

Hofstede Cultural Dimensions #1: Introduction¹

Jose A. Molina, Pablo Lamino, and John Diaz²

Introduction

This is the first publication in an *EDIS* series focused on the practical application of Hofstede's Cultural Dimensions (Appendix A), designed to enhance intercultural competencies. Each publication offers strategies Extension professionals and community leaders can use to navigate cultural differences better, foster stronger relationships, and lead more effectively in multicultural settings. The goal is to provide readers with culturally grounded approaches that enhance the impact and reach of Extension work in Florida and beyond (Diaz et al., 2022; Guion et al., 2010).

This publication is designed for Extension agents, community leaders, and professionals who work with multicultural communities. It provides practical guidance for navigating complex local challenges, focusing on recognizing cultural differences and adjusting communication strategies to fit the context. By applying these approaches, Extension professionals can strengthen collaboration and create more lasting and meaningful change in their communities (Diaz et al., 2022; Guion et al., 2010; UF/IFAS Extension, 2021).

As community pillars, Extension agents must embrace adaptability, understand how systems work, and respond effectively to cultural differences (Aniche et al., 2025; Guion & Brown, 2005).

Importance of Understanding Cultural Differences in Florida Agriculture

Florida is home to a wide range of cultures, particularly from Latin America and the Caribbean, creating a dynamic and complex multicultural environment (Inter-American Development Bank, 2023; Lacomba, 2023). This cultural makeup brings both opportunities and challenges for Extension professionals working across the state (Al-Kaisi et al., 2015; Guion, 2005). Reaching multicultural audiences often requires navigating differing worldviews, communication styles, and community priorities, which are factors that can complicate outreach but also enrich the work when approached thoughtfully (Aniche et al., 2025; Guion & Brown, 2005; Khan & Ray, 2023).

Effective communication across cultures is essential in an increasingly globalized society, particularly in Extension work (Diaz et al., 2021). Florida's agricultural sector mirrors the state's multiculturalism, requiring professionals to engage effectively with individuals and families from a range of cultural backgrounds (Halbritter et al., 2021). A deeper understanding of cultural differences enhances engagement and ensures that services, educational materials, and outreach efforts are culturally relevant and meaningful for multicultural audiences (Diaz et al., 2024; Guion, 2005). Without this awareness, even the most well-intentioned efforts may fall short of creating trust and fostering collaboration (Diaz et al., 2021; Guion & Walker, 2005).

Understanding Cultural Differences through Hofstede

One of the foundational frameworks for understanding cultural differences is Hofstede's Cultural Dimensions Theory (Hofstede, 1984; Hofstede, 1991; Yazici & Karabag, 2024). Originally developed by Geert Hofstede, this framework identifies key areas where cultures may vary, offering valuable insights into communication styles, leadership preferences, and decision-making patterns. Hofstede's model includes six dimensions: power distance, individualism versus collectivism, motivation towards achievement and success, uncertainty avoidance, long-term orientation, and indulgence (Hofstede, 1991; Hofstede, 2011). These dimensions help Extension professionals understand how cultural values shape behavior and expectations.

Using this framework, professionals can gain a better sense of how people from different cultural backgrounds may interpret authority, respond to risk, approach goals, or relate to others in group settings. It is important to recognize that Hofstede's scores are averages based on national trends and are not predictive of individual behavior (Manta et al., 2023). Rather, they serve as a starting point for more empathetic and culturally sensitive engagement.

Hofstede Cultural Dimensions

Hofstede's Cultural Dimensions Theory outlines six dimensions that highlight how people perceive authority, individual versus group interests, achievement, uncertainty, time, and enjoyment (The Culture Factor Group, n.d.). These dimensions provide insight into cultural tendencies. A practical tool is available on [The Culture Factor Group website](#) for improving cross-cultural communication.

For Extension professionals working in multicultural communities across Florida, understanding these dimensions can enhance program design, outreach, and engagement strategies by fostering more culturally responsive approaches.

