

University of Economics, Prague

International Business



Czech Cultural Standards from Kazakh Perspective

Author: Diana Kokumbayeva

Thesis instructor: Ing. Zuzana Křečková Kroupová, M.A., Ph.D.

Scholar year: 2015/2016

Declaration:

I hereby declare that I am the sole author of the thesis entitled “**Czech Cultural Standards from Kazakh Perspective** “. I duly marked out all quotations. The used literature and sources are stated in the attached list of references.

In Prague on 29th of April

Signature

Diana Kokumbayeva

Acknowledgment:

I hereby wish to express my appreciation and gratitude to the supervisor of my bachelor thesis, **Ing. Zuzana Křečková Kroupová, M.A., Ph.D** for professional guidance, valuable advice and comments, which helped me to write this bachelor thesis. Moreover, I would like to express my gratitude to all the respondents, who participated in my research and my family for their support.

Abstract

This bachelor thesis is dedicated to the investigation of Czech cultural standards from Kazakh perspective in the study environment. The main aim is to identify Czech cultural standards through Kazakh students' view. In the beginning of the thesis are presented the definition of culture, models of culture and cultural dimensions investigated by E.T.Hall, G.Hofstede, F. Trompenaars, and cultural standards by A.Thomas. In the following chapters are provided information about the Czech Republic (basic overview); also the description of the systems in society, and information about Czech-Kazakh relationships (history and future perspectives). This thesis provides with twelve Czech-Kazakh cultural standards in the study environment, which were identified based on qualitative research; then this result was compared with the theoretical background about Czechs' identity, key values. Finally, the thesis provides some recommendations for Kazakhs who are going to study with Czechs.

Key words: cultural standards, cultural dimensions, Czech Republic, Kazakhstan, E.T. Hall; G.Hofstede; F.Trompenaars, A.Thomas

Abstrakt

Tato práce se věnuje identifikování českých kulturních standardů z kazašského pohledu ve studijním prostředí. Hlavním cílem je identifikovat české kulturní standardy prostřednictvím pohledu kazašských studentů. Na začátku práce jsou prezentovány definice kultury, modely kultury a kulturních dimenzí E.T.Halla, G.Hofstedeho, F. Trompenaarse a kulturních standardů A.Thomase. V následujících kapitolách jsou poskytnuty informace o České republice (základní přehled); dále popis systémů ve společnosti a informace o Česko-kazašských vztazích (minulost a výhledy do budoucna). Tato práce představuje dvanáct kulturních standardů Čechů ve studijní prostředí, které byly identifikovány na základě kvalitativního výzkumu; pak je tento výsledek porovnán s teoretickými východisky české identity a klíčových hodnot. V závěru práce poskytuje doporučení pro Kazašské studenty, kteří se chystají studovat s Čechy.

Klíčová slova: kulturní standardy, kulturní dimenze, Česká republika, Kazachstán, E.T. Hall, G.Hofstede, F.Trompenaars, A.Thomas

Content

Introduction.....	1
1. Culture.....	3
1.1. Definition and characteristics of culture	3
1.2. Models of culture.....	4
1.2.1. Iceberg model	5
1.2.2. Onion diagram.....	6
1.3. Cultural dimensions.....	9
1.3.1. Edward T. Hall cultural dimensions.....	9
1.3.2. G. Hofstede cultural dimensions	11
1.3.3. Fons Trompenaars' cultural dimensions	12
1.4. Cultural standards by Alexander Thomas	14
2. Czech Republic	15
2.1. Geography	15
2.2. History	16
2.3. Language	17
2.4. Economic situation	17
2.5. Systems of Czech Republic – legal system, educational system, health care system, role of family and religion.....	19
2.6. Czechs' identity, key values and traditions	24
2.7. Czech and Kazakh Relationship.....	25
2.7.1. History of Czech and Kazakh Relationship.	26
2.7.2. Nowadays relationships and future perspectives between two nations.....	27
3. Practical part	27
3.1. Methodology of cultural standards research	27

3.2.	Research	31
3.3.	Czech-Kazakh cultural standards	34
4.	Comparison of research results with Czech identity and values	46
5.	Recommendations for Kazakh who are going to study with Czechs.....	47
	Conclusion	49
	Selected bibliography:	51
	Appendix.....	55
	Descriptions of respondents	55

List of figures

Figure 1. Three levels of uniqueness in Mental Programming.....	4
Figure 2. E.T. Hall's Iceberg Model.....	6
Figure 3. Hofstede's Onion Diagram	7
Figure 4. The learning of Values and Practices	8
Figure 5. Geographic map of the Czech Republic.....	16
Figure 6. Education system of the Czech Republic	21
Figure 7. Health system of the Czech Republic.....	22
Figure 8. Structure of respondents by sex.....	32
Figure 9. Structure of respondents by age	33
Figure 10. Structure of respondents by university	34

List of tables

Table 1. Economic Overview of the Czech Republic.....	18
Table 2. The Czech Republic export-import commodities in relation with Kazakhstan.....	26

Introduction

In the current conditions, globalization is predominant in all spheres of life around the globe, boundaries between individual countries as well as cultures and nations tend to be further erased. As a result, states become more interdependent in terms of their geopolitical, economic and security terms, and their cooperation in all fields becomes tighter. The processes of globalization are also closely interlinked with the processes of regional integration, which only further contributes to the growing intensity of interaction between different states and their respective populations.

This thesis will be dedicated to the investigation of Czech cultural standards from Kazakh perspective. Primarily it focuses on national, cultural standards, the overall perception of the life of both nations, cultural values. The written work provokes the study of how the place where we grew up influences our way of thoughts, feelings, and action, which provide a new perspective of the world under globalization. It embraces a variety of elements of cultures and organizations across different nations and spheres of life.

Cultures penetrate through every corner of our societies. Like software to computers, culture works as a mental software for each person, which play a significant role in forming our ways of thinking, feeling and acting. Culture is learned and experienced by individuals within the family, at university, at school, and in the workplace.

In other words, culture differs between nations are inherent. Through dimensions, we can understand how national culture work, why people from different countries may have a misunderstanding between each other. National cultures also affect the management of organizations, configurations, concentrating on the organization. Moreover, cultures have their own characteristics and dimensions.

The main aim of this thesis is to identify and describe in details the Czech cultural standards from Kazakh perspective in the student environment. It is also very interesting to know which traditions are linked to both nations and if Czech culture is related in some aspects to Kazakh culture.

One of the objectives is to analyse the most prominent theories of cultural dimensions (namely the ones of Hall, Hofstede, Trompenaars, and Alexander Thomas), in order to understand the explanation of those processes; to investigate the historical preconditions and current trends in the relations between Kazakh people and Czech people.

For the purpose of writing this thesis, first theoretical background is built. Second, the research method of identification of cultural standards will be used as follows: interviews held with Kazakh students living in the Czech Republic for the purpose of studying; they faced with the “critical incident” which form visible cultural standards from Kazakh perspective in the study environment; deductive thinking in order to find the main interconnections and track the most prominent cultural factors which affect perception of the Czech Republic from Kazakh side; and synthesis of data in order to summarize the findings of the research and draw comprehensive conclusions.

In the course of the research, several research questions will be proposed, and thus, will be either confirmed or disapproved. Those research questions are listed below:

1. What is the formality in the relationship?

- a) Is the student-teacher relationship less formal?
- b) What is the importance of respecting written rules of a university?
- c) Is there a difference of respect towards authorities in general?
- d) Greetings with an unknown person in the university? Is it acceptable?

2. What is the time perception?

- a) Is being late considered obtrusive?
- b) How students prepare their study routine, for the upcoming exams?

3. The expression of yourself: is there a place of public opinion? Differences between Kazakhs and Czechs.

Research consists of identification the perception of Czech culture by Kazakh students, comparison of outcomes with theoretical data, identification of potential problems in university due to cultural differences between Czechs and Kazakhs and the last point is the recommendations for future exchange students to prevent these problems.

A number of different bibliographic sources will be used for the purpose of maximizing the value of the research. Also, electronic resources, namely official websites of public bodies will be used as sources for this thesis in order for it to contain only the most up-to-date information on the trends.

1. Culture

1.1. Definition and characteristics of culture

Culture - the concept of having a huge amount of value in the various fields of human activity. Culture interprets human activity in its various forms of manifestations, including all forms and means of human expression and self-discovery, accumulation of man and society in general skills. Culture appears as a manifestation of human subjectivity and objectivity (the character, competence, skills and knowledge).

Culture is a set of sustainable forms of human activity, or else it will cease reproduce; would no longer exist.

Culture - is a set of codes that prescribe certain human behaviour inherent feelings and thoughts, giving him thus administrative influence.

The diversity of the world of philosophical and scientific definitions of culture does not allow oneself to refer to this concept as the most obvious symbol of the object and the subject of culture and requires clearer and narrow its specificity. A generally accepted definition of Culture is that offered by Kroeber and Kluckhohn (Adler, 1991, p. 18):

"Culture consists of patterns, explicit and implicit of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiment in artefacts; the essential core of culture consists of traditional (i.e., historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other as conditioning elements of future action..."

According to Professor Geert Hofstede culture defines as *"the collective programming of the mind distinguishing the members of one group or category of people from others"* (Hofstede, 2010, p.6). Culture - a set of acquired skills rather than genes. Moreover, according to another source that is figured in the book of Fred Luthans and Jonathan P. Doh, the culture is *"acquired knowledge that people use to interpret experience and generate social behaviour. This knowledge forms values, creates attitudes, and influences behaviour"* (Luthans, Doh, 2012, p.108). It can be clearly seen that two different views about culture seem close in definition that culture acquires

skills of a few individuals living in a particular environment, in turn creates a group of like-minded people with their symbols, heroes, rituals, and values – from collective programming.

1.2. Models of culture

According to studies of Professor Geert Hofstede. Culture is defined as “*mental programming*” and there are three levels of uniqueness in mental programming: human nature, culture and personality. Culture was distinguished from human nature on one side and from an individual’s personality on the other, although knowing where exactly the borders lie between nature and culture, and between culture and personality, is a matter of discussion among social scientists (Hofstede, 2010).

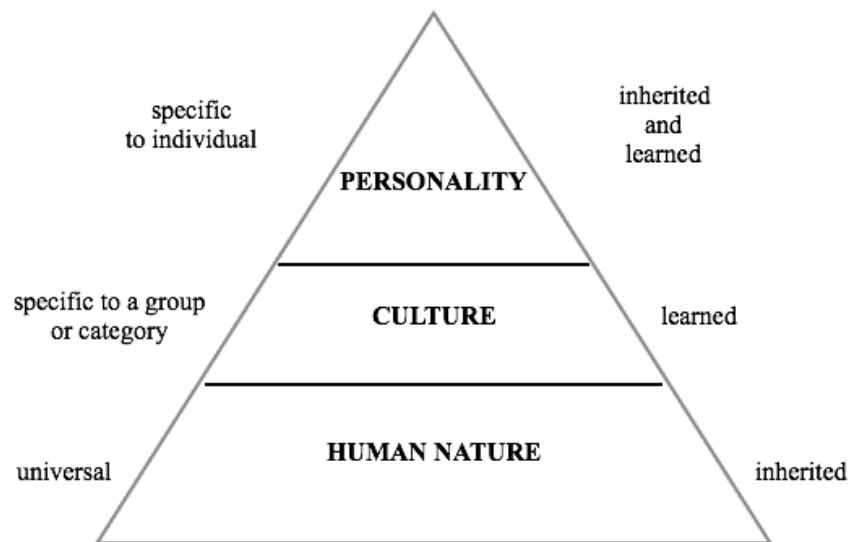


Figure 1. Three levels of uniqueness in Mental Programming

Source: HOFSTEDE, G. – HOFSTEDE, G J. – MINKOV, M. *Cultures and organizations: software of the mind: intercultural cooperation and its importance for survival*. New York: McGraw-Hill, 2010. ISBN 978- 0-07-166418-9. Page 6.

Human nature is what all human beings have in common, regardless of their social status. That it represents the universal level in one’s mental software. It is inherited within our genes: the “operating system” of humans is the same as the operating system of computers; it likes basic setting of humans that determines our physical and basic psychological functioning. The ability of a human to love, feel fear, anger, joy, sadness and shame; the need to communicate with others

and to play and express yourself; facility to observe environment and talk with others is belonging to this level of mental programming. However, the way human beings control their human nature varies due to the cultural differences (Hofstede, 2010).

Personality is the collection of personal mental programs that are not necessarily shared with any other human being. It is based on traits that are partly inherited within the specific to individual set of genes and partly learned through the influence of culture as well as through unique personal experiences (Hofstede, 2010).

1.2.1. Iceberg model

In 1976, Edward T. Hall has developed the cultural iceberg model (Moll, 2012, p. 5-7). He supposed that if the culture is an iceberg, then there are some aspects of it that are above the water and visible to others, however, there also is a larger portion hidden beneath the surface. In other words, the external culture is part of the conscious mind, and internal culture is part of the subconscious mind (Moll, 2012).

External part of culture, or conscious mind, is behaviour and some beliefs of the culture which are apparent to the casual observe, there is a tip of the iceberg, however internal parts of the culture are values and thoughts that are reflected in a specific situation in daily life such as working and socializing, learned ideas what is bad or good, desirable or undesirable (Hall, 1976).

Edward T. Hall suggested that the only way to understand the internal part of the culture “A”, for example, is active participation of culture “B”. When “A” enters a new culture, only the most overt behaviours are apparent. As “A” spends more time in that new culture, the underlying beliefs, values, and thought patterns that dictate that behaviour will be uncovered (Hall, 1976).

