

CONSULTATION REPORT ON THE DEVELOPMENT OF NATIONAL OCCUPATIONAL STANDARDS IN INTERCULTURAL WORKING

PHASE 1

by

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1. Introduction

This report provides a summary of the desk and field research under Phase 1 of the project to develop National Occupational Standards in Intercultural Working, which is being led by CILT, the National Centre for Languages, and funded by the SSDA (the Sector Skills Development Agency). The report covers three main areas:

- a. the desk research done into current thinking in intercultural communication (IC) theory and research, incorporating ongoing developments in this area and an updating and mapping of existing standards and tools for describing and measuring intercultural skills (Section 2);
- b. the UK-wide consultation events which have taken place with employers, intercultural skills training providers and Sector Skills Councils (SSCs), Standards Setting Bodies (SSBs) and other public and private stakeholders on the draft NOS framework (Section 3);¹
- c. an analysis of the questionnaire responses which have been received from providers, employers and SSCs/SSBs on the draft NOS framework as a final stage in the field research for Phase 1 (Sections 4 & 5).

The report summarises the principal themes arising in current IC research, in standards practice and from the employer/provider consultation events and in conjunction with the findings from the questionnaire survey on the draft NOS framework, explores the implications which exist for the development of national occupational standards in intercultural working. The main aim is to give clear indications of the key elements which ought to be included in any final NOS framework and to guide future decision making regarding how and in what format standards in intercultural working might be developed.

1.1 The INCA Project draft NOS framework

An important element in the development of NOS, out of which the present project has evolved, was the draft NOS framework in Intercultural Skills which was developed under

¹ The consultation meetings with employers and providers which occurred prior to the development of the draft NOS framework do not form part of this report. See 'Initial consultation with employers and sector bodies', prepared for CILT by Julie Witana, 15 May 2007.

CILT's 2001-2004 INCA Leonardo da Vinci Language Competency Project. Feedback on the INCA framework, from employers in particular, showed that the definitions and descriptors which the framework used were considered to be 'too academic' to be readily understood and utilised in an industry context. Despite this, there was a general consensus that the INCA framework could serve as a starting point for creating a more flexible and usable framework for intercultural NOS.²

The INCA project is fully documented elsewhere,³ and is returned to under the summary of the desk research at 2.0 below, but it seems important in the context of the current project, as well as this report, to draw attention to some of the more significant issues which the INCA framework and its reception raised, because these have to a large extent determined the objectives upon which the present project is based. These are:

- a. To raise awareness and consult on the development of national occupational standards in intercultural skills with employers and key providers
- b. To research the latest approaches and thinking in intercultural skills
- c. To re-evaluate the draft NOS framework developed in the feasibility study in light of new research
- d. To develop detailed full occupational standards in the requisite format to meet the needs of employers and providers

Also relevant in this context are the following expectations and constraints of the current project:

National Occupational Standards -

- a. Should not confuse intercultural skills with culture-specific (also known as cross-cultural) skills.

² Research into the Development of National Occupational Standards (NOS) in Intercultural Skills. Final Project Report for the NOS Feasibility Study funded by SSDA. CILT, the National Centre for Languages, December 2005

³ See www.incaproject.org; www.cilt.org.uk. Also Davidson-Lund, A. (2006). Intercultural Competence Assessment: Using the INCA framework to underpin creation of study modules for employers and national occupational standards in intercultural competence. ICOPROMO Dissemination Conference, Lisbon, 9 October, 2006.

- b. Must take full account of existing, relevant National Occupational Standards.
- c. Must allow for flexibility in use.
- d. Must clarify the meaning, use and importance of intercultural skills in the workplace.
- e. Must be theoretically robust to ensure uptake and impact.
- f. Should produce synergy with what young people in schools and colleges are learning about respect and tolerance.
- g. Must be in a language that can be understood by employers, employees and providers.
- h. Should be coupled with work that makes the economic case for intercultural skills.
- i. Should use INCA as a starting point and take full account of alternative models.

The above objectives and the corresponding expectations and constraints are, at least in part, a response to the issues which INCA generated. In relation to these, an overriding concern in this first phase of the project has been whether INCA should continue to be the principal point of reference for creating a set of standards in intercultural working. This concern is most clearly expressed in relation to (b) and (i) above, which can be interpreted as calling into question the usefulness of the INCA framework as the relevant model to follow. Also pertinent here is (g), which indirectly draws attention to the observed language limitations of INCA for developing intercultural NOS.

Given these concerns, it might be helpful to read the summary (below) of the desk research on the state of knowledge in IC theory and practice⁴ with these reservations about INCA's usefulness for developing NOS in mind, and which seem to have been a consequence of the language style that INCA employed. One objective of the desk research summary will be to show that while there are many competing IC models available, each employing a range of distinctive IC descriptors and assessment tools, the principal characteristic which they all seem to share is that they duplicate one another's perspectives, although not entirely in the same way and without necessarily making recourse to the same terminology. Nevertheless, similar themes are repeated to a sufficient extent that it is worth reminding ourselves of

⁴ Donna Humphrey. Intercultural Communication Competence: The State of Knowledge. Report prepared for CILT, The National Centre for Languages. 26 May, 2007.

those which the INCA framework identifies, because they are by and large not that different to the alternatives, and can therefore serve as a useful point of comparison with them.

The INCA framework drew on the model of the Common European Framework (CEFR) and the UK National Occupational Standards in Languages.⁵ This identified six component skills in intercultural competence. These were:

1. Tolerance for ambiguity
2. Behavioural flexibility
3. Communicative awareness
4. Knowledge discovery
5. Respect for otherness
6. Empathy

The skills were explained in a theory paper.⁶ Each skill was itself divided into three constituent elements: (i) 'motivation', (ii) 'skill/knowledge', and (iii) 'behaviour'. The table on the next page (Table 1) gives an overview of how the framework looked.

In addition to these thematic categorisations, three 'levels' of IC ability were agreed: Basic, Intermediate and Full. These were mapped onto two different but corresponding IC skills frameworks – one to be used by an IC Assessor and the other to be used by an IC Assessee. These can be found in the relevant INCA documentation.

⁵ See http://www.coe.int/T/DG4/Portfolio/?L=E&M=/documents_intro/common_framework.html; also National Language Standards (revised) 2005 © CILT, the National Centre for Languages 2005.

⁶ INCA – Intercultural Competence Assessment – www.incaproject.org – 2004.

Table 1: INCA Theory – An Overview

	A) Motivation	B) Skill/Knowledge	C) Behaviour
i) Tolerance for ambiguity	Readiness to embrace and work with ambiguity	Ability to handle stress consequent on ambiguity	Managing ambiguous situations
ii) Behavioural flexibility	Readiness to apply and augment the full range of one's existing repertoire of behaviour	Having a broad repertoire and the knowledge of one's repertoire	Adapting one's behaviour to the specific situation
iii) Communicative awareness	Willingness to modify existing communicative conventions	Ability to identify different communicative conventions, levels of foreign language competencies and their impact on intercultural communication	Negotiating appropriate communicative conventions for intercultural communication and coping with different foreign language skills
iv) Knowledge discovery	Curiosity about other cultures in themselves and in order to be able to interact better with people	Skills of ethnographic discovery of situation-relevant cultural knowledge (including technical knowledge) before, during and after intercultural encounters	Seeking information to discover culture-related knowledge
v) Respect for otherness	Willingness to respect the diversity and coherence of behaviour, value and belief systems	Critical knowledge of such systems (including one's own when making judgements)	Treating equally different behaviour, value and convention systems experienced in intercultural encounters
vi) Empathy	Willingness to take the other's perspectives	Skills of role-taking de-centring; awareness of different perspectives	Making explicit and relating culture-specific perspectives to each other

Putting aside the issues surrounding language style, the component skills and their subcategories can be used as a basis from which to draw out and compare the key elements of the alternative IC models and standards which the desk research has highlighted.

2. Overview of Phase 1 desk research on intercultural communication

The initial desk research report offered a wide-ranging view of current and past thinking in IC theory. What follows is a summary of its main points including relevant updates on IC perspectives where appropriate. This is in four parts:

1. Intercultural research: The current state of knowledge
2. Overview of current approaches to IC research
3. Current theoretical models: Implications for NOS
4. IC standards and criteria: Implications for NOS

When we move to consider the alternative standards and criteria which are given in part 4, these will be mapped across each of the standards models available in order to be able to see more clearly how they compare and what the key points seem to be.

2.1. Intercultural research: The current state of knowledge

The desk research identifies the main research paradigms and theoretical approaches that currently define this field of study. These are important because the standards which have been produced in different contexts are based on how the nature of culture and intercultural communication is viewed. In current research into intercultural communication there are three main approaches which are being pursued.

- a. The social science approach
- b. The critical approach
- c. The interpretative approach

In brief, the social science approach is a reaction to traditionalist models of intercultural communication which have tended to view culture and cultures as largely monolithic, where people belonging to a particular society or community are presented as conforming to a generalisable set of shared characteristics. By and large it is this type of understanding which has informed popular conceptions of cultural identity, leading to problematic and erroneous stereotyping of peoples and communities. The social science model has sought

to act as a corrective to such conceptions, arguing that culture is a complex phenomenon in which the self-identity of the individual is just as important as more general perceptions of cultural identity. The social science approach is thus concerned with cultural variation within social communities as well as between them, and by applying psychological perspectives to the study of culture it seeks to explain this diversity.

The critical approach takes a more politicised view of culture, concerning itself with the socio-historical contexts of cultural identity formation and the ideological perspectives which are brought to bear in making social communities cohere. Issues of power and inequality become salient here particularly in respect of issues such as race, gender and social equality, and how dominant attitudes to these issues in society are articulated and maintained. It sees culture as a mix of diverse identities which cannot be reduced to geographical, political or ethnic conceptions of nationhood and nationality. This approach also emphasises intra-cultural diversity within groups and seeks to critique perspectives which underplay, suppress or ignore these differences.

The interpretative approach is closely linked to the critical approach. It adopts a similarly politicised perspective of intercultural communication, particularly on questions of power and ideology in the construction of identities, but it takes a more radical and individualist view of culture as multidimensional and always in flux. In this perspective culture is not something which is easily compartmentalised and described, because culture does not stand still, but is always on the move. Any theory of culture, or of identity, must therefore be wary of reaching generalised conclusions or claiming explanatory power because in this view culture changes from one moment to the next and there are no neutral or overarching positions from which to study it. Rather, culture and identity are socially constructed through salient systems of meaning at a local level and so knowledge about them must be researched at a local level as well. In this type of approach the roles which people enter into in leading their daily lives either at home, in the workplace, or as part of social and leisure-time events, have greater validity as objects of cultural and intercultural research

than generalised conceptions of culture and identity which are based on notions of national/ethnic belonging or difference.⁷

These three paradigms are current to intercultural communication theory and research, but they can be seen to contain traces of a fourth 'traditionalist' paradigm in as much that they are each in their own way a reaction to it. Although the fourth paradigm is not favoured to any great extent, it still exercises a considerable influence in relation to popular understandings of cultural difference, and continues to be commonly found in a range of IC training programmes, coursebooks and materials. By treating cultures as fairly static, identity and difference become easier to categorise and describe, and therefore also easier to measure and compare. This would seem to explain its continued appeal in these contexts.

2.2 Overview of current approaches to IC research

The above approaches are usefully understood as being located on a continuum.⁸ At the one extreme we find 'Essentialism'. It is towards this end that the more traditionalist IC perspectives are to be found. At the other extreme is 'Non-Essentialism'; and it is more towards this end that the 'Social Science', 'Critical' and 'Interpretative' IC paradigms are to be found, and in that order. Given this, an important consideration is that standards and benchmarks are by their nature oriented to establishing criteria of measurement and assessment, and for this reason they are more inclined towards objectivist and positivist, i.e. essentialist, understandings of the thing they are to be applied to, than they are to non-essentialist understandings which eschew easy conceptions of categorisation and

⁷ On critical/interpretative approaches to IC theory and research, see Phipps, A. (2007). *Learning the Arts of Linguistic Survival: Linguaging, Tourism, Life*. Clevedon: Channel View; Giroux, H. (2006). Is There a Role for Critical Pedagogy in Language/Culture Studies? An Interview with Henry Giroux by Manuela Guilherme. *Language and Intercultural Communication*, 6(2), 163-175; Jack, G. (2004). Language(s), Intercultural Communication and the Machinations of Global Capital: Towards a Dialectical Critique. *Language and Intercultural Communication*, 4(3), 121-131; Monceri, F. (2003). The Transculturating Self: A Philosophical Approach. *Language and Intercultural Communication*, 3(2), 108-114; Guilherme, M. (2002). Critical Citizens for an Intercultural World. Clevedon: Multilingual Matters; Roy, A., & Starosta, W. J. (2001). Hans-Georg Gadamer, Language, and Intercultural Communication. *Language and Intercultural Communication*, 1(1), 6-20; Shi-xu, & Wilson, J. (2001). Will and Power: Towards Radical Intercultural Communication Research and Pedagogy. *Language and Intercultural Communication*, 1(1), 76-93; Tomic, A., & Lengel, L. (1999). *Negotiating a 'Third Space': Pedagogy Which Encourages Transformational Intercultural Communication Education*. Paper presented at the Languages for Cross-Cultural Capability Conference: Promoting the Discipline: Marking Boundaries and Crossing Borders, Leeds Metropolitan University; hooks, B. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.

⁸ See Holliday, A., Hyde, M. & Kullman, J. (2004). *Intercultural Communication*. London: Routledge.

measurement. In the development of intercultural NOS from the inception of the INCA project there has been an awareness that a tension exists between the desire to develop NOS and their application to what are sometimes dubbed 'soft skills', i.e. skills which are not easily measured or assessed. From the perspective of the desk research on IC, however, it is clear that in an effort to resolve this tension the great majority of IC standards and criteria which have been produced have been oriented, at least partly, towards essentialist models of intercultural communication rather than towards non-essentialist ones, and this has been done to facilitate the ease with which they can then be understood and applied by users.⁹ Due to the purposes standards are designed to serve, it is difficult to imagine how they could be conceived of otherwise, despite their rationale being somewhat at odds with current IC theory and research. Designers of standards are not unaware of these tensions either, although some seem to be more aware of them than others. Nevertheless, in the context of this report and of the future design of national standards, it seems important to recognise this conceptual divergence between IC theory and IC benchmarking practice, and to record it, even if due to the nature and expectations of the task, it is quite a difficult issue to resolve.

2.3 Current theoretical models: Implications for NOS

There are several theoretical models and definitions which have contributed to the development of IC standards and criteria. These include Spitzberg's notion of communicative competence;¹⁰ Ruben's seven dimensions of communication;¹¹ the Developmental Model of Intercultural Sensitivity (DMIS);¹² and the intercultural competence models of Van den Bloom,¹³ Fantini,¹⁴ and the Council of Europe.¹⁵ The last of these was influential in the development of the INCA framework.

⁹ For a useful overview and critique, see Phipps, A. (2007). *Learning the Arts of Linguistic Survival: Language, Tourism, Life*. Clevedon: Channel View.

¹⁰ Spitzberg, B. H. (2000). A model of intercultural communication competence. In L. Samovar & R. Porter (Eds.), *Intercultural Communication: A Reader* (9th ed.). Belmont, CA: Wadsworth. (pp. 375-387)

¹¹ Ruben, B. D. (1976). Assessing communication competency for intercultural adaptation. *Group & Organization Studies*, 1. (pp. 334 – 54).

¹² Bennett, M. J. (1993). Towards ethno-relativism: a developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (2nd ed.) Yarmouth, ME: Intercultural Press. (pp. 21-71).

¹³ Byram, M. 1997, *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.

¹⁴ Fantini, A. E. (2000). A Central Concern: Developing Intercultural Competence. *Occasional Papers Series*. Brattleboro, VT: SIT Publications. (pp. 25-33).

¹⁵ <http://efbsrv005.ze.uni-sb.de/AHOI/Lima/Base/Chapter3.htm> - 3.3-

To give ourselves a clearer view of what kinds of understandings and skills these models suggest, and in order to highlight their possible implications for NOS, the key elements of each of the theoretical models have been mapped onto the table overleaf (Table 2) with a brief gloss of each element in parenthesis. We will be able to refer to this table again when we consider the standards which these have produced as being relevant to IC training and assessment. The six core IC competencies and sub-skills identified by the INCA project which were listed at 1.2 are on the right.

The main impression one gets when scanning across the table is just how much overlap there is between each of the theoretical models. On the right we have the core competencies of INCA, and these can be seen to correspond in one way or another to nearly all the core elements of the other models. If we take the full range of competencies together, we can distil from these the elements which, from a theory perspective, seem to constitute core criteria for intercultural communication competence. A noticeable feature of most of these models is that they are largely focused on the intercultural competencies required in cross-cultural encounters, i.e. when a person from one culture moves into another culture where different cultural assumptions and practices prevail. While this is clearly applicable to contexts where a person is seconded to work for a period of time in another country, it has not been a predominant feature of these theoretical models to consider multicultural working contexts, i.e. where several people from different cultural backgrounds are working together in the same organisation or context.

In order to take this into account, each of the following core IC criteria are briefly expanded upon with this type of perspective in mind.

1. Tolerance for ambiguity (ability to deal with uncertainty)

This is either explicit or implied in all of the models. The interculturally competent individual accepts uncertainty as an inevitable feature of intercultural working and is open-minded about the different expectations which others bring to the intercultural working context.

Table 2: Theoretical Models in Intercultural Communication

Models in Intercultural Working: Phase 1 Consultation Report, July 2007

Spitzberg	Ruben's dimensions	DMIS Stages	CoE	Van den Bloom	Fantini	INCA
Effective communication (identify goals, assess resources, predict responses, choose workable strategies, enact strategies, assess results)	Display of respect (for others)	Denial (does not recognise cultural differences)	Intercultural attitudes: curiosity, openness, acceptance of non-universality, tolerance of ambiguity	Motivation (to communicate)	Traits: curiosity, openness, respect, empathy, flexibility, patience, interest, , motivation, humour, tolerance for ambiguity, willingness to suspend judgement	Tolerance for ambiguity (ability to deal with uncertainty)
Appropriate communication (recognise and understand expectations and constraint)	Interaction posture (ability to be non-judgemental)	Defence (recognises some differences but sees them as negative)	Knowledge (of context – values, beliefs, perceptions)	Skills (to apply effective and appropriate behaviours)	Dimensions: A-ASK AWARENESS; Attitudes (or affects); Skills (or behaviours); Knowledge (or cognition); and Proficiency in the host tongue	Behavioural flexibility (ability to adapt behaviour)
Condition 1: Knowledge (of context)	Orientation to knowledge (acceptance of non-universality of cultural values)	Minimisation (recognises difference but considers personal cultural values to be superior)	Skills of interpreting and relating (documents and/or events in another culture)	Ability (to put knowledge to use)	Awareness: Critical consciousness (knowledge of the social construction of cultures), 'conscientização' (Freire)	Communicative awareness (ability to use effective and appropriate communication strategies)
Condition 2: Motivation (to communicate)	Empathy (ability to see the other point of view)	Acceptance (shifts perspective)	Skills of discovery and interaction (acquire new knowledge; apply effective and appropriate behaviours)	Willingness to be challenged (tolerance of ambiguity)		Knowledge discovery (openness to other cultures)
Condition 3: Skill (to apply effective and appropriate behaviours)	Role behaviour (awareness of expectations and constraints)	Adaptation (ability to be non-judgemental; awareness of non-universality)	Critical cultural awareness (knowledge of social construction of cultures)	Being non-judgemental (acceptance of non-universality of cultural values)		Respect for otherness (acceptance of the non-universality of cultural values)
	Interaction management (communicative effectiveness and appropriacy)	Integration (cognitive and behavioural bi-cultural sensitivity)				Empathy (ability to see the other point of view)
	Tolerance for ambiguity (ability to deal with uncertainty)					Sub-skills: Motivation; Skill/Knowledge; Behaviour

2. Behavioural flexibility (ability to adapt behaviour)

This refers to the ability and willingness to change one's instinctive cultural behaviour in order to be able to work according to a set of alternative working practices, either cross-culturally while working with or within another cultural context, or interculturally while working as part of a multicultural team within the same organisation. The individual who is able to adapt his or her behaviour understands that people have different cultural expectations as well as interpretations of communicative encounters and of working practices. Recognising this, this worker actively looks for ways of establishing effective working relations, for example by being open to the working practices which seem to operate in another cultural context, or, through their motivation and attitude, by making possible an agreed set of working practices within the multicultural team, i.e. one which pertains to the organisation and to the team rather than to any specific or dominant culture. In these circumstances effective intercultural working may involve the ability to develop, operationalise and work within a cultural 'third space' in which the working practices to be followed are openly formulated and agreed between team members.

