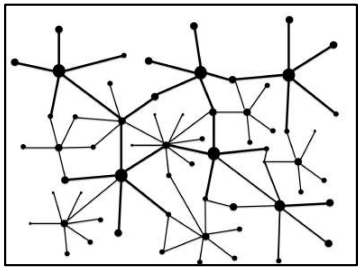
Mapping



i-2

. . . as rules or procedures to be understood and followed. I focus on learning rules of foreign behavior.

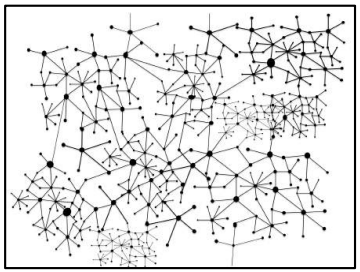
Systems



i-3

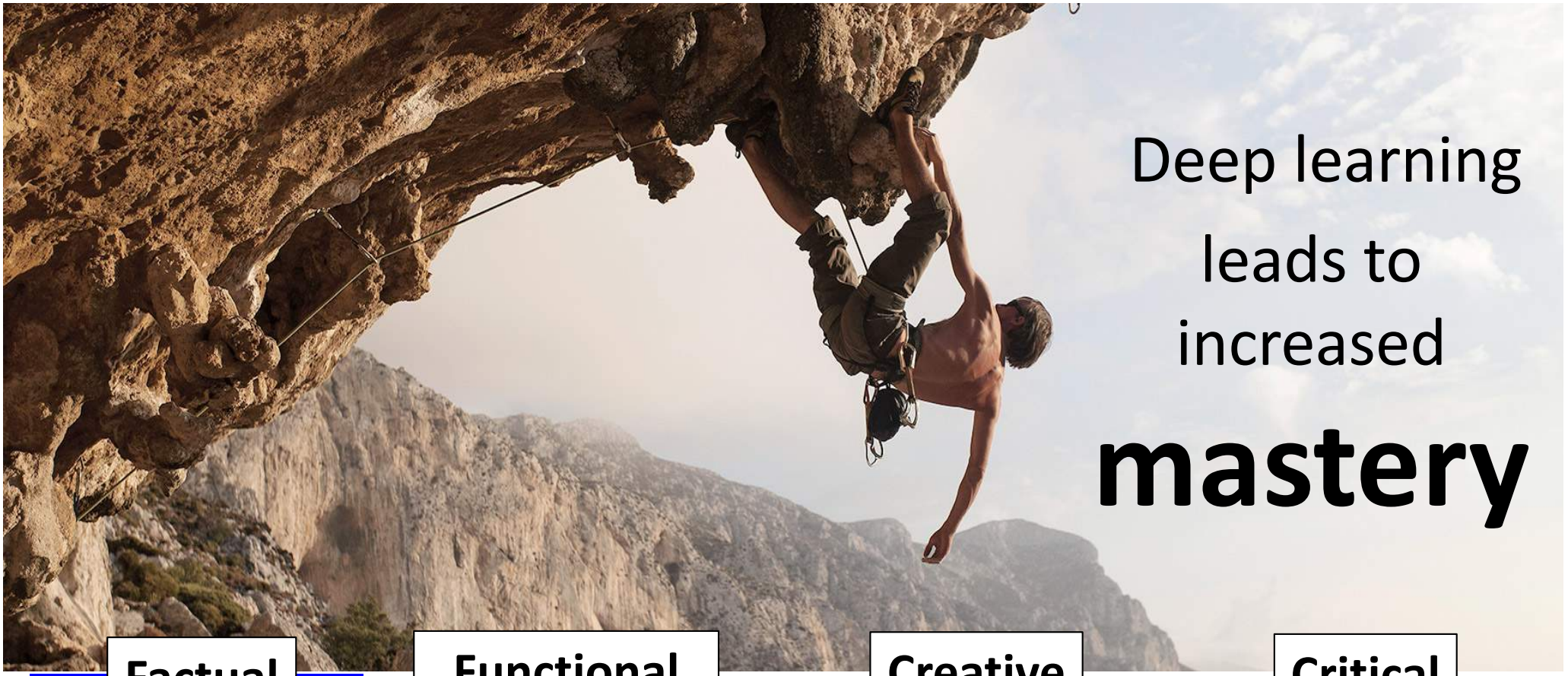
. . . as internalizing a new system of thought and behavior. I focus on entering into and acting within that world.