The idea of the cultural iceberg model is that people from culture “A” cannot judge people from culture “B” based only on what they see when they first enter in new culture. “A” must take the time to get to know individuals from that culture “B” and interact with them. Only by doing so can “A” uncover the values and beliefs that underlie the behaviour by that of society “B” (Hall, 1976).

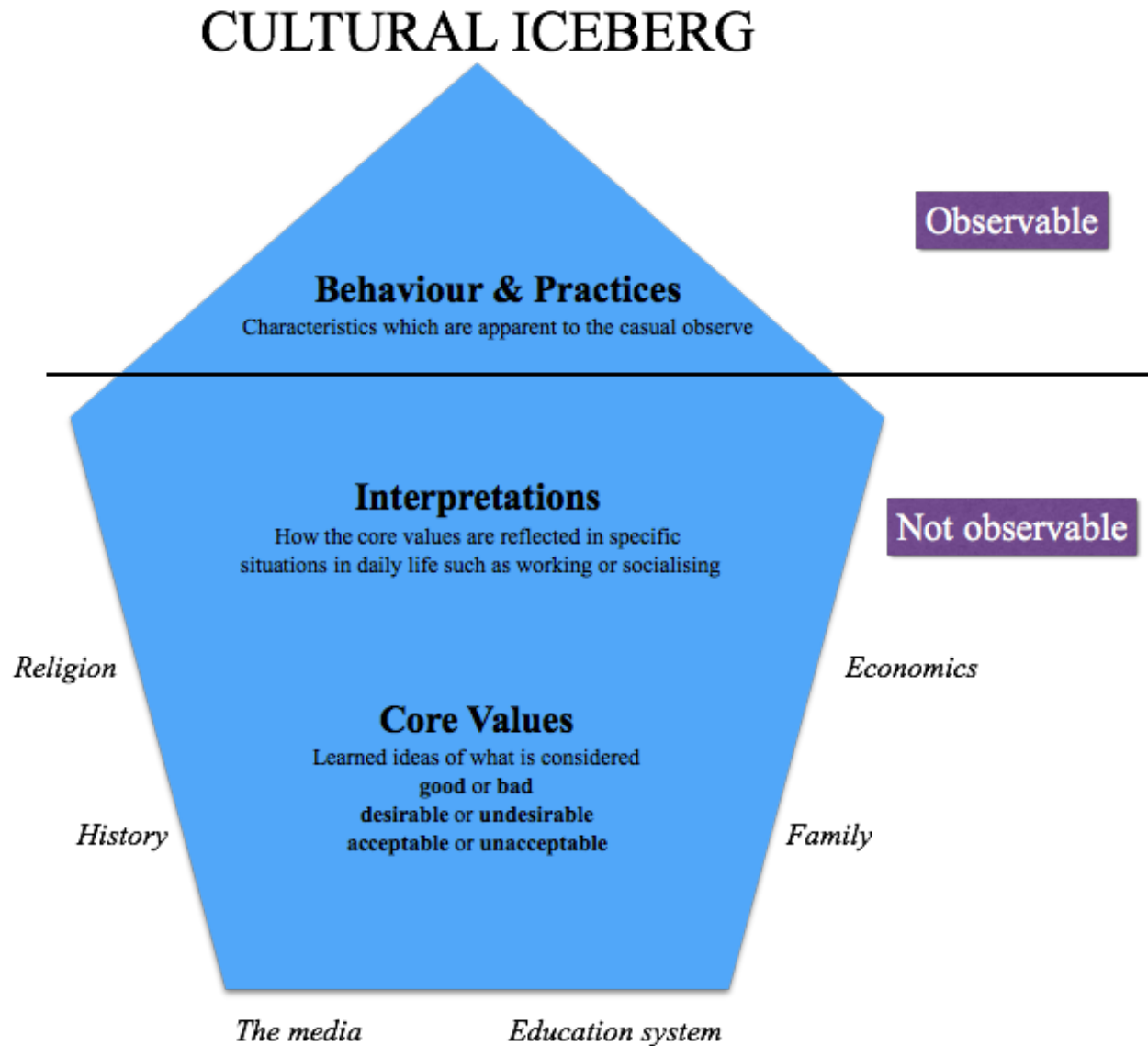


Figure 2. E.T. Hall's Iceberg Model

Source: Languageandculture.com, (2015). LCW - Language & Culture Worldwide, LLC.
| The Cultural Iceberg. [online] Available at: <http://www.languageandculture.com/cultural-iceberg>
[Accessed 27 Nov. 2015].

1.2.2. Onion diagram

According to Professor Geert Hofstede cultural differences manifest themselves in several ways. Symbols, heroes, rituals, and values cover the total concept, used to describe manifestation of the culture. In Figure 3 these have been pictured as an onion (Hofstede, 2010, p.8), indicating

that symbols represent the most superficial and values the deepest manifestations of culture, with heroes and rituals in between.

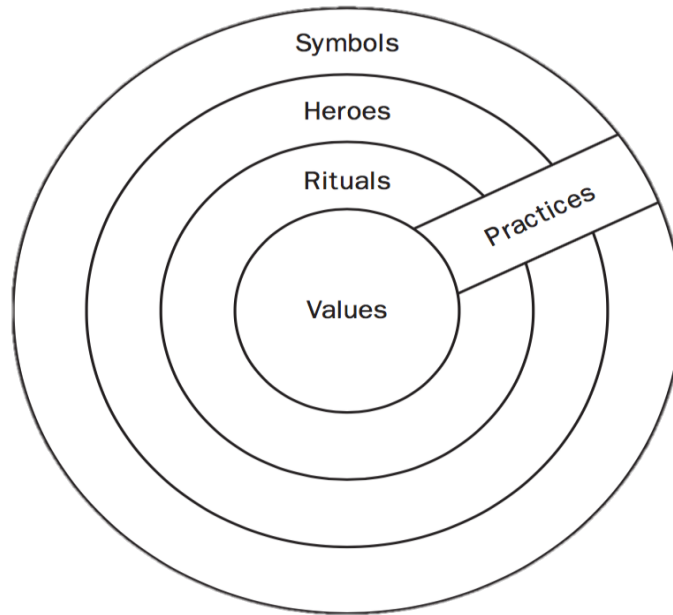


Figure 3. Hofstede's Onion Diagram

Source: HOFSTEDE, G. – HOFSTEDE, G J. – MINKOV, M. *Cultures and organizations: software of the mind: intercultural cooperation and its importance for survival*. New York: McGraw-Hill, 2010. ISBN 978- 0-07-166418-9. Part 1. Concept of culture; page 8.

The first and top layer of “onion” are symbols. It is well known that symbols are words, gestures, pictures that carry a particular meaning in a specific culture recognized by those who share it. Hairstyle, status symbols, the way we dress, words or jargons belong to this category. New symbols are arising, old ones are disappearing; symbols of one culture are copied by another (Hofstede, 2010).

The second layer of the “onion” are heroes. People alive or dead, fictional characters, real or imaginary, who possess attributes that are highly influential in a culture and thus serve as models for behaviour (Hofstede, 2010).

The next layer are rituals. Rituals are known as way of greeting and paying respect to

others, as well as social and religious ceremonies. Moreover, rituals are stereotyped sequences of activities performed in certain circumstances. (Hofstede, 2010)

As it has seen from the Figure 3 symbols, heroes and rituals connected in one category as a practices, visible to observer; however, the cultural meaning of the practices are not (Hofstede, 2010).

The core of “onion” is values of a culture, usually unaltered per se, it remains the same. Values are the commonly held standards of what is acceptable or unacceptable, important or unimportant, right or wrong, workable or unworkable, in a community or society (Hofstede, 2010).

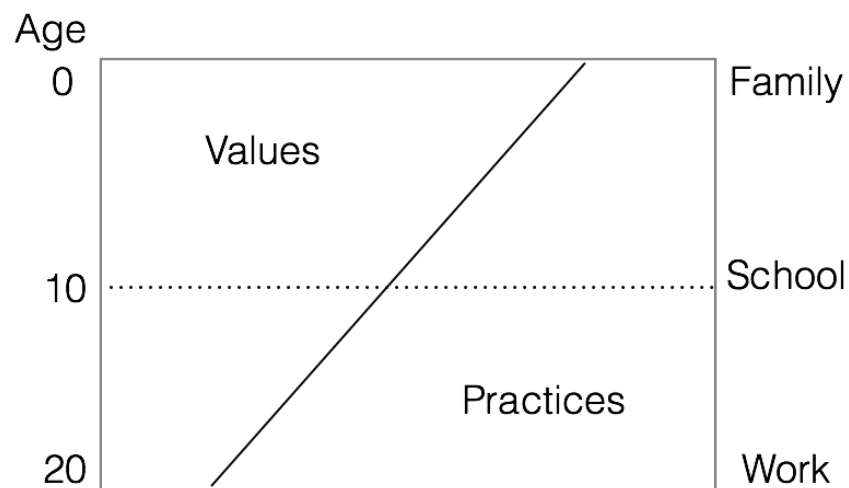


Figure 4. The learning of Values and Practices

Source: HOFSTEDE, G. – HOFSTEDE, G J. – MINKOV, M. *Cultures and organizations: software of the mind: intercultural cooperation and its importance for survival*. New York: McGraw-Hill, 2010. ISBN 978- 0-07-166418-9. Part 1. Concept of culture; page 10.

In the figure 4 it has been good seen when a person acquires his values and practices. Firstly, the values are acquired in the life of a person. All begins with the family, but from 10 to 12 years old in human life appears related practices: symbols (languages), heroes (for instance, parents or other significant individuals) and rituals (greetings) and the most important is person’s basic values. Young person unconsciously absorbs necessary information from environment, however after this period, person is learning something new, already consciously understands what

he need or not.

1.3. Cultural dimensions

Cultural dimension is a set of parameters that define the cultural characteristics of different peoples. There are different approaches to measuring cultural dimensions. Researchers, whose study was linked to cultural dimensions, have created a composite picture by using their own results. Especially, Edward T. Hall who determine culture by three factors: context, time, space and explain another view of cultural dimensions. Hall used qualitative analysis, interviewed people from businesses and used their results to clearly understand German/French workers' behaviour. Moreover, Dutch researcher Geert Hofstede made the seminal work where he used the quantitative analysis of IBM employees in the unique culture, on the disclosure of personal values, whom used for identification six dimensions of culture that help explain how and why people from various cultures behave as they do; cultural identification He realized the necessity of taking into account the characteristics of different cultures in the planning of international campaigns and developed a coherent model consisting of certain categories on the evaluation of cultures and the corresponding. The Hofstede cultural dimensions and country clusters are widely recognized and accepted in the study of *international management*. A more recent description of how cultures differ suggested by another Dutch researcher, Fons Trompenaars, who received similar attention as well. Trompenaars' research consists of seven dimensions that address the ways in which people deal with each other. Researchers used different firms and quantitative analysis as well as Hofstede's cultural dimensions and the results were confirmed by correlation analysis (Fink, Kölling, Neyer, 2005).

1.3.1. Edward T. Hall cultural dimensions

In the mid of 20th century, attracted the attention anthropologist of Edward Twitchell Hall, who identified cultural dimensions as a close relationship between culture and communication, i.e. he defined culture as a better understanding of communication.(Hall E., Hall M., 1990, p. 199) According to Hall culture is defined by three dimensions (Changingminds.org 2015): context (low-context versus high-context cultures), time (monochronic versus polychronic time cultures), space (high territoriality versus low territoriality cultures).

High-context cultures expressed hidden manner of speech, meaningful and numerous breaks; a major role of non-verbal communication and the ability to "speak through the eyes"; unnecessary redundancy of information as to communicate enough of the original background knowledge; lack of open expression of discontent in all conditions and results of communication (Changingminds.org 2015).

Low-context cultures characterized by the following features: direct and expressive manner of speech; a small proportion of non-verbal forms of communication; clear and precise evaluation of all topics discussed and issues; assessment of understatement as a lack of expertise or lack of awareness of the interlocutor; open expression of discountenance (Changingminds.org 2015).

Besides the problem of cultural context, Hall, in theory, a significant place is given to the study of the issue of using the time from different cultures. According to him, time is an important indicator of the pace of life and the rhythm of activity, taken in a particular culture. *Culture time* use is the main organizing factor of life and communication, because with time, people express their feelings, stress the importance of their actions and activities.

Each culture has its own system inherent in the use of time, which is essential for cross-cultural communication. To understand the partner needs to know how time is understood in his/her culture. According to Hall, depending on how you use the time culture should be divided into two opposite types (Hall E., Hall M., 1990, p. 203-206): monochronic in which time is allocated in such a way that in the same period of time there is only one type of activity; polychronic, which in the same period of time it is performed several activities (Hall E., Hall M., 1990, p. 203-206).

Monochronic use of time means that the actions are carried out sequentially, one after the other within a certain timeframe. Accordingly, the time is represented as a straight path that leads from the past into the future. Monochronic time is divided into segments, i.e. all carefully planned so that people could at any period of time, concentrate on anything. Representatives of monochronic cultures ascribe a real-time value: which can be spent, saved, lost, catch up and accelerated. Thus, it becomes a system through which order is maintained in the organization of human life. " Based on the fact that "monochronic" man is able to deal with only one activity at a certain period of time, he had a sort of "closed" in their own world in which other people do not

have access. Carriers of this type of culture do not like when they interrupted during any activity (Hall E., Hall M., 1990, p. 203-206).