3. Communicative awareness (ability to use effective and 'relevant' communication strategies)

Under this heading we have knowledge and appreciation of the different contexts which an individual might find themselves working in, and how each context might call for different communicative skills and strategies to be applied. This is most clearly evident in cross-cultural encounters arising from work secondments or business visits to other countries, especially where communication is going to be through another language. The issues relating to 1 and 2 above are also relevant here. In intercultural working within the same organisation there is usually already a dominant lingua franca in place. In the UK this is of course English. However, the interculturally competent user of English in both cross-cultural and intercultural contexts of use will be aware that there are crucial differences between English as spoken by native speakers in the UK or the US and English spoken as an International Language (EIL). In their working practices he or she will make a conscious effort to monitor their language use, in the written as well as spoken form, so as to avoid colloquialisms, culture-specific jargon, redundancies and turns of phrase which are not common amongst speakers of EIL, particularly if the team

of people with whom they are collaborating have not spent any significant time living and working in an English-speaking country.

Also under this heading it is necessary to say a few words about appropriateness. The word 'appropriate' is common to many of these models, but it is one which should be used with care and, if possible, even avoided, because it is a highly culturally-loaded concept in whatever language it is used. Nevertheless, it is understandable how it has come to feature in models of intercultural communication competence, particularly given the orientation to cross-cultural communication which many of them pursue. For the purpose of the core criteria which these models identify however, 'relevant' may be a better term. That is to say, it is pertinent to both cross-cultural and intercultural working contexts that the persons involved in them have an appreciation and awareness of the *relevant* practices and strategies to adopt in communicative interaction, whether spoken or written. Colloquially-based and culture-specific language use, for example in English through the use of metaphors, informal expressions and phrasal verb constructions - 'put to bed', 'lend a hand', 'stir up' etc., are not relevant or conducive to effective cross-cultural or intercultural working.

4. Knowledge discovery (openness to other cultures)

Knowledge is the basis of all communication, and not just intercultural communication. The development of IC competence involves the development of knowledge of a particular kind. This is an openness to and awareness of cultural difference, and a willingness to act on this knowledge in terms of 1, 2 and 3 above. At the non-essentialist end it includes awareness as a type of 'critical consciousness', that is, as an awareness of the social constructedness of cultures and of cultural perspectives, and how systems of belief are just that – habituated practices into which people have been socialised, rather than fundamental or, relative to other cultures, 'superior' truths. For critical educationalists and theorists like Guilherme and Giroux, critical consciousness and critical awareness are necessary forms of social empowerment in the face of bureaucratising and centralising systems of economic and political power. In the context of intercultural working this type of critical knowledge is rarely used in this sense, i.e. as a tool of opposition and critique, but it is nevertheless closely linked to the

idea that one's own view of the world, and of communicative and working practices in that world, is not necessarily a correct or true way of seeing the world, and that in order to appreciate difference, and to be an effective intercultural worker, it is necessary to at least 'suspend one's disbelief' in relation to the cultural values and beliefs of others. Intercultural working to be effective therefore requires the ability to recognise that the cultural beliefs of others are just as valid as one's own, and this leads directly to points 5 and 6.

5. Respect for otherness (acceptance of the non-universality of cultural values)

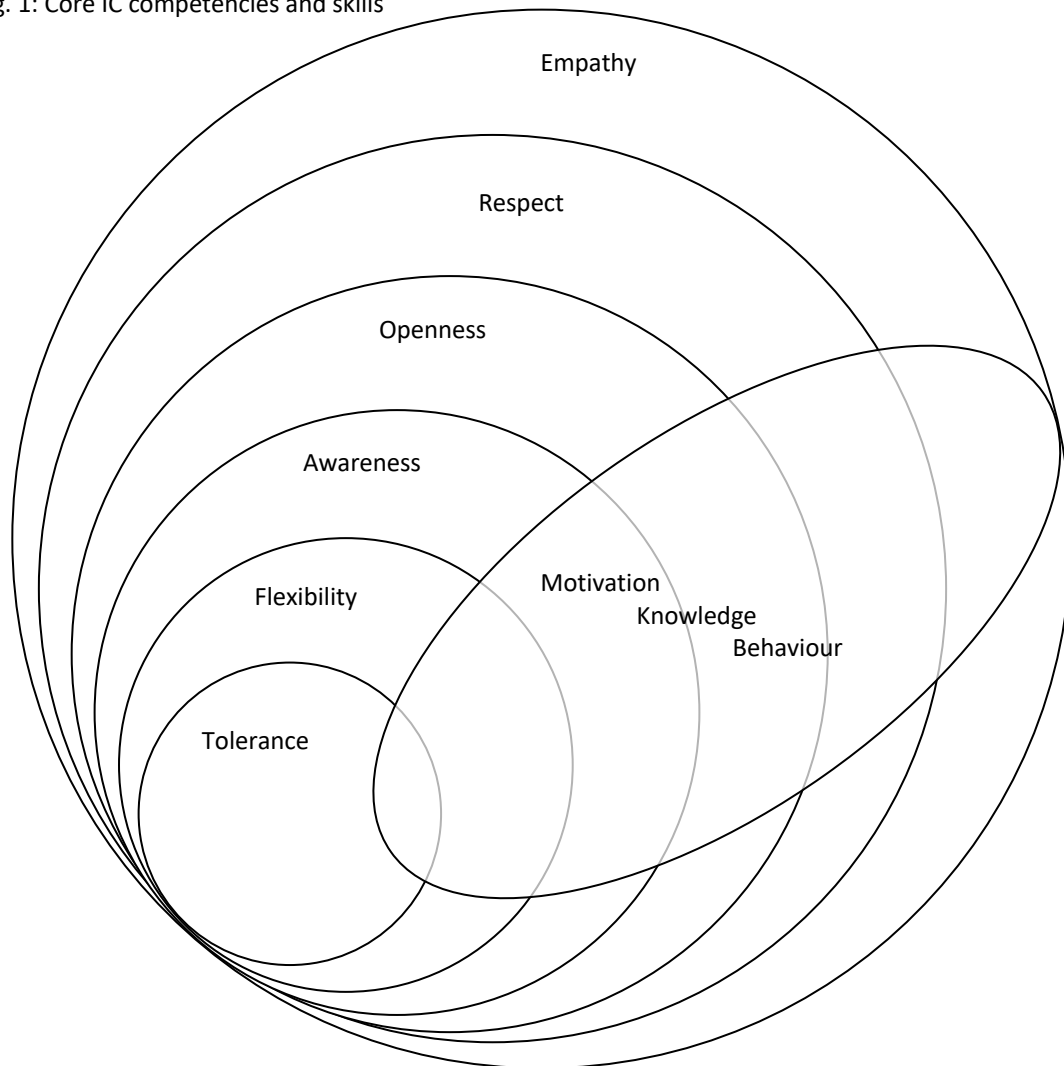
This, as just noted, is the ability to accept that our own cultural belief system is one of many different ways of seeing the world, and is no more or less valid than the cultural belief systems of others. In intercultural working this translates as a realisation and acceptance of the fact that co-workers from other cultural backgrounds may each have different expectations of team-working, and so it is important not to rush to judgement of others on the basis of our own intuitions about these things, but to take the time to consider whether the differences which have been noticed are in fact due to different expectations regarding how the activity is to be performed, rather than necessarily indicating a failing on the part of one or more of the team members. This is why behavioural flexibility is so important (see 2 above), and in particular in this context, the ability to formulate and to work to an agreed set of practices (a 'third space') which may not wholly conform to any of the team members' intuitive expectations.

6. Empathy (ability to see the other point of view)

Empathy moves the intercultural worker beyond a respect and tolerance for cultural difference towards an ability to see the world from another person's perspective and how this perspective can 'make sense' in that person's cultural context. This might relate to, for example, animatedness in communicative style, a disinclination to use politeness markers such as 'please' and 'thank you' in conversation and a propensity to bluntness in written requests, all of which tend to be dispreferred in English-speaking contexts. In cross-cultural contexts the proficient intercultural communicator, particularly when operating in a foreign language, will often go so far as to adopt the character traits of the host culture, switching back and forth between his or her own cultural norms and the norms of the other culture as circumstances direct. In

intercultural working in multicultural teams on the other hand, we are again looking for an awareness on the part of the IC worker of other cultural norms and how these might be carried into the team context by individual members. Here too, the key skill is the ability not to rush to judgement, and perhaps additionally to be a good listener and negotiator as well (see 2 above).

Fig. 1: Core IC competencies and skills



7. Sub-skills: Motivation; Skill/Knowledge; Behaviour

Running like a seam through all of the above are the IC sub-skills of motivation, knowledge and behaviour (see graph, Fig. 1). The last two have been mentioned frequently in this synopsis, and the first, motivation, has been implied. Without the motivation to enter into intercultural learning none of the above competencies or skills can be achieved, or even explored. It behoves employers and providers to give due

consideration to the task of motivating employees and clients to engage with IC, because this cannot be taken for granted. Organising a course for a manager and delivering it must be distinguished from the ongoing motivation which is necessary if NOS in intercultural working are to have a meaningful and long term impact in the workplace. The best IC managers and users of NOS will be those who are motivated both by the desire for personal development and by the knowledge of being able to have a visible impact on intercultural working within their sectors, as leaders of intercultural teams and as cross-cultural collaborators in bi-national and multi-national contexts. The least effective use of NOS, the least motivating and having the least impact will be uses of NOS which construe intercultural awareness as a form of credit accumulation for employees. There must be a genuine commitment to IC as well, and it is for each industry and sector, and also for providers, to determine how this might best be achieved.

2.4 IC standards and criteria: Implications for NOS

We can now turn to the standards and criteria which these various models have influenced and as we have done above seek to condense them into a range of key issues which might be regarded as essential to any NOS framework for intercultural working. There is a very wide range of assessment tools for measuring intercultural competence with at least 100 different frameworks available to choose from. A large number of these are provided by corporate IC training operations and for this reason they are often geared to cross-cultural training, particularly for placements overseas and for doing business in other countries. At the same time most frameworks indicate core IC skills and competencies which are deemed to be important to intercultural working contexts. For this updating of the desk research sixteen representative assessment tools have been compared and their main components noted. These are shown in tables 3-5 on the following pages.

Table 3: Assessment Tools in Intercultural Communication: Components

INTERCULTURAL DEVELOPMENT INVENTORY (MANAGEMENT, LEADERSHIP, ORGANISATIONAL SKILLS)	INTERNATIONAL PROFILER (TIP)	INTERCULTURAL COMPETENCE FRAMEWORK	LANGUAGE ON-LINE PORTFOLIO PROJECT (LOLIPOP, CEFR, ELP)	ICOPROMO – TRANSFORMATIONAL MODEL OF IC COMPETENCE	INTERCULTURAL COMPETENCE ASSESSMENT (INCA)	
<p>Courage (stating your mind)</p> <p>Discernment (identifying stereotypical assumptions, recognising subtle instances of exclusion)</p> <p>Effective communication (listening to and hearing others)</p> <p>Integrity (leading by example)</p> <p>Intercultural proficiency (behavioural flexibility)</p> <p>Leveraging diversity and inclusion (building on unique skills and experiences and of team members)</p> <p>Managing up (ability to reiterate business case to superiors)</p>	<p>Mentoring others (helping others to succeed)</p> <p>Pragmatism (understanding the realities of our environment and finding ways to work with them)</p> <p>Self-knowledge (understanding your own culture)</p> <p>Sense of humour (ability to help others become more comfortable through laughter)</p> <p>Skilled with change (ability to utilise organisational change)</p> <p>Strategic vision (understanding the current organisational climate and creatively finding ways to move forward)</p>	<p>Openness (new thinking, welcoming strangers, acceptance)</p> <p>Flexibility (flexible behaviour, flexible judgement, Learning languages)</p> <p>Personal autonomy (inner purpose, focus on goals)</p> <p>Emotional strength (resilience, Coping, spirit of adventure)</p> <p>Perceptiveness (attuned, reflected awareness)</p>	<p>Listening orientation (active listening)</p> <p>Transparency (clarity of communication, exposing intentions)</p> <p>Cultural knowledge (information gathering, valuing differences)</p> <p>Influencing (rapport Range of styles, sensitivity to context)</p> <p>Synergy (creating new alternatives)</p>	<p>Intercultural attitudes (curiosity, openness, acceptance of non-universality, tolerance of ambiguity)</p> <p>Knowledge (of context – values, beliefs, perceptions)</p> <p>Skills of interpreting and relating (documents and/or events in another culture)</p> <p>Skills of discovery and interaction (acquire new knowledge; apply effective and appropriate behaviours)</p> <p>Critical cultural awareness (knowledge of social construction of cultures)</p>	<p>Biography (self-awareness)</p> <p>Emotional Management (tolerance, openness)</p> <p>Diversity Management (behavioural flexibility, sensitivity, listening and negotiation skills, creating a ‘third space’)</p> <p>Intercultural Interaction (language-use awareness and sensitivity)</p> <p>Communicative Interaction (effectiveness of strategies)</p> <p>Ethnography (context-based understanding)</p> <p>Intercultural responsibility (critical consciousness)</p>	<p>Tolerance for ambiguity (ability to deal with uncertainty)</p> <p>Behavioural flexibility (ability to adapt behaviour)</p> <p>Communicative awareness (ability to use effective and appropriate communication strategies)</p> <p>Knowledge discovery (openness to other cultures)</p> <p>Respect for otherness (acceptance of the non-universality of cultural values)</p> <p>Empathy (ability to see the other point of view)</p>

Table 4: Assessment Tools in Intercultural Communication: Components

GLOBAL INTELLIGENCE	PROCESS COMMUNICATION MODEL	INTERCULTURAL READINESS CHECK (IRC)	INTERCULTURAL COMMUNICATION B.V.	DISCOVERY PERSONAL PROFILE
<p>Literacy (cognition of culture)</p> <p>Mentality (openness and flexibility)</p> <p>Identity (awareness of self)</p> <p>Competency (foreign language, EIL awareness, listening and negotiation skills, empathy, context-based understanding, humour)</p> <p>Integrity (leadership, responsibility and trust)</p> <p>Humanity (compassion and generosity)</p>	<p>Personal improvement/development (self assessment)</p> <p>Team building (build a 'landscape' of communication patterns)</p>	<p>Intercultural sensitivity (perception of different communication styles and interest in cultural norms and values)</p> <p>Intercultural communication (behavioural flexibility)</p> <p>Building commitment (team working)</p> <p>Managing uncertainty (ability to manage the greater uncertainty of intercultural situations)</p>	<p>5 competencies (intercultural sensitivity, effective communication, building commitment, managing uncertainty, international orientation)</p>	<p>Discovery wheel – psychological profiling (observer, coordinator, supporter, helper, inspirer, motivator, director, reformer)</p>

Table 5: Assessment Tools in Intercultural Communication: Components

BEHAVIOURAL ASSESSMENT SCALE FOR INTERCULTURAL COMPETENCE (BASIC)	CROSS- CULTURAL ADAPTABILITY INVENTORY	FRAMEWORK OF INTERNATIONAL/ INTERCULTURAL COMPETENCIES	INTERNATIONAL MANAGEMENT ASSESSMENT (IMA)	PRO-GROUP'S TOLERANCE SCALE
<p>Attitudes and behaviours (display of respect, orientation to knowledge, empathy, effective communication,, team working, tolerance for ambiguity, interactive posture)</p>	<p>Cross-cultural readiness checklist (flexibility/openness, emotional resilience, perceptual acuity, personal autonomy, positive regard for others)</p>	<p>Knowledge (of world, historical forces, own culture and history, effective communication, foreign language, values diversity)</p> <p>Attitudes (openness, tolerance for ambiguity, sensitivity, empathy, respect, self awareness)</p> <p>Skills (technical, critical and comparative thinking, effective communication, foreign language, resilience, dealing with ambiguity)</p>	<p>Knowledge (of strengths and weaknesses – analysis of a complex situation, making decisions in an uncertain context, readiness for learning, adaptability, diplomacy, negotiation, conflict management)</p> <p>Knowledge (of working styles – distance vs. partnership, individualism vs. community, competition vs. consensus; time management; information preference – formal/explicit informal/implicit)</p> <p>Suitability (for overseas assignments)</p>	<p>Appreciation (difference is positive)</p> <p>Acceptance (difference doesn't matter)</p> <p>Tolerance (difference matters but I can tolerate it)</p> <p>Avoidance (difference is uncomfortable)</p> <p>Repulsions (difference is not normal)</p> <p>Skills (communication style, conflict management, dealing with change, effective coaching, effective listening, supervisory skills, leadership for women, teambuilding)</p>

As might be expected, the tables show many areas of overlap between standards, and seem for the most part to be oriented towards measuring a similar range of IC attributes as were noted for the theoretical models in section 2.3, such as, tolerance, openness, flexibility, empathy, awareness and so on. There are some individual differences however. For example, the Intercultural Development Inventory, which is primarily concerned with the development of management and leadership skills, lists qualities such as personal courage, discernment and the management of inclusion. The International Profiler (TIP) cites active listening and transparency in communication as important criteria. A useful way forward might be to map these criteria to the draft NOS. This has four dimensions:

- Personal intercultural Working (Self)
- Business development
- Workforce management
- Service delivery

At 2.4.1 below, key standards criteria from the table are mapped to these four dimensions. Some of the criteria have been merged and amended to account for duplications of similar content, and in some instances reworded in order to make them clearer.

2.4.1 Key intercultural standards content mapped to the draft NOS framework

1. Personal Intercultural Working (Self)

Intercultural attitudes (curiosity, openness, respect, acceptance of non-universality, tolerance of ambiguity)	Transparency (clarity of communication, exposing intentions)
Intercultural Interaction (language-use awareness and sensitivity)	Skills of discovery (context-based knowledge of values, beliefs, perceptions)
Communicative Interaction (effectiveness of strategies, listening to and hearing others, active listening, applying relevant behaviours)	Behavioural flexibility (ability to adapt behaviour)
Sense of humour (ability to help others become more comfortable through laughter)	Empathy (ability to see the other point of view)
	Personal improvement/development (self assessment)

2. Workforce management

Diversity Management (behavioural flexibility, sensitivity, listening and negotiation skills, creating a 'third space')

Solution-oriented attitude (calmness in the face of obstacles)

Pragmatism (understanding the realities of the environment and finding ways to work with them)

Honesty and Integrity (leading by example)

Intercultural Interaction (language-use awareness and sensitivity)

Mentoring others (helping others to succeed)

Team building (building commitment, utilising unique skills and experiences of team members)

Discernment (identifying stereotypical assumptions, recognising subtle instances of exclusion)

Transparency
(clarity of communication, exposing intentions)

3. Service delivery

Intercultural attitudes (curiosity, openness, respect, acceptance of non-universality, tolerance of ambiguity)

Intercultural Interaction (language-use awareness and sensitivity)

Communicative Interaction (effectiveness of strategies, listening to and hearing others, active listening, applying relevant behaviours)

Skills of discovery (context-based knowledge of values, beliefs, perceptions)

Skills of interpreting and relating (documents and/or events to others)

Transparency (clarity of communication, exposing intentions)

Behavioural flexibility (ability to adapt behaviour)

Empathy (ability to see the other point of view)

4. Business development

Strategic vision (understanding the current organisational climate and creatively finding ways to move forward)

Skilled with change (ability to utilise organisational change)

The above 'content framework' is derived in the first instance from the synthesis of theoretical principles at 2.3, which as we have seen reproduces the main elements of INCA. Building on this, and drawing from a representative range of the many alternative standards models available, the above criteria seem to be the most relevant to the development of NOS in intercultural working. Most of the standards models at the corporate training end of IC delivery seem to be largely concerned with developing diversity awareness for cross-cultural rather than multicultural contexts. Nevertheless, much of what is contained in these frameworks can be readily transferred to these other situations, and this is what the summary above has aimed to do. Using INCA as an initial starting position, the above framework also incorporates relevant perspectives from the Intercultural Competence for Professional Mobility (ICOPROMO) project of the European Union and the Language On-Line

Portfolio (LOLIPOP) project of the Council of Europe. Both these projects are closely related to INCA by having a great deal of theoretical as well as developmental crossover with this project through their shared backgrounds in the Common European Framework (CEFR) and the European Languages Portfolio (ELP), in addition to being influenced by INCA itself. Where the key features of the three projects have been found to overlap, these elements have been merged under one heading. For example, 'Skills of discovery' (LOLIPOP) 'Knowledge discovery' (INCA) and 'Ethnography' (ICOPROMO) have been combined under the LOLIPOP heading. It will also be noticeable that the 'SELF' and 'SERVICE DELIVERY' dimensions of the content framework contain similar headings (see also 3.3 of this report). This is because the same standards seem relevant to both areas, in the form of skills and competencies applying to relations with other workers in the same team, and in relations with clients and customers in business communication. Where relevant, other standards criteria also appear under more than one heading. 'Transparency' in communication, for example, can be found under 'SELF', 'WORKFORCE MANAGEMENT' and 'SERVICE DELIVERY'.

