CULT RISK SURVEY NATIONAL REPORT - CYPRUS

Date: 25.02.2019

Place: Nicosia Cyprus

Author: Kyriakos Dimitriou on behalf of Dipa Business Solutions Ltd

BACKGROUD OF THE SURVEY

The survey presented below was carried out in Cyprus, during the implementation of Intellectual output O2 of the ERASMUS+ project "Cultural Risk in the Organisation in the Globalisation Era Competences vs. Reality, ref number 2018-1-PL01-KA204-051056".

The goals of the survey as set by the partners were to identify:

- The cultural risks in multicultural organizations;
- Behaviours linked with the risks, which can occur in the multicultural organisations;
- Needed key competences which may prevent cultural risks in organizations.

The survey according the design was a questionnaire based survey. Questionnaires could be filled in either during an interview or by the target group members individually.

Target groups to respond the survey were by design:

- Employers, managers and employees working or having worked in multicultural organisations;
- Other people and stakeholders interested in the topic.

INTRODUCTION IN THE LOCAL SURVEY

In Cyprus the survey was carried out by questioners e-mailed to a number of potential responders and through interviews with selected participants.

Initially DIPA's staff members created a list with local organisations and individuals distributed all over the country that in general were meeting the criteria set. The sample of questionnaire and interview responders was selected under the following criteria:

- Organisations and /or people the local partner had contacts with in a full geographical and sectoral coverage;
- Expertise or experience in the field – meeting the criteria of target groups;
- Availability and especially willingness to respond.

On 5th and 6th of February 2019, seventy eight (78) questionnaires were e-mailed to managers and employees - potential responders in Cyprus. The questionnaires were sent in both; English and Greek languages. This was emerged from the fact

that some potential responders were from other countries and not Greek speaking. A phone call was done in advance to analyse the background of the survey and receive their consent according GDPR. At the same dates six (6) interviews were scheduled.

The interviews were completed from 7 to 12 of February 2019. Questionnaires through e-mail (either as scanned or in word format) were received from 6 until 22 of February 2019. No difficulties were faced; some extra calls as "reminder" supported the collection of questionnaires. Only one clarification question was done by the target group.

Thirty four (34) responses were gathered as follows:

- Six (6) personal interviews;
- Twenty eight (28) completed questionnaires out of 30 received (2 questionnaires were not properly completed; not all questions were answered).

# ANALYSIS OF THE FINDINGS

SAMPLE CONSTRUCTION

The sample in the personal interviews was consisted by:

The Dean of Business Faculty of a local University; a representative of the associated partner; an administrative officer in a local municipality; a BSO (business support organisation) representative; a policy maker – political influencer; a director in a public authority (six persons in total).
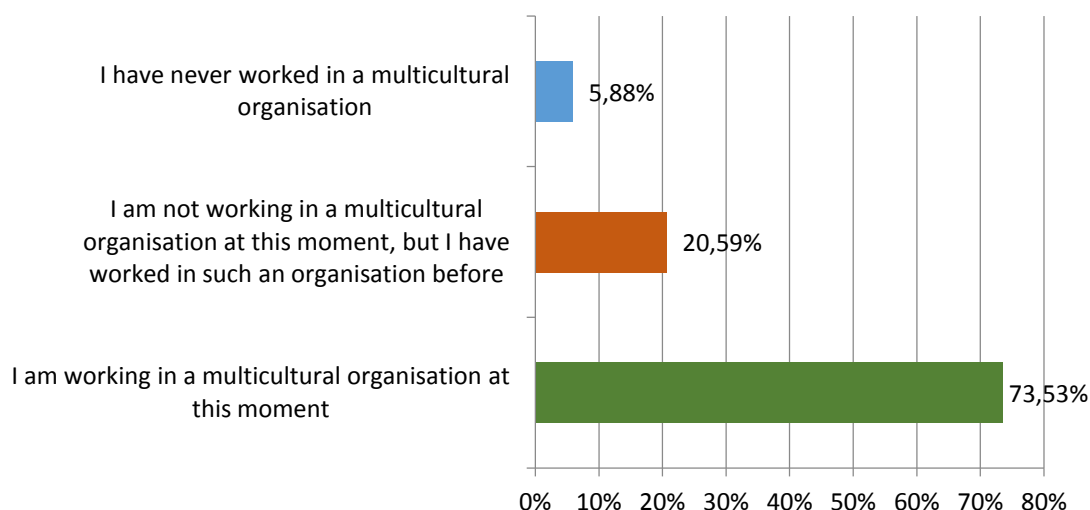
The 28 completed questionnaires were responded by:

- 10 Managers and 13 employees that are working or having worked in multicultural organisations;
- 5 Other – individuals interested in the topic of cultural risk in a multicultural organisation.

In total the 34 interviewees by **professional status**