Polychromic opposite to monochromic perception of time. Polychromic person understood not as a straight path, but as a unit weave many problems, so it is less noticeable. In cultures of polychromic type an important role is played interpersonal, human relationships and human contact is seen as a more important of an effect than the adopted plan of action. Therefore, representatives of polychromic cultures more dynamic handling with time (Hall E., Hall M., 1990, p. 203-206).

Definition of the space is also important dimension in the E.T. Hall's theory. People need a certain space in the school, at home, in public transport. However, at each spatial boundary are different, some cannot be located in close proximity when talking, some on the contrary, are considered a close distance as trust. Personal space is the invisible territory of human, which is different to others, and each person perceives this space differently. People with low-territoriality usually do not think about their "spatial sphere", they are willing to share their personal territory without any hesitation. However, representatives of the high-territoriality care about a sense of ownership, they are willing to allocate the area belonging to them. Such a division of the space for them is acceptable and normal. delivering a harmonious environment would depend on the distance between people and objects (Changingminds.org 2015).

1.3.2. G. Hofstede cultural dimensions

According to Hofstede culture can be measured by six dimensions (Geert-hofstede.com, 2016): (1) Power Distance Index (PDI), (2) Individualism (IDV), (3) Masculinity (MAS), (4) Uncertainty Avoidance Index (UAI), (5) Long Term Orientation (LTO), (6) Indulgence (IND).

Power distance index (PDI) is the perception of power, *"the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally."* (Hofstede and Hofstede, 2010, p. 46). For crops with a high distancing from the authorities (the Arab countries, Latin America, Southeast Asia, Russia) is characterized by the perception of power as the most important part of life, reverence for superiors; for crops with low distancing from the authorities (Austria, Denmark, USA, Germany) is characterized by building relationships based on equality, respect for the individual (Hofstede, 2010, p. 57-59).

Individualism (IDV) is the opposite of collectivism - attraction to personal goals, awareness of himself as "I", the protection of private interests, communication between individuals, not burdened by a strong commitment to work together (US); for collectivist cultures (Latin America) are inherent in group goals, awareness of themselves as "we", maintaining relationships, norms (Hofstede, 2010, p. 95-97).

Masculinity (MAS) is focusing on achieving results. Countries with a high value of this indicator refers to a "male pattern" (Japan, Italy, Austria, Mexico, the Philippines), they are characterized by qualities such as competition, confidence, commitment, commitment to material values; countries with low (Denmark, Norway, Sweden) - a "female type", they are characterized by the worship of relationships, cultural values, concern for quality of life (Hofstede, 2010, p. 141-143).

Uncertainty Avoidance Index (UAI) is the degree of perception and response to unfamiliar situations; for countries with a higher uncertainty avoidance index typically avoiding uncertain, ambiguous situations, the desire to establish clear rules of conducting, the credibility of customs and traditions, the tendency to intercompany agreement, intolerance towards people with a different lifestyle, way of thinking; for countries with low uncertainty avoidance characteristic manifestation of personal initiative, risk acceptability, calm acceptance of differences, other points of view (Hofstede, 2001, p.145-150).

Long-term Orientation (LTO) is focus on the strategic, long-term goals, a desire to look to the future; for crops with high values of this parameter is characterized by prudence, persistence in achieving the goals, durability, for crops with low value - adherence to tradition, fulfilling social obligations (Hofstede, 2001, p. 351-360).

Indulgence (IND) is defined as the degree of control over desires and impulses. It further divided into relatively weak control – indulgence and relatively strong control - restraint. Thus, culture can be described as indulgent or restraint. A low level of indulgence indicates a tendency toward cynicism and pessimism. However, if culture is described as restraint, it means that there is a high level of emphasis and the society cherishes leisure time and is able to monitor the satisfaction of their desires (Hofstede centre, 2014).

1.3.3. Fons Trompenaars' cultural dimensions

In 21st century, there is developed a variety of cultural dimensions that help people of one

culture to interact and understand another culture for further work or study in the environment of a new culture. Nonetheless cultural differences can be understood by using the seven dimensions' model of Fons Trompenaars and Charles Hampden-Turner. They found that people of different cultures differ from each other by much predicted, specific manner, i.e. every culture has their own way of thinking, values, beliefs and preferences. According their dimensions, culture can be classified by seven factors, which include: (1) Universalism versus particularism; (2) Individualism versus communitarianism; (3) Specific versus diffuse; (4) Neutral versus emotional; (5) Achievement versus ascription; (6) Sequential time versus synchronous time; (7) Internal direction versus outer direction (Mindtools.com, 2016).

The first dimension of a culture is Universalism, which is prevailing in culture, shows the importance of law, rules, values and obligations. People from that culture try to deal with rules before building relationships. Cultures, where particularism is predominated, believe that relationships are prioritized above rules and circumstances dictate the rules that they are guided by culture. The second dimension is individualism, which shows freedom of actions, thinking and way of life, that person from such culture makes own decisions and takes care of themselves. However, presence of communitarianism in the culture indicate people act as a group and provide safety and help for community. People of that kind of culture believe that communities are more important than individualism. The third cultural dimension is *specific*, which makes separation between work and personal life. Moreover, these kind of people believe that employees can work together without good relationships within their working life, thus believe there is no impact between personal life and work. Nevertheless, dimension that is opposite to *specific* called *diffuse*. According to studies, the dimension is characterized by relationship between work and personal life. People from that culture believe that productivity of work depends on relationships between workers, so they spend time in teambuilding and meetings outside working hours with colleagues. The fourth dimension is the Expression of Emotions, culture can be neutral or emotional. Neutral culture can control emotions and reasons influence their actions not emotions. That the kind of people whom do not disclose their own feelings and what they are thinking. However, emotional cultures can express their feelings even spontaneously. In such culture description of feelings and emotions are accepted. The fifth dimension is how people recognize the status of person. Knowing of what you did, equals to ones achievements. This kind of culture value performance and your achievement, they do not care who you are. Opposite to achievement is ascription which is

prevailing in culture where you are valued for who you are. Title and status is much more important in this culture and they respect authority. The sixth dimension show how people manage their time, for example, people who live in sequential time, i.e. people like planning step by step, actions need to go in order to their schedule, they can manage whole work by deadline date. The other kind of approach is called synchronous, it indicates people who can see the difference between past, present and future, they can work on many projects in one period. And the last dimension is related with the relationship between people and environment. People who believe that they can control nature or environment to gain a result, it also includes work process in team and inside organizations and it is called *internal direction* as oppose to *outer direction*. People of that culture believe that nature or the environment controls them, so they work with environment in order to achieve their goals. Moreover, they try to avoid conflicts at work or in a relationship and wait for reassurance that they are doing good job (Mindtools.com, 2016).

1.4. Cultural standards by Alexander Thomas

Culture, according to research by Thomas, is a vast phenomenon. Culture is all around the person; environment in which a person exists. The orientation system, is that of belonging to a group or community, consisting of language, behaviour, facial expressions, rituals and unique environment for the life of the individual. In everyday life, actions are happening around the individual, where the person processes and perceives everything in automatically. There are «normal conditions» according to Thomas, cultural environment, which is understood for several individuals, is creating a collective, with culturally related general rules, prohibitions and obligations. If an individual want to join a new cultural unity, then there is the required process of socialization. Socialization - the phase of development and understanding by the individual a new community, the assessment of behaviour and communication by person. The success of this process becomes obvious when a person behaves customary for all; actions performed by them, of which are conducted universally understandable for everyone. After passing the stage of socialization, an individual already understands what is acceptable and what is not. At the time when the individual corresponds to a particular society, and acts according to the rules and regulations, the community evaluates it positively. However, inappropriate behaviour leads to the disapproval of society either implicitly or explicitly. Since the different behaviour is not limited to specific instructions or working conditions, it can be assumed that there are different cultural

standards (Thomas, Kinast, Schroll-Machl 2010).

The concept of cultural standards A. Thomas suggests research at the micro level. Cultural standards define the scope of culturally appropriate behaviour scale on the basis of an invisible system of value orientations. According to A. Thomas, cultural standards – it is all kinds of perception, thinking, evaluation and action that most members of a certain culture, that are considered as normal and typical for a person and for others. Cultural standards vary depending on the national mentality. However, different cultures can be identical in standards, but each time they have different functions and are effective in different areas of action (Thomas, Kinast, Schroll-Machl 2010).

2. Czech Republic

The Czech Republic is a democratic country with parliament system situated in Central Europe and shares borders with Germany, Poland, Austria and Slovakia. The Czech Republic's capital is Prague. The area of the country is 78,866 square kilometres with population over 10 million inhabitants. Contemporary Czech Republic was formed after the split of Czechoslovakia in 1993. On 12 March 1999, the Czech Republic became a member of NATO and on 1 May 2004, the Czech Republic became a full member of the European Union. (Businessinfo.cz, 2016)

2.1. Geography

The Czech Republic is landlocked country, which is located in Central Europe. It shares borders with Germany, Poland, Austria and Slovakia. The climate is temperate, however, cool summers and cold, cloudy, humid winters. (Cia.gov, 2016) The territory is divided between two main mountain systems in Europe - the Hercynian and Alpine-Himalayan. The country has varied topography: plains (4,5 % of the country), hills (50,1 %), highlands (33,9 %) and mountains (11,6 %) (Businessinfo.cz, Basic Data, 2016).



Figure 5. Geographic map of the Czech Republic

Source: Cia.gov, 2016, The World Factbook. [online]. 2016. [Accessed 7 January 2016]. Available from: <https://www.cia.gov/library/publications/the-world-factbook/geos/cz.html>

2.2. History

In 1918, after the collapse of the Austro-Hungarian Empire, creating of an independent Czechoslovakia, which combined the Czechs and Slovaks in a single country. In the next 20 years, the country was a rapidly growing country, with a stable democratic system of governance and a vibrant culture. In March 1939, there was the occupation of Czechoslovakia by Nazi Germany. Later, at the end of World War II, Czechoslovakia came under the influence of the Soviet Union. Since 1948, the Communist Party took full control for the next 40 years. In November 1989, there was a “Velvet Revolution, the name came from the fact that there were no victims. Demonstrations led followed by Vaclav until the communist government had not resigned in December 3, 1989.

In January 1993, there was a division of Czechoslovakia into two independent countries. The first president of the Czech Republic was Vaclav Havel. He was re-elected after the dissolution of Czechoslovakia. His term lasted until 2003 when came Vaclav Klaus as a new president, who was re-elected in 2008. Nowadays, the Czech Republic is the member of many international organizations such as United Nations (UN), World Trade Organization (WTO), the International Bank for Reconstruction and Development (IBRD), the European Bank for Reconstruction and Development (EBRD) and Central European Free Trade Association (CEFTA). In 12 March 1999, the Czech Republic became a full member of NATO. The Czech Republic applied for European Union (EU) membership in 1996 and started negotiations in March, 1999. In 2004, the Czech Republic became a full member of European Union (EU) (Businessinfo.cz, History, 2016).

2.3. Language

The Czech language is the official language of the Czech Republic, however, it can be frequently heard a number of other languages on the territory of the country, such as the Slovak, German, Polish, Russian and English. The Czech language belongs to a number of Slavic languages such as Slovenian, Slovak, Polish, Serbian, Russian, Croatian and Bulgarian (Czechtourism.com, 2012).

The history of the Czech language started in the late 10th century, when the Czech started to separate from ancient Slavonic. As indicated in sources, the Czech language is the historical language of that time. In the Middle Ages, Czech became more rich and complex literary language in many genres. In the period from 14 to 16 centuries, it was observed the expansion of the language beyond the existing state that is why there are numerous similarities in Slovak and Polish with Czech language. When listening to the Czech language, it can be heard within sentence, the emphasis falls on the first syllable of the word, followed by a reduction in tone of the sentence, however, if the sentence is a questionable, the intonation rises. Czech uses the Latin Alphabet, but there are plenty of Czech specific letters, of which are only used in the Czech language (Czech.cz, 2016).

2.4. Economic situation

The Czech Republic is one of the most stable and prosperous countries in Europe, closely

integrated with the European Union after the accession in 2004. The country has a small, open and export-driven economy, depends on exports to Germany. During the crisis in 2008, it was seen the decline of Czech exports, in connection with which there was a dramatic decline in real GDP that shattered the economy. In addition, it has gained a slow recovery from the 2 years that followed. The automotive industry is the leading industry of the country and it accounts for 24% of manufacturing. For example, the Czech Republic has made nearly a million vehicles in 2010, about 80% were exported. In 2012 - 2013 years, the economy fell back into recession due to the slowdown in external demand in EU (Cia.gov 2016).

As can be seen from the table that population is 10.54 million people with a total GDP per capita being \$ 14,945 (it is approximately 370,485.55 CZK) and the Czech Republic is a high income country. Unfortunately, GDP growth is not so high, as it is only 0.5%. Moreover, unemployment rate is not so small and it is 5.9%, however, inflation rate is only 0.1% and it is quite good indicator. As can be seen from the table, the last indicator is government debt to GDP and it decreased on 2.43%.

