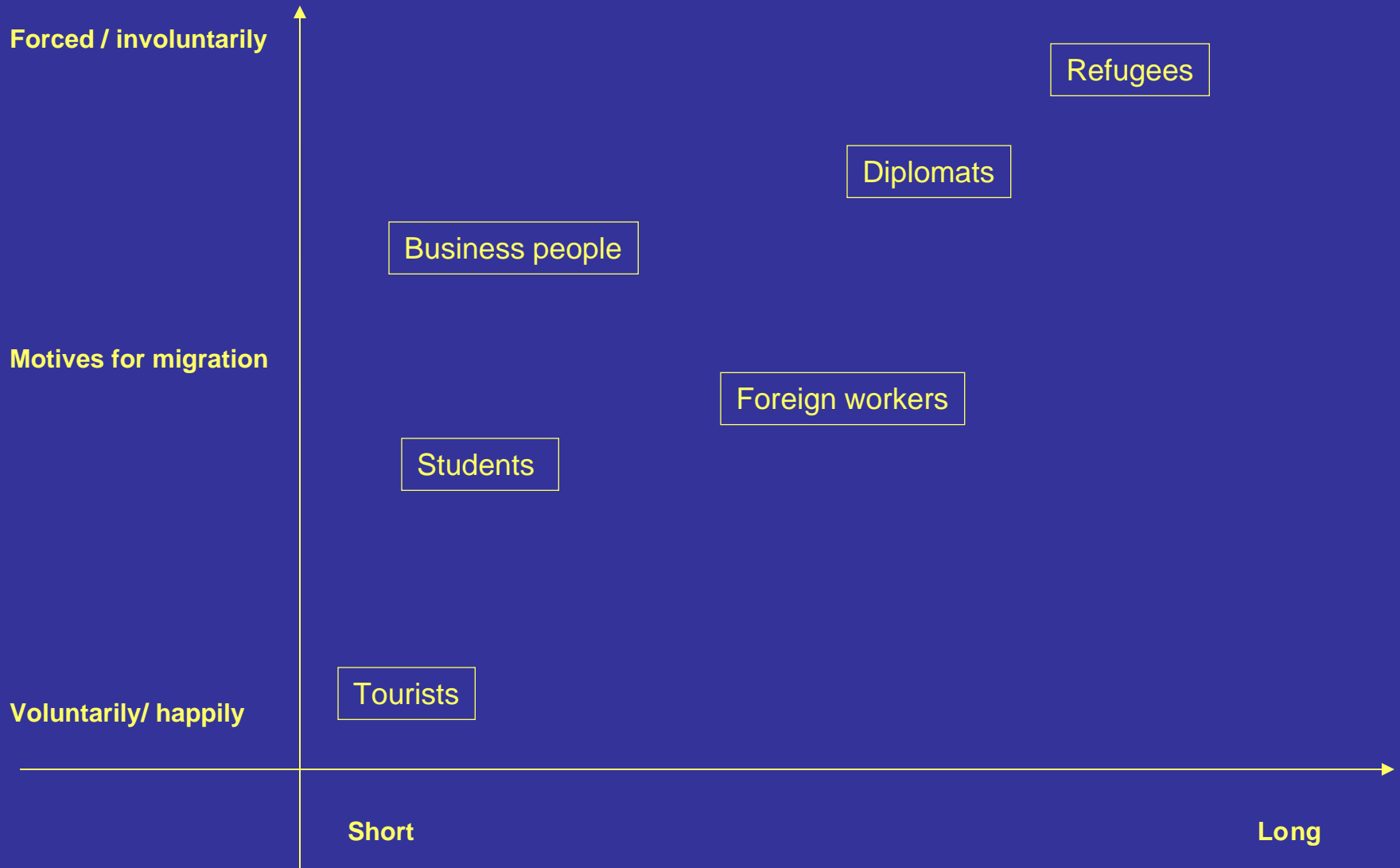


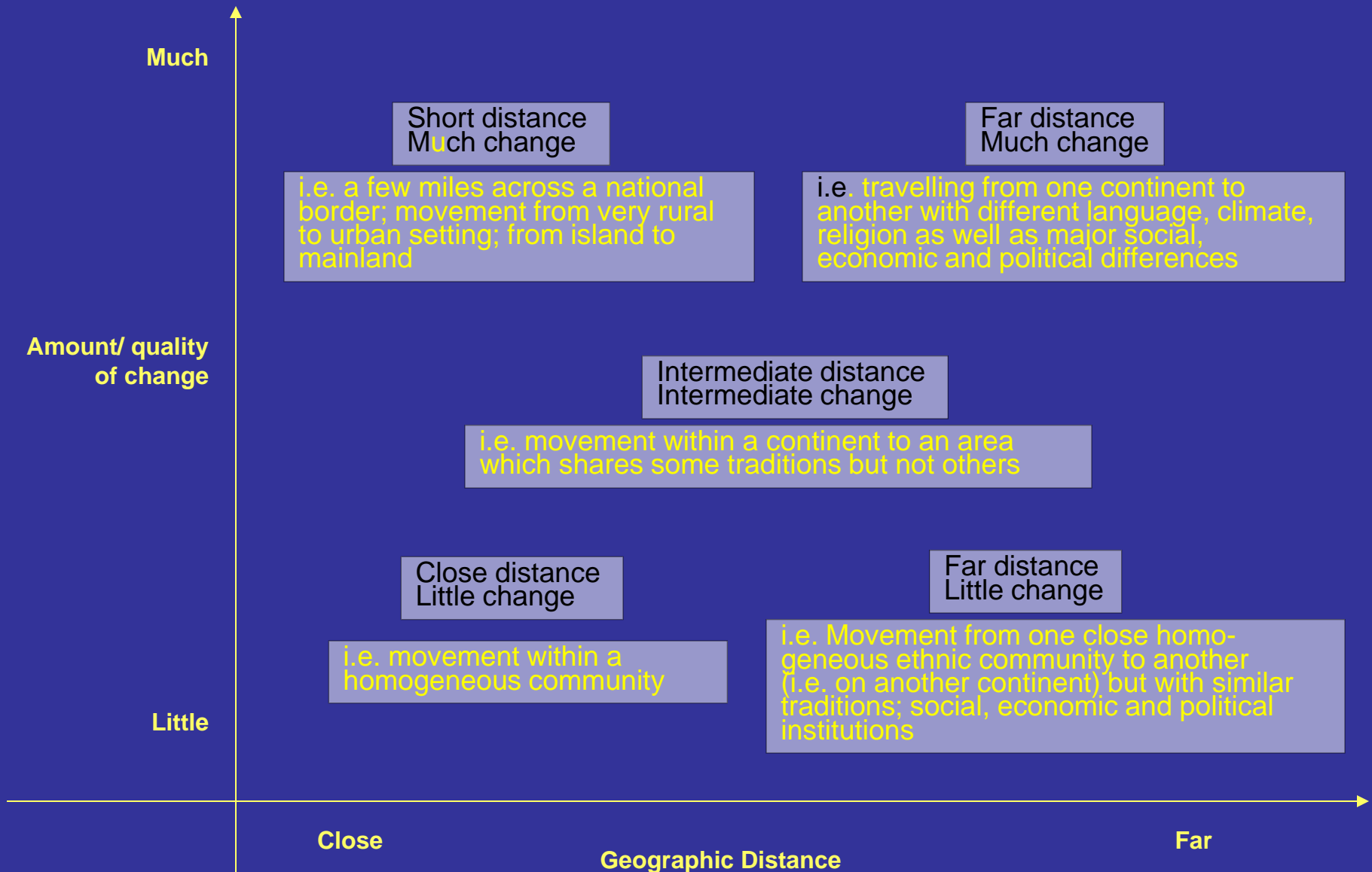
Culture Shock & Working Abroad

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A representation of possible patterns of migration based on proposed length of stay and motives for migration



A representation of possible patterns of migration based on geographic distance and cultural difference



Outcomes of cultural contact at the individual level: psychological responses to 'second culture' influences

Response	Type	Multiple-group membership affiliation	Effect on individual	Effect on society
Reject culture of origin, embrace second culture	'Passing'	Culture I norms lose Salience. Culture II norms become salient	Loss of ethnic identity Self-denigration	Assimilation Cultural erosion
Reject second culture, exaggerate first culture	Chauvinistic	Culture I norms increase in salience. Culture II norms decrease in salience	Nationalism Racism	Inter-group friction
Vacillate between the two cultures	Marginal	Norms of both cultures salient but perceived as mutually incompatible	Conflict Identity confusion Over-compensation	Reform Social change
Synthesize both cultures	Mediating	Norms of both cultures salient and perceived as capable of being integrated	Personal growth	Inter-group harmony Pluralistic societies Cultural preservation