Care has been taken to employ headings and descriptors which are clear and understandable, but further fine-tuning (with fuller descriptions) will need to be done in order that the final standards meet the expectations of end users, particularly employers. For this reason the above model should be treated as indicative only. Via the desk research and the further updating which has occurred in the production of this report, it seems clear from the evidence available that the best grounding for a framework for NOS in intercultural working is one which combines a refined version of the INCA project with the best elements of ICOPROMO and LOLIPOP, as the latest and most theoretically developed models of intercultural communication available, and to then add to this what seem to be the most relevant elements from alternative standards models. The above standards model represents a skeleton summary of what this might include.

An additional, if indirect, reason for privileging the INCA, ICOPROMO and LOLIPOP projects as the collective general frame for the standards, apart from the coherence of their design and the breadth of their IC coverage, is that they are amongst the very few models which give explicit recognition to issues of 'critical' cultural awareness and consciousness in intercultural communication. This entails also that they are possibly the only IC standards

models which are, at least in some aspects of their design, positioned towards the non-essentialist end of the theoretical spectrum (see 2.2). This is because, in addition to being skills models *per se*, they are also each educational models and have a shared concern arising from the European contexts in which they have been developed with how intercultural skills go together with intercultural consciousness as a means of encouraging international cooperation and understanding both within the European Union and between the countries and peoples of wider Europe as a whole. This is why both LOLIPOP and ICOPROMO make explicit reference to the development of 'critical cultural awareness' and 'critical consciousness' respectively. This understanding is also implied in INCA through a 'respect for otherness' as the critical capacity to 'decentre' and to become aware of the social constructedness of culture and of societies. If INCA, ICOPROMO and LOLIPOP recommend themselves for their theoretical non-essentialism, it is also the case that this is probably the one element which must be excluded from NOS because of the industry contexts in which they are likely to be used and the predominant interests of employers regarding their development, i.e. that they should be primarily employed in working contexts for enhancing sector productivity and competitiveness as opposed to other educationally-oriented purposes. It is for these reasons that critical cultural awareness and critical consciousness raising do not form part of the suggested content in this model.

2.4.2 Mapping of current sector-specific standards to intercultural working

As part of the ongoing research for this project a latitudinal study of current National Occupational Standards in UK industry sectors has also been undertaken. This has mapped any mention of activities in existing standards which can be construed as pertaining to intercultural working. Although none of the standards make explicit mention of intercultural working, many do refer to an awareness of cultural issues in some form, often in the context of equality and diversity policy. The sectors include housing, conservation, education, health, customer service, land management, social care, legal services, marketing, publishing and tourism. The following SSCs and SSBs are involved in overseeing and applying the standards which relate to their sectors:

- Asset Skills (Housing)
- Construction industry council (Conservation)
- Life Long Learning UK (Education)
- Training and Development Agency for Local Government (Education)

- Skills for Care and Development (Health)
- Skills for Health
- Institute of Customer Service
- LANTRA (Land Management)
- SkillsActive (Social Care)
- Skills for Justice (Legal)
- MSSSB (Marketing)
- Publishing training centre (Publishing)
- People 1st (Tourism)
- Business support
- Business and administration and management
- Tourism and transport

It is expected that this research will become most relevant at a later stage for guiding sector-based applications of the full NOS framework (*cf.* 2.4.3). In relation to the content framework at 2.4.1, however, the Health and Social Care Standards stand out as having the most developed orientation and awareness of IC from an intercultural working perspective and are a useful guide to the types of issues which are also raised across the range of sector standards which have been examined. The following excerpt is taken from the unit 'Contribute to promoting a culture that values and respects the diversity of individuals'. Key passages have been highlighted in bold.

For this unit you will need to contribute to ensuring that the environment and culture in which you work values and respects the diversity of individuals. You need to show that you know, understand and can apply in practice: 1. legal and organisational requirements on equality, discrimination, rights, confidentiality and sharing of information when **promoting a culture that values and respects the diversity of individuals** [...] 5. **how to work in partnership** with individuals, key people and those within and outside your organisation **to enable the individual's cultural, historical and spiritual backgrounds to be respected and used as a positive aspect of the environmental culture and ethos** 6. methods that are effective - in promoting equality and diversity; when dealing with and challenging discrimination 7. **the importance of the individual's family, cultural, historical and spiritual backgrounds to them as individuals and to the culture of the group as a whole** 8. codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for valuing and respecting individuals and promoting a culture that values and respects the diversity of individuals [...] 10. **working with others to provide integrated and culturally sensitive services** [...] 15. theories relevant to the individuals with whom you work about **conflicts and dilemmas about cultural differences** [...] **diversity, difference** and deficiency 16. role of relationships and support networks in promoting the cultural, social and emotional well-being of individuals 17. **factors associated with the culture, backgrounds and experiences of individuals that can affect the health, well-being, behaviour, skills, abilities and development of individuals and key people with whom you work** 18. methods of supporting individuals to: - express and understand their needs and preferences about their cultural and spiritual needs, experiences and beliefs - **use their culture, experiences and expertise to help develop a culture that values and respects the cultural and spiritual needs, experiences and beliefs of everyone** 19. factors within the environment which adversely affect the promotion of diversity.

The main themes pertaining to intercultural working in this unit are diversity awareness (Il. 2-5) and management (Il. 20-22); respect for otherness (Il. 4-5, 21-22); working in a partnership (I. 5) and in a team (Il. 6-7); empathy (Il. 9-10); providing culturally sensitive services (I. 13); and knowledge of cultural difference (Il. 14-18). Various aspects of 'SELF' (intercultural attitudes; empathy), 'WORKFORCE MANAGEMENT' (diversity; teambuilding) and 'SERVICE DELIVERY' (intercultural attitudes) are encompassed here, either explicitly or implicitly. What this shows is that the draft NOS framework seems to reflect the key intercultural concerns of existing sector-specific NOS and will be able to have a direct impact through developing their knowledge and content base with respect to intercultural working.

2.4.3 QAA subject benchmark statements relevant to Intercultural Communication

Not included at 2.4.1 are the QAA (Quality Assurance Agency) subject benchmark statements which apply to the delivery of undergraduate programmes in the UK higher education sector. The main reason for this is that there are currently no benchmarks for academic programmes in Intercultural Communication. Nevertheless, IC issues are relevant to *Area Studies, Languages & Related Subjects, Anthropology and Linguistics*, for which a comprehensive range of benchmarks do exist.¹⁶

The QAA describes its subject benchmark statements in the following terms:

Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject. They also represent general expectations about the standards for the award of qualifications at a given level and articulate the attributes and capabilities that those possessing such qualifications should be able to demonstrate. *Subject benchmark statements* are used for a variety of purposes. Primarily, they are an important external source of reference for higher education institutions when new programmes are being designed and developed in a subject area. They provide general guidance for articulating the learning outcomes associated with the programme but are not a specification of a detailed curriculum in the subject. Benchmark statements provide for variety and flexibility in the design of programmes and encourage innovation within an agreed overall framework. (© The Quality Assurance Agency for Higher Education 2002)

¹⁶ <http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/areastudies.asp#7;>
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/languages.asp;>
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/linguistics.asp;>
See also <http://www.llas.ac.uk/index.aspx>.

The QAA defines benchmarks according to ‘threshold’ and ‘typical’ levels of graduate achievement in the specific subject area. Graduates at the threshold level are presumed to be able to demonstrate knowledge and understanding at a basic level of information presentation, evidence and argument. Graduates at a typical level will have more sophisticated and critical capabilities in each of these areas. For *Area Studies, Languages & Related Subjects, Anthropology and Linguistics* the relevant benchmark statements which might apply to intercultural communication are set out below.¹⁷

a) Area Studies

Area Studies programmes usually involve in-depth study of single countries or groups of countries, and may combine the study of a foreign language with placement for a period of time abroad, although this is not a requirement. Area Studies programmes may also include the study of anthropological, sociological, geographical and historical perspectives as they affect the cultural development of societies. In respect of culture and society, the following QAA benchmarks apply.

Threshold Level	Typical Level
Graduates are expected to:	Graduates are expected to:
demonstrate knowledge of the area as defined by the programme provider;	demonstrate detailed knowledge of, and a critical engagement with, the area as defined by the programme provider;
recognise and represent ideas and concepts from other cultures.	recognise, represent and critically reflect upon ideas and concepts from other cultures.

b) Languages & Related Subjects

For *Languages & Related Subjects* four complementary study dimensions are identified.

Languages are at one and the same time:

- a medium of understanding, expression and communication, described here as the **use of the target language**;
- an object of study in their own right, described here as the **explicit knowledge of language**;
- a gateway to related thematic studies comprising various bodies of knowledge and methodological approaches, described here as **knowledge of the cultures, communities and societies where the language is used**; and
- a means of access to other societies and cultures, described here as **intercultural awareness and understanding**.

Virtually all programmes in LRS endeavour to integrate these aspects.

¹⁷ All benchmarking detail given is © The Quality Assurance Agency for Higher Education 2002.

The IC skills which apply to this subject area are made explicit in the LRS statement. In respect of intercultural awareness and understanding, the following QAA benchmarks apply.

Threshold Level	Typical Level
Graduates are expected to:	Graduates are expected to:
demonstrate an awareness and understanding of one or more cultures and societies, other than their own, that will normally have been significantly enhanced by a period of residence in the country, or countries, of the target language(s);	demonstrate a reasoned awareness and critical understanding of one or more cultures and societies, other than their own, that will normally have been significantly enhanced by a period of residence in the country, or countries, of the target language(s);
demonstrate an awareness and understanding of the similarities and dissimilarities of those cultures or societies in comparison with their own.	demonstrate an ability to describe, analyse and evaluate the similarities and dissimilarities of those cultures or societies in comparison with their own.

c) Anthropology

Anthropology, particularly in its social dimensions, is closely associated with the study of culture and society. Social anthropologists work at various levels of scale, ranging from individual biographies to studies of nations, regions or transnational networks. Social anthropology's focus is on the relations that connect social and cultural phenomena, and the underlying logics of social behaviour which inform issues of aesthetics, gender, power, meaning and social organisation. The following IC skills areas are noted in the benchmarks:

Threshold Level	Typical Level
Graduates are expected to:	Graduates are expected to:
demonstrate a basic understanding of the nature and extent of human diversity and commonality as seen from a variety of perspectives;	Demonstrate an understanding of the nature and extent of human diversity and commonality and account for this using a variety of analytical perspectives;
Show some appreciation of the relationship between local social and cultural forms in relation to global processes and broader historical developments;	Show an appreciation and understanding of the relationship between local social and cultural forms in relation to global processes and broader historical developments;
Be able to question cultural assumptions.	Be able to question cultural assumptions critically.

d) Linguistics

For *Linguistics*, the benchmark statement is broad, but key IC elements have been highlighted.

Since language enters into almost every area of human activity, the application of linguistic analysis can be extremely broad, encompassing almost any area where language is a practical concern. A sample of these areas might include, but is by no means restricted to: the teaching and learning of particular languages; language issues in new technologies; the development of writing systems, dictionaries, and standardised technical formats for languages; the study of translation between languages; **language issues in globalising multilingual and multicultural societies**; including language planning and language policy; the study of cases where people have linguistic difficulties (such as aphasia, hearing or speech disorders); **the study**

of communication between groups of people with different sociological, cultural and ethnic backgrounds; language awareness and language ideology; the revitalisation of endangered languages; the development of computational techniques for dealing with language corpora and with linguistic input to database query systems; and the use and abuse of language in legal contexts.

Under levels of attainment the benchmarks are less explicit, only referring to ‘social, educational and cultural issues’.

Threshold Level	Typical Level
Graduates are expected to:	Graduates are expected to:
demonstrate an understanding of the relationship between social, educational and cultural issues and such topics as the analysis of spoken and written text, the analysis of sentences and clauses, the analysis of vocabulary, the study of standard and non-standard language and the processes of standardisation, the analysis of spoken interaction, the investigation of literacy practices.	demonstrate an understanding, and to engage in critical discussion of, the relationship between social, educational and cultural issues and such topics as the analysis of spoken and written text, the analysis of sentences and clauses, the analysis of vocabulary, the study of standard and non-standard language and the processes of standardisation, the analysis of spoken interaction, the investigation of literacy practices.

2.4.4 QAA subject benchmarks: Implications for NOS

The QAA benchmark criteria for the above subject areas are interesting but do not in themselves indicate any new areas of IC competency which are not already covered by the NOS content model presented at 2.4.1. Culture and intercultural communication, where they do appear in these benchmarks, are treated in broad terms, and this is intentional. It is for each programme of delivery to interpret the benchmarks according to its own particular purposes. More relevant to NOS development, perhaps, is the presentation of the benchmarks in terms of ‘Threshold’ and ‘Typical’ levels of achievement; that is, just two levels as compared to, for example, INCA’s three, of ‘Basic’, ‘Intermediate’ and ‘Full’. Directly related to this are the reference levels of the Common European Framework (CEFR) and the Association of Language Testers in Europe (ALTE) ‘Can Do’ Framework which is embedded within it. The ALTE framework is a six-level system for describing foreign language competency. The corresponding CEFR levels follow in parenthesis.

ALTE Level 5 (Good User): the capacity to deal with material which is academic or cognitively demanding, and to use language to good effect, at a level of performance which may in certain respects be more advanced than that of an average native speaker. Example: CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.

ALTE Level 4 (Competent User): an ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics. Example: CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.

ALTE Level 3 (Independent User): the capacity to achieve most goals and express oneself on a range of topics. Example: CAN show visitors round and give a detailed description of a place.

ALTE Level 2 (Threshold User): an ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information. Example: CAN ask to open an account at a bank, provided that the procedure is straightforward.

ALTE Level 1 (Waystage User): an ability to deal with simple, straightforward information and begin to express oneself in familiar contexts. Example: CAN take part in a routine conversation on simple predictable topics.

ALTE Level 0 (Breakthrough Level): a basic ability to communicate and exchange information in a simple way. Example: CAN ask simple questions about a menu and understand simple answers.

(Common European Framework of Reference for Languages)

LOLIPOP has used this framework to develop intercultural 'Can-Do' statements which correspond to each of the ALTE/CEFR reference levels. These statements are currently not in print at the time of writing. However, the INCA framework, particularly in the assessee version (see Appendix 1), does not seem that differently arranged, and in also having CEFR as a point of reference arguably anticipates LOLIPOP's thinking in this respect.

QAA guidelines on standards use

Another area where the QAA standards seem instructive is in the QAA's perception of how the subject statements are to be used. The QAA puts great emphasis on the 'general guidance' function of the statements and makes it clear that they should not be interpreted prescriptively (see 2.4.2). This perspective is reiterated in one form or another by all the individual subject areas. For example, the Area Studies statement notes that 'The statement is a guide, not a checklist. Subject providers have the opportunity and responsibility to define the curriculum of their individual area studies provision'.¹⁸ Translated to NOS in intercultural working, employers and providers should be explicitly advised within the NOS

¹⁸ <http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/areastudies.asp>

documentation to extrapolate for themselves the specific working contexts to which the standards ought to be applied (*cf.* 3.3.1 'Workforce Management' below).

3. Phase 1 consultations with employers and providers on the draft NOS framework

This section of the report summarises the main findings of consultation events on the draft NOS framework which took place in June 2007 in London (providers), Glasgow (Scottish employers) and Birmingham (providers).

3.1 Consultation method

Following a short presentation on the project at each of the meetings, the participants were shown the draft framework and the draft unit structure for the NOS.

Employers were asked:

- a) which of the activities listed in the draft framework occurred in their workplace;
- b) whether any key activities were missing; or
- c) whether any activities had been misrepresented.

Providers were asked for their views on:

- a) the categories and headings used in the draft framework;
- b) the draft unit structure;
- c) the outcomes, knowledge and skills that might be essential under each heading.

3.2 Summary of employers' discussions

3.2.1 Comments on the draft NOS framework

PERSONAL INTERCULTURAL WORKING (SELF)

Employers clearly recognised the importance of this category to the framework. Some suggestions were made regarding the audiences which this category should address, particularly in UK-based working contexts in relation to persons having an indigenous white British cultural background and persons identifying with other cultural backgrounds, either through their families or as more recent arrivals in the UK. All the employers could see the importance of cultural awareness training in intercultural working.

WORKFORCE MANAGEMENT

Employers could see the value of this category to the standards observing that HR management and management training was based on culturally specific conceptions of expertise which were not transferable to intercultural management contexts.

SERVICE DELIVERY

Employers could see the value of this category and emphasised the importance of staff training in service delivery to customers from a range of cultures and backgrounds.

BUSINESS DEVELOPMENT

There was little interest expressed in this area by employers in this group.¹⁹ This seems a surprising response as under this heading we find business strategy in relation to specific cultural markets and client groups, and the development of products and services to appeal to different cultures, although SMEs appear to be more sensitive to these concerns than larger organisations. Language skills were emphasised by some employers as being more relevant to business development than IC training. While language skills can be beneficial, particularly in cross-cultural working contexts, intercultural awareness does not necessarily follow. This point was also made by one of the employer participants.

3.3 Summary of providers' discussions

3.3.1 Comments on the draft NOS framework

PERSONAL INTERCULTURAL WORKING (SELF)

There was broad agreement amongst providers of the importance of this category to the framework. Some noted that 'SELF' would also be a dimension of the other categories but with specific additions. If we refer back to the key intercultural standards at 2.4.1 this kind of overlap is evident between for example 'SELF' and 'SERVICE DELIVERY' in addition to other dimensions of the framework.

WORKFORCE MANAGEMENT (AND LEADERSHIP)

Providers could see the importance of this category to the standards and echoed the employers observations regarding the differences between management of 'mono-cultural'

¹⁹ This perspective is not corroborated by the questionnaire data (see section 5.2).

and multicultural groups. Some providers felt that 'leadership' was not explicit enough. At 2.4.1 the term leadership is not explicit in the benchmark criteria either. It is suggested therefore that 'leadership' be considered for inclusion in the benchmark heading, as above. Another point of consideration concerned the management of cross-cultural 'virtual teams'. This seems to be encompassed by 'diversity management' at 2.4.1, but in the redrafting of the standards might be more explicitly differentiated in terms of management 'locally' and 'at a distance'. Some providers also wondered whether this category included in-house training and staff development. There is no specific mention of this in the framework descriptions, but in this context it might be useful to recall the guidance of the QAA in relation individual subject benchmarks, where a great deal of emphasis is placed on the benchmark statements as guides, rather than checklists (2.4.2). It is for users of the standards to interpret the benchmarks and to define for themselves the specific contexts in which they wish to apply them. In-house training and staff development would seem to fall under 'WORKFORCE MANAGEMENT' in respect of the content areas of 'diversity management' and 'mentoring others' for example.