Extension and the Use of Hofstede Cultural Dimensions

Extension professionals can apply Hofstede's dimensions to tailor their strategies for education, outreach, and communication. By exploring cultural preferences related to power distance, collectivism, and long-term planning, they can better align their programs with the values and expectations of their audiences (Hofstede, 2011). For example, understanding high uncertainty avoidance in a particular community might prompt a professional to provide more structured and predictable programming, while communities with a high motivation towards achievement may respond well to goal-oriented initiatives.

While this series highlights a couple of communities that can be found in Florida, the principles discussed can be applied to work with individuals of any nationality or cultural background (Diaz et al., 2024; Guion et al., 2010). Florida's demographic multiculturalism demands that Extension professionals remain flexible and avoid making assumptions. Cultural awareness does not mean stereotyping but rather approaching each interaction with humility and an openness to learning.

References

- Al-Kaisi, M. M., Elmore, R. W., Miller, G. A., & Kwaw-Mensah, D. (2015). Extension agriculture and natural resources in the US Midwest: A review and analysis of challenges and future opportunities. *Natural Sciences Education*, 44(1), 26–33. <https://doi.org/10.4195/nse2014.10.0022>
- Aniche, A. A., Bundy, H., & McKee, K. E. (2025). Agents for change: Developing transformative and Adaptive Leadership capacities among early-career Extension professionals. *Journal of Leadership Education*, 24(1), 1–15. <https://doi.org/10.1108/JOLE-01-2024-0022>
- Diaz, J., Gusto, C., Silvert, C., Jayaratne, K. S. U., Narine, L., Couch, S., Wille, C., Brown, N., Aguilar, C., Pizaña, D., Parker, K., Coon, G., Nesbitt, M., Valencia, L., Ledesma, D., & Fabregas, L. (2022). Intercultural competence in Extension education: Applications of an expert-developed model: AEC760/WC421, 9/2022. *EDIS*, 2022(5). <https://doi.org/10.32473/edis-wc421-2022>
- Diaz, J., Silvert, C., Gusto, C., Jayaratne, K., & Narine, L. (2021). Towards intercultural competence: Using consensus to identify essential personality traits for an inclusive Extension education workforce. *Advancements in Agricultural Development*, 2(3), 83–95. <https://doi.org/10.37433/aad.v2i3.135>
- Diaz, J. M., Narine, L. K., & Gusto, C. (2024). Evaluating the organizational advancement of Diversity, Equity, and Inclusion in Extension education. *Journal of International Agricultural and Extension Education*, 31(1), 38–49. <https://doi.org/10.4148/2831-5960.1163>
- Guion, L. A. (2005). Reaching diverse audiences: FCS9218/FY753, 9/2005. *EDIS*, 2005(10). <https://doi.org/10.32473/edis-fy753-2005>
- Guion, L. A., & Brown, K. (2005). Culturally competent Extension educators: FCS9219/FY754, 9/2005. *EDIS*, 2005(10). <https://doi.org/10.32473/edis-fy754-2005>
- Guion, L. A., Brown, K., & Diehl, D. C. (2010). Culturally competent Extension educators: FCS9219/FY754, rev. 6/2010. *EDIS*, 2010(8). <https://doi.org/10.32473/edis-fy754-2010>
- Guion, L. A., & Walker, N. (2005). Planning programs to break down cultural barriers: FCS9221/FY756, 9/2005. *EDIS*, 2005(10). <https://doi.org/10.32473/edis-fy756-2005>
- Halbritter, A., Wallau, M., Bengé, M., & Mackowiak, C. (2021). Identifying important skills and competencies needed for new Florida agriculture Extension agents. *Advancements in Agricultural Development*, 2(3), 61–71. <https://doi.org/10.37433/aad.v2i3.151>
- Hofstede, G. (1984). *Culture's consequences*. Sage Publications.
- Hofstede, G. (1991). *Cultures and organizations: Software of the mind*. McGraw Hill.
- Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*, 2(1). <https://doi.org/10.9707/2307-0919.1014>

Inter-American Development Bank. (2023). *Seizing the market opportunity of the growing Latino and Caribbean community in the United States: Executive summary*.
<https://publications.iadb.org/publications/english/document/Executive-Summary-Seizing-the-Market-Opportunity-of-the-Growing-Latino-and-Caribbean-Community-in-the-United-States.pdf>