Table 1. Economic Overview of the Czech Republic

Indicator	Last	Reference	Previous
GDP (billion)	\$ 208	Dec/14	\$ 209
GDP per capita	\$ 14,945	Dec/14	\$ 14,648
GDP per capita PPP	\$ 28,695	Dec/14	\$28,124
GDP growth rate	0.5 %	Sep/15	1%
Unemployment rate	5.9%	Nov/15	5.9%
Population (million)	10.54	Dec/14	10.51
Inflation rate	0.1%	Nov/15	0.2%

Government debt to GDP	42.75%	Dec/14	45.18%
Currency	24.79 CZK	Jan/16	24.74 CZK

Source: Tradingeconomics.com, 2016, Czech Republic | Economic Indicators. [online]. 2016. [Accessed 8 January 2016]. Available from: <http://www.tradingeconomics.com/czech-republic/indicators>

2.5. Systems of Czech Republic – legal system, educational system, health care system, role of family and religion

The Czech legal system is composed of civil law and European Union legislation, since the Czech Republic is a member of the European Union. On January 1, 2014 came into force a new civil code and Business Corporation's Act. They are the legislative changes in private law in the next 20 years. Act on Business Corporations aims to improve the settlement and the Czech corporate law thus provides new opportunities for Czech corporate legal system, however the new law does not change the legal form of a country (Amcham.cz, Czech legal system, 2016, p. 15).

One of the first basic steps of the Czech education is pre-school education. It is available for children from 3 to 6 years, not required, but it has the high degree of needs. Basic education consists of primary and secondary levels (ISCED¹ 1+2). Duration of education is 9 years: 5 years of a primary school and a 4 year of a high school. In addition to this, these 9 years of education are mandatory and after completion of basic education, students receive level ISCED 2A. Secondary school is level ISCED 3 and post-secondary education is level ISCED 4. Vocational education is an important life stepping stone for the students with a practical direction, this stage of education lasts from 1 to 2 years and is marked level ISCED 3C. Secondary education is aimed at students from a technical and manual skills standpoint, to pass for the labour market, the duration from 2 to 3 years, and is marked as ISCED 3C. Secondary education lasting for 4 years (ISCED 3A), carries a general professional character, i.e. a certificate of completion enables

¹ The International Standard Classification of Education (**ISCED**) is classification of education for comparison of statistics and indicators between countries by using international agreed rules, created by UNESCO (Uis.unesco.org, 2016).

graduates to continue higher education. Qualification of students give them the opportunity to study in a certain technical and economic universities. So-called gymnasium graduates are prepared especially for higher education. Moreover, there is a tertiary sector (ISCED 5B), which are professional education courses that lasts for 3 years and is divided into two sectors. Graduates receive a diploma, but it is not comparable to a bachelor's degree. Higher education is usually provided by higher institutions, with different levels of higher education, has a mark ISCED 5A and 6 (Beneš, Roskovec and Beseda, 2009, p.10).

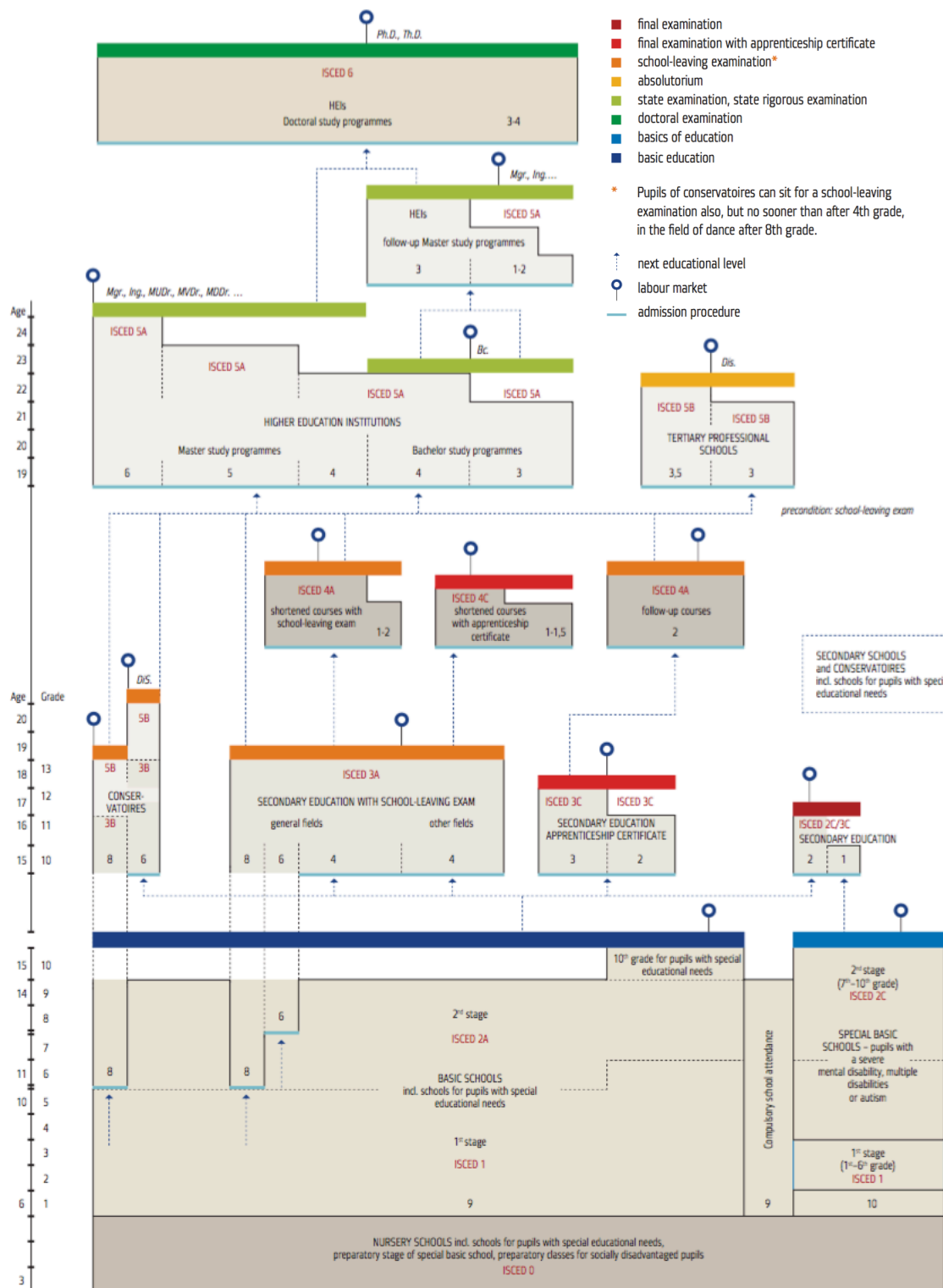


Figure 6. Education system of the Czech Republic

Source: BENEŠ, J., ROSKOVEC, V., BESEDA, J. 2009, *Higher education in the Czech Republic 2008*. Prague: Ministry of Education, Youth and Sports. Page 10-11. ISBN 978-80-86784-74-8

According to the law about public health insurance (*Zákon o veřejném zdravotním pojištění 48/1997 sb*), health care is available to every insured person. The system is funded by compulsory contributions, wage-based insurance contributions, also sources of financing is taxation or fees from their own pockets. Czech citizens are required to be a member of one of the seven insurance companies. Medical funds are self-governing state, competing with other insurers. As can be seen from the figure below, the Parliament is the legislative body of the country and the Ministry of Health, which is responsible for drawing up healthcare policies and healthcare supervision. Under Ministry of Health National is Institute of Public Health, the State Institute for Drug Control and regional public health authorities. Public sector as regions/districts/municipalities own and run regional/municipal hospitals. Other ministries as Justice and Defence own and manage several health facilities (Alexa, Rečka, Votápková, GinnekenSpranger, 2015).

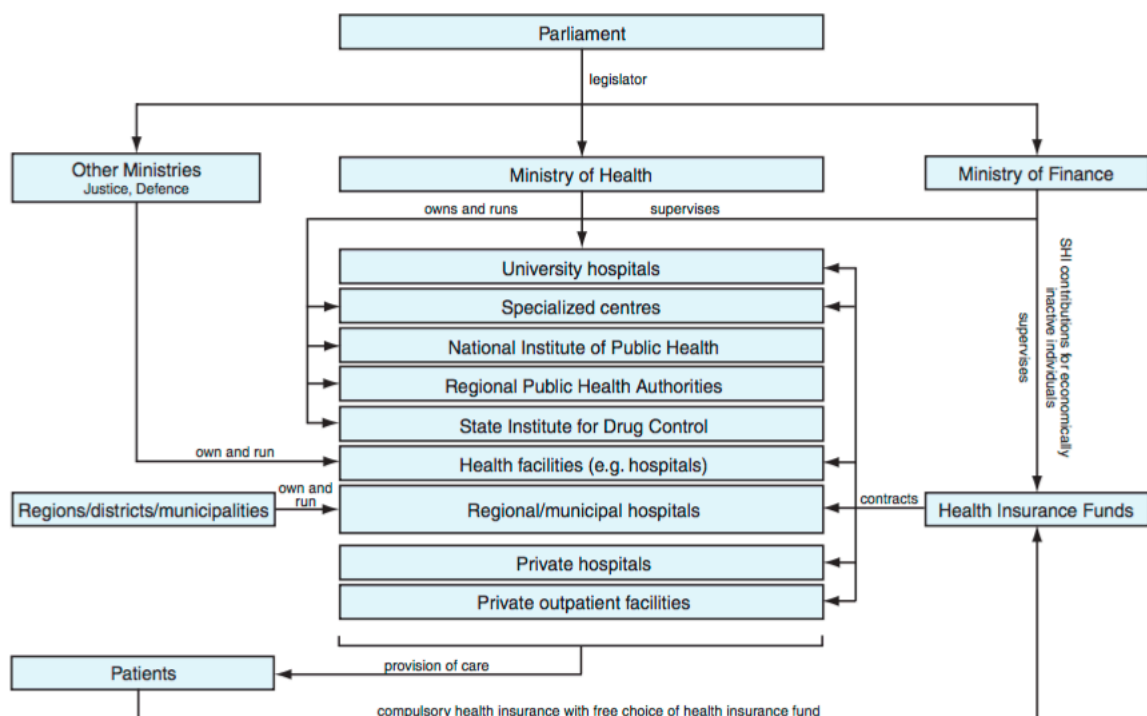


Figure 7. Health system of the Czech Republic

Source: Alexa J, Rečka L, Votápková J, van Ginneken E, Spranger A, Wittenbecher F. Czech Republic: Health system review. *Health Systems in Transition*, 2015; 17(1):1–165.

After a brief description of the legal system, health care and educational system of the Czech Republic, it can be touched on family and religion topic. The reason for this transition is that the family is the essential unit of culture. The exact definition of the family cannot be found, or because the family culture is defined by all differently by all. The family teaches a person not only basic human actions, the family trains the individual's behaviour; developing between the near and builds a foundation for future life.

The family is a key element of the Czech culture and it equals to carrier. Traditional family consists of a mother, father and children. The mother involved in raising children and well-being in the house, and the fathers work. However, it can often be seen, the fathers spend time with the children during the weekend, allow their wives to take a break. According to research, the status of men and women in the Czech family plays an important role, the mother plays a dominant role within the education of her children, but is now becoming increasingly normal to observe an equal standing of responsibility of both father and mother. The role of the mother is still great; the mother is the guardian. Women understand their importance in the family, and adhere to it. Men are also key to the family, but the majority of the Czech population also recognized men as supplementary carer of their child. However, views on the parental role differ significantly according to age and level of education. Married or cohabiting couples are willing to recognize the importance of the father's role as an educator, or build their opinion on the experience or on the desire for changes approved by both of spouses (Un.org, 2004).

In addition, childcare is only carried out by mothers in the Czech Republic, as there is a lack of the number of childcare facilities available. This result leads to the fact that women are not available for the labour market due to the significant position in the family. However, women in the Czech market toil occupy 57.2%, close to the result of the EU (58.5%), the percentage of job seekers women is 8.0% (ec.europa.eu, 2013).

The role of the family is sufficiently large in the Czech Republic. In the family reigns equality between husband and wife, and also in the rights and duties. Spouses decisions are made jointly. At the present time, in the upbringing of children attended both parents. They commit

themselves to support their children as long as the children are incapable of supporting themselves. According to Czech law, children who born inside and outside of marriage have the same rights. (Ministry of the Interior of the Czech Republic, 2011).

According to official sources, the society of the Czech Republic belonged to the pagan nations until the ninth century. In 863 AD, Cyril and Methodius came as Christian missionaries, spreading Christianity throughout the region, as well as throughout Europe, as a result the Catholic Church became dominant. Today the Czech Republic is a country with religious freedom. However, due to the influence of the communist regime, Czechs today are either atheists or not affiliated with a specific church. Currently 39.8% of Czechs consider themselves as atheists, 39.2% Catholic, 4.6% Protestant, with 1.9% in the Czech-founded Hussite Reform Church, 1.6% in the Czech Brotherhood Evangelic Church, and 0.5% in the Silesian Evangelic Church; 3% are members of the Orthodox Church; and 13.4% are undecided to which religion they are belonging. In addition, many churches were introduced in 1989 and the Jewish community, now existing in the centre of Prague, were formed during the World War II (Mzv.cz, 2016).

2.6. Czechs' identity, key values and traditions

The story of the country is quite young; gained independence in 1993, began before that date. The most significant changes took place during the First Republic (1918-1938), the communist regime and during the creation of an independent state in 1993. The identity of the Czech people has changed during the fall of communism in connection with the opening of borders, censorship, democracy and a sense of freedom in society. Czechs describe themselves as democratic, civilized, educated and cultured people, which has always belonged to the history of Europe. However, 40 years of communism had a significant negative impact on the Czech identity, introducing qualities of atheism, the lack of morality, corruption, passivity, lack of interest. Despite this, the main characteristic of the Czech identity is belonging to the European history. Czechs think this way not without reason, connectivity with Europe is not only geographical and historical factors, as well as cultural, political, economic and religious. Czechs consider themselves Western European Country (Langhammerová R., 2002).