SERVICE DELIVERY

In one of the providers groups some reservations were expressed regarding the use of 'diverse' in the description 'Work effectively with customers from *diverse* backgrounds'. It was suggested that this should be changed to 'Work effectively with customers from different cultural backgrounds and different international cultures', and that 'Build productive relationships with organisations from different cultures' should in a similar manner be changed to 'Build productive relationships with organisations from different cultural backgrounds and different international cultures'. The professional sensitivity of these providers to this type of distinction is helpful, but it is one which may not be so easily transferable to an industry context where the meaning of individual standards' descriptions will need to be unambiguous and transparent. Suggestions were also made that references to finding out 'culturally specific information', and for a distinction to be made between 'board level' cultural awareness and 'operational level' cultural awareness, should be included under 'Build productive relationships with organisations from different cultures'.

BUSINESS DEVELOPMENT (AND LEADERSHIP)

Both groups did not feel that leadership was apparent enough in this area and should be made more explicit. Leadership is incorporated within 'strategic vision' under this heading at 2.4.1, but there may be grounds for including 'leadership' as part of the heading itself.

3.3.2 Draft unit structure and content

The following observations were made of the draft unit structure:

- a) The term 'performance criteria' is not favoured (ICOPROMO uses 'Key competencies' – see below).
- b) The standards should be open to interpretation and not be too prescriptive (*cf.* 2.4.3 and 3.3.1).
- c) The style of the standards should focus on how an individual's action, such as communication, is being received rather than solely on what they need to communicate (*cf.* 2.4.1).
- d) The inclusion of how to research information about cultures was considered important but asking people about their own culture could be more effective than research.
- e) Standards should differentiate between attitude and behaviour (*cf.* 2.4.1)
- f) There was uncertainty over whether the standards needed to represent different levels of intercultural competence (*cf.* 2.4.3).
- g) More elements could be introduced into the hierarchy of components: e.g. attributes, behaviour, knowledge, skills (*cf.* 2.4.1)

In relation to this, and as a point of comparison, ICOPROMO is pursuing an activities-based design for each of its intercultural learning units. At 2.4.1 these were given as:

- Biography (self-awareness)
- Emotional Management (tolerance, openness)
- Diversity Management (behavioural flexibility, sensitivity, listening and negotiation skills)
- Intercultural Interaction (language-use awareness and sensitivity)
- Communicative Interaction (effectiveness of strategies)
- Ethnography (context-based understanding)
- Intercultural responsibility (critical consciousness)

Each activity within each unit is organised according to the following generic headings:

- a) Name (of activity)
- b) Rationale
- c) Key competencies
- d) Learning outcomes
- e) Time
- f) Materials required

Outside the more general discussions, unit content (and structure) was addressed by the providers' groups through the completion of pro forma units under the headings of 'SELF', 'WORKFORCE MANAGEMENT' and 'SERVICE DELIVERY', and according to three dimensions: 'essential outcomes', 'essential knowledge' (attributes and understanding), and 'essential skills'. These units are included in the appendices to the reports of the providers' events. These reflect for much of their extent the core elements and themes of the content framework presented at 2.4.1, but with a greater degree of specificity and prescription than the content framework allows. It remains to be seen how the specific content of the standards will be drafted and in what particular format, but these will serve as useful contributions to this discussion as the NOS development team moves into Phase 2.

3.3.3 Additional comments

The providers' groups made some specific proposals regarding the standards. Key points follow:

- a) Intercultural working also includes corporate culture and this differs in different countries. The organisational management principles developed by John Kotter²⁰ at Harvard were suggested as a reference for this.

Kotter's principles are centred on the management of organisational change:²¹

Step 1: create a sense of urgency "Those who are most successful at significant change begin their work by creating a sense of urgency among the relevant people. In smaller organizations, the 'relevant' are more likely to number 100 than five, in larger organizations 1,000 rather than 50.... A sense of urgency, sometimes

²⁰ Kotter's 'Eight Steps' ©John Kotter 1995-2002

²¹ http://www.business.barclays.co.uk/BBB/A/Content/Files/change_Kotterseight_steps.pdf

developed by very creative means, gets people off the couch, out of a bunker, and ready to move.”

Step 2: put together a guiding team “With the urgency turned up, the more successful change agents pull together a guiding team with the credibility, skills, connections, reputations, and formal authority required to provide change leadership. This group learns to operate...with trust and emotional commitment.”

Step 3: create visions and strategies “...the guiding team creates sensible, clear, simple, uplifting visions and sets of strategies. In the less successful cases, there are only detailed plans and budgets that...are insufficient, or a vision that is not very sensible..., or a vision that is created by others and largely ignored by the guiding team.

Step 4: communicate for buy in “Communication of the vision and strategies comes next — simple, heartfelt messages sent through many unclogged channels. The goal is to induce understanding, develop a gut-level commitment, and liberate more energy from a critical mass of people. Here, deeds are often more important than words. Symbols speak loudly. Repetition is key..”

Step 5: empower people “In the best situations, you find a heavy dose of empowerment. Key obstacles that stop people from acting on the vision are removed. Change leaders focus on bosses who disempower, on inadequate information and information systems, and on self-confidence barriers in people’s minds. The issue here is removing obstacles, not ‘giving power’.”

Step 6: produce short-term wins “With empowered people working on the vision, in cases of great success those people are helped to produce short-term wins. The wins are critical. They provide credibility, resources, and momentum to the overall effort.”

Step 7: build momentum “...change leaders don’t let up. Momentum builds after the first wins. Early changes are consolidated. People shrewdly choose what to tackle next, then create wave after wave of change until the vision is a reality. In less successful cases, people try to do too much at once.”

Step 8: nurture a new culture “... A new culture...develops through consistency of successful action over a sufficient period of time. Here, appropriate promotions, skilful new employee orientation, and events that engage emotions can make a big difference. In other cases...a great deal of work can be blown away by the winds of tradition in a remarkably short period of time.”

Some of these steps seem relevant to the ‘WORKFORCE MANAGEMENT’ and ‘BUSINESS DEVELOPMENT’ headings through the skills outlined at Step 3 (*cf.* Strategic Vision), Step 4 (*cf.* Transparency) and Step 8 (*cf.* Diversity Management – creation of a ‘third space’) (see 2.4.1 and also 2.3), although care needs to be taken as the language used in these descriptors and the assumptions applied seem rather culture specific.

- b) Focus groups that represent different cultures should be involved to look at emerging drafts.

Consultation with employers and SSCs in the earlier stages of Phase 1 has helped to provide insights into key aspects of the working context in different industry sectors, but this has not included focused consultation with employees. In the further development of the NOS it is

proposed that research is undertaken into employees' views, particularly in sectors where there is already a high incidence of intercultural working taking place, for example in health, construction and hospitality. This might be done through consultation with the TUC and with individual Trades Unions.

- c) An additional framework should be produced that includes all the necessary skills and knowledge needed for intercultural working.

This report in building on the initial desk research incorporates a skills and knowledge reference for the NOS (see 2.4 and 2.4.1) which might serve as a basis for this.

Sections 2 and 3 of this report have outlined the principal implications for the development of full National Occupational Standards in Intercultural Working of the desk research and the consultation events on the draft NOS framework with employers and providers in Phase 1 of this project. In sections 4 and 5 the responses to the much wider consultation which has occurred via a questionnaire survey of key stakeholders are also presented and commented upon, and in the light of these findings further recommendations are made.

4. Consultation on the draft framework for National Occupational Standards in Intercultural Working: Questionnaire returns

4.1 Introduction to the fieldwork

An important part of this project has been consultation with employers and IC professionals, and other NOS stakeholders on how well the draft standards meet the training and employment requirements of relevant employment sectors. In this section of the report the fieldwork which was undertaken in June to July, 2007, is presented. This consisted of an online questionnaire which stakeholders were invited to complete. The evidence of the findings is detailed here and specific implications for the ongoing development of the standards are given.

We received 103 responses to the online questionnaire. In addition to a summary of these, this section also includes an analysis of the respondents' backgrounds and gives recommendations for action. In addition to commenting on the structure of the framework,

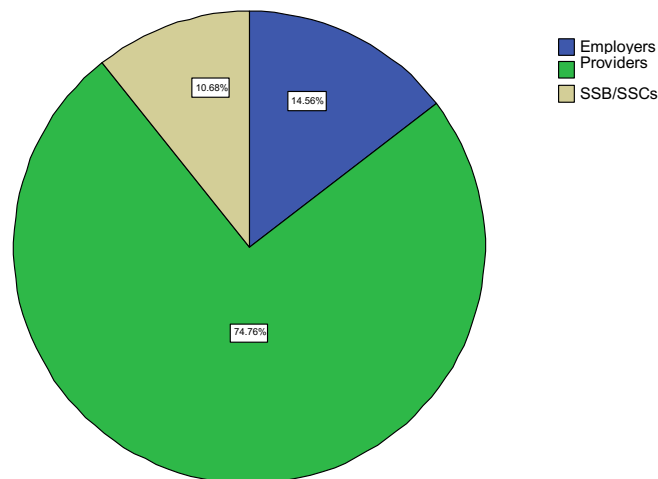
many respondents also provided comments on additional situations in which intercultural working activities take place, and on the style and wording of the standards' categories. These have all been incorporated into this summary and will inform the ongoing process of drafting a full set of standards.

4.2 Background of respondents

4.2.1 Selection of respondents

Respondents came from three groups of intercultural working (Fig. 2): intercultural skills providers, employers, and members of Sector Skills Boards (SSBs) and Sector Skills Councils (SSCs).

Fig. 2 Providers, Employers and SSBs/SSCs (n=103)



These three groupings reflected attendance at focus groups on the development of NOSs, which had been held around the UK from March to June 2007 as part of Phase 1 of the consultation. The participation of intercultural skills providers was enhanced by the participation of the International Association for Languages and Intercultural Communication (IALIC). Of 426 emails sent out, 103 respondents completed the web-based questionnaire, a response rate of almost 25%.

4.3 Data collection and analysis

Three web-based questionnaires were created for the three different populations, providers, employers and SSBs/SSCs, in order to ascertain the precise circumstances of their experience of intercultural working. However, the part of the questionnaire which evaluated the draft framework, remained the same for each population. In order to design this, a taxonomy of situations for four different areas of intercultural working was generated from the Phase 1 draft NOS Framework (Appendix 2).

The web-based questionnaires were created and the responses to it were recorded in Keypoint 5.5. Next, the responses were saved in text files and imported into the Keypoint programme. Responses were then exported as data in a comma separated values (.csv) into Microsoft Excel. Finally, the responses were coded into SPSS for Windows (Version 14). SPSS was used to generate a Chi-squared test of significance to evaluate the variation between groups of respondents.

4.3 Arenas of intercultural working

The three different populations each inhabited different arenas of intercultural working (Appendix 3-5, Q.1). Intercultural skills providers already work in educational institutions, employers mostly work in different economic sectors, and each member of a Sector Skills Council (SSC) or Standards Setting Body (SSB) liaises with a range of sectors within their particular footprint.

By far the majority (54%) of intercultural skills providers who responded worked in Higher Education (Fig 3). Of other categories of intercultural skills providers, three worked for or ran ICC consultancies, one worked for an awarding body, one was a European advisor for a job centre, and one worked for a centre of expertise and standards-setting body for languages, and one was engaged with for an 'arts and culture parastatal'.

The 15 employers who responded worked across a variety of sectors, with 3 coming from the public services and 3 from manufacturing, with a particular emphasis on engineering. Only one respondent worked in travel and tourism. Other sectors included one employer in air transport, one in law, one in international business consultancy and one in a Sector Skills

Development Agency who works across all sectors. The 11 members of SSBs and SSCs who responded displayed a wide range of engagement with different sectors of employment (Table 6).

Fig.3 Providers by educational institution (n=77)

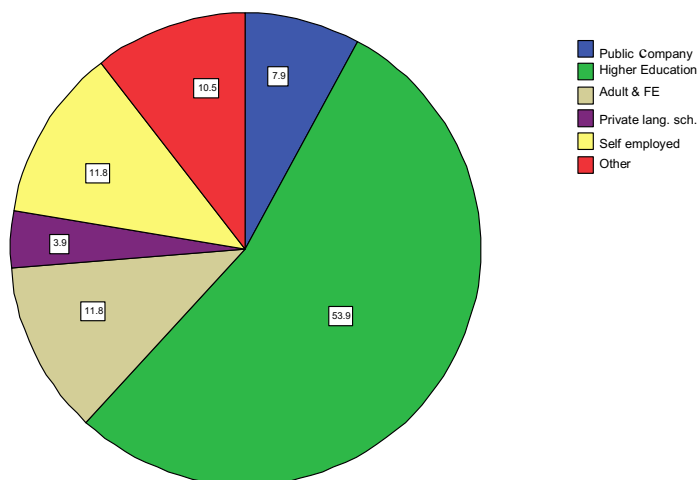


Table 6 Footprints of SSBs and SSCs

Accountancy, Payroll Administration, Credit Management, Internal Audit, Administration Of Local Taxation and Benefits	1
Production Manager, Production Supervisor, Production Operatives, Quality Control, Human Resources, Distribution Personnel.	1
Advertising, Craft, Design, Performing Art, Visual Art, Literary Art, Music and Cultural Heritage	1
Global Engineering Project Management.	1
Film, Interactive Media, Animation	1
Cultural Heritage, Advertising, Crafts, Design, Music	1
Performing Literary and Visual Arts	1
Farming, Horticulture	1
Marketing & Sales	1
Store Management	1
Leadership & Management	2
Total	11

4.4 Cultural contexts: 'multicultural' vs. 'cross-cultural' working

An issue which has been raised in each of the Steering Group meetings in Phase 1 is whether a framework for occupational standards could be applied equally to 'multicultural' as well as 'cross-cultural' working contexts. Put simply, are NOS primarily for contexts where people are working in multicultural teams in the UK, for example in the National Health Service, or are they for international contexts where a UK-based company and its staff are working across borders, e.g. *in* another country, with nationals *in* another country, or with a company *in* another country?

However, for the purposes of testing the standards, it has been important to develop this distinction more exactly and then to apply it consistently to all the responses. Let us therefore indicate how we have defined these terms for this purpose. To do this, multicultural working has been taken refer to contexts where a person from a UK culture and background is doing at least one of the following:

- (1) working with people from other UK cultures and backgrounds in the UK or outside it;
- (2) working with people from another EU country or countries in the UK;
- (3) working with people from another non-EU country or countries in the UK.

Cross-cultural working, on the other hand, has been used to refer to contexts where a person from a UK culture and background is doing at least one of the following:

- (1) working with people from another EU country or countries outside the UK;
- (2) working with people from another non-EU country or countries outside the UK.

Intercultural skills, for their part, are clearly relevant to both, i.e. the multicultural *and* the cross-cultural. Crucially, however, it is in the definition of UK National Occupational Standards that they must be 'UK-centric' so that multicultural working is gauged by association with the UK context (geographically *or* culturally) and cross-cultural working is gauged by non-association (geographically *and* culturally). Hence a British national working *in the UK* with other British nationals from different British cultures and backgrounds is working in a multicultural context. Similarly, a British national working *outside the UK* with other British nationals from different British cultures and backgrounds is also working in a multicultural context. And if a British national is working *inside the UK* with nationals from

non-UK cultures and backgrounds, this person too is working in multicultural context. However, if a British national is working *outside the UK* and the person or persons with whom they work are from other non-UK cultures and backgrounds, for the purposes of this analysis we have defined this as cross-cultural working (see Appendix 3-4, Qs 2-7) .

Why have we introduced these distinctions? We have introduced these distinctions to test whether there are significant differences in the responses given by members of the different sub-groups of intercultural workers. **If there is a significant difference in the responses, then it is problematic whether the same set of standards can be applied to all groups; if on the other hand there is no significant difference in responses, then one can validly operationalise the same set of standards across different types of intercultural working.**

We accept that the application of the definitions given could sometimes be arbitrary. However, as a statistical test, it has been consistently applied to all the data responses. It therefore meets the validity criteria which apply to statistical tests of this kind, and which enable valid and verifiable conclusions to be drawn. If, having carried out this test on the responses, and according to the definitions supplied, the data analysis shows that **there is no significant difference in the responses received across the different groups of intercultural workers**, it can therefore be concluded that the standards may be applied across different types of intercultural working. In other words, this statistical modelling has the potential to show that these NOS are applicable to intercultural working in both multicultural and cross-cultural contexts.

4.4.1 Cultural context: Analysis of data

A comparison was made between the responses given by three groups of intercultural workers: multicultural workers (MC), cross-cultural workers (CC) and multicultural and cross-cultural workers (MCCC). Since members of SSBs and SSCs were not coded for cultural context in the questionnaire, the total population for this comparison was 92 respondents. Of these, seven respondents provided no answer regarding cultural context or missed out relevant data.

5. Evaluation of the draft framework for National Occupational Standards

The Draft Framework for National Occupational Standards was divided into four main areas: personal intercultural working, business development, service delivery and workforce management. Respondents were presented with a range of activities and situations which related to each area in the draft framework. They were then asked whether they believed that all the situations listed were relevant to each activity. They were also asked to give details of: any activities that in their experience could usefully be added to this list; as well as any ways in which the style or wording of the activities could be improved (see Appendix 3-5).

5.1 Personal Intercultural Working (Self)

All the respondents apart from two believed that intercultural working involves working effectively with people from other cultures and backgrounds. Overall, there was a high level of agreement with all the situations outlined in the draft framework, and no significant difference in their response across providers, employers and SSBs/SSCs (Table 7). However, three members of the SSBs and SSCs (28%) did not consider *working with all colleagues at all levels* to be relevant to personal intercultural working.

Table 7: relevance of situations relating to personal intercultural working to providers, employers and SSBs/SSCs (n = 103)

<i>Situation</i>	<i>All groups</i>	<i>providers</i>	<i>employers</i>	<i>SSBs/SSCs</i>	<i>Chi square sig</i>
In the UK or abroad	91 88.3%	67 87%	14 93.3%	10 90.9%	.948
With individuals and groups	92 89.3%	69 89.6%	13 86.7%	10 90.9%	.964
Face to face and remotely	96 93.2%	73 94.8%	14 93.3%	9 81.8%	.419
With all colleagues at all levels	93 90.3%	71 92.2%	14 93.3%	8 72.7%	.231
Internally and externally	88 85.4%	67 87%	12 80%	9 81.8%	.869
Formally and informally	96 93.2%	72 93.5%	14 93.3%	10 90.9%	.961

p = <0.05

Responses to situations relating to personal intercultural working were also analysed across multicultural groups (MC), cross-cultural groups (CC) and multicultural & cross-cultural groups (MCCC) (Table 8). For the most part, there was little significant difference relating to the situations relating to personal intercultural working between the views of employers and providers who worked multiculturally cross-culturally, or multiculturally & cross-culturally. There was however just one, highly significant difference in the responses. While a large proportion of multicultural (98.1%) employers and providers and multicultural & cross-cultural employers and providers (91.7%) perceived *In the UK and abroad* as being a relevant (dual) situations for personal intercultural working, this was true of only about two thirds (66.75%) of cross-cultural workers.

Table 8: relevance of situations relating to personal intercultural working to MCs, CCs and MCCCs
(n = 92)

Q9	All groups	MC (n=52)	CC (n= 21)	CCMC (n=12)	Chi square sig
In the UK or abroad	81 88.0%	51 98.1%	14 66.75%	11 91.7%	.003
With individuals and groups	82 89.1%	48 92.3%	15 71.4%	12 100%	.057
Face to face and remotely	87 94.6%	51 98.1%	18 85.7%	12 100%	.180
With all colleagues at all levels	85 92.4%	50 96.2%	18 85.7%	11 91.7%	.381
Internally and externally	79 85.9%	47 90.4%	16 76.2%	10 83.3%	.332
Formally and informally	86 93.5%	50 96.2%	18 85.7%	12 100%	.292

p = <0.05

One implication of this is that, while five of the six situations proposed in the draft framework appeared to be highly relevant to both multicultural and cross-cultural workers, the dual situation *In the UK or abroad* appears to be less so. A possible reason for this is that a good number of cross-cultural workers might not perceive *In the UK* to be a valid situation for intercultural working. A further implication of this is that the high level of significance given to responses across the groups in relation to this particular situation would also appear to vindicate the criteria used for distinguishing multicultural, cross-cultural, and multicultural & cross-cultural groups in this report.