Systems of systems



i-4

. . . as an ongoing process of integrating different cultural worlds into the self. I focus on a critical awareness of learning.



Deep learning leads to increased **mastery**

Factual Mastery

i-1

You
know facts
understand ideas

fact-based thinking

Functional Mastery

i-2

You
know procedures
understand rules

rule-based thinking

Creative Mastery

i-3

You
know the system
act creatively

intuitive-creative thinking

Critical Mastery

i-4

You
approach critically
bridge domains

reflective-critical thinking

. . . bias . . .

from the neurocognitive perspective

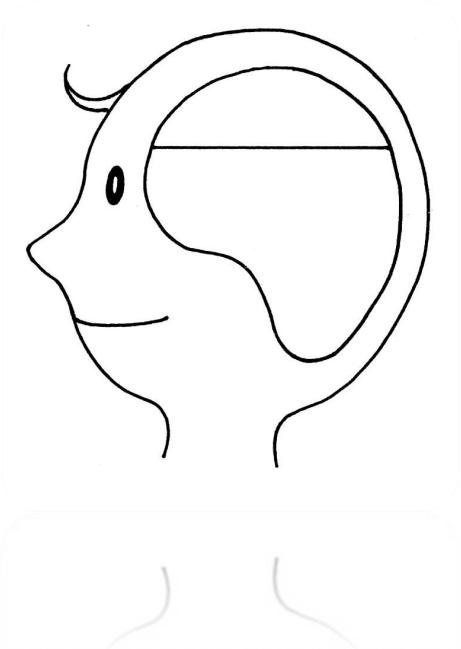

Are you ethnocentric?

Evolving paradigms of bias

Built-in biases

Take away: Bias (ethnocentrism, prejudice, jumping to conclusions) is a normal (though not desirable) feature of our evolutionary psychology. Understanding these processes can inform training and education.

Processing: Built in biases . . .



- Confirmation bias
- Coherence bias
- Fundamental attribution error
- Ego depletion
- Mere exposure effect

Fundamental attribution error

People in that country are dishonest.

The locals are so friendly!

Japanese are so shy . . .

Neurobabble: Watch out!

- read claims carefully (false claims are often mixed together with factual statements)
- look for references to research and information sources
- treat marketing claims related to neuroscience with skepticism
- beware of commonsense assertions dressed in neuroscience terminology

ICF International Coach Federation | Japan Chapter

Neuroscience, Nonverbals & Coaching
脳科学、ノンバーバル＆コーチング

Coaching in English Group CCE: Eligible for 1.5 Continuing Coach Education units
英語によるコーチング部会 CCE:継続学習 1.5 単位取得対象

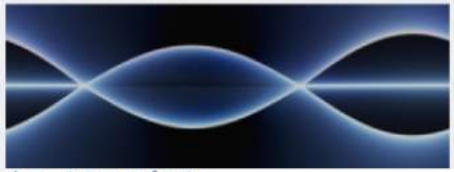
Facilitator: Annette Karseras
Date: Thursday, November 13
Time: 7:00 ~ 9:00 p.m., networking 9:00 ~ 9:15 p.m.
Place: Bunkyo-ku Civic Center, 4th Floor, Meeting Room A
Access: http://www.city.bunkyo.lg.jp/var/rev0/0031/8257/facilities-guide.pdf
Cost: ¥2,500 (members) or ¥3,500 (non-members)
RSVP: info@icfjapan.com Subject line: "Coaching in English"