Traditions and customs associated in the Czech Republic with Christian holidays and the wedding ceremony. Christmas is celebrated in the Czech Republic from 24 to 26 December.

Before the holidays general cleaning is carried out, where women are beginning to prepare varieties of cakes; people prepare gifts for each other; cover Christmas table, and decorate a festive Christmas tree. Other Christmas traditions are included: cutting an apple; launch of walnut shells in a bowl with water; kissing couples under the mistletoe. For other Christian celebrations belong to Easter. In this celebration family colour Easter eggs, decorating them with drawings, giving them to everyone during the holiday; baking a variety of goodies and put in vase sprigs of willow. New Year's Eve and New Year are one of the most popular holidays in the Czech Republic when people have fun, organize fireworks displays and make wishes. Other traditions include the celebration of the weddings. Various types of weddings are made unique. First of all, the groom asks the hand of the bride, then the groom go to her parents and asked his daughter's hand with the bouquet of flowers. The wedding do any particular frameworks, i.e. some make the wedding in religious canons (church or religious community), while others make them in the registry office (usually the municipality). Preparation for the traditional wedding: is to send out invitations to a celebration; to in order to prepare the cake and restaurant decorations. On the day of registration, the couple exchange rings and sign the wedding protocol in the presence of witnesses. Furthermore, in front of the restaurant's entrance the bride and groom break a plate or glass (symbol of happiness), they must pick up the pieces together. Then the newlyweds are served soup and, according to a tradition, they feed each other. After the event, the newlyweds receive gifts and go on a honeymoon (Ministry of the Interior of the Czech Republic, 2011).

2.7. Czech and Kazakh Relationship.

Czech and Kazakh relations are conducted on relationship between the two countries in economic and trade relations. Kazakhstan is an important trading partners of the Czech Republic in Central Asia. The volume of bilateral trade is growing significantly since 2003. Kazakhstan is one of the largest countries in Central Asia, which gives the Czech Republic the key to the heart of Asia. For Kazakhstan, the Czech Republic is also one of the important partners of Europe. According to the *Report on the foreign policy of the Czech Republic 1998-1999*, the availability of natural resources and progressing in the market of Kazakhstan, makes the country an important economic partner to the Czech Republic. Relations between the two countries are a priority economic cooperation due to the importance geographical location of both countries. Czech Republic has repeatedly stated their interest in relations with Kazakhstan, moreover, trade and

economic relations between the two countries provide many beneficiaries for further cooperation (Ministry of Foreign Affairs of the Czech Republic 1999). As it is seen from the *Table 2*, two countries commodities' are beneficial and useful to both republics.

Table 2. The Czech Republic export-import commodities in relation with Kazakhstan

The Czech Republic's export commodities	The Czech Republic's import commodities
Assembly components for Škoda passenger cars, medicaments, pulp and paper products, high voltage distribution apparatus, chipboard, gas turbine parts, pumps, digital processor units, aluminium foil, assembled structures, steel vats, medical equipment and fitting.	Mineral fuels, phosphorous and selenium, unprocessed cotton, liquefies propane and butane, ferrous alloys, tobacco.

Source: Report on the foreign policy of the Czech Republic. Prague: Ministry of Foreign Affairs of the Czech Republic, 2009, ISBN 80-86345-25-4, p. 301-302.

2.7.1. History of Czech and Kazakh Relationship.

According to the official web-site of Kazakhstan embassy in Czech Republic, diplomatic relationship between two countries started from the 1st of January, 1993 (Kazembassy.cz, 2016). In April 1998, in the capital of Czech Republic - Prague established diplomatic relation between the Republic of Kazakhstan, both sides signed a Joint Declaration on the results of negotiations between the delegations of the Government of the Czech Republic and the Government of the Kazakhstan on future mutual cooperation. In 9th of April, in Kazakhstan (Almaty) was signed a treaty between two states about taxation rules between 2 countries. During the establishment of Czech-Kazakh relations (cultural, scientific and educational) received a large influx of cultural relations: displaying of Czech cinematography, familiarization with the Czech composers, promotion of Czech music. Speaking about educational field, scholarships were offered to public higher education institutions to Kazakhstan's students. However, the scientific relationship at that time not observed. Also, the process of returning the native Czechs, who migrated from Ukraine or Moldova, to motherland continues began in 1995 and lasts to this day (Ministry of Foreign

Affairs of the Czech Republic, 1999). In 4th of November, 2004 diplomatic mission was transformed to the Embassy of Kazakhstan (Kazembassy.cz, 2016).

2.7.2. Nowadays relationships and future perspectives between two nations.

Nowadays, Kazakhstan is the leader in the volume of foreign investment with the growth dynamics of trade and economic relations at the time of increased the cooperation between the two countries. Kazakhstan is interested in the Czech experience in technology and industry, which has lead to the realization of investment projects in Kazakhstan. Across the several business forums between the two countries were signed agreements and projects worth more than \$ 250 million. gaining perspective and mutually beneficial partners over many years as a result. To attract new investment and the exchange of various amounts of experience of small to medium-sized businesses, leading to the expansion of bilateral cooperation within the industry and in agriculture – all of that is ruling relations between Kazakhstan and Czech Republic. The relationship between Kazakhstan and the Czech Republic is leading to strategic partnerships in Asia and the European Union. In recent years, there has been intensification of economic relations, which was from the result of the opening 70 mutual enterprises, in particular, the automotive sector; currently discussed plans for further economic cooperation in new industries. The growth of commodity turnover and investments lead to a significant increase in the relationship between the two countries. To the prospects of development can be identified and taken into account the modernization of Kazakhstan's economy through new investments and technologies, as the standards of technology level gain greater ground in the Czech Republic. Prospects of development exists, with the current operations of opening of new businesses in which it would be possible to build a second economy, that would not threaten the countries current supply of natural resources; from the help of foreign investments. The signing of the agreements and memorandums may open new horizons for profitable investment in Kazakhstan (Ministry of Foreign Affairs Republic of Kazakhstan, 2015).

3. Practical part

3.1. Methodology of cultural standards research

This method is based on the narrative stories of collecting information for later analysis.

The importance of gathering information through interviews necessary to develop solutions. Incidents collected and compared with the theoretical part define the cultural standards and their possible impact on actual behaviour in the environment (new environment) (Fink, Kölling, Neyer, 2005).

In order to avoid numerous errors, a method was developed, a step by step way was used to gather information:

“Step 1) The narrative interview itself and feedback loops within the interview.

Step 2) The stage of transcription and interpretation of interviews.

Step 3) Feedback with culture experts from home and counterpart culture.

Step 4) Mirror studies and triangulation studies.” (Fink, Kölling, Neyer, 2005, p.12).

Further text will consist of description on the procedure of each step.

“Step 1. The narrative interview itself and feedback loops within the interview” (Fink, Kölling, Neyer, 2005, p.12).

1. Description of the step.

Narrative interview technique makes it possible to collect information / data without restrictive assumptions. This method can be used with adequate information sufficient for construction of a theoretical part, or when there is doubt on the assumptions made in the theory. The narrative interviews collected short stories about critical incidents on intercultural interaction, in this case in the field of education. The aim is to collect critical incidents, which regulate the actions and interactions of society, leading to the experience that the common solution to the problems / issues does not work. Short stories of real incidents lead to the analysis of events and transform the honey agaric in knowledge. Or the opposite can occur, in the case of collection of information, we will hear only the reflection, prejudices and stereotypes of persons interviewed (Fink, Kölling, Neyer, 2005).

2. Procedure of the step

For interviews need students studying at Czech universities, directly from Kazakhstan with communication in Czech society. To ensure high-quality analysis to interviewer need to find the defendant / narrator who a) had experience in dealing in the guest culture for at least 3 months; b) still remembers the case; c) and is ready to be the narrator. The narrator must be willing to tell small stories, if he / she finds a nice interviewer or the interviewer can help solve a difficult problem. Interviewees should belong to their own culture, dating back to her sympathetically and confidentially. Cultural dialogue should consist of a similar cultural people, because there is a higher risk that each sides views and opinions will cause conflict due to different cultural standards. They both sides will ascribe different values and describe the different behaviour in certain situations. Age, gender, personality, appearance also can bring unforeseeable problems during dialogue / interviews. On the result of the study may affect not only the questioner, his/her behaviour or the relationship between the interviewees, but also it might be an interview context. Sometimes there may be confusion between the interviewer and interviewee because of gender differences, or even in the presence of 3rd person. During the establishment of the initial contact, the questioner must warn the interviewee that there is gathering critical incidents, i.e. short stories of communication with people from another cultures, whose behaviour and reactions are different than we expected. During the interview, the respondent is asked to tell a significant story connected with the critical incident. The interviewer again explains what it means to a critical incident. After telling the little story to the interviewer, feedback messages are used with questions such as: "How do you explain that you have coped with this problem?" And finally, "What was the reaction? Have you adjusted your behaviour in the future?". This type of questions raised in order to gather information about the values, stereotypes and learning behaviour of the person/interviewee. The information collected on the personal assessment of critical incidents, value judgments and coping strategies help in this and further stages. Also, after the interview, the interviewer should make a review over of his/her techniques through the questions such as: What is going wrong? How to improve his/her techniques? (Fink, Kölling, Neyer, 2005).

"Step 2. The stage of transcription and interpretation of interviews." (Fink, Kölling, Neyer, 2005, p.15).

1. Description of the step.

To determine the cultural standards, there is a need to analyse the interviews and critical incidents. Each of the interviews should be recorded on tape. Accompanied with a narrative transcription of the interview (Fink, Kölling, Neyer, 2005).

2. Procedure of the step

The transcripts are analysed by qualitative analysis developed by Mayring (2000) for the determination of realities by comparing transcripts with theoretical part of this work. Content analysis consists of 3 stages: summarizing, explication and structuring. The text will be reduced to a summary. Additional materials for understanding certain parts of the text will be used. At the last stage snippets of text or phrases must conform to a specific category. Categories are the characteristics of text that thought out and made by researchers in the analysis of interview transcripts. Through organized qualitative analysis that are grouped for the development of cultural standards, said taking into consideration stories of the interaction with another culture (critical incidents), estimates of survival strategies, stereotypes (Fink, Kölling, Neyer, 2005).

In the context of the study of cultural standards, short stories must be defined in the transcript, including stereotypes and seen related culture. Comments or incidents said / done in the early stages should be compared with later interviews. The variables of each interview should be recorded: age, gender, experience. Finally, in order to achieve a short presentation of typical cases by category, check individual interviews conducted for compliance. Also from the existence of other comparative steps: pairwise comparison of the first interview to the second, second with third; compare first 6 persons with 6 followed and determine the difference between them. The main problem of this step is a bias due to cultural interpretation, by the fact that its own culture, experience, explorer stereotypes can influence the analysis (Fink, Kölling, Neyer, 2005).

“Step 3. Feedback with culture experts from home and counterpart culture (Fink, Kölling, Neyer, 2005, p. 16).

1. Description of the step.

To eliminate the error of inclination of follower, it will use the feedback to the culture of the home and the other culture. These critical cases should be eliminated, something that does not occur because of cultural differences, but rather character traits, personality or personal interests

(Fink, Kölling, Neyer, 2005).

2. Procedure of the step

Various critical cases involving respondents, represented by experts from the home culture and the other cultures. Experts are people who worked in the home culture and the other cultures include theorists, linguists, psychologists who are able to assess the typical or normal behaviour, i.e. ways of perceiving, thinking, judging and acting in these situations. These experts determine the appropriate cultural norms. Experts are critical incident on the other "The norm or typical behaviour in your country? Why does this behaviour is appropriate? What is the reaction to this human situation from your home culture?" (Fink, Kölling, Neyer, 2005).

Step 4) Mirror studies and triangulation studies." (Fink, Kölling, Neyer, 2005, p.17).

For this step, researchers will need two colliding cultures that conduct an independent study of cultures, in order to achieve symmetry in the results, thus will be overcome cultural biases and bias. Thus, the total result both studies can be seen as a reflection of actual results. Incidents that are not reflected in the other culture, need to be checked (Fink, Kölling, Neyer, 2005).

3.2. Research

In the practical part was used cultural standards method which was described above. As this research was by one perspective only, thus, steps 1 and 2 were implemented. Main source of information was interviews of critical events. This is a qualitative research conducted by interviewing respondents who were in contact with representatives of the host culture for at least 3 months. The method is based on the so-called investigation. Critical events ("critical incidents"), which may be caused by different norms of behavior in different cultures (Fink, Kölling, Neyer, 2005).

Kazakhs respondents told short stories and situations encountered in contact with the Czechs at university environment. They were asked initial questions: "What are you in contact with the Czechs surprised, amazed or shocked?"; "Was there a possibly during the conflict situation?". Respondents were pre-informed about the purpose of research (collection of critical incidents), and the questions that should answer later. The basic condition for the selection of

respondents is: 1) have experience in contact with the Czechs; the experience of a critical event; 2) event still remember; 3) Be willing to share this experience during the interview.

The research was carried out in the period from 28 February 2016 to March 15, 2016. Personal interviews took place in Prague In total 12 respondents was participated in research. The interviews were recorded in Russian, later transcribed and analyzed. The evaluation was carried content analysis of each interview separately, and the results of individual interviews were then compared with each other.

At the beginning of the interview, respondents were categorized by their age, level of education and when they met and communicated with Czechs. Hence, the figures below are presented the following structure of respondents. Profiles of people surveyed are presented anonymously, research analysis will be written as “respondent 1” or “respondent 2”. Moreover, profiles of respondents are listed in appendix, but without including the name of person.