There was also no significant difference in respect of the situations relating to personal intercultural working between the views of employers and of providers who worked multiculturally or cross-culturally (Table 8). One provider commented that the situations under this activity were in their view 'not congruent'. However, other respondents commented on the comprehensiveness of the list with statements such as: 'I'm satisfied with the list'; 'the above options seem to cover all possibilities'; 'looks fairly comprehensive to me - well done! '.

5.1.1 Wording

There were a few comments from respondents on the wording of the situations in respect of the activity 'working effectively with people from other cultures and backgrounds'. One or two were approving, e.g. 'seems fine as it is'; 'can't think of any'; and 'none'. However, one member of the SSBs/SSCs group noted that 'the wording is very broad – in our society any conceivable job in any sector might have an element of this activity'. Some respondents commented on the questionnaire design and these have not been recorded for this exercise. Other responses included specific rewordings of situations, or comments on the wording.

(i) Comments on 'Intercultural working'

- avoid repeating the words 'working' and 'culture' in the definition, since they are part of what you purport to define;
- 'Intercultural working' involves working effectively with people from other cultures and linguistic backgrounds;
- The term 'intercultural working' refers to effective job-related interaction among people with different heritages and world views;
- 'Intercultural working' is using awareness of different linguistic and cultural backgrounds to promote effective working arrangements with people from other cultures;
- 'Work' preferable to 'working';
- Possibly replace 'working' with 'interacting'.

(ii) *Other comments*

- When you say 'with all colleagues at all levels', you should also mean that intercultural communication involves people who come from the same national group but have different opinions regarding issues which come up in interaction; these people should also be flexible in resolving their differences.
- Define what is meant by 'internally and externally' - perhaps 'internal audiences and external audiences' is a bit clearer.
- Don't really understand 'internally and externally';
- I'm not sure I have understood correctly what the contrast is between 'formally and informally'.

5.1.2 Additional situations

Additional situations that respondents gave details of in relation to personal intercultural working can be classified under: 'forms of relations', 'groupings', 'functional situations', 'medium of communication' and 'intercultural communication'.

a) Forms of relations

- in interactions where unequal power relationships play a part;
- in interactions where class and professional differences play a part;
- in interactions where gender and sexual orientation play a part;
- in interactions where learning needs and disability play a part.

b) Groupings

- with all colleagues, customers (2) and clients (3) at all levels;
- with groups of different ages (2);
- with individuals of different ages;
- with mono- or multi-cultural groups;
- with international students and staff;
- with senior persons and their families at social gatherings;
- in team-working, developing global leadership capabilities as part of a multicultural project team;

- as part of an association (mosaic) interested in exploring similarities and differences in working in and with various cultures.

c) *Functional situations*

- professionally (5), socially (6) and privately;
- negotiation;
- giving instructions;
- managing (2) the work of individuals and/or teams; e.g. managing diverse ethnic groups within the retail workplace.
- 'cross functionally' within companies or groups;
- in contracted-out or out-sourced situations;
- in political environments; e.g. embassy or high commission briefing meetings;
- in multi-cultural conferences, seminars, workshops, etc;

d) *Medium of communication*

- written (3) as well as spoken (2) communication; e.g. reports, brochures, websites, email;
- mediated communication, such as public communication through the media;
- remotely by synchronous or asynchronous means;
- remotely via email or websites;
- remotely in virtual environments (e.g. internet, fora, blogs, teleconferences, etc);
- in formal multilingual environments; e.g. switch between languages to avoid foreign language fatigue;
- giving lectures to students from other cultures and backgrounds;
- linguistic competence vs. competence to interpret cultural meanings in a shared language.

e) Intercultural communication

- exposure to language and cultural diversity;
- in cultural awareness training and localisation; e.g. individuals from neighbour countries often live with incorrect ideas about their neighbours – confronting the students with another reality opens doors;
- exchanging innovative ideas with colleagues from different cultural backgrounds;
- understanding the differences which impact on expectations and communication;
- reference to cultural backgrounds & professional backgrounds: two technical people from different cultures might be able to working effectively but not necessarily with people with other professional backgrounds & if they have management responsibilities the professional overlap can mislead them.
- trying to make sure the message is relevant to all and does not discriminate against anyone.

5.1.3 Implications

The following implications arise from respondents' comments on the wordings of definitions and of situations under the heading PERSONAL INTERCULTURAL WORKING (SELF).

- There are different understandings of what intercultural working refers to. It remains a contested and difficult area. For example, at least one respondent is including personal differences between colleagues from the same culture and background as relevant to this category. Intercultural working for the purposes of NOS needs to be more clearly defined;
- Other terms are not clearly understood: e.g. 'internally' vs. 'externally', 'formally' vs. 'informally'. Giving examples under the situation headings; e.g. 'in the UK and abroad', 'internally and externally' etc. could aid clarity. See also 'SERVICE DELIVERY'.

The following implications arise from respondents' comments on the additional situations under the heading PERSONAL INTERCULTURAL WORKING (SELF).

- There is a need for some description of the ethical and political aspects of personal intercultural working;
- The groupings listed should be expanded and described to a greater level of specificity including one or more aspects mentioned, in particular *age* – as well as *customers* and/or *clients*;
- Functional situations should include *professionally, socially* and *privately* – as well as possibly one or more aspects of the additional situations listed above;
- The media listed should be expanded and described to a greater level of specificity including minimally *written* and *spoken*;
- The intercultural dimension of the situations associated with personal intercultural working needs to be stated more explicitly for at least some of the situations associated with this activity.

5.2 Business Development

84% of respondents believed that working interculturally involves both developing business strategy with people from other cultures and backgrounds and developing products and services to appeal to different cultures.

Table 9: relevance of situations relating to developing business strategy with people from other cultures and backgrounds to providers, employers and SSBs/SSCs (n = 103)

Q13	All groups	Providers	employers	SSBs/SSCs	Chi square sig
Business direction	71 68.9%	54 70.1%	11 73.3%	6 54.5%	.535
Content strategy	64 62.1%	52 67.5%	8 53.3%	4 36.4%	.103
Leadership development	71 68.9%	56 72.7%	8 53.3%	7 63.6%	.306
Company objectives	70 68%	52 67.5%	9 60%	9 81.8%	.493
Business integration activity	64 62.2%	51 66.2%	6 40%	7 63.6%	.158

p = <0.05

While there was no significant difference in the responses across providers, employers and SSBs/SSCs (Tables 9 & 10), the perceived relevance of these situations was lower than those proposed for personal intercultural working. While 78.6% of respondents perceived *product and service design and development* as being a relevant situation, only 59.2% perceived data production as being relevant. Only 6 members of SSBs and SSCs perceived that *business direction* was relevant to their footprint, and only 4 perceived the relevance of *content strategy*. The suggestions for additional situations below (5.2.2) shed some light on those that were perceived as being less relevant.

Table 10: relevance of situations relating to developing products and services to appeal to different cultures to providers, employers and SSBs/SSCs (n = 103)

Q17	All groups	providers	employers	SSBs/SSCs	Chi square sig
Product and service design and development	81 78.6%	63 81.8%	10 66.7%	8 72.7%	.373
Data production	61 59.2%	47 61%	7 46.7%	7 63.6%	.556
Preparing materials	75 72.8%	59 76.6%	9 60%	7 63.6%	.320
Training programme design and planning	77 74.8%	59 76.6%	10 66.7%	8 72.7%	.709

p = <0.05

Responses to situations relating to developing business strategy with people from other cultures and backgrounds or to developing products and services to appeal to different cultures were also analysed across multicultural groups (MC), cross-cultural groups (CC) and multicultural & cross-cultural groups (MCCC) (Tables 11 & 12).

Table 11: relevance of situations relating to developing business strategy with people from other cultures and backgrounds to MCs, CCs and MCCCs (n = 92)

Q13	All groups	MC (n=52)	CC (n= 21)	CCMC (n=12)	Chi square sig
Business direction	65 70.1%	37 71.2%	14 66.75	10 83.3%	.585
Content strategy	60 65.2%	31 59.6%	17 81%	8 66.7%	.219
Leadership development	64 67.4%	37 71.2%	15 71.45	8 66.7%	.949
Company objectives	61 66.3%	34 65.4%	13 61.9%	10 83.3%	.415
Business integration activity	57 62%	33 63.5%	13 61.9%	8 66.7%	.963

p = <0.05

For the most part, there was also little significant difference between the views of employers and providers who worked multiculturally cross-culturally, or multiculturally & cross-culturally.

Table 12: relevance of situations relating to developing products and services to appeal to different cultures to MCs, CCs and MCCCs (n = 92)

Q17	All groups	MC (n=52)	CC (n= 21)	CMMC (n=12)	Chi Square sig
Product and service design and development	73 79.3%	41 78.8%	19 90.5%	8 66.7%	.245
Data production	54 58.7%	29 55.8%	15 71.4%	6 50%	.375
Preparing materials	68 73.9%	39 75%	17 81%	7 58.3%	.352
Training programme design and planning	69 75%	39 75%	20 95.25%	6 50%	.012

p = <0.05

The one situation whose relevance did appear significantly different was *Training programme design and planning* (Table 12). Almost all (95.25%) of cross-cultural employers and providers and three-quarters (75%) of multicultural & cross-cultural employers perceived this situation as relevant to developing products and services to appeal to different cultures; however, it was only true of half (50%) of both multicultural & cross-cultural employers and providers. Thus, while almost all of these situations can confidently be utilised within a framework for occupational standards across different types of intercultural working, *Training programme design and planning* should be reviewed and possibly revised.

5.2.1 Wording

There were a number of comments on the wordings under each activity heading.

(i) Comments on '*Developing business strategy with people from other cultures and backgrounds*'

- You are on tricky ground here, since companies do have their own cultures and some fairly hegemonic ones, to the extent that their world employees' heritages and world views are subsumed by the company culture (IBM being a case in point, but also IKEA). In such cases you would not increase effectiveness by enhancing reciprocal

understanding of cultural differences, which are negated; indeed, by seeking to enhance intercultural understanding you would be upsetting the company culture;

- Other cultures and backgrounds may operate in very different ways from the UK business model - there seems to be an assumption that they will all be working under 'universal' standards, which makes the whole exercise of involving others in 'our' activities a tokenistic exercise to tick the box of diversity without really engaging with epistemological and ontological differences. The result of this would be that power relations (and racism, stereotypes, assumptions of supremacy, etc.) would remain unchallenged;
- I think that although a group of people should satisfy the company's objectives, they should also make sure that they give their individual characteristics to the whole project.
- Developing employees' knowledge, skills and attitudes in relation to intercultural aspects. A good reference regarding to these three factors can be seen in the books of Prof. Mike Byram;
- Q12. developing business strategy with consideration of the values, opinions and behaviour of people from other cultures and backgrounds;
- I think that working interculturally is far more than developing business strategies with people. A simple 'yes' no here is too limiting and won't tell you what is going on in people's minds: it won't shift your understandings along in any way - ? I also don't understand Q 13. What 'activity'? How is 'business direction' /company objectives/leadership development/etc a 'situation'? Sorry to be difficult with this - I don't have a business mind, so perhaps others will understand;
- Q13 contains expressions which have no meaning for me;
- Not sure what is meant by business integration activity hence I didn't tick it;
- Not sure what is meant by 'content strategy';
- I do not really understand what Q12 means or how it relates to the reality of business people working with business people from other cultures;
- Again it seems a bit tautological - I believe that working interculturally involves working effectively with people from different cultures. Be weird if you didn't;
- All the questions are back to front. The business activities involve working interculturally. Not the other way round. I am unable to answer the questions;

- I think these questions miss the point. Working interculturally is not activity specific, it's the awareness and skills an individual brings to the activity which makes the difference. So for me, Q12 should read I believe that developing business strategy with people from other cultures and backgrounds is enhanced by having intercultural awareness... such as X, Y, Z (eg awareness of culturally influenced decision-making processes, attitude towards time and planning, attitudes towards risk and uncertainty etc), and the skills to flex your own style appropriately for the context. Some of those skills will be generic, others will be culture specific;
- "Business strategy" is not an activity, it is the outcome of an activity. "Develop and implement business strategies" would be better;
- job interviews;
- an appropriate business strategy;
- Again, some of the terminology does not give a very clear impression of the situations, particularly 'content strategy';
- An impression is given that 'business integration' is a major goal. However, integration need not be 100%. Tolerance and support of diversity is important, too, and this ought to be included here;
- Business integration could be streamlining business processes.

(ii) Comments on '*developing products and services to appeal to different cultures*'

- I'm not sure I understand them;
- The wording is very broad - in our society any conceivable job in any sector might have an element of this activity;
- What you are describing above is effective marketing for culturally diverse peoples. However this does not necessarily require cross-cultural communicative competence on the part of the home-office management. For management can simply hire (bilingual) local marketing experts to construct and run surveys and discover customer demands, which is in fact what international companies have done for generations. In other words, it is not necessary for the home-office managers to be able to interact effectively with the various populations. You see, I would use the term 'intercultural working' only for describing effective interpersonal workplace interaction. The manager who liaisons

with the local bilingual marketing expert would of course need cross-cultural communicative competence, to make sure that what the home-office wants to know gets across to the local expert (unless the local expert were himself or herself sufficiently competent cross-culturally to assure perfect understanding). In any case the fact remains that we are speaking of a single dyad (the home-office representative and the local expert). We are not talking about a multicultural workplace or a situation in which all of management staff has to interact with culturally diverse individuals;

- I think that when preparing materials, the company should be aware of any sensitive issues which emerge in other cultures so that these can be discussed discretely without offending the participants;
- “Different cultures” should be reworded to “in different cultural contexts”
- Q16 - yes no is far too simplistic. I want to argue with it. Can’t answer the rest as I don’t really understand what you are talking about;
- N.B. Need to acknowledge that other English speaking countries e.g. USA have different culture;
- Providing good and professional services after selling products to customers, no matter which country they are from;
- Not sure that data production is the right term but at this point can’t think what it should be;
- ... services RELEVANT to different cultures;
- not sure what the last two items mean;
- “Preparing materials” is vague. “Preparing marketing literature”? “Preparing product information catalogues”? “Preparing technical product handbooks”?
- Data production: unsure of what this is in context of ICW;
- It is necessary to train people to go away from their transaction-driven computer systems and to think about the customer or the recipient of the piece of paper. It may not be possible to translate the Terms and Conditions of Sale into every language but it is possible to type in free hand on the front of the document (in the desired language), “Please see special information on the back of this document.” Then the document could be given to the person in the organisation who speaks English.

5.2.2 Additional situations

(i) Developing business strategy with people from other cultures and backgrounds

Additional situations that respondents gave details of in relation to relating to developing business strategy with people from other cultures and backgrounds can be classified under: 'intercultural co-operation', 'ethics', 'business strategy', 'interpersonal relations and personal growth', 'business planning' and 'other'.

a) Intercultural co-operation

- international cooperation, e.g. "what is important is that people understand other cultures and are tolerant of one another's ways...the need is to find common ground for working together";
- intercultural understanding, e.g. business school undergraduates should "meet other cultural situations in order to be able to meet people abroad";
- comparing expertise and exchange of ideas leading to positive change.

b) Ethics

- terms and equality of the collaboration;
- accountability and transparency;
- social responsibility and business ethics;
- design ethics;
- due diligence.

c) Interpersonal relations and personal growth

- "negotiation" and "negotiation skills" (3);
- team work (2);
- agreeing working methods;
- personal and professional development;
- relationship management;
- people development;
- management development to be distinct from leadership development.

d) Business strategy

A number of respondents commented on various aspects of business strategy:

- the need for marketing strategies for different target groups, e.g. “shaping marketing campaigns to position products according to the values placed on them by different communities”
- implementation strategy: having succeeded in agreeing objectives, negotiating the ways in which they will be achieved and agreeing how those will be put into practice and monitored for effectiveness, dealing with risk; dealing with failure - agreeing beforehand how this will be identified, notified and dealt with;
- communications strategy, e.g. internationalisation and localisation of websites;
- explicitness, i.e. how explicit the details of strategy needs to be.

e) Business planning

- stakeholder mapping;
- scenario planning;
- project work;
- sales.

f) Other

- measurement of skills and qualifications of international workers to be equivalent in comparison to UK qualifications.

(ii) Developing products and services to appeal to different cultures

Additional situations that respondents gave details of in relation to relating to developing products and services to appeal to different cultures can be classified under: ‘marketing’, ‘product and service design and development’, ‘data production’, ‘preparation of materials’.

a) Marketing

- international and cross-cultural marketing (3): product publicity, information, promotion, advertising;
- market research (3), e.g. “ethnographic marketing study”; “ among ethnic groups in UK”;

- understanding local cultural situations and positioning a product on the market in different countries, i.e. if one product can be produced, how it is run in a certain country;
- international website development;
- social impact analysis: including issues around representation and use of images.

b) Product and service design and development

- product testing and piloting: designing, securing and learning from feedback; customisation of products for customer;
- understanding the cultural differences;
- developing products and services that don't discriminate against other cultures, e.g. issues of institutional racism, or institutional lack of intercultural awareness;#
- provision of service, after-sales facilities & product support;
- risk analysis;
- scouting/environmental scanning;
- field-testing;
- benchmarking;
- decision making, e.g. "power / distance problems".

c) Data production

- securing data for analysis: negotiating the purpose and therefore the form of the subsequent analysis, and therefore in turn the data capture and production processes and instruments.

d) Preparation of materials

- preparation of information, guidance and advice, e.g. selling TV programmes, joint funded film project in interactive media and animation.

5.3. Service Delivery

92% of respondents believed that working interculturally involves working effectively with customers from diverse backgrounds; 87% of respondents believed that working interculturally involves building productive relationships with organisations from different cultures.

Table 13: relevance of situations relating to working effectively with customers from diverse backgrounds to providers, employers and SSBs/SSCs (n = 103)

Q21	All groups	providers	Employers	SSBs/SSCs	Chi square sig
In the UK or abroad	88 85.4%	65 84.4%	14 93.3%	9 81.8%	.627
Internally or externally	81 78.6%	59 76.6%	13 86.7%	9 81.8%	.661
Public and private sector	74 71.8%	57 74%	7 46.7%	10 90.9%	.032

p = <0.05

Overall, the perceived relevance of the situations within each of these activities (Tables 13 & 14) was higher than those proposed for those within those situations under Business Development activities (5.2). While 85.4% of respondents perceived *In the UK or abroad* as being a situation that was relevant for working effectively with customers from diverse backgrounds, only 70.9% perceived *In supply chain* as being a situation that was relevant for building productive relationships with organisations from different cultures.

Table 14: relevance of situations relating to building productive relationships with organisations from different cultures to providers, employers and SSBs/SSCs (n = 103)

Q25	All groups	providers	employers	SSBs/SSCs	Chi square sig
In the UK or abroad	85 82.5%	64 83.1%	13 86.7%	8 72.7%	.628
In partnerships	86 83.5%	65 84.4%	13 86.7%	8 72.7%	.582
In supply chain	73 70.9%	53 68.8%	12 80%	8 72.7%	.677
In multinationals	77 74.85	58 75.3%	12 80%	7 63.6%	.621

p = <0.05

There was mostly no significant difference in the responses across providers, employers and SSBs/SSCs (Tables 13 & 14). However, there was one significant difference relating to the perceived relevance of *Public and private sector* to working effectively with customers from

diverse backgrounds (Table 10). While 90.9% of SSCs/SSCs and 74% of providers perceived that this situation was relevant to working effectively with customers from diverse backgrounds, only 46.7% of employers agreed.

Responses to situations relating to working effectively with customers from diverse backgrounds and to building productive relationships with organisations from different cultures were also analysed across multicultural groups (MC), cross-cultural groups (CC) and multicultural & cross-cultural groups (MCCC) (Tables 15 & 16).