Main dimensions of cross-cultural contact

Types of cross-cultural contact and examples

Contact variables	Between members of the same society		Between members of different societies	
	<i>Type</i>	<i>Example</i>	<i>Type</i>	<i>Example</i>
Time-span	Long term	Subcultures in multicultural societies	Short term	Tourists
Purpose	Make a life in	Subcultures	Medium term	Overseas students
			Long term	Immigrants
			Make a life in	Immigrants
			Study in	Overseas students
			Make a profit	Traders
			Recreate	Tourists
Type of involvement	Participate in society	Subcultures	Participate	Immigrants
			Exploit	Traders
			Contribute	Experts
			Observe	Tourists
			Convert	Missionaries
			Serve as a link	Diplomats
Summary concept	Majority minority	White and black Americans	Host sojourner	Overseas students

The flavour of Oberg's observations may be gathered from this quote:

Culture shock is precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse. These signs or cues include the thousand and one ways in which we orient ourselves to the situations of daily life: when to shake hands and what to say when we meet people, when and how to give tips, how to give orders to servants, how to make purchases, when to accept and when to refuse invitations, when to take statements seriously and when not. Now these cues which may be words, gestures, facial expressions, customs, or norms are acquired by all of us in the course of growing up and are as much a part of our culture as the language we speak or the beliefs we accept. All of us depend for our peace of mind and our efficiency on hundreds of these cues, most of which we are not consciously aware. . . .

Some of the symptoms of culture shock are: excessive washing of the hands; excessive concern over drinking water, food, dishes, and bedding; fear of physical contact with attendants or servants; the absent-minded, far-away stare (sometimes called 'the tropical stare'); a feeling of helplessness and a desire for dependence on long-term residents of one's own nationality; fits of anger over delays and other minor frustrations; delay and outright refusal to learn the language of the host country; excessive fear of being cheated, robbed, or injured; great concern over minor pains and irruptions of the skin; and finally, that terrible longing to be back home, to be able to have a good cup of coffee and a piece of apple pie, to walk into that corner. drugstore, to visit one's relatives, and, in general, to talk to people who really make sense.” (Oberg, 1960, p. 176)

WORKING ABROAD

Oberg (1966) mentions at least six aspects of culture shock:

1. **Strain** due to the effort required to make necessary psychological adaptations.
2. **A sense of loss** and feelings of deprivation in regard to friends, status, profession and possessions.
3. Being **rejected** by/and or **rejecting** members of the new culture.
4. **Confusion** in role, role expectations, values, feelings and self identity.
5. **Surprise, anxiety, even disgust** and indignation after becoming aware of cultural differences.
6. **Feelings of impotence** due to not being able to cope with the new environment

New concepts of shock

- Invasion shock
- Reverse culture shock
- Re-professionalisation/re-licencing shock
- Business shock
- Race Culture Shock
- Moral shock

Mental Health & Migration

USA

- **1903 Ellis Island Screening**

Mental Hospital Figures: Foreigners Over-represented
(70% Foreigners)

Two Schools of Thought

Eugenics

Social Welfare

- **Odegaard (1935)**

Presdispositional: The vulnerable migrate

Socialisation Model: The stress of adaptation

UK

- **Dutch, French, German, Scottish Kings**
- **Post-war history and research**

AUSTRALIA

- **British**
- **West, North, Central European**
- **South European**
- **East European**

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Language

War Experiences

Factors relating to risk of psychological disturbance among Australian immigrants

1. War experiences - particularly in eastern European refugees
2. Housewives - particularly middle-aged, non-assimilated southern Europeans whose families had been assimilated via work or school
3. Single men - particularly those with a pre-emigration history of psychological problems
4. Adolescents - particularly those caught between the culture (language, traditions, values) of their parents and their Australian peers
5. Professionals - who dropped in status because of the non-recognition of their qualifications

Extent of assimilation and explanations for different mental-health patterns of the four immigrant groups