Respondents, who was interviewed and consisted of 5 females (42%) and 7 males (58%).

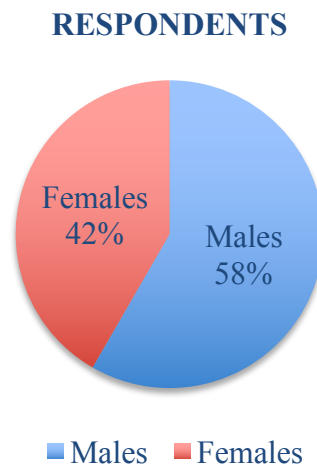


Figure 8. Structure of respondents by sex

Source: Adapted from author based on research

The age of respondents were from 20 years-old to 24 years-old. The highest number of respondents was in age between 21-22 years-old. The oldest respondent was in age 24. The youngest respondents were in age 20.

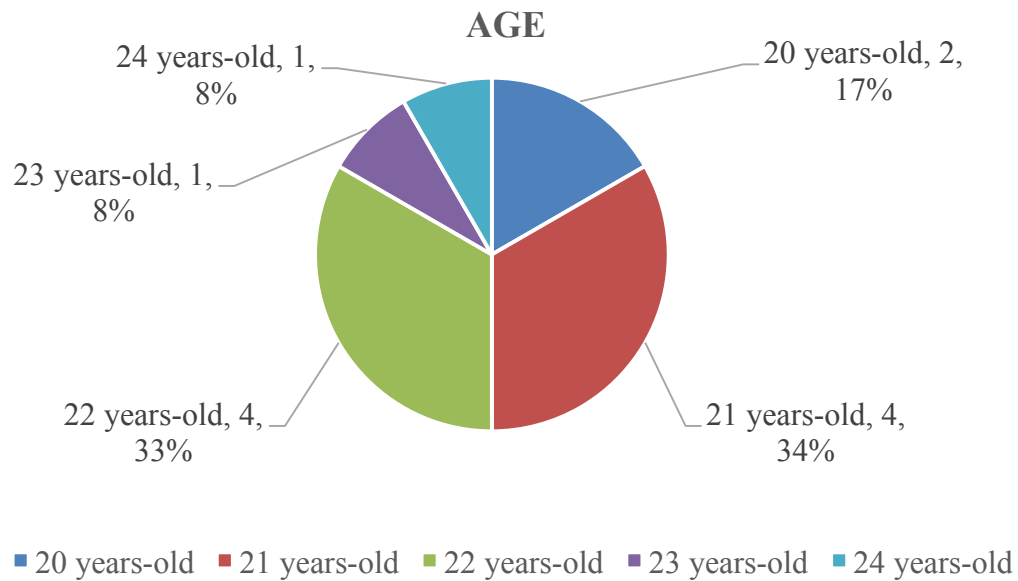


Figure 9. Structure of respondents by age

Source: Adapted from author based on research

For the selection of respondents, were identified criteria depending on the area of study: private universities or governmental. In research analysis was involved students from universities:

1. Anglo-American University in Prague (1);
2. Czech University of Life Sciences Prague (4);
3. University of Finance and Administrations (5);
4. Czech Technical University in Prague (1);
5. College of International and Public Relations Prague (1);

EDUCATION

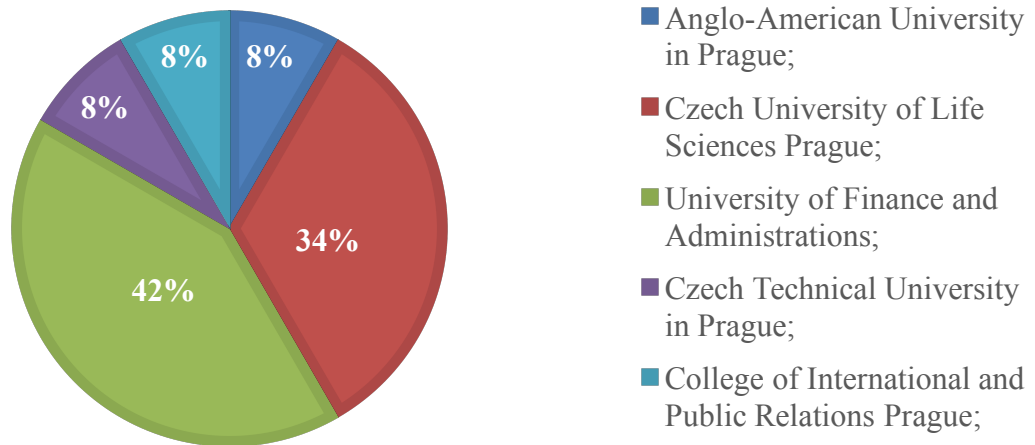


Figure 10. Structure of respondents by university

Source: Adapted from author based on research

3.3. Czech-Kazakh cultural standards

The main aim of this thesis is to identify and describe in details the Czech cultural standards from Kazakh perspective in study environment. Below summarized research for the similar topics/characteristics mentioned in the interviews. Those are the cultural standards that will be identified. Research for "Czech Cultural Standards from Kazakh Perspective", so will be one set of "cultural standards". It is several topics that will be found repeating in the interviews transcripts.

Research questions of bachelor thesis was involved by all of the respondents. The story of respondent started when he/she came into Czech's environment, what was shocked them or surprised. Research questions was made by the author who, basically, is a Kazakh representative. Mostly all of the respondents involved answers for questions that they even have not seen them.

Based on the research several cultural standards were derived, some of them were only specific to teachers, others only to students. The complete list of them is here:

1. Cultural standard: Politeness and tolerance toward foreign students (for

teachers).

2. **Cultural standard:** Equal treatment of every student (for teachers).
3. **Cultural standard:** No interest in communication with Russian-speakers (for students).
4. **Cultural standard:** Formality level of teacher-student relationship is decided by teacher (for teachers).
5. **Cultural standard:** Willingness to help students (for teachers).
6. **Cultural standard:** Respect and adherence to rules at university
7. **Cultural standard:** Individual work, no support among students (for students)
8. **Cultural standard:** Low respect toward elderly teachers and people in general. (for students)
9. **Cultural standard:** Positive, friendly, polite and helpful at everyday interactions.
10. **Cultural standard:** Punctuality (for teachers). Relative punctuality (for students).
11. **Cultural standard:** High-quality preparation before the exam (for students).
12. **Cultural standard:** Relaxed lifestyle and casual appearance.

Below presented affected topics, the respondents' citations and the detailed result of the analysis:

Cultural standard: Politeness and tolerance toward foreign students (for teachers).

Cultural standard: Equal treatment of every student (for teachers).

Cultural standard: No interest in communication with Russian-speakers (for

students).

Czech-teachers are polite, tolerant to foreigners, whom are on equal footing. However, Czech-students do not try to communicate with Russian-speakers, as it mentioned by several respondents; they do not understand Russian-speakers because of accent or grammatical mistakes in conversation.

Respondent 3 (M): *“The relationship with the Czechs are very unusual, they are communicating only with the Czechs and abstracted from the Russian-speaking communities...”*

Respondent 6 (M): *“First of all, I was surprised that the people are polite, and you can easy communicate with them...”*

Respondent 9 (F): *“I expected a biased attitude of Czechs towards foreigners, I thought all the time, how I speak, if I say something wrong, I tried to make sure that they do not understand that I am a foreigner. From my arrival, I have always tried to communicate primarily with the Czechs than our compatriots...”*

Respondent 10 (F): *“I was surprised in the Czech Republic, that the Czechs, most of them are very tolerant to foreign students, the rest are not. But I have not gotten such information straight or openly. Most of them interest of our country and culture...”*

Respondent 11 (F): *“When I went to university, we immediately started to communicate with Russian-speakers, Czechs do not want to communicate, and even now do not contact with Russian-speaking students. Once we talked to one Czech-girl, and she said that they do not talk to us because of the fact that we have an accent and it irritates them and they do not understand us...”*

Respondent 12 (F): *“Czech-teachers are respect absolutely equally foreigners and Czech-students, sometimes even to foreigners more loyal, more lenient, but depends on the teacher. Once arrived at the first lecture and teacher complained to foreigners, and said he did not like visitors and how they spoke and when they come to the exam, they can not associate the words. This attitude is shocked me... When I first came to the university, I did not expect anything special, all the teachers are good and treat all equally. Very pleased that behaviour!”*

Cultural standard: Formality level of teacher-student relationship is decided by teacher (for teachers).

Cultural standard: Willingness to help students (for teachers).

Czech-teachers are loyal, if the students have any questions, the teachers can explain the concepts within their lectures well. Formality is present between teacher and student. Formality level depends on the teacher. However, student can easily communicate with Czech-teacher, even in a formal format.

Respondent 1 (M): *“In that case, they were friendly, but mostly it is not the same situation for foreigners, they are slightly aggressive. Regarding public universities, it often appears, acquaintances, friends told that the Czechs have good relationships with Czech-students...”*

Respondent 2 (M): *“In the Czech government universities, I believe that the relationship between the teacher is very formal, and in our university, teachers treat with students in a friendly way: sometimes we go to a cafe or next week we are planning to go to the strike ball...”*

Respondent 3 (M): *“...Teachers are very loyal to the students, regardless of nation, the friendly relationship between teacher and student...”*

Respondent 4 (M): *“In CZU, the relationship between teachers and students more formal, but there were cases when the teacher allowed friendly relationship, for example, our teacher in psychology, it was his distinctive factor...”*

Respondent 5 (M): *“Good relations with the Czech teachers, of course, there is a distance, sometimes they make fun, but, basically, there is a formality... In the beginning I was surprised that students can afford to drink a beer with teachers, sit in a cafe, but there is also a formality...”*

Respondent 6 (M): *“Formality is present between the student-teacher, of course, but a neutral attitude to the authorities...”*

Respondent 7 (M): *“Although I am studying on the English faculty, I noticed that on this course, the Czech-teachers behave differently, there is no bias, trying to explain everything in simple terms. Formality between teacher and student is present, but also depends on the teacher.*

For example, we have the teacher is engaged in martial arts, so sometimes formality between us disappears, he is interested in our lives as well as we are...”

Respondent 8 (F): *“The relationship between teachers and students are normal, pretty formal...”*

Respondent 9 (F): *“In our university, the relationship between teachers and students less formal. However, when I came to university, I experienced a lot of stress, do not know how they will apply to us. We were lucky, because in our university professors are young and talking to us in our language. Formality is present only in the exams...”*

Respondent 10 (F): *“If you have any questions, teachers can always explain once again, consult, they are very open people. Teachers appreciate and listen to your personal opinion. I like it a lot...”*

Respondent 11(F): *“Teachers of Czech universities are very loyal to foreigners who speak Czech. When you are talking with the teacher, he starts to listen, even if we sometimes speak with errors, they understand us, correct and never condemn. The professors here are very strict, but there are exceptions when teachers can call in a cafe or a bar for a beer, then there is a very informal relationship. Teachers can laugh, joke, talk, and in Kazakhstan there is no such informal communication between teacher and student. The relationship between teachers and students are very good here...”*

Respondent 12 (F): *“Formality between teachers depends on the teachers, as they are allowed. There are teachers who call to drink beer and discuss the thesis, or other teachers who professionally conduct correspondence and only in the case of study...”*

Cultural standard: Respect and adherence to rules at university.

Cultural standard: Individual work, no support among students (for students).

Czech-teachers and students respect and adhere closely to the rules of the university. Czech-students are hard-working individuals, independently from their fellow student; no support among students. Individualism is privileged in study environment. Additionally, it was mentioned by respondents that you cannot give any gift (chocolates or flowers) to teacher, this behavior is

prohibited. However, in CIS countries it means respect from the side of student.

Respondent 1 (M): *“Basically, the Czechs are not much different from other Europeans. Czech -students stick of university rules, even though I have an English-speaking university, I have a lot of Czechs teachers. Yes, I was surprised, they have some kind of accent, but their knowledge of English at a very high level. And yes, the teachers themselves adhere to the rules and do not allow students to violate them...”*

Respondent 2 (M): *“The Czech-students work by themselves, there is no support among students. If possible, help or suggest, the Czechs-students did not help, I think, because of the fear of the teacher or because they are not supportive...”*

Respondents 4 (M): *“Adhere to the rules of the students, do not share information, everyone is working for himself...”*

Respondent 5 (M): *“Students and teachers adhere to the rules of the university. However, in the lectures I have noticed how noisy the Czechs, talking in a loud voice, but there are very few persons....”*

Respondent 7 (M): *“Once was the case when Czech-classmates told the teacher that someone is cheating, thus exposing us, and they primarily follow university rules...”*

Respondent 8 (F): *“Respect and honor the rules, at least teacher...”*

Respondent 9 (F): *“Students, teachers adhere to all the rules of the university. For example, one day, I went to the 3 attempt of the exam, prepare for the all 200%, but the teacher did not believe me and called to the oral exam, where I said everything without any hesitation...”*

Respondent 10 (F): *“They adhere the rules, but the severity depends on the teacher. The students themselves do not particularly adhere to the rules...”*

Respondent 11 (F): *“In any Czech university, teachers are very demanding, in the university students study honestly, since they adhere to the rules of the university: do not cheat, do the work without plagiarism. It is impossible to give gifts to teachers; it is impossible to elicit an assessment - this is not excusable. One day, I noticed that in one of the universities has been written*

document that for gifts (flowers or chocolate) may be expelled from the university...”

Cultural standard: Low respect toward elderly teachers and people in general. (for students).