Table 15: relevance of situations relating to working effectively with customers from diverse backgrounds to MCs, CCs and MCCCs (n = 92)

Q21	All groups	MC (n=52)	CC (n= 21)	CCMC (n=12)	Chi Square sig
In the UK or abroad	79 85.9%	45 86.5%	17 81%	12 100%	.288
Internally or externally	72 78.3%	42 80.8%	15 71.4%	10 83.3%	.621
Public and private sector	64 69.6%	36 69.2%	17 81%	6 50%	.178

p = <0.05

There was no significant difference between the views of employers and providers who worked multiculturally, cross-culturally, or multiculturally & cross-culturally. This means that these situations can be confidently be utilised within a framework for occupational standards across different types of intercultural working.

Table 16: relevance of situations relating to building productive relationships with organisations from different cultures to MCs, CCs and MCCCs (n = 92)

Q25	All groups	MC (n=52)	CC (n= 21)	CCMC (n=12)	Chi Square sig
In the UK or abroad	77 83.7%	44 84.6%	17 81%	11 91.7%	.713
In partnerships	78 84.8%	45 86.5%	17 81%	11 91.7%	.680
In supply chain	65 70.7%	40 76.9%	14 66.75	7 58.3%	.364
In multinationals	70 76%	41 11%	15 71.4%	10 83.3%	.693

p = <0.05

One respondent protested, “how do you expect people to capture in a questionnaire all service activities? more importantly why? What is the purpose?” Others expressed a measure of satisfaction with the list of activities relating to working effectively with customers from diverse backgrounds. One respondent again commented ‘I’m satisfied with the list’; another commented, ‘It seems to be adequately covered’.

5.3.1 Wording

There were a number of comments on the wordings under each activity heading.

(i) Comments on ‘*Working effectively with customers from diverse backgrounds*’

Under this activity heading several comments are made, but in some cases the respondents do not suggest rewordings specifically, but take issue with concepts of intercultural competence which have been repeated elsewhere.

- Same reasoning as before. The sales representatives have to interface with culturally diverse customers, so they need cross-cultural communicative competence (CCCC). But no one else in the home office does. It is sufficient that home-office managers know ABOUT the other cultures -- but this does not mean being communicatively competent with them, which is the sales representatives job. In any case, in large international firms the sales representatives are all recruited locally and do not belong to the home-office staff. So, as mentioned previously only the liaison person needs CCCC. And only the encounters between the liaison person and the local sales manager constitute ‘intercultural working’;
- I think that although we should show sensitivity to matters which can make some cultures vulnerable, we should also discuss them in such a way so that people from diverse cultural backgrounds should know that they exist because sooner or later they might face people who will not be that tolerant to matters which the first would like to avoid;
- This combines cultural diversity and diversity within culture;
- I would have preferred to have seen the final situation descriptor broken down into discrete elements rather than all lumped together;

- Differentiating between the different types of interaction in Q21, third box, might have some value. It depends on the purpose of the question;
- I am not happy with Q21. You should have four boxes, in the UK, abroad and for each of those you should have internally and externally;
- You have included examples of the public and private sector. It might be a good idea to include examples in the other situations throughout the survey too?
- I'm not sure what 'internally or externally' actually means;
- again, 'internally and externally' a bit vague;
- The wording is very broad - in our society any conceivable job in any sector might have an element of this activity. Also I wouldn't feel comfortable excluding any of the above situations.

(ii) Comments on *'Building productive relationships with organisations from different cultures'*

- The list is satisfactory;
- in the private, public and NGO sectors as options;
- in large and small enterprises;
- in inter-governmental programs. In international exchanges in universities
- "Develop, maintain and conclude...";
- ... involves building ETHICAL (i.e. non-exploitative) and productive;
- A few examples to accompany some of the situations would be helpful;
- increasing intercultural dialogue and communication between individuals and organisations from different cultures, a willingness to cooperate with each other, rather than competing with one another;
- Is there also a role for joint ventures here?
- Had space permitted, an example to illustrate each of the "activities" might have been helpful for those not versed in this type of exercise or familiar with its background and purpose;
- Not sure what the definition is that sits behind partnership;
- I think you need to be more specific, and give specific situations (i.e. in what sort of partnerships? How in multinationals?;

- The wording is very broad - in our society any conceivable job in any sector might have an element of this activity. Also I wouldn't feel comfortable excluding any of the above situations.

5.3.2 Additional situations

Additional situations that respondents gave details of in relation to working effectively with customers from diverse backgrounds can be classified under: in the UK or abroad; public and private sector; sales and marketing; management and product development; communication competencies.

In the UK or abroad

- When working with clients abroad, we need to consider their needs and fit in with them, but when they come here, the situation is different.

Public and private sector

- Within the education field, there is collaborative working with non-UK partners to provide a service);
- Working with customers: no one person is of the same cultural make-up as any other, therefore an appreciation of intercultural principles is helpful for any two-person interaction to be effective and successful; this is enhanced by obvious differences in language, skin colour, gender, age, etc.

Voluntary and community sector

- Inclusion;
- Developing products and services for the voluntary and community sector.

Sales and Marketing

- Sales to customers in a store setting;
- Marketing research;
- Marketing communications;
- Service promotion.

Management and Product Development

- Management Consulting;
- Packaging;

Communication competencies

- Not to be interculturally incompetent in the use of language: e.g. by using expressions such as “the UK and Europe”, or “America” instead of “The USA”; by inadvertently using excessively idiomatic language when talking to non-mother tongue speakers, etc;
- Understanding differences in decision making: who does what, who reports to who, etc;
- Attending a seminar: usually these are translated but you miss the important bits;
- Using interpreting and translation services.

Additional situations that respondents gave details relating to building productive relationships with organisations from different cultures can be classified under: situations, purpose of relationship, communication and intercultural working.

Situations

- in public organisations/sector and commercial organisations/ private organisations/ sector.
- in SMEs and multinationals
- in franchises
- in cross-national projects
- in research and development
- with governments and their agencies
- in NGOs: e.g. school/ university exchanges, visits of theatre groups choirs etc.
- in professional associations;
- internally and externally
- temporary and permanent

Purpose of relationship

- production and delivery of products and services;

- exchange of knowledge and experience;
- networking;
- research;
- joint design;
- joint ventures with foreign companies;
- financial transactions: e.g. the differences between countries payment systems, etc.

Communication

- Learning some basic words/languages from other cultures
- When speaking one's own language (e.g. English), speak slowly and clearly for the other individuals from other cultures whose native languages are not English, and make sure that both sides understand each other
- value-sharing from different cultures - tolerance and respect are important factors when dealing with intercultural business. Business is always dealing with every individual, the one with a soul, a body and a feeling. Individuals are the heart of business, and the materials are the secondary. For example, a car dealer chooses to sell cars, and the reason could be that he/she likes contacting with other individuals, not because he/she simply likes cars.

Intercultural working

- In a truly distributed company scheme (i.e., in a transnational company), managers at all levels constantly interact with people from different cultures, since supplies, production cycles, financial planning etc. are handled globally. This, then, is indeed 'intercultural working'. Benetton is a classic example: the head office in Varese, Italy, no longer produces wool or dyes it or stitches garments etc. as it did 50 years ago; these things are carried out in three different continents -- the home office coordinates it all, a multi-cultural work activity par excellence.

5.4 Workforce Management

There was a high measure of agreement with the first four activities posited for the area of workforce management:

- 86.4% of respondents believed that working interculturally involves planning a workforce of people from different cultures and backgrounds;
- 86.4% of respondents believed that working interculturally involves recruiting people from different cultures and backgrounds;
- 93.2% of respondents believed that working interculturally involves managing teams of people from different cultures and backgrounds;
- 91.3% of respondents believed that working interculturally involves improving team working in a diverse workforce.

However, only:

- 77.7% of respondents believed that working interculturally involves implementing grievance and disciplinary procedures with people from different cultures and backgrounds.

Overall, the perceived relevance of the situations within each of these activities (Tables 17 - 21) was also high. While 89.3% of respondents perceived *Giving feedback* as being a situation that was relevant for managing teams of people from different cultures and backgrounds (Table 19), 77.75% of respondents perceived *A focus on improving and troubleshooting* to improving as being a situation that was relevant for team working in a diverse workforce (Table 20).

Table 17: relevance of situations relating to planning a workforce of people from different cultures and backgrounds to providers, employers and SSBs/SSCs (n = 103)

Q29	All groups	providers	employers	SSBs & SSCs	Chi Square sig
Internationally and in the UK	81 78.6%	60 77.9%	11 73.3%	10 90.9	.532
Staff retention and promotion of staff	78 75.7%	57 74%	11 73.3%	10 90.9	.

p = <0.05

Table 18: relevance of situations relating to recruiting people from different cultures and backgrounds to providers, employers and SSBs/SSCs (n = 103)

Q31	All groups	providers	employers	SSBs/SSCs	Chi square sig
Internationally and in the UK	79 76.7%	60 77.9%	9 60%	10 90.9%	.161
Interviewing, advertising and selecting	84 81.6%	61 79.2%	13 86.7%	10 90.9%	.555

p = <0.05

Table 19: relevance of situations relating to managing teams of people from different cultures and backgrounds to providers, employers and SSBs/SSCs (n = 103)

Q33	All groups	providers	employers	SSBs/SSCs	Chi square sig
Internationally and in the UK	88 85.4%	63 81.8%	14 93.3%	11 100%	.179
Giving feedback	92 89.3%	67 87%	15 100%	10 90.9%	.324
Staff appraisal	82 79.6%	57 74%	15 100%	10 90.9%	.045

p = <0.05

Table 20: relevance of situations relating to improving team working in a diverse workforce to providers, employers and SSBs/SSCs (n = 103)

Q35	All groups	providers	employers	SSBs/SSCs	Chi square sig
Internationally and in the UK	85 82.5%	16 20.8%	14 93.3%	10 90.9%	.311
A focus on improving and troubleshooting	80 77.75%	18 23.4%	13 86.7%	8 72.7%	.636

p = <0.05

Table 21: relevance of situations relating to implementing grievance and disciplinary procedures with people from different cultures and backgrounds to providers, employers and SSBs/SSCs (n = 103)

Q37	All groups	providers	employers	SSBs & SSCs	Chi Square sig
Internationally and in the UK	79 76.7%	57 74%	13 86.7%	9 81.8%	.521

p = <0.05

There was mostly no significant difference in the responses across providers, employers and SSBs/SSCs (Table 17 -21). However, there was one significant difference relating to the perceived relevance of *Staff appraisal* to managing teams of people from different cultures and backgrounds (Table 19). While 100% of employers and 90.9%of SSBs/SSCs perceived

that this situation was relevant to working effectively with customers from diverse backgrounds, only 74% of providers agreed.

Responses to situations relating to each of these five activities were also analysed across multicultural groups (MC), cross-cultural groups (CC) and multicultural & cross-cultural groups (MCCC) (Tables 22 - 26).

Table 22: relevance of situations relating to planning a workforce of people from different cultures and backgrounds recruiting people from different cultures and backgrounds to MCs, CCs and MCCCs (n = 92)

Q29	All groups	MC (n=52)	CC (n= 21)	CCMC (n=12)	Chi Square sig
Internationally and in the UK	71 77.2%	37 71.2%	18 85.75	11 91.7%	.321
Staff retention and promotion of staff	68 73.9%	40 76.9%	13 61.9%	11 91.7%	.187

p = <0.05

Table 23: relevance of situations relating to recruiting people from different cultures and backgrounds to MCs, CCs and MCCCs (n = 92)

Q31	All groups	MC (n=52)	CC (n= 21)	CCMC (n=12)	Chi Square sig
Internationally and in the UK	69 75%	37 71.2%	16 76.25	11 91.7%	.330
Interviewing, advertising and selecting	74 80.4%	42 80.8%	16 76.25	11 91.7%	.546

p = <0.05

Table 24: relevance of situations relating to managing teams of people from different cultures and backgrounds to MCs, CCs and MCCCs (n = 92)

Q33	All groups	MC (n=52)	CC (n= 21)	CCMC (n=12)	Chi Square sig
Internationally and in the UK	77 83.7%	45 86.5%	16 76.25	12 100%	.164
Giving feedback	82 89.1%	46 88.5%	20 95.2%	12 100%	.339
Staff appraisal	72 78.3%	43 82.7%	14 66.7%	12 100%	.056

p = <0.05

Table 25: relevance of situations relating to improving team working in a diverse workforce to MCs, CCs and MCCCs (n = 92)

Q35	All groups	MC (n=52)	CC (n= 21)	CCMC (n=12)	Chi Square sig
Internationally and in the UK	75 81,5%	43 82.7%	16 76.25	12 100%	.200
A focus on improving and troubleshooting	72 78.3%	41 78.8%	17 81%	10 83.3%	.933

p = <0.05

Table 26: relevance of situations relating to implementing grievance and disciplinary procedures with people from different cultures and backgrounds to MCs, CCs and MCCCs (n = 92)

Q37	All groups	MC (n=52)	CC (n= 21)	CCMC (n=12)	Chi Square sig
Internationally and in the UK	70 76%	41 78.8%	16 76.2%	9 75%	.658

p = <0.05

Again, there was no significant difference to the relevance of these situations to employers and providers who worked multiculturally, cross-culturally, or multiculturally & cross-culturally. This means that most of these situations can confidently be utilised within a framework for occupational standards across different types of intercultural working. However, since a third of respondents did not believe that working intercultural involves implementing grievance and disciplinary procedures with people from different cultures and backgrounds, this activity and its corresponding situation should be reviewed and possibly revised (Table 26).

Two respondents made extensive comments here relating to the coverage of the 'questionnaire' - or draft framework - as a whole. One respondent commented, "Intercultural awareness does not only apply to different nationalities, languages etc, but also includes gender, religion/beliefs, sexual orientation, social class, regional origin (within one language group) age group, organisational culture etc. The questions seem to focus very much on BME (black and minority ethnic) only." Another wrote, "Most of what you have in the questionnaire is here is universally important. How to deal with cultural diversity and turn it into meaningful resources was probably implicit here, but unfortunately, I couldn't find it." However, one respondent again commented more

specifically on the activities and situations under workforce management, 'The list is satisfactory'.

5.4.1 Wording

There were a number of comments on the wordings relating to the generic activity heading of 'workforce management'. The following specific activities come under this heading:

- (i) *'Planning a workforce of people from different cultures and backgrounds'*
- (ii) *'Recruiting people from different cultures and backgrounds'*
- (iii) *'Managing teams of people from different cultures and backgrounds'*
- (iv) *'Improving team working in a diverse workforce'*
- (v) *'Implementing grievance and disciplinary procedures with people from different cultures and backgrounds'*

Comments:

- Q35 why a focus on improving and troubleshooting? Q36 the reason for saying no is that there can only be one version of the grievance and disciplinary procedure and it needs to be consistently administered. In writing it would be important to consider the impact of various policies and practices on different cultural understandings;
- Q 36 I believe that [workforce management] involves having staff management policies in place (including grievance procedures) in line with legislation and best practice. (don't just focus on the negative);
- Q36: shared norms must be created and followed but 'implementing grievance' is not clear to me;
- It is not just implementing grievance and disciplinary procedures with people from different cultures and backgrounds, but also knowledge of appropriate procedures;
- Q 37 seems odd, as there is only one thing to tick. Perhaps you might want to say which colleagues should be involved: i.e. line managers, appraisers, co-workers, etc.;
- As before - hence no answers. Why can I not answer 'to some extent' to the I believe questions?;
- Yes/No might be better as a scale;

- Yes /No and Tick boxes a very crude method of gaining responses to frequently very subtle issues. I understand Q36 But Q 37 is too broad. A German, Polish or US employee would be bound by my (Scottish Law) contract of employment, but I would be receptive to an appeal for permission to wear certain 'faith' jewellery, however less so if a HSE issue were broached by so doing. Equally if that employee were working in another location the decisions might be different. Mini-scenario assessment and/or more open questions needed here.
- A "not necessarily explicitly or in all instances" box would have been helpful, e.g. for answering Q30;
- Questions are very general and repetitive;
- ... designing and implementing [grievance and disciplinary procedures];
- Managing a team with diverse ethnic and cultural backgrounds;
- Start each activity description with an active verb;
- I think that it is important that you continuously give feedback to the staff;
- The more of this questionnaire I read the more one sided it appears to be. Again as I said on an earlier page, the requirements will vary depending on whether people are working in this country or another country and the working practices of the different countries must be taken into account. for example if you work in a hot country you must accept a long mid-day break but the same break is not acceptable in this country, so some practices will be managed differently in different places. Similarly if you want to work as a fireman you have to accept certain constraints whatever country and belief you come from, so you can't expect to be allowed to wear a loin cloth or a sari in that job. You are making too general statements;
- Workers are the centre of the workforce. Providing them with the skills, knowledge and appropriate attitudes towards jobs and other individuals is of importance. Its hope is to create a workforce like a big family, where everyone likes going into this place every day, sharing, working together and learning from each other, rather than a mechanical working place where everyone goes in and out, just for the sake of making money.

5.4.2 Additional situations

Additional situations that respondents gave details of were classified under the five activities relating to workforce management.

a) Planning a workforce of people from different cultures and backgrounds

- in project teams;
- on the sales floor.

b) Recruiting people from different cultures and backgrounds

- international relocation;
- repatriation;
- expatriation.

c) Managing teams of people from different cultures and backgrounds.

- setting inclusive targets for employees of different cultural backgrounds (2);
- performance review;
- objective setting;
- delegating work to employees of different cultural backgrounds;
- implementing health and safety;
- innovation;
- appointing an HR, well trained/aware in intercultural matters;
- policy of commitment to intercultural matters.

d) Improving team working in a diverse workforce.

- staff training (2);
- intercultural training;
- team-building (2);
- professional development;
- humanistic guidance and management;
- motivating;
- developing competence to understand each other better, e.g. to discover cultural limits (2);
- sharing and learning about different perspectives;
- agreeing to disagree;

- how managers have to turn their multicultural employees into their cultural teachers in order to understand how the manager will be (mis)understood;
- diversity training;
- awareness or training in intercultural mediation.

e) Implementing grievance and disciplinary procedures with people from different cultures and backgrounds.

- application of a common set of guidelines and rules, fairly across the board;
- knowledge of what the UK 'culture' is so that international workers do not cause offence in any way;
- explanation of laws pertaining to work, e.g. no drinking or being drunk at work, no drinking or being drunk, attitude to the opposite sex etc.
- understanding of different cultural acceptances of management gender.

6. Summary of implications for National Occupational Standards in Intercultural Working

In this section the key implications of this report are summarised.

6.1 Current theoretical models (2.3)

The theoretical models which have been examined in this report point to a shared range of core competencies and skills as being important to intercultural communication. It has been concluded that these more or less correspond to those which were identified by the INCA project. These were glossed with an orientation to intercultural working in mind. The core competencies identified were the following:

1. Tolerance for ambiguity (ability to deal with uncertainty)
2. Behavioural flexibility (ability to adapt behaviour)
3. Communicative awareness (ability to use effective and 'relevant' communication strategies)
4. Knowledge discovery (openness to other cultures)
5. Respect for otherness (acceptance of the non-universality of cultural values)
6. Empathy (ability to see the other point of view)

7. Sub-skills: Motivation; Skill/Knowledge; Behaviour

6.2 IC standards and criteria (2.4)

A range of assessment frameworks for measuring intercultural competence were examined. Each of these were shown to indicate core IC skills and competencies which are deemed to be important to intercultural communication contexts. These were mapped to the four activity dimensions of the draft NOS framework to produce a 'content model' for the standards (2.4.1). Using INCA as an initial starting position, the framework incorporated relevant perspectives from the Intercultural Competence for Professional Mobility (ICOPROMO) project of the European Union and the Language On-Line Portfolio (LOLIPOP) project of the Council of Europe, both of which are current projects at the time of writing. Via the desk research and the further updating which has occurred it was concluded that the best grounding for a framework for NOS in intercultural working is one which combines a refined version of the INCA project with the best elements of ICOPROMO and LOLIPOP, as the latest and most theoretically developed models of intercultural communication available, and to then add to this what seem to be the most relevant elements from alternative standards models.

6.3 Mapping of current sector-specific standards to intercultural working (2.4.2)

A latitudinal study of current National Occupational Standards in UK industry sectors was undertaken. This mapped any mention of activities in existing standards which could be construed as pertaining to intercultural working. From this it seems that the draft NOS framework reflects several of the key intercultural concerns of existing sector-specific NOS.