Group	Mental Illness	Explanations for differential mental illness rates
Irish	Higher than natives	<ol style="list-style-type: none"> 1. Late age of marriage, censorious view of sex, large celibate adult population living in the parental home 2. Lack of emotional closeness between male members of the family which extends to a basic distrust of all other members 3. Ambivalent relationship between mothers and sons with a concomitant, emotionally blackmailing mother being associated with alcoholism and schizophrenia
West Indian	Higher than natives	<ol style="list-style-type: none"> 1. Direct and indirect prejudice and discrimination in the occupational and social sphere 2. Alienation and frustration due to high hopes of material success not being fulfilled
Indian	Lower than natives	<ol style="list-style-type: none"> 1. Highly selected migration of the successful, upwardly mobile, ambitious, psychologically stable 2. Relatively supporting community and family life with an extended family and active participation in the cultural and religious life 3. Flexibility in the culture of origin which often shows considerable ingenuity and adaptability in their adjustment
Pakistani	Lower than natives	<ol style="list-style-type: none"> 1. Highly selective migration as above 2. Relatively supportive social network 3. Worse adjustment than Indians due to a less flexible culture, stronger ties with Pakistan and the view that migration is temporary to acquire wealth before eventual return

Psychological Research into Students/ Sojourners

- Foreign student Syndrome
- U and W curve hypotheses/ stage-wise theories
- Friendship patterns
- Culture Distance Index

Foreign students' syndrome

“Vague physical complaints, a passive withdrawn attitude & a general dishevelled appearance.”

Foreign students over represented in university medical centres.

Foreign students somaticize their problems to avoid loosing face.

Problems include: Racial discrimination

Language problems

Accommodation difficulties

Separation reaction

Dietary restrictions

Financial stress

Misunderstandings

Loneliness

Academic challenge

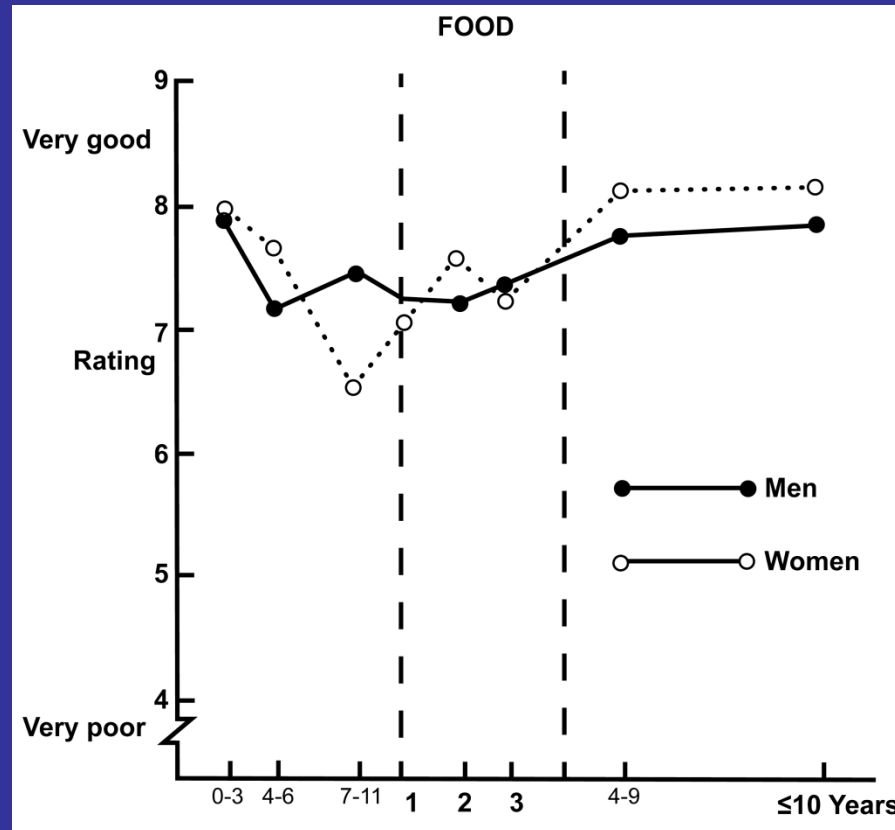
Stage-wise theories: the shape of curves

Since Oberg (1960) it has been fashionable to describe the 'disease' of culture shock in terms of a number of stages (Smalley, 1963). These attempts have all been descriptive and tend to overlap.