Czech-students are being noisy, talkative and speak loudly in lectures in most situations with elderly teacher, probably because they are not interested in lecture. In some cases, they ignore elderly people in public transport. Because for any social cohort, Czechs see each other as all equal, so they do not respect every individual nor everyone as a whole.

Respondent 2 (M): *“I have noticed that older people who enter the subway, got place not from the Czech-student, but from the older generation. In Kazakhstan are taught from childhood to respect elders and give place, even if we do not know them. However, I think that they are respectful to all nations, even if the foreigner is not particularly strong in the Czech language, they are trying to understand or ask again...”*

Respondent 3 (M): *“...Czechs respect you as a person, regardless of age or status...”*

Respondent 4 (M): *“I have never noticed that young Czech-students somehow show careless attitude to adults. Although sometimes I have seen a couple of cases, when a woman is in the public transport with large bags from Tesco, and near the young man is sitting and seeing her but still ignores...”*

Respondent 7 (M): *“I noticed one day, when we had a block course, where our instructor was in old ages, and all Czech-students laughed during his lectures, then told in a loud voice, and told all sorts of nonsense sentences. However, I believe that it is personal minus...”*

Respondent 9 (F): *“Never understood the Czechs, when they are in a lecture with an elderly teacher, they are going to sit on the last row, and beginning to make noise, laugh, talk in a loud voice...”*

Respondent 10 (F): *“During the lecture, the Czech-students are constantly talking, they are not whispering or talking loudly, it shows disrespect for the teacher. At least we are Russian speakers talk in a whisper, if anything we want to say between each other...”*

Cultural standard: Positive, friendly, polite and helpful at everyday interactions.

Czechs are very friendly and polite everywhere. They greet in public places, apologize and can help you if you ask them. People are polite for everyone, again, because of equality in the CR.

Respondent 2 (M): *“The third factor that impressed me is that all the greet with each other, even people who do not know you, the elderly, the teachers, who do not keep us in the lecture. Firstly, I was surprised, but then it became a pleasure to meet such polite people in the elevator, for example. I remember once was a sleepy and not in the mood, and went into the elevator and unknown people greeted to me, it was very nice and I got a positive attitude...”*

Respondent 3 (M): *“I live in a dormitory now, where 90% of students are the Czechs, and many of them every day greet with me, even if they do not know each other, but there are other individuals who simply just ignore...”*

Respondent 4 (M): *“First impressions were different, but, in general, people, despite the fact that the weather is rainy, people do not stop to smile to you in public transport, say ‘hello’ in the elevator, something that in Kazakhstan is not so common, for Czechs refer to such behaviour is normal. This wildly surprised...”*

Respondent 5 (M): *“Politeness - one of the factors that have pleasantly surprised...”*

Respondent 7 (M): *“Greet in public places for me is easy, and this fact has not appeared to me surprising, even in Kazakhstan I was polite with everyone. I like this behaviour, but there were occasions when the Czech-students neglect such obscenely behave towards foreigners...”*

Respondent 8 (F): *“In Kazakhstan we are still quite polite people and, therefore, the fact of politeness is not surprised in the Czech Republic...”*

Respondent 9 (F): *“Additionally, greatly surprises politeness as they say, “Good afternoon, thank you, goodbye, sorry,” and I like it a lot...”*

Respondent 10 (F): *“I was not surprised, but pleased that the people are friendly...”*

Respondent 11 (F): *“As I noticed that the Europeans are very polite, always smiling, and*

even, if you ask the way, they are able to help you. In Kazakhstan, such actions are very rare. In the Czech Republic, for example, when you go and accidentally push someone, both persons apologize. It surprised me!”

Cultural standard: Punctuality (for teachers). Relative punctuality (for students).

Czechs are very punctual, at least teachers. In some cases, students can be late for 10-15 minutes. The reason of unpunctuality of other students depends on personal factors. Students, who are being late, have a valid reason for it.

Respondent 1 (M): *“I have one Czech-teacher, who has a stopwatch in his office. For example, our lesson begins at 11:30, and exactly in seconds, he closes the door, then, if you have gone, you are late. I believe that the teacher is punctual by himself, but the Czechs themselves, the students are late for 5-10 minutes, and basically, it is permissible in our university, but after 10 minutes it is considered that you have missed a lesson. However, in Kazakhstan people are always late, it's "cultural heritage", but I had a German upbringing: come on time, and if I am late, I warn a person before the hour. In fact, it is good that Europe shows standards throughout the world, because punctuality - this is important, and living in Europe, you know how it is right and do not understand people in Kazakhstan who say come in 2 p.m., and in fact will come to 3-4 p.m. I am used to these European standards of punctuality...”*

Respondent 2 (M): *“I did not notice punctuality from the Czechs, because I am not punctual...”*

Respondent 3 (M): *“Regarding punctuality, Czech-students, if they are late, it is only for a valid reason...”*

Respondent 4 (M): *“It seems to me, that Czechs are much more punctual than Kazakhs. I have noticed it in a daily student's life...”*

Respondent 5 (M): *“Of course, with respect to Kazakhstan, Czechs are more punctual, but not all, I think that depends on the person...”*

Respondent 6 (M): *“Czechs are punctual; Kazakhs can learn it from them...”*

Respondent 7 (M): *“Punctuality of Czechs is developed, although also there are cases when some teachers are late every time to lectures...”*

Respondent 8 (F): *“Moreover, since I always come in time, then I noticed that the Czechs are very punctual...”*

Respondent 9 (F): *“Czechs are very punctual both students and teachers... I did not notice that the Czechs are late for a lecture...”*

Respondent 10 (F): *“According to our group, they are absolutely not punctual, late for 10-15 minutes...”*

Respondent 11 (F): *“As I noticed that Czech students are not punctual. They like being late, can come at the end of the lecture, for example, 30 minutes before the end...”*

Several respondents even stated that lack of punctuality means absolutely cultural minus in the interaction with the Czechs.

Respondent 4 (M): *“And of course it is a cultural disadvantage - lack of punctuality...”*

Respondent 6 (M): *“Be late for Kazakh dignity to the Czech minus...”*

Respondent 7 (M): *“I believe that to be late - it is a minus, and punctuality - one of the points of success. In fact, the Kazakhs, I think it's a stereotype to be late. I do not like to be late, I do not like to wait, or when waiting for me...”*

Respondent 10 (F): *“Not punctual - not a feature, I think that it is a minus, because it distracts the teacher during the lecture, and slows the whole process...”*

Cultural standard: High-quality preparation before the exam.

Czechs prepare before the exam period in advance, but in some cases they prepare before exam date and improvise in exam, and can usually pass in 1st attempt, rather than Russian-speakers counterparts. Improvisation in “mother tongue” is going easily by Czechs if they understand the topic, even they do not need any preparation.

Respondent 1 (M): *“Preparing for exams takes place in my last dates before exam, but before I am relaxed, and I have noticed that the Czechs are also preparing at the last moment. However, all depends on the person, rather than by culture. And most of the students, regardless of culture, prepared at the last moment...”*

Respondent 2 (M): *“As for preparation for any exam, I think that it all depends on the person or group...”*

Respondent 3 (M): *“...As I mentioned, my Czech-classmates are preparing since the beginning of the semester, while the Russian-speaking students are resting. However, during the exam period, we rallied with the Russian-speaking, and always ready to help to the Czechs, and others...”*

Respondent 4 (M): *“As I have noticed, the Czech-students prepare in advance for exams, for example, I have seen students who was being prepared during the semester in the library...”*

Respondent 5 (M): *“There are a couple of guys who are not ready for the exam, but they come and improvise...”*

Respondent 6 (M): *“Exam Preparation is also a personal factor, there are students who are studying from the beginning of the semester, or who started to prepare at the end of the semester, but I think and I noticed that the Czechs are prepared in advance...”*

Respondent 8 (F): *“Kazakhs generally pass on the second attempt in our university, but the Czechs, of course, with the first, the reason of it because Czech-students are starting to prepare before, rather than Russian-speaking students...”*

Respondent 9 (F): *“Especially Czechs do not study much, tend to improvise...”*

Respondent 10 (F): *“It seems to me that, especially, the Czechs are not preparing for an exam. They confidently coming to the exam and pass. Have not seen that they are prepared in advance, it is probably due to the fact that they are studying in their “mother tongue” ...”*

Respondent 12 (F): *“As far as I noticed, Czech-students are generally well prepared for the exam and pass well...”*

Cultural standard: Relaxed lifestyle and casual appearance.

Czechs are simple, open-minded. The way in which they wear clothing does not depend on the public's opinion. The Czechs do not pay attention to what they look like and do not care of appearance of others. In Kazakhstan, as mentioned by all the respondents that people are dependent on public opinion and they take care of their appearance or on what other people talk and think about them.

Respondent 2 (M): *"I was surprised that most of Czech-students do not look after their appearance, or rather they do not care for public opinion..."*

Respondent 3 (M): *"...the public opinion for them does not matter, for example, they do not care about their appearance. At first time I was very surprised, but now it has become the norm. However, comparing the students from the CIS, the appearance and the public opinion are considered very important factors..."*

Respondent 4 (M): *"By the way, I notice that their lifestyle is very free and this is evident from the behaviour or appearance..."*

Respondent 5 (M): *"I noticed that they do not care about the appearance, i.e. combine not compatible. For me personally, it was a good factor, because I do not fashion man and I realized that it does not matter for them, they dress comfortably, not fashionably..."*

Respondent 6 (M): *"I think that they do not care about public opinion, can dress in a simple way, in comparison with the Kazakhs, for which public opinion is very important, they are trying to match its status..."*

Respondent 7 (M): *"Also notice that the Czechs do not care of their appearance, apparently as comfortable for them, and they do not care for public opinion. In Kazakhstan, for example, a girl who wants to go out to the store qualifies as a date and watch at the appearance, generally they fear of public opinion. And I think this is a negative, when people do not take care of themselves..."*

Respondent 9 (F): *"Czechs are more open-minded, because public opinion is not important to them. I like the openness, very like it. There are many strange things happening in the street, in*

Kazakhstan is much quieter. Appearance does not matter to them, as I noticed a very strange combination. And by doing so they show that they do not care what people think about them...”

Respondent 10 (F): *“The one of the things that surprised me that the Czechs do not pay attention to what you look like. I was pleased than disappointed. In Kazakhstan, they will look all to you, discuss, notice how you dress, how you are behaving as you sit or with whom you sit. And in the Czech Republic, for example, in a shop you can go in your pyjamas and no one looks at you in a strange way. For me, it is more a plus than a minus...”*

Respondent 11 (F): *“I was surprised, that the people living in Europe are simple, it can be seen from the behaviour, appearance, by the way on which cars they move. Quite simply, no one stands out from the crowd. In Kazakhstan, people no longer follow fashion and trends, buying new cars...”*

Respondent 12 (F): *“The Czechs do not attach importance to public opinion, think of themselves first and foremost. For example, the university only think about themselves and about their welfare, their individualism prevails. At the lecture, the students always come neat...”*

4. Comparison of research results with Czech identity and values

According to information about Czech identity and values, that were described before in the chapter 2.6., was made a following conclusion. First of all, the Czech identity has changed after fall of communism and thereby not only constitutes opening borders of the Czech Republic, but also the growth of democracy and strengthening freedom of speech. Therefore, the result of research was obvious, and Kazakhs have noticed that the Czechs do not care for public opinion, they are simple and open-minded. Secondly, the Czechs are polite and friendly what confirmed their description of themselves that they are civilized and cultured people. For example, the Czech-teachers always willing to help the foreign student. Moreover, they are belonging themselves to the history of Europe, and this is absolutely true. The research results also confirm by the most part of the respondents, who have noticed the punctuality of their Czech counterpart. the sense of punctuality, has been adopted by the Czech citizens, from the surrounding Western Europe. A referring back to the transcripts teachers were always punctual and the students in most cases were more punctual than Kazakhs. Moreover, the Czech-students are badly communicated with

foreigners from CIS countries. This fact was mentioned by all the respondents, probably because of the communist regime past. Due to different formalities existing between student and teacher whom were connected with the post-soviet countries; relationships are formal in all CIS countries. Since, the Czech Republic was connected with CIS countries in past, it seems similarities still exist between all post-soviet countries in a way of behavior, thinking and education. Thus, after the fall of communism in the beginning of 90's, the Czech Republic opened its borders not only geographically, but also in a way of development. Therefore, decreasing of formality between teacher and student is also connected with cultures of European countries. In addition, what was mentioned by the respondents, was that the Czech-students were usually being noisy, talkative and would speak loudly in lectures with an elderly lecturer, which is not interesting for students, because of democracy and freedom of speech factor. Thus, if they do not like the lecture or teacher, they just can leave the class or stated to talk loudly. Again, it has been seen the freedom of behaviour and speech (Langhammerová R., 2002).

5. Recommendations for Kazakh who are going to study with Czechs

Kazakhs are faced with many critical incidents within Czech student environment, which has been identified in the research part of this thesis. Therefore, to avoid such critical incidents between Czechs and Kazakhs within university environment, these will be the suggested recommendations for Kazakhs planning who are going to study in the Czech Republic.