6.4 QAA subject benchmarks (2.4.4)

This report has referenced the subject statement benchmarks of the QAA as a point of comparison for the NOS and for what relevant subject statements include on intercultural communication.

6.5 Face-to-face consultations with employers and providers (3.3)

The face-to-face consultations with the employers and the providers showed that the draft framework has been viewed positively on the whole. A general consensus emerged that the NOS framework was moving in the right direction at this stage. The central findings are listed below:

- 1) The categories and headings of the framework are acceptable but may need minor revision to include aspects of leadership (3.3.1);
- 2) Some category descriptions might be expanded to include additional types of activity (3.3.1);
- 3) The NOS should not be too prescriptive (3.3.1). A clear statement which gives guidance on how the standards should be used would be helpful (*cf.* QAA benchmarking statements, 2.4.2, 2.4.3);
- 4) Attention needs to be given to the articulation of levels in NOS (3.3.2);
- 5) The unit structure should not use the term 'performance criteria' (3.3.2);
- 6) More elements could be introduced into the hierarchy of components, such as knowledge (attributes, understanding), behaviour, skills (*cf.* pro forma content units);
- 7) Intercultural working should take account of corporate culture in different countries (3.2.3);
- 8) Focus groups that represent different cultures should be consulted on emerging drafts of NOS (3.2.3);
- 9) An intercultural working framework of IC skills and knowledge competencies should be drawn up (3.2.3).

6.6 Consultation on the draft framework for National Occupational Standards in Intercultural Working: Questionnaire returns

The summary implications for each dimension of the NOS framework based on the findings of the online questionnaire survey of employers, providers and members of SSCs/SSBs follow.

6.6.1 Personal Intercultural Working (5.1)

The following implications arise from respondents' comments on the wordings of definitions and of situations under the heading PERSONAL INTERCULTURAL WORKING (SELF).

- There are different understandings of what intercultural working refers to. It remains a contested and difficult area. For example, at least one respondent is including personal differences between colleagues from the same culture and background as relevant to

this category. Intercultural working for the purposes of NOS needs to be more clearly defined;

- Other terms are not clearly understood: e.g. 'internally' vs. 'externally', 'formally' vs. 'informally'. Giving examples under the situation headings; e.g. 'in the UK and abroad', 'internally and externally' etc. could aid clarity. See also 'SERVICE DELIVERY'.

The following implications arise from respondents' comments on the additional situations under the heading SELF.

- There is a need for some description of the ethical and political aspects of personal intercultural working;
- The groupings listed should be expanded and described to a greater level of specificity including one or more aspects mentioned, in particular *age* – as well as *customers* and/or *clients*;
- Functional situations should include *professionally*, *socially* and *privately* – as well as possibly one or more aspects of the additional situations listed above;
- The media listed should be expanded and described to a greater level of specificity including minimally *written* and *spoken*;
- The intercultural dimension of the situations associated with personal intercultural working needs to be stated more explicitly for at least some of the situations associated with this activity.

6.6.2 Business Development (5.2)

The following implications arise from respondents' comments on the wordings of activities and situations under the heading BUSINESS DEVELOPMENT.

(i) '*Developing business strategy with people from other cultures and backgrounds*'

- 'Business strategy' and a number of the other terms for referring to situations are imprecise and unclear for many respondents. One suggestion, for example, is to replace 'developing business strategy' with "developing employees' knowledge, skills and attitudes in relation to intercultural aspects". Examples would help;

- ‘Situation’ and ‘activity’ need to be more clearly distinguished. Some respondents do not consider ‘business direction’, ‘content strategy’ etc. to be situations. Others are unclear as to how ‘Business Development’ etc. are activities, and some refer to the situations themselves as ‘activities’ or ‘business activities’.

(ii) *‘Developing products and services to appeal to different cultures’*

- The reference to ‘different cultures’ could be replaced by ‘in different cultural contexts’ so that it does not only imply national cultural contexts outside the UK, but can also encompass more diverse cultural contexts;
- Change ‘appeal’ to ‘relevant’;
- Terms to describe situations are unclear to some respondents.

The following implications arise from respondents’ comments on the additional situations under the heading BUSINESS DEVELOPMENT.

(i) *‘Developing business strategy with people from other cultures and backgrounds’*

- Aspects of intercultural co-operation appear to be implicit in the situations relating to the area; they could possibly be made more explicit within at least one situation;
- The ethical domain appears to be largely absent from the draft framework. It would appear appropriate to develop a category within this area which relates to ethical intercultural behaviour and intercultural business practice;
- While the proposed category of *leadership development* largely relates to *interpersonal relations and personal growth*, a wider range of situations relating to *interpersonal relations and personal growth* would appear to be relevant. *Leadership development* could also be classified separately as a domain of personal growth, while *management development* could be classified as a domain of professional skills;
- While *content strategy* is one situation included within this activity, possibly one or two more specific aspects of business strategy should also be included;
- Whole *business direction* is included within this activity, possibly one or two more specific aspects of business planning should also be included within an additional situation.

(ii) *'Developing products and services to appeal to different cultures'*

- International and cross-cultural *marketing*, market research (locally and overseas), international website development and issues around representation of images (in advertising materials, websites, film etc.) could be included in this category;
- A few situations are indicated as usefully added to *product and service design* such as 'product testing and piloting' and 'after-sales service and product support'.

6.6.3 Service Delivery (5.3)

The following implications arise from respondents' comments on the wordings of activities and situations under the heading SERVICE DELIVERY.

(i) *'Working effectively with customers from diverse backgrounds'*

- Too many types of interaction are combined under one heading in the final situation descriptor for the public and private sector;
- Giving examples under the other two situation headings of 'in the UK and abroad' and 'internally and externally' could aid clarity. This also applies to the situations under 'SELF'.

(ii) *'Building productive relationships with organisations from different cultures'*

- Several additional sub-categories are suggested for this activity; e.g. 'in private, public and NGO sectors'; 'in large and small enterprises'; 'in intergovernmental programmes'; 'in international exchanges';
- Include 'ethical': 'Building ethical and productive relationships';
- Include examples with the situations (see above); the situations are not clear to some respondents; e.g. partnerships; multinationals.

The following implications arise from respondents' comments on the additional situations under the heading SERVICE DELIVERY.

(i) *'Working effectively with customers from diverse backgrounds'*

- Add under *Public and private sector*: 'collaborative working' & 'working with customers';
- Add the situation *Voluntary and community sector*, and under that: inclusion;

- Activities under Sales & Marketing and Management & Product Development are included elsewhere under Business Development;
- Some specific competencies in communication should be included later within activities at a greater level of specificity.

(ii) *'Building productive relationships with organisations from different cultures'*

- Include one or more additional situations within this activity, in particular:
 - in public organisations/sector and commercial organisations/ private organisations/ sector;
 - in SMEs and multinationals;
 - with governments and their agencies, as well as NGOs;
- Some specific competencies in communication as above should be included later within activities at a greater level of specificity;
- Some specific purposes of productive relationships as above should be included later within activities at a greater level of specificity.

6.6.4 Workforce Management (5.4)

The following implications arise from respondents' comments on the wordings of activities and situations under the heading WORKFORCE MANAGEMENT.

- Grievance and disciplinary procedures must take account of diverse understandings of different cultural groups; grievance and disciplinary procedures are concerned with developing 'shared norms' and expectations. The term 'implementing' seems to suggest 'enforcement'. Rephrase this activity; e.g. 'Intercultural working involves having access to grievance and disciplinary procedures which take account of difference';
- Specify the persons that might be involved in grievance and disciplinary procedures; e.g. line managers, appraisers, co-workers, etc. 'Internationally and in the UK' is too broad;
- Q30, Q32 & Q.36. The reference to 'people from different cultures and backgrounds' is questioned by some respondents. E.g. some would prefer 'diverse ethnic and cultural backgrounds' instead. This may be an issue for other activities in the framework as well;

- There are a number of incidences of antagonism towards the yes/no options. For some questions respondents disagreed that the issue was as clear cut as was being suggested; e.g. Q. 30. This has been an issue under more than one framework heading.

The following implications arise from respondents' comments on the additional situations under the heading **WORKFORCE MANAGEMENT.**

- One or more specific locations for workforce management should be inserted: e.g. In project teams, on the sales floor;
- The activity *recruiting people from different cultures and backgrounds* should include one or more patterns of workplace migration: e.g. Relocation, expatriation and repatriation;
- The activity *managing teams of people from different cultures and backgrounds* should include some aspect of (inclusive) target/objective setting for employees of different cultural backgrounds;
- The activity *improving team working* should include some aspect of professional development as well as some aspect of awareness of diversity;
- The activity *implementing grievance and disciplinary procedures* should include some knowledge of in-country laws and customs.

7. Next steps

This report has outlined what the findings were from the first consultation exercise on the National Occupational Standards in Intercultural Working. The quality and thoughtfulness of the contributions throughout this first phase of the consultancy have provided a wealth of views and suggestions and these will provide a valuable resource for the next stage of the project, which is to prepare a full draft set of standards. Consultation on the draft full standards will be ongoing from October 2007 – June 2008.

For further information about this project - contact the Project Manager Cherry Sewell, Head of Skills, Business and Adult Learning, cherry.sewell@cilt.org.uk at CILT, the National Centre for Languages, 20 Bedfordbury, London WC2N 4LB.

Additional information on intercultural skills and on the background to this project can be found at: www.cilt.org.uk/standards/intercultural.htm

For further information, comments or questions about this report on the development of the intercultural working standards, please contact John P. O'Regan jporegan@brookes.ac.uk and Malcolm N. MacDonald m.n.macdonald@exeter.ac.uk.

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17 July 2007

8. Appendices

Appendix 1: Assessee version of the INCA framework

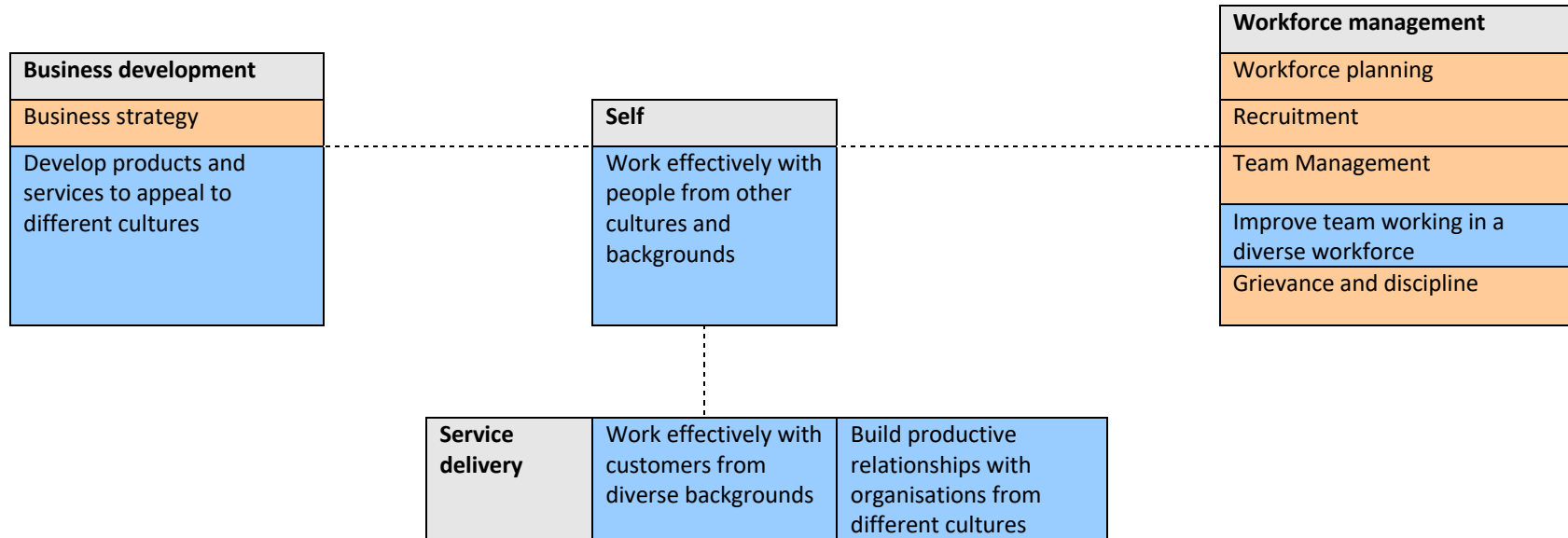
INCA Framework (Assessee version)

Level ⇒ Dimension ↗	Level 1 Basic	Level 2 Intermediate	Level 3 Full
Overview of competence	I am already willing to interact successfully with people of other cultures. I tend to pick things up and learn from them as I go along, but I haven't yet the experience to work out any system of dealing with intercultural situations in general. I respond to events, rather than planning for them. At this stage I am reasonably tolerant of other values, customs and practices although I may find them odd or surprising and approve or disapprove.	As a result of experience and/or training, I am beginning to view more coherently some of the aspects of intercultural encounters I used to deal with in a 'one-off' way. I have a mental 'map' or 'checklists' of the sort of situations I am likely to need to deal with and am developing my skills to cope with them. This means that I am more prepared for the need to respond and adapt to the demands of unfamiliar situations. I am quicker to see patterns in the various experiences I have and I am beginning to draw conclusions without having to seek advice. I find it easier to respond in a neutral way to difference, rather than approving or disapproving.	Many of the competences I developed consciously at level 2 have become intuitive. I am constantly ready for situations and encounters in which I will exercise my knowledge, judgement and skills and have a large repertoire of strategies for dealing with differences in values, customs and practices among members of the intercultural group. I not only accept that people can see things from widely varying perspectives and are entitled to do so, but am able to put myself in their place and avoid behaviour I sense would be hurtful or offensive. At this level of operation I am able to intercede when difficulties arise and tactfully support other members of the group in understanding each other. I am confident enough of my position to take a polite stand over issues despite my respect for the viewpoint of others.
Openness	<p>O1.1 When uncertainty arises from cultural difference, I adopt a tolerant attitude as long as the issue is not a sensitive one for me TA</p> <p>O1.2 Sometimes I may jump to conclusions about different behaviour that I later realise were not entirely correct RO</p>	<p>O2.1 I now see the uncertainties that can arise from intercultural encounters as an interesting challenge, provided that the issues involved are not sensitive for me TA</p> <p>O2.2 I react neutrally to cultural differences, rather than hastily categorising them as good or bad RO</p>	<p>O3.1 I am aware of ways of coping with ambiguous situations even when these give rise to inner moral conflicts that are serious for me TA</p> <p>O3.2 I fully respect the right of those from other cultures to have different values from my own and can see how these values make sense as part of a way of thinking RO</p>
Knowledge	<p>K1.1 I have some general knowledge about the cultures of those I work with. This knowledge consists of facts that are not always connected and I don't yet have an overall picture of the relevant cultures KD</p> <p>K1.2 I learn from intercultural experiences and add to my previous knowledge KD</p> <p>K1.3 Although I often find culturally different behaviour curious, I try to make allowances for it E</p>	<p>K2.1 I take the trouble to find out about the cultures I am likely to be working with, paying attention not only to isolated facts, but to values, customs and practices common in those cultures KD</p> <p>K2.2 When I experience new values, customs and practices I use the knowledge to develop into an overall system of principles KD</p> <p>K2.3 I have developed a mental checklist of how others may perceive, feel and respond differently to, a range of routine circumstances. This supports my concern to put others at ease and avoid upsetting them E</p>	<p>K3.1 I have a deep understanding of cultures I encounter frequently. When involved in new intercultural situations I strive to acquire the best possible available knowledge and understanding both through prior research and by seeking regular clarification within the group KD</p> <p>K3.2 I have acquired a system of principles that can be applied reliably to almost any intercultural encounter KD</p> <p>K3.3 I often imagine myself in the place of those from different cultures when trying to understand all aspects of a work problem. This supports my spontaneous concern that others in the group should receive fair treatment and consideration E</p>

<p>Adaptability</p>	<p>A1.1 I learn bit by bit the best ways of behaving, but have not yet arrived at underlying principles and do not have a plan for reacting to events. When a situation becomes confusing, I tend to take a passive role BF</p> <p>A1.2 I take events as they come, doing what seems right at the time BF</p> <p>A1.3 When people communicate in ways I do not understand I try in an unsystematic way to take part, but hope that they will eventually adapt to the way I communicate BF/CA</p> <p>A1.4 I know that others may communicate in ways I am not familiar with CA</p>	<p>A2.1 My behaviour is now influenced by principles that guide me and I often plan for eventualities, including ambiguous situations BF/CA</p> <p>A2.2 I adapt my behaviour in new situations, taking account of lessons learnt in previous intercultural situations. I sometimes adopt the behaviour patterns of others, rather than waiting for them to adopt mine BF</p> <p>A2.3 I seek to achieve good communication both by making my own conventions clearer and by adopting those of others. When there is, or might be, a problem with communication, I quite often find ways around it, e.g. using gesture, re-explaining, simplifying etc. BF/CA</p> <p>A2.4 I am aware of a number of useful strategies for dealing with common communication problems. CA</p>	<p>A3.1 When ambiguous situations arise, I can usually clarify or otherwise deal with them to the benefit of the group BF/CA</p> <p>A3.2 I make use of my knowledge and understanding to inform tactfully, support and encourage others in an intercultural group. I consistently adopt behaviour that minimises the risk of offending or hurting others' feelings BF</p> <p>A3.3 I use my communication strategies to prevent, solve and mediate problems arising from differences in language or other communication conventions BF/CA</p> <p>A3.4 I have a good overall understanding of the kinds of communicative difficulties that can arise in an intercultural context and of a wide range of strategies for resolving them CA</p>
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Appendix 2: National Occupational Standards for Intercultural Working – a Draft framework

This is a summary of the draft framework. More detail about the content of each area and the links to existing standards can be found on the following pages.



Key:

The blue areas are new Intercultural Working units

The orange areas are generic units from other standards with enhanced intercultural working content


Business development	
Business strategy (enhanced versions of existing standards for managers and owners of small, medium and large businesses – see attached table)	(including Business Direction, Company objectives, Content strategy and Business Integration Activity, Leadership development)
Develop products and services to appeal to different cultures (enhanced versions of existing standards for managers and owners of small, medium and large businesses – see attached table)	(including product and service design and development, preparing materials, data production, training programme design and planning)

Self
Work effectively with people from other cultures and backgrounds
(Including in the UK or abroad, all colleagues at all levels, individuals and groups, internally and externally, face-to-face and remote, formal and informal)

Workforce management	
Workforce planning (enhanced versions of existing standards for personnel and managers and owners of small, medium and large businesses – see attached table)	(including internationally and in the UK, staff retention and promotion of staff)
Recruitment (enhanced versions of existing standards for personnel and managers and owners of small, medium and large businesses – see attached table)	(Including both internationally and in the UK, interviewing, advertising and selecting)
Team Management (enhanced versions of existing standards for managers and owners of small, medium and large businesses – see attached table)	(Including internationally and in the UK, staff appraisal and giving feedback)
Improve team working in a diverse workforce	(including internationally and in the UK, focus on improving and troubleshooting)
Grievance and discipline (enhanced versions of existing standards for personnel and managers and owners of small businesses – see attached table)	(Including internationally and in the UK)

Service delivery	Work effectively with customers from diverse backgrounds (could be template units for use in different sectors)	Build productive relationships with organisations from different cultures
	(Including in the UK or abroad, internally or externally, public and private sector). For any job in any sector eg bidding for work, selling, buying, customer service, marketing, recruiting customers, delivering a service such as children's services, adult services, community cohesion, sporting events or training.	(Including in the UK or abroad, supply chain, partnerships, multinationals)

Appendix 3: Consultation Questionnaire for Employers

	20 Bedfordbury, London WC2N 4LB Tel: 020 7379 5101 Fax: 020 7379 5082 Website: www.cilt.org.uk	
Development of National Occupational Standards in Intercultural Working Consultation Questionnaire for Employers		
<i>In the statements that follow, please tick the answers that best describe the work that you do.</i>		
BACKGROUND		
Q1. My organisation works in the following economic sector(s):		
<input type="checkbox"/> Business administration and finance	<input type="checkbox"/> Hair and beauty	<input type="checkbox"/> Manufacturing
<input type="checkbox"/> Construction and the built environment	<input type="checkbox"/> Health and social care	<input type="checkbox"/> Public services
<input type="checkbox"/> Creative and media	<input type="checkbox"/> Hospitality and catering	<input type="checkbox"/> Retail
<input type="checkbox"/> Education and training	<input type="checkbox"/> Information and communication technology	<input type="checkbox"/> Sport and leisure
<input type="checkbox"/> Engineering	<input type="checkbox"/> Land based and environmental	<input type="checkbox"/> Travel and tourism
<input type="checkbox"/> Other	<input type="text"/>	
Page 1 of 12		

CULTURAL CONTEXT	
Q2. UK-based (if not UK-based, please go to next page)	
<input type="checkbox"/> My regular place of work is in the UK	
Q3. My colleagues or staff predominantly live and work in the UK, and:	
<input type="checkbox"/> come from other UK cultures & backgrounds	<input type="checkbox"/> come from another non-EU country or countries
<input type="checkbox"/> come from another country or countries in the EU	
Q4. My clients or customers predominantly live and work in the UK, and:	
<input type="checkbox"/> come from other UK cultures & backgrounds	<input type="checkbox"/> come from non-EU country or countries
<input type="checkbox"/> come from a country or countries in the EU	
Page 2 of 12	

CULTURAL CONTEXT (continued)

Q5. International (if not internationally based, please go next page)

- My regular place of work is in an EU country, outside the UK My regular place of work is in a country outside the EU

Q6. My colleagues or staff predominantly live and work:

- in the UK, and come from UK cultures & backgrounds outside the EU, and come from international cultures & backgrounds
- outside the UK, and come from EU cultures & backgrounds

Q7. My clients or customers predominantly live and work:

- in the UK, and come from UK cultures & backgrounds outside the UK, and come from EU cultures & backgrounds
- outside the EU, and come from international cultures & backgrounds

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SELF

The following activity describes personal intercultural working (please tick as appropriate).