Khan, N., & Ray, R. L. (2023). Key role of Extension agents in the transfer and adoption of agricultural technologies: A review. *Data Plus*, 1(1), 31–40.
<https://doi.org/10.62887/dataplus.001.01.0007>

Lacomba, C. (2023). Hispanic map of the United States 2022. *Estudios del Observatorio/Observatorio Studies*, 84, 1–116.
<https://doi.org/10.15427/OR084-02/2023EN>

Manta, F., Morrone, D., Toma, P., & Campobasso, F. (2023). Determining paths of innovation: The role of culture on the adoption on organic farming management. *Business Strategy and the Environment*, 32(1), 96–109.
<https://doi.org/10.1002/bse.3119>

The Culture Factor Group. (n.d.). Country comparison tool.
<https://www.theculturefactor.com/country-comparison-tool>

UF/IFAS Extension. (2021). *Florida Cooperative Extension: Pathway to creating engagement through innovation & excellence* (Strategic Plan 2021–2025). <https://extadmin.ifas.ufl.edu/pathway/>

Yazici, S., & Karabag, A. (2024). *Hofstede matters*. S. Magala, C. Erten, R. M. Bell, & M. T. Claes (Eds.). Routledge.

Appendix A

Hofstede Cultural Dimensions Series Overview

This publication highlights the importance of intercultural competence for Extension work in Florida’s multicultural communities.

Hofstede Cultural Dimensions #1: Introduction

This publication introduces Hofstede’s Cultural Dimensions to help Extension professionals improve communication and engagement in Florida’s multicultural communities.

Hofstede Cultural Dimensions #2: Power Distance

This publication outlines how power distance affects participation in Extension trainings and offers strategies for engaging high, low, and mixed power distance groups.

Hofstede Cultural Dimensions #3: Individualism vs. Collectivism

This publication outlines how individualism versus collectivism shapes participation in Extension trainings and offers strategies to engage groups that value personal achievement, group harmony, or both.

Hofstede Cultural Dimensions #4: Motivation towards Achievement and Success

This publication outlines how cultures differ in their motivation towards achievement and success, highlighting whether participants value competition or cooperation, and offering strategies to engage both orientations in Extension training.

Hofstede Cultural Dimensions #5: Uncertainty Avoidance

This publication outlines how uncertainty avoidance shapes comfort with risk and change, offering strategies for Extension agents to engage groups that prefer structure, flexibility, or a balance of both.

Hofstede Cultural Dimensions #6: Long-Term Orientation

This publication outlines how long-term orientation influences whether groups prioritize tradition or future planning, and offers strategies for Extension agents to effectively engage normative, pragmatic, or mixed audiences.

Hofstede Cultural Dimensions #7: Final Insights

This publication encourages the use of Hofstede’s Cultural Dimensions as a flexible guide, supported by active listening, to enhance Extension communication.

¹ This document is AEC839, a publication of the Department of Agricultural Education and Communication, UF/IFAS Extension. Original publication date January 2026. Visit the EDIS website at <https://edis.ifas.ufl.edu> for the currently supported version of this publication. © 2026 UF/IFAS. This publication is licensed under [CC BY-NC-ND 4.0](#).

² Jose A. Molina, Ph.D. student, leadership development, UF/IFAS Department of Agricultural Education and Communication; Pablo Lamino, assistant professor, global leadership, Department of Agricultural Education and Communication, Gainesville, FL; John Diaz, associate professor and Extension specialist, program development and evaluation, Department of Agricultural Education and Communication, UF/IFAS Gulf Coast Research and Education Center, Plant City, FL; UF/IFAS Extension, Gainesville, FL 32611.

The Institute of Food and Agricultural Sciences (IFAS) is an Equal Opportunity Institution authorized to provide research, educational information and other services only to individuals and institutions that function with non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, marital status, national origin, political opinions or affiliations. For more information on obtaining other UF/IFAS Extension publications, contact your county's UF/IFAS Extension office. U.S. Department of Agriculture, UF/IFAS Extension Service, University of Florida, IFAS, Florida A & M University Cooperative Extension Program, and Boards of County Commissioners Cooperating. Andra Johnson, dean for UF/IFAS Extension.