- a) Always greet with teachers and elderly persons, with expressions of respect and politeness. According to research, the most of the respondents were shocked of the politeness from the Czechs' side.
- b) Respect all regardless age or status. Help elderly people and someone, who needs any assistance in public transports.
- c) Czechs are close until they get to know you personally. Try to communicate with Czech-students even, if your Czech language knowledge is not so good. If you try to be simple, you will easily enter into the Czech environment.
- d) Be punctual. Respect the teacher's time. Do not disturb the lesson. Punctuality is the main part of success.
- e) Adhere to university rules. Be honest. All results depend on you. Gifts (flowers or chocolate) are forbidden to teachers.

f) Prepare for an exam in advance, it is complicated to improvise in Czech language, if it is not your “mother tongue”.

g) Try to make formal relationships with teacher. Do not panic, if your teacher invites you to discuss your project in café to drink a cup of coffee or in bar to drink a beer. Your teacher wants to help you. BUT! Only teacher can change the formality of the communication.

h) Do not hesitate to ask questions to a teacher. He/she always can help you in their office hours. Office hours of each teacher are scheduled once a week. Find when and where will be an office hour in advance.

i) Do not be afraid of public opinion! The Czechs do not care how you dress up or what are you doing. However, preferable to wear the suit on exams or dress up in a formal way.

These recommendations will help Kazakh-students easy to cooperate with Czechs, eliminate barriers and critical situation between two cultures in study environment.

Conclusion

The aim of this bachelor thesis was to identify Czech cultural standards from a Kazakh perspective in the study environment. Based on the research, which has defined twelve Czechs' cultural standards; compared with the theoretical background about Czechs' key identity and values, and to answer the three research questions, which were stated in the introduction.

In other words, cultural differences between nations are inherent. Different types of cultural dimensions were explained throughout this bachelor thesis. Through these dimensions, we can understand how national cultures work, why people from different countries may have misunderstandings between each other. The theoretical part is devoted to cultural dimensions and cultural standards as tools to identify cultural differences and cultural standards. There have been described and compared to other approaches leading researchers in this field: Hall, Hofstede, Trompenaars, and Thomas.

In the practical part, a methodology was constructed to research cultural standards, which were used to conduct interviews (critical incidents) with Kazakhs representatives. The greatest emphasis was placed on the study environment and communication with Czech students and teachers. Respondents by themselves and without any guidance expressed what they had noticed in Czech study environment and then were set cultural standards which were accompanied by citation of the "critical stories". Topics that respondents had mentioned were very similar, even though the respondents did not know or have never met, and study in completely different universities. All the respondents had experience coming in contact with other Czech students in the study environment. This had the effect that cultural standards were identified primarily in that environment.

To improve cooperation between Czechs and Kazakhs, there were several recommendations proposed based on the findings of cultural standards and how to prevent critical situations. The main important point is courteous behaviour, speech and ability to keep pace with the Czechs. Therefore, it is important to remember that Czechs are open-minded. In the context of comparing research results with the key identities and values, it was observed that identified cultural standards have their roots in history, political system of the country, which also are contrary influence reflected in cultural standards.

Based on research were determined twelve Czech cultural standards from Kazakh perspective. *Politeness and tolerance toward foreign students (for teachers); Equal treatment of*

every student (for teachers); No interest in communication with Russian-speakers (for students); Formality level of teacher-student relationship is decided by teacher (for teachers); Willingness to help students (for teachers); Respect and adherence to rules at university; Individual work, no support among students (for students); Low respect toward elderly teachers and people in general. (for students); Positive, friendly, polite and helpful at everyday interactions; Punctuality (for teachers). Relative punctuality (for students); High-quality preparation before the exam (for students); Relaxed lifestyle and casual appearance. All identified cultural standards were proved by the critical incidents which the Kazakh respondents experienced and which they were surprised in contacting with the Czechs. The answers to research questions were approved by cultural standards. The first question was: *What is the formality in a relationship?* Czech teachers respect every student regardless of his/her nationality. Formal relationships are presented in the study environment. Formality level is decided by a teacher. However, students disrespect elderly teachers, and people in some cases. The second question was: *What is the time perception?* Czech-students and teachers are punctual. They are not usually late. However, some individuals can be late. The preparation for the upcoming exams started earlier for Czech students. Moreover, they can improvise in exams, even without preparation, if they study in the Czech language. The last question was about public opinion: *Is there a place of public opinion?* Czechs live in a relaxed way, they do not stress themselves with public opinion. The way of their behaviour or appearance show, that they do not care about opinion of others. They wear comfortable clothes, speak as they want, live is good for them, not for others. The descriptions and citation of interviews are presented in a practical part of this thesis.

This written document can be used by Kazakh-students who want to study in the Czech Republic. Gathered information will provide different ideas on how to cooperate with the Czech people; can be used as a guide for a better understanding of the Czechs and improving further mutual cooperation.

Selected bibliography:

1. HOFSTEDE, G. – HOFSTEDE, G J. – MINKOV, M. *Cultures and organizations: software of the mind: intercultural cooperation and its importance for survival*. New York: McGraw-Hill, 2010. ISBN 978- 0-07-166418-9.
2. HOFSTEDE, G. *Culture's consequences*. Thousand Oaks, Calif.: Sage Publications, 2001. 620 p. ISBN-13: 978-0803973237
3. LUTHANS, F. – DOH, J P. *International management: culture, strategy, and behavior*. New York: McGraw-Hill/Irwin, 2012. ISBN 978-0-07-811257-7.
4. TROMPENAARS, – TURNER. *Riding the Waves of Culture – Understanding Cultural Diversity in Business*. 1997. ISBN 1857881761.
5. THOMAS, Alexander, KINAST, Eva-Ulrike, SCHROLL-MACHL, Sylvia. *Handbook of intercultural Communication and Cooperation*. Göttingen: Vandenhoeck & Ruprecht GmbH & Co KG, 2010. ISBN: 978-3525403273
6. FINK, GERHARD AND KÖLLING, MARCUS AND NEYER, ANNE-KATRIN (2005) *The cultural standard method. EI Working Papers / Europainstitut*, 62. Europainstitut, WU Vienna University of Economics and Business, Vienna.
7. ADLER, N. (1991). *International dimensions of organizational behavior*. Boston, Mass.: PWS-KENT Pub. Co. Page 18
8. MOLL, M. (2012). *The quintessence of intercultural business communication*. Berlin: Springer. Pages 5-7
HALL, E. (1976). *Beyond culture*. Garden City, N.Y.: Anchor Press. ISBN 0-385-12474-0
9. HALL, E. - HALL, M. (1990)., *Understanding cultural differences*. Key concepts: underlying structures of culture [Part]. Yarmouth, Me.: Intercultural Press. ISBN 978-1877864070 Page 199.
10. HOFSTEDE, G. (n.d.). THE HOFSTEDE CENTRE. [online] Available at: <http://geerthofstede.com/germany.htm> [Accessed 11 Dec. 2015].
11. Changingminds.org, (2015). *Hall's cultural factors*. [online] Available at: http://changingminds.org/explanations/culture/hall_culture.htm [Accessed 11 Dec. 2015].

12. Geert-hofstede.com, (2015). *Dimensions - Geert Hofstede*. [online] Available at: <http://geert-hofstede.com/national-culture.html> [Accessed 11 Dec. 2015].
13. NEILL, C. (2012). *Geert Hofstede: the 6 Dimensions of National Culture*. [online] Moving People to Action. Available at: <http://conorneill.com/2012/06/07/geert-hofstede-the-6-dimensions-of-national-culture/> [Accessed 11 Dec. 2015].
14. News.telelangue.com, (2015). *Geert Hofstede and cultural-dimensions theory—an overview | WorldSpeaking*. [online] Available at: <http://news.telelangue.com/en/2011/09/cultural-theory> [Accessed 11 Dec. 2015].
15. Mindtools.com, 2016, The Seven Dimensions of Culture: Understanding and Managing Cultural Differences. [online]. 2016. [Accessed 7 January 2016]. Available from: <https://www.mindtools.com/pages/article/seven-dimensions.htm>
16. Businessinfo.cz, 2016, Basic Data | BusinessInfo.cz. [online]. 2016. [Accessed 7 January 2016]. Available from: <http://www.businessinfo.cz/en/about-the-czech-republic/basic-data.html>
17. Businessinfo.cz, 2016, History | BusinessInfo.cz. [online]. 2016. [Accessed 7 January 2016]. Available from: <http://www.businessinfo.cz/en/about-the-czech-republic/basic-data/history.html>
18. Czechtourism.com, 2012, Czech Republic - Language. [online]. 2012. [Accessed 8 January 2016]. Available from: <http://www.czechtourism.com/a/language/>
19. Czech.cz, 2016, Czech language. [online]. 2016. [Accessed 8 January 2016]. Available from: <http://www.czech.cz/en/67019-czech-language>
20. Cia.gov, 2016, The World Factbook. [online]. 2016. [Accessed 8 January 2016]. Available from: <https://www.cia.gov/library/publications/resources/the-world-factbook/geos/cz.html>
21. Amcham.cz, 2016, AmCham - Czech Republic. [online]. 2016. [Accessed 8 January 2016]. Available from: [http://www.amcham.cz/files/files/CR%20overview%20-%20online\(1\).pdf](http://www.amcham.cz/files/files/CR%20overview%20-%20online(1).pdf)
22. BENEŠ, J., ROSKOVEC, V., BESEDA, J. 2009, *Higher education in the Czech Republic 2008*. Prague: Ministry of Education, Youth and Sports. ISBN 978-80-86784-74-8
23. ALEXA J, REČKA L, VOTÁPKOVÁ J, van GINNEKEN E., SPRANGER A., WITTENBECHER F. (2015) Czech Republic: Health system review. *Health Systems in Transition*; 17(1):1–165. ISSN1817-6127 Vol.17No.1

24. Un.org, 2016, IMPLEMENTATION OF THE BEIJING PLATFORM FOR ACTION (1995) AND THE OUTCOME OF TWENTY-THIRD SPECIAL SESSION OF THE UNITED NATIONS GENERAL ASSEMBLY (2000) QUESTIONNAIRE FOR THE CZECH REPUBLIC, July, 2004 [online]. 2016. [Accessed 1 February 2016]. Available from: <http://www.un.org/womenwatch/daw/Review/responses/CZECH-REPUBLIC-English.pdf>, p.11
25. Ec.europa.eu, 2013, The current situation of equality in the Czech Republic – Country Profile. [online]. 2013. [Accessed 1 February 2016]. Available from: http://ec.europa.eu/justice/gender-equality/files/epo_campaign/country_profile_czech_republic_en.pdf
26. Ministry of the Interior of the Czech Republic (2011), Information Publication for Foreigners Czech Republic. Prague: STUDIO TRINITY, s.r.o. ISBN 978-80-7312-068-9
27. Mzv.cz, 2016, [online]. 2016. [Accessed 1 February 2016]. Available from: http://www.mzv.cz/hague/en/general_information_on_the_czech/religion
28. LANGHAMMEROVA R., (2002), THE EUROPEAN DIMENSION OF THE CZECH IDENTITY IN THE PROCESS OF THE CZECH ACCESSION TO THE EUROPEAN UNION [online]. 2016. [Accessed 1 February 2016]. Available from: <http://www.kakanien-revisited.at/beitr/fallstudie/RLanghammerova1.pdf>
29. Ministry of Foreign Affairs of the Czech Republic, Report on the foreign policy of the Czech Republic 2009. Prague: Ministry of Foreign Affairs of the Czech Republic, ISBN 80-86345-25-4, p. 301-302.
30. Kazembassy.cz, 2016, kazembassy.cz - Official web-site of Embassy of the Republic of Kazakhstan in the Czech Republic. [online]. [Accessed 2 February 2016]. Available from: <http://www.kazembassy.cz/ru/content/o-kazahstane/kaz-cz-relations/>
31. Ministry of Foreign Affairs of the Czech Republic, 1999, *Report on the Foreign Policy of the Czech Republic 1998-1999*. Prague: Ministry of Foreign Affairs of the Czech Republic. [online]. 2016 [Accessed 2 February 2016]. Available from: http://www.mzv.cz/file/414931/Report_1998_1999.pdf
32. Ministry of Foreign Affairs Republic of Kazakhstan, 2015, KAZAKHSTAN - Czech Republic relations. [online]. 2015. [Accessed 2 February 2016]. Available from: <http://www.mfa.kz/index.php/en/foreign-policy/kazakhstan-s-relations/kazakhstan-eu->

[cooperation/16-materials-english/4736-kazakhstan-czech-republic-relations](#)

33. Uis.unesco.org. (2016). *ISCED: International Standard Classification of Education*. [online]
Available at: <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx> [Accessed 17 Apr. 2016]

Appendix

Descriptions of respondents

Respondent 1: Male; 22 years old; 4 years in CR; study in Anglo-American University in Prague.

Respondent 2: Male; 23 years old; 5 years in CR; study in University of Finance and Administrations.

Respondent 3: Male; 20 years old; 3 years in CR; study in Czech University of Life Sciences Prague.

Respondent 4: Male; 24 years old; 6 years in CR; finished Czech University of Life Sciences Prague.

Respondent 5: Male; 22 years old; 4 years in CR; study in College of International and Public Relations Prague.

Respondent 6: Male; 21 years old; 3 years in CR; study in Czech Technical University in Prague.

Respondent 7: Male; 22 years old; 4 years in CR; study in Czech University of Life Sciences Prague.

Respondent 8: Female; 20 years old; 2 years in CR; study in University of Finance and Administrations.

Respondent 9: Female; 21 years old; 3 years in CR; study in Czech University of Life Sciences Prague.

Respondent 10: Female; 21 years old; 4 years in CR; study in University of Finance and Administrations.

Respondent 11: Female; 22 years old; 4 years in CR; study in University of Finance and Administrations.

Respondent 12: Female; 21 years old; 4 years in CR; study in University of Finance and Administrations.