講師：カセラス　アネット
日程：11 月 13 日（木曜日）
時間：7:00～9:00 p.m. ネットワーキング 9:00～9:15 p.m.
場所：文京区シビックセンター　4 階会議室 A
アクセス：http://www.city.bunkyo.lg.jp/soshiki_busyo_shisetsukanri_shisetsu_civic.html
参加費：¥2,500（会員）¥3,500（非会員）
申込み：件名を「Coaching in English」とし info@icfjapan.com までご連絡ください。

Understanding the connection between our body language and basic brain chemistry can give us an additional way of being aware of the flow of feeling states that underlie the way we think, communicate and make decisions. Brain science gives us another way of raising self-awareness in ourselves and our clients. As well as considering brain chemistry, we also look at some basic facts about mirror neurons and electromagnetic transfer between people as part of the communication process. You are invited to listen to and/or join discussion about how basic brain science can be used in practical ways to serve the coaching profession.

私たちが考えたりコミュニケーションをとったりするときの[illegible]ボディー・ランゲージと基本的脳内化学物質とのつながりを理解することで、その感情状態の流れを認識するさらなる方法が得られます。脳科学は私たち自身そしてクライアントの自己認識を高めるもう一つの方法を与えてくれるのです。脳内化学物質の考察に加え、コミュニケーション・プロセスの一部としてミラーニューロンや、人と人との間に起こる電磁的伝導に関するいくつかの基本的事実も見ていきます。基礎脳科学はコーチング業にどのような方法で実際に役立てることができるでしょうか。これについてディスカッションをします。是非お聞きください。どうぞご発言ください。

We will:
— Introduce basic neuroscience and related emotions.
— Discuss practical ways of using awareness of neuroscience in coaching to enhance use of ICF Core Competencies.
— Coach each other, using one or more competency with awareness of brain chemistry and/or mirror neurons.
— Give & receive feedback on coaching.



本ワークショップでは：
— 基礎脳科学、関連する感情の流れとコミュニケーション・プロセスを紹介します
— 脳科学に対する基礎的認識をコーチングに役立てる実践的な方法についてディスカッションします
— 脳内化学物質とミラーニューロンについての認識を活用しながら ICF（国際コーチング連盟）のコア・コンピテンシーを少なくとも一つ練習します
— ペアでお互いにコーチングおよびフィードバックを行います

Coaching practice includes:
1. Using body language to influence our brain chemistry naturally.
2. Heightening our awareness of the flow of "background emotions" while coaching.
3. Letting this "awareness do the work" as we coach using Core Competencies.

コーチングの練習として：
(1)ボディー・ランゲージを用いて私たちの脳内化学物質に自然な影響を与え、
(2)コーチングをしながら、"背景感情" の流れに気づくことに焦点を当て、
(3)この気づきに作用をさせながらコア・コンピテンシーを用いてコーチングをします。

The Coaching in English Group is open to any coach or would-be coach of any nationality who uses or wants to use English professionally in their coaching sessions. Activities will be conducted in English. Please join us to meet other coaches working in English, earn CCEUs and build a supportive professional community with an international flavour. 英語によるコーチング部会は、プロフェッショナルなコーチングセッションで英語をお使いの、あるいは使おうとお考えのコーチのみなさま、コーチを目指すみなさまに、国籍を問わずどなたでもご参加いただけます。アクティビティは英語で行われます。みなさまのご参加をお待ちしています。英語でコーチングをするコーチの方々と出会い、継続学習単位を取得し、国際色豊かでプロフェッショナルな支援コミュニティを構築してください。

"Understanding the connection between our body language and basic brain chemistry can give us an additional way of being ***aware of the flow of feeling states*** *that underlie the way we think, communicate and make decisions. Brain science gives us another way of* ***raising self-awareness*** *in ourselves and our clients. As well as considering brain chemistry, we also look at* ***some basic facts about mirror neurons and electromagnetic transfer between people*** *as part of the communication process."*

What is "electromagnetic transfer between people"?