ACTIVITY: Working effectively with people from other cultures and backgrounds.

Q8. I believe that intercultural working involves working effectively with people from other cultures and backgrounds.

- Yes No

Q9. Please tick all the situations below that you believe are relevant to this activity:

- in the UK or abroad with individuals and groups face-to-face and remotely
- with all colleagues at all levels internally and externally formally and informally

Q10. Please give details of any situations involved in working with people from other cultures and backgrounds that in your experience could usefully be added to the list above.

Q11. Please give details of any ways in which the style or wording of this activity could be improved.

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BUSINESS DEVELOPMENT

The following activities describe intercultural business development (please tick as appropriate).

ACTIVITY: Business strategy

Q12. I believe that working intercultural involves developing business strategy with people from other cultures and backgrounds.

Yes

No

Q13. Please tick all the situations below that you believe are relevant to this activity:

business direction

content strategy

leadership development

company objectives

business integration activity

Q14. Please give details of any situations involved in intercultural business development that in your experience could usefully be added to this list.

Q15. Please give details of any ways in which the style or wording of these activities could be improved.

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BUSINESS DEVELOPMENT (continued)

The following activities describe intercultural business development (please tick as appropriate).

ACTIVITY: Developing products and services to appeal to different cultures

Q16. I believe that working intercultural involves developing products and services to appeal to different cultures.

Yes

No

Q17. Please tick all the situations below that you believe are relevant to this activity:

product and service design and development

data production

preparing materials

training programme design and planning

Q18. Please give details of any situations involved in intercultural business development that in your experience could usefully be added to this list.

Q19. Please give details of any ways in which the style or wording of these activities could be improved.

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SERVICE DELIVERY

The following activities describe intercultural business development (please tick as appropriate).

ACTIVITY: Working effectively with customers from diverse backgrounds

Q20. I believe that working interculturally involves working effectively with customers from diverse backgrounds.

- Yes No

Q21. Please tick all the situations below that you believe are relevant to this activity:

- in the UK or abroad internally or externally
- public and private sector: bidding for work, selling, buying, customer service, market, recruiting customers, delivering a service such as children's services, adult services, community cohesion, sporting events or training

Q22. Please give details of any situations involved in delivering services with/to people from other cultures and backgrounds that in your experience could usefully be added to the list above.

Q23. Please give details of any ways in which the style or wording of these activities could be improved.

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SERVICE DELIVERY (continued)

The following activities describe intercultural business development (please tick as appropriate).

ACTIVITY: Building productive relationships with organisations from different cultures

Q24. I believe that working interculturally involves building productive relationships with organisations from different cultures.

- Yes No

Q25. Please tick all the situations below that you believe are relevant to this activity:

- in the UK or abroad in partnerships
- in supply chain in multinationals

Q26. Please give details of any ways in which the style or wording of these activities could be improved.

Q27. Please give details of any situations involved in delivering services with/to people from other cultures and backgrounds that in your experience could usefully be added to the list above.

Page 8 of 12

WORKFORCE MANAGEMENT

The following activities describe intercultural workforce management (please tick as appropriate).

ACTIVITY: Workforce planning

Q28. I believe that working intercultural involves planning a workforce of people from different cultures and backgrounds.

Yes

No

Q29. Please tick all the situations below that you believe are relevant to this activity:

internationally and in the UK

staff retention and promotion of staff

ACTIVITY: Recruitment

Q30. I believe that working intercultural involves recruiting people from different cultures and backgrounds.

Yes

No

Q31. Please tick all the situations below that you believe are relevant to this activity:

internationally and in the UK

interviewing, advertising and selecting

Page 9 of 12

WORKFORCE MANAGEMENT (continued)

The following activities describe intercultural workforce management (please tick as appropriate).

ACTIVITY: Team management

Q32. I believe that working intercultural involves managing teams of people from different cultures and backgrounds.

Yes

No

Q33. Please tick all the situations below that you believe are relevant to this activity:

internationally and in the UK

giving feedback

staff appraisal

ACTIVITY: Improve team working in a diverse workforce

Q34. I believe that working intercultural involves improving team working in a diverse workforce.

Yes

No

Q35. Please tick all the situations below that you believe are relevant to this activity:

internationally and in the UK

a focus on improving and troubleshooting

Page 10 of 12

WORKFORCE MANAGEMENT (continued)

The following activities describe intercultural workforce management (please tick as appropriate).

ACTIVITY: Grievance and discipline

Q36. I believe that working intercultural involves implementing grievance and disciplinary procedures with people from different cultures and backgrounds.

Yes

No

Q37. Please tick all the situations below that you believe are relevant to this activity:

internationally and in the UK

Q38. Please give details of any situations involved in managing workers from other cultures and backgrounds that in your experience could usefully be added to the list on pages 9 to 11.

Q39. Please give details of any ways in which the style or wording of these activities could be improved.

Page 11 of 12

FOLLOW-UP & CONTACT

Q40. Would you be happy for us to contact you again by email?

Yes

No

Q41. Would you be happy for us to contact you again by phone?

Yes

No

If yes, please give your contact details:

Name:

Job Title:

Organisation:


E-mail address:

Telephone (day):

Telephone (evening):

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Appendix 4: Consultation Questionnaire for Providers



CILT The National
Centre for
Languages

20 Bedfordbury, London WC2N 4LB
Tel: 020 7379 5101
Fax: 020 7379 5082
Website: www.cilt.org.uk

Development of National Occupational Standards in Intercultural Working

Consultation Questionnaire for Providers

In this questionnaire, please tick the statements that describe the work that you do.

BACKGROUND

Q1. My organisation is:

<input type="checkbox"/> Adult/Further Education	<input type="checkbox"/> Private Language Training Company	<input type="checkbox"/> Self-employed Language/Cross Cultural Trainer
<input type="checkbox"/> Higher Education	<input type="checkbox"/> Public/Commercial Provision	
<input type="checkbox"/> Other	<input style="width: 580px; height: 15px;" type="text"/>	

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CULTURAL CONTEXT

Q2. UK-based (if not UK-based, please go to next page)

My regular place of work is in the UK

Q3. My staff or trainers predominantly live and work in the UK, and:

<input type="checkbox"/> come from other UK cultures & backgrounds	<input type="checkbox"/> come from another non-EU country or countries
<input type="checkbox"/> come from another country or countries in the EU	

Q4. My clients or trainees predominantly live and work in the UK, and:

<input type="checkbox"/> come from other UK cultures & backgrounds	<input type="checkbox"/> come from non-EU country or countries
<input type="checkbox"/> come from a country or countries in the EU	

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CULTURAL CONTEXT (continued)

Q5. International (if not internationally based, please go to next page)

- My regular place of work is in an EU country, outside the UK My regular place of work is in a country outside the EU

Q6. My staff or trainers predominantly live and work:

- in the UK, and come from UK cultures & backgrounds outside the EU, and come from international cultures & backgrounds
- outside the UK, and come from EU cultures & backgrounds

Q7. My clients or trainees predominantly live and work:

- in the UK, and come from UK cultures & backgrounds outside the UK, and come from EU cultures & backgrounds
- outside the EU, and come from international cultures & backgrounds

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SELF

The following activity describes personal intercultural working (please tick as appropriate).

ACTIVITY: Working effectively with people from other cultures and backgrounds.

Q8. I believe that intercultural working involves working effectively with people from other cultures and backgrounds.

- Yes No

Q9. Please tick all the situations below that you believe are relevant to this activity:

- in the UK or abroad with individuals and groups face-to-face and remotely
- with all colleagues at all levels internally and externally formally and informally

Q10. Please give details of any situations involved in working with people from other cultures and backgrounds that in your experience could usefully be added to the list above.

Q11. Please give details of any ways in which the style or wording of this activity could be improved.

Page 4 of 12

BUSINESS DEVELOPMENT

The following activities describe intercultural business development (please tick as appropriate).

ACTIVITY: Business strategy

Q12. I believe that working interculturally involves developing business strategy with people from other cultures and backgrounds.

Yes

No

Q13. Please tick all the situations below that you believe are relevant to this activity:

business direction

content strategy

leadership development

company objectives

business integration activity

Q14. Please give details of any situations involved in intercultural business development that in your experience could usefully be added to this list.

Q15. Please give details of any ways in which the style or wording of these activities could be improved.

Page 5 of 12

BUSINESS DEVELOPMENT (continued)

The following activities describe intercultural business development (please tick as appropriate).

ACTIVITY: Developing products and services to appeal to different cultures

Q16. I believe that working interculturally involves developing products and services to appeal to different cultures.

Yes

No

Q17. Please tick all the situations below that you believe are relevant to this activity:

product and service design and development

data production

preparing materials

training programme design and planning

Q18. Please give details of any situations involved in intercultural business development that in your experience could usefully be added to this list.

Q19. Please give details of any ways in which the style or wording of these activities could be improved.

Page 6 of 12

SERVICE DELIVERY

The following activities describe intercultural business development (please tick as appropriate).

ACTIVITY: Working effectively with customers from diverse backgrounds

Q20. I believe that working interculturally involves working effectively with customers from diverse backgrounds.

Yes

No

Q21. Please tick all the situations below that you believe are relevant to this activity:

in the UK or abroad

internally or externally

public and private sector: bidding for work, selling, buying, customer service, market, recruiting customers, delivering a service such as children's services, adult services, community cohesion, sporting events or training

Q22. Please give details of any situations involved in delivering services with/to people from other cultures and backgrounds that in your experience could usefully be added to the list above.

Q23. Please give details of any ways in which the style or wording of these activities could be improved.

Page 7 of 12

SERVICE DELIVERY (continued)

The following activities describe intercultural business development (please tick as appropriate).

ACTIVITY: Building productive relationships with organisations from different cultures

Q24. I believe that working interculturally involves building productive relationships with organisations from different cultures.

Yes

No

Q25. Please tick all the situations below that you believe are relevant to this activity:

in the UK or abroad

in partnerships

in supply chain

in multinationals

Q26. Please give details of any ways in which the style or wording of these activities could be improved.

Q27. Please give details of any situations involved in delivering services with/to people from other cultures and backgrounds that in your experience could usefully be added to the list above.

Page 8 of 12

WORKFORCE MANAGEMENT

The following activities describe intercultural workforce management (please tick as appropriate).

ACTIVITY: Workforce planning

Q28. I believe that working intercultural involves planning a workforce of people from different cultures and backgrounds.

Yes

No

Q29. Please tick all the situations below that you believe are relevant to this activity:

internationally and in the UK

staff retention and promotion of staff

ACTIVITY: Recruitment

Q30. I believe that working intercultural involves recruiting people from different cultures and backgrounds.

Yes

No

Q31. Please tick all the situations below that you believe are relevant to this activity:

internationally and in the UK

interviewing, advertising and selecting

Page 9 of 12

WORKFORCE MANAGEMENT (continued)

The following activities describe intercultural workforce management (please tick as appropriate).

ACTIVITY: Team management

Q32. I believe that working intercultural involves managing teams of people from different cultures and backgrounds.

Yes

No

Q33. Please tick all the situations below that you believe are relevant to this activity:

internationally and in the UK

giving feedback

staff appraisal

ACTIVITY: Improve team working in a diverse workforce

Q34. I believe that working intercultural involves improving team working in a diverse workforce.

Yes

No

Q35. Please tick all the situations below that you believe are relevant to this activity:

internationally and in the UK

a focus on improving and troubleshooting

Page 10 of 12

WORKFORCE MANAGEMENT (continued)

The following activities describe intercultural workforce management (please tick as appropriate).

ACTIVITY: Grievance and discipline

Q36. I believe that working interculturally involves implementing grievance and disciplinary procedures with people from different cultures and backgrounds.

Yes

No

Q37. Please tick all the situations below that you believe are relevant to this activity:

internationally and in the UK

Q38. Please give details of any situations involved in managing workers from other cultures and backgrounds that in your experience could usefully be added to the list on pages 9 to 11.

Q39. Please give details of any ways in which the style or wording of these activities could be improved.

Page 11 of 12

FOLLOW-UP & CONTACT

Q40. Would you be happy for us to contact you again by email?

Yes

No

Q41. Would you be happy for us to contact you again by phone?

Yes

No

If yes, please give your contact details:

Name:

Job Title:

Organisation:


E-mail address:

Telephone (day):

Telephone (evening):

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Appendix 5: Consultation Questionnaire for SSBs/SSCs



20 Bedfordbury, London WC2N 4LB
Tel: 020 7379 5101
Fax: 020 7379 5082
Website: www.cilt.org.uk

Development of National Occupational Standards in Intercultural Working

Consultation Questionnaire for SSBs & SSCs

In this questionnaire, please tick the statements that describe the work that you do.

BACKGROUND

Q1. Please list the occupations in your footprint to which intercultural working may be relevant:

Page 1 of 10

SELF

The following activity describes personal intercultural working (please tick as appropriate).

ACTIVITY: Working effectively with people from other cultures and backgrounds.

Q2. In my sectors intercultural working involves working effectively with people from other cultures and backgrounds.

Yes No

Q3. Please tick all the situations below that you believe are relevant to this activity:

<input type="checkbox"/> in the UK or abroad	<input type="checkbox"/> with individuals and groups	<input type="checkbox"/> face-to-face and remotely
<input type="checkbox"/> with all colleagues at all levels	<input type="checkbox"/> internally and externally	<input type="checkbox"/> formally and informally

Q4. Please give details of any situations involved in working with people from other cultures and backgrounds that in your experience could usefully be added to the list above.

Q5. Please give details of any ways in which the style or wording of this activity could be improved.

Page 2 of 10

BUSINESS DEVELOPMENT

The following activities describe intercultural business development (please tick as appropriate).

ACTIVITY: Business strategy

Q6. In my sectors working interculturally involves developing business strategy with people from other cultures and backgrounds.

Yes

No

Q7. Please tick all the situations below that you believe are relevant to this activity:

business direction

content strategy

leadership development

company objectives

business integration activity

Q8. Please give details of any situations involved in intercultural business development that in your experience could usefully be added to this list.

Q9. Please give details of any ways in which the style or wording of these activities could be improved.

Page 3 of 10

BUSINESS DEVELOPMENT (continued)

The following activities describe intercultural business development (please tick as appropriate).

ACTIVITY: Developing products and services to appeal to different cultures

Q10. In my sectors working interculturally involves developing products and services to appeal to different cultures.

Yes

No

Q11. Please tick all the situations below that you believe are relevant to this activity:

product and service design and development

data production

preparing materials

training programme design and planning

Q12. Please give details of any situations involved in intercultural business development that in your experience could usefully be added to this list.

Q13. Please give details of any ways in which the style or wording of these activities could be improved.

Page 4 of 10

SERVICE DELIVERY

The following activities describe intercultural business development (please tick as appropriate).

ACTIVITY: Working effectively with customers from diverse backgrounds

Q14. In my sectors working interculturally involves working effectively with customers from diverse backgrounds.

- Yes No

Q15. Please tick all the situations below that you believe are relevant to this activity:

- in the UK or abroad internally or externally
- public and private sector: bidding for work, selling, buying, customer service, market, recruiting customers, delivering a service such as children's services, adult services, community cohesion, sporting events or training

Q16. Please give details of any situations involved in delivering services with/to people from other cultures and backgrounds that in your experience could usefully be added to the list above.

Q17. Please give details of any ways in which the style or wording of these activities could be improved.

Page 5 of 10

SERVICE DELIVERY (continued)

The following activities describe intercultural business development (please tick as appropriate).

ACTIVITY: Building productive relationships with organisations from different cultures

Q18. In my sectors working interculturally involves building productive relationships with organisations from different cultures.

- Yes No

Q19. Please tick all the situations below that you believe are relevant to this activity:

- in the UK or abroad in partnerships
- in supply chain in multinationals

Q20. Please give details of any ways in which the style or wording of these activities could be improved.

Q21. Please give details of any situations involved in delivering services with/to people from other cultures and backgrounds that in your experience could usefully be added to the list above.

Page 6 of 10

WORKFORCE MANAGEMENT

The following activities describe intercultural workforce management (please tick as appropriate).

ACTIVITY: Workforce planning

Q22. In my sectors working intercultural involves planning a workforce of people from different cultures and backgrounds.

Yes

No

Q23. Please tick all the situations below that you believe are relevant to this activity:

internationally and in the UK

staff retention and promotion of staff

ACTIVITY: Recruitment

Q24. In my sectors working intercultural involves recruiting people from different cultures and backgrounds.

Yes

No

Q25. Please tick all the situations below that you believe are relevant to this activity:

internationally and in the UK

interviewing, advertising and selecting

Page 7 of 10

WORKFORCE MANAGEMENT (continued)

The following activities describe intercultural workforce management (please tick as appropriate).

ACTIVITY: Team management

Q26. In my sectors working intercultural involves managing teams of people from different cultures and backgrounds.

Yes

No

Q27. Please tick all the situations below that you believe are relevant to this activity:

internationally and in the UK

giving feedback

staff appraisal

ACTIVITY: Improve team working in a diverse workforce

Q28. In my sectors working intercultural involves improving team working in a diverse workforce.

Yes

No

Q29. Please tick all the situations below that you believe are relevant to this activity:

internationally and in the UK

a focus on improving and troubleshooting

Page 8 of 10

WORKFORCE MANAGEMENT (continued)

The following activities describe intercultural workforce management (please tick as appropriate).

ACTIVITY: Grievance and discipline

Q30. In my sectors working interculturally involves implementing grievance and disciplinary procedures with people from different cultures and backgrounds.

Yes

No

Q31. Please tick all the situations below that you believe are relevant to this activity:

internationally and in the UK

Q32. Please give details of any situations involved in managing workers from other cultures and backgrounds that in your experience could usefully be added to the list on pages 7 to 9.

Q33. Please give details of any ways in which the style or wording of these activities could be improved.

Page 9 of 10

FOLLOW-UP & CONTACT

Q34. Would you be happy for us to contact you again by email?

Yes

No

Q35. Would you be happy for us to contact you again by phone?

Yes

No

If yes, please give your contact details:

Name:

Job Title:

Organisation:

E-mail address:

Telephone (day):

Telephone (evening):

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