Oberg (1960) listed four stages of shock:

- 1. Honeymoon stage.** An initial reaction of enchantment, fascination, enthusiasm, admiration and cordial, friendly, superficial relationships with hosts
- 2. Crisis.** Initial differences in language, concepts, values, familiar signs and symbols lead to feelings of inadequacy, frustration, anxiety and anger
- 3. Recovery.** The crisis is resolved by a number of methods such that the person ends up learning the language and culture of the host country
- 4. Adjustment.** The sojourner begins to work in and enjoy the new culture, though there may be occasional instances of anxiety and strain

View of food in the host country (rated on a 9 point scale) as a function of time spent there



Adler's five-stage theory of culture-shock development

Stage	Perception	Emotional range	Behaviour	Interpretation
Contact	Differences are intriguing. Perceptions are screened and selected	Excitement Stimulation Euphoria Playfulness Discovery	Curiosity Interest Assured Impressionistic	The individual is insulated by his or her own culture. Differences as well as similarities provide rationalization for continuing confirmation of status, role, and identity
Disintegration	Differences are impactful. Contrasted cultural reality cannot be screened out	Confusion Disorientation Loss Apathy Isolation Loneliness Inadequacy	Depression Withdrawal	Cultural differences begin to intrude. Growing awareness of being different leads to loss of self-esteem. Individual experiences loss of cultural support ties and misreads new cultural cues
Reintegration	Differences are rejected	Anger Rage Nervousness Anxiety Frustration	Rebellion Suspicion Rejection Hostility Exclusive Opinionated	Rejection of second culture causes preoccupation with likes and dislikes; differences are projected. Negative behaviour, however, is a form of self-assertion and growing self-esteem
Autonomy	Differences and similarities are legitimized	Self-assured Relaxed Warm Empathic	Assured Controlled Independent Old hand Confident	The individual is socially and linguistically capable of negotiating most new and different situations: he or she is assured of ability to survive new experiences
Independence	Differences and similarities are valued and significant	Trust Humour Love Full range of previous emotions	Expressive Creative Actualizing	Social, psychological and cultural differences are accepted and enjoyed. The individual is capable of exercising choice and responsibility and able to create meaning for situations

Friendship Networks

Host- National; Co- National; 'Other- National'

1. A primary, monocultural network consisting of close friendships with other sojourning compatriots. The main function of the co-national network is to provide a setting in which ethnic and cultural values can be rehearsed and expressed
2. A secondary, bicultural network, consisting of bonds between sojourners and significant host nationals such as academics, students, advisors and government officials. The main function of this network is to instrumentally facilitate the academic and professional aspirations of the sojourner
3. A third, multicultural network of friends and acquaintances. The main function of this network is to provide companionship for recreational, 'non-cultural' and non-task-orientated activities

Significant correlations ($p < 0.05$) between CDI items, symptoms, consultations and examination performance

CDI item	Anxiety	Tiredness	Headache	Consultations	Exam success
1. Climate	+0.18				
2. Clothes					-0.24 ^a
3. Language					
4. Educational level				+0.27 ^b	-0.21
5. Food	+0.32 ^c			+0.30 ^b	-0.20
6. Religion	+0.30 ^c				
7. Material comfort		+0.25 ^b			+0.20
8. Leisure				+0.24	
9. Family structure					-0.25 ^b
10. Courtship/marriage			+0.19	+0.27 ^b	-0.20
CDI	+0.23 ^a			+0.26 ^b	

Business people vs Students

1. Business people are usually posted elsewhere for a set, specific and relatively short period of time
2. Businessmen and businesswomen are posted abroad for a specific purpose
- 3 Business people have strong sponsorship.
- 4 A tour abroad often increases opportunities for advancement on return
5. In contrast to students (and some migrants), business people tend to be older and are usually more mature
6. Businesses often provide accommodation enclaves, 'old-hand' guides and a social-support network that insulate the foreigner against the initial difficulties and surprises of movement
7. Because businesses are primarily interested in the work their employees do, the employees' time is carefully structured and scheduled
8. The social relationships both inside and outside the work place are probably more likely to be on an equal footing for business people than for students

Eight Theories for Culture Shock

1. Grief, Mourning, Bereavement
2. Locus of Control
3. Selective Migration
4. Inappropriate Expectations
5. Negative Life Events
6. Social Support Networks
7. Value Differences
8. Social Skills

Future Research

- Predicting culture shock from Hofstede's theory
- Virtual travellers
- Migrant workers and illegal immigrants
- Globalisation and the decline of "culture"
- Help for those experiencing culture shock
- Understanding the most vulnerable travellers