From coaching federation workshop.

spiritual garden

Welcome

Links

- Home
- Our Plan
- Sources of Wisdom
- Lesson 1: More Spiritual Energy
- Lesson 2: *Coming Soon*

Human Electric Energy

Nerve impulses are electrical energy signals; and, they creates energy-fields around the body and electro-magnetic energy waves that can travel away from the body.

Nerve Impulses - Electricity in the Body

Human electricity energy is generated by chemical processes in nerve cells. Billions of nerve impulses travel throughout the human brain and nervous system. A nerve impulse is a wave of electrical activity that passes from one end of nerve cell to another. Each impulse is the same size it; it is the frequency, impulses per second, that carries information about the intensity of the nerve signal.

Neurons are the basic unit of the nervous system. Neurons are responsible for sending, receiving, and interpreting information from all parts of the body.

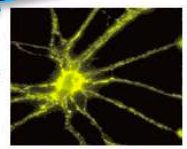


Image originally from the Science Museum website.

Technical info: Neurons

Nervous System - Human Electrical System

The nervous system is a network of cells called neurons which transmit information in the form of electrical signals. In the brain alone there are around 100 billion and there is a similar amount in the nervous system tissues throughout the rest of the body.

- Nerves for relaying information to and from the senses.
- Nerves for controlling the internal functions of the body.
- Nerves for muscle movement.
- Nerves for thinking.

Image originally from the Science Museum website.

Technical info: The Central and Peripheral Nervous systems

Human Magnetism - Electro-magnetic Field

Image from the Science360 website.

As electricity passes through a metal wire it causes an energy field or magnetic field. In a similar way, human electricity in the brain and nervous system creates human magnetic fields. There are billions of nerve impulses in the body and these are constantly creating complex human magnetic fields.

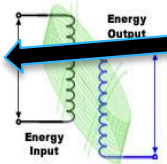
The human heart is a source of electro-magnetism that, even at a few meters away, is detectable by modern scientific instruments.

Magnetic Induction- Energy Transfer

The image on the right shows an input electric current producing a magnetic field around one wire; this field passes through another wire and creates an output electric current. In physical science, this is called magnetic induction.

Similarly, to magnetic induction in metal wires, the human electromagnetic field can be felt, or can influence, other people who are standing by. From your experience, do some people create a feeling within you when you are close by?

- When close to some people, you may feel as if your body and mind becomes more energised, more hopeful and optimistic.
- When close to other people, you may feel as if your energy drains away, a depressing or lazy feeling.



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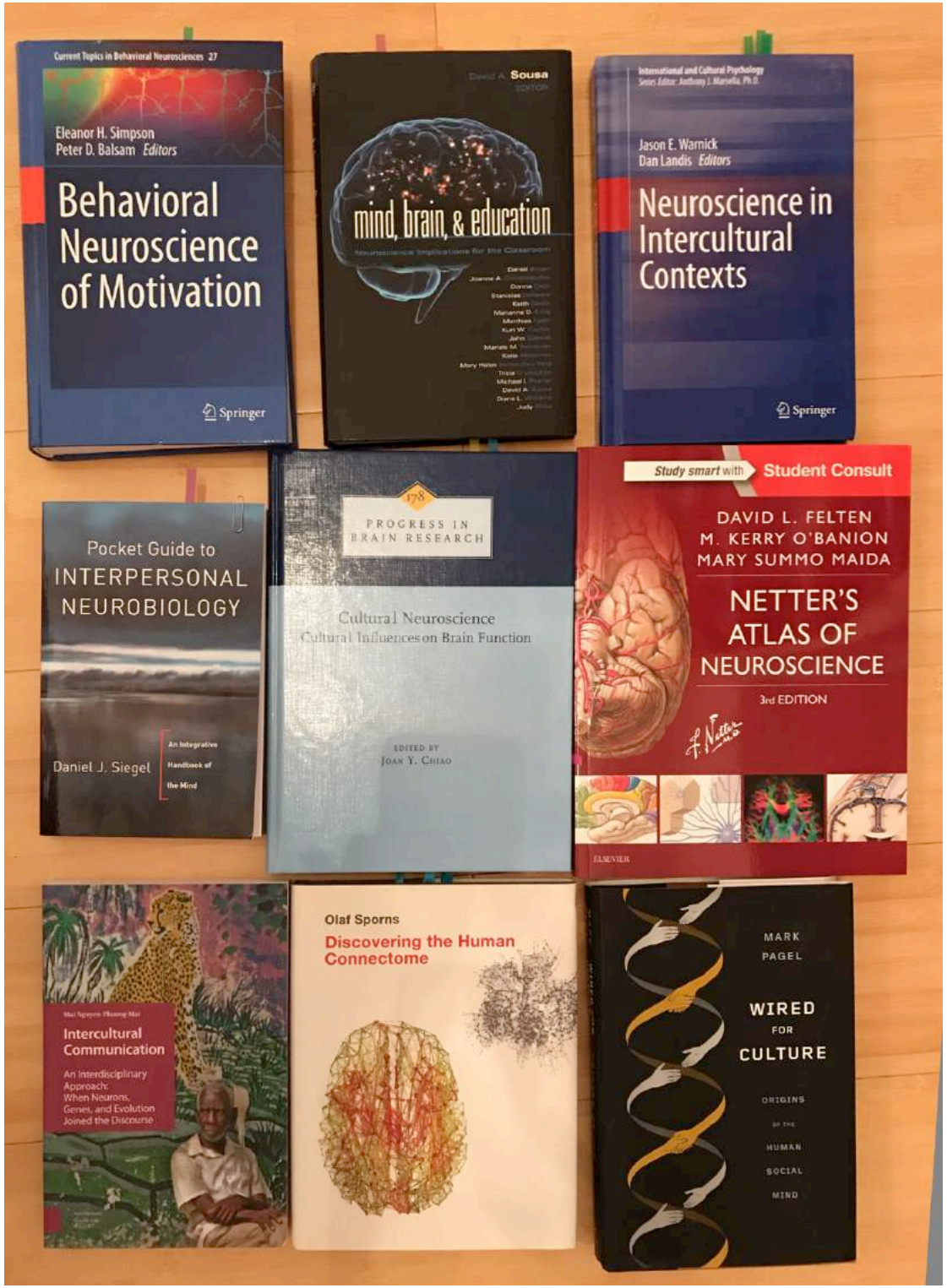
www.spiritualgarden.net/info/human+electricity.html



Neuroscience, culture and learning

Dual processing: Attentive and intuitive mind

Language, brain, and mind

To learn more . . .

- *The Intercultural Mind: Connecting Culture, Cognition and Global Living*, Shaules, Intercultural Press (2015)
- Culture and the Self: Implications for Cognition, Emotion, and Motivation, Markus & Kitayama, *Psychological Review*, Vol 98 No. 2, 224-253, 1991
- *Cultural Neuroscience: Cultural Influences on Brain Function*, Joan Chiao (Ed.), Elsevier, 2009
- Culture-sensitive neural substrates of human cognition: a transcultural neuroimaging approach, *Shihui Han and Georg Northoff,* Nature Reviews Neuroscience, Vol 9, 2008
- *Deep Culture: The Hidden Barriers to International Living*, Shaules, Multilingual Matters (2007)
- One individual, two identities: Frame switching among biculturals, Luna, Ringberg & Peracchio, *Journal of Consumer Research*, Vol. 35, 2008
- *The Beginner's Guide to the Deep Culture Experience: Beneath the Surface*, Shaules, Intercultural Press (2011)
- *Strangers to Ourselves: Discovering the Adaptive Unconscious*, Timothy D. Wilson, Belknap Harvard, 2002
- *The Geography of Thought: How Asians and Westerners Think Differently . . . And Why*, Richard E. Nisbett, Free Press, 2004
- *Thinking Fast and Slow*, Daniel Kahneman, FSG, 2011
- *Thinking Twice: Two minds in One Brain*, Jonathan Evans, Oxford, 2010

Culture, Cognition and the Intercultural Mind—New paradigms from Cognitive Neuroscience

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Get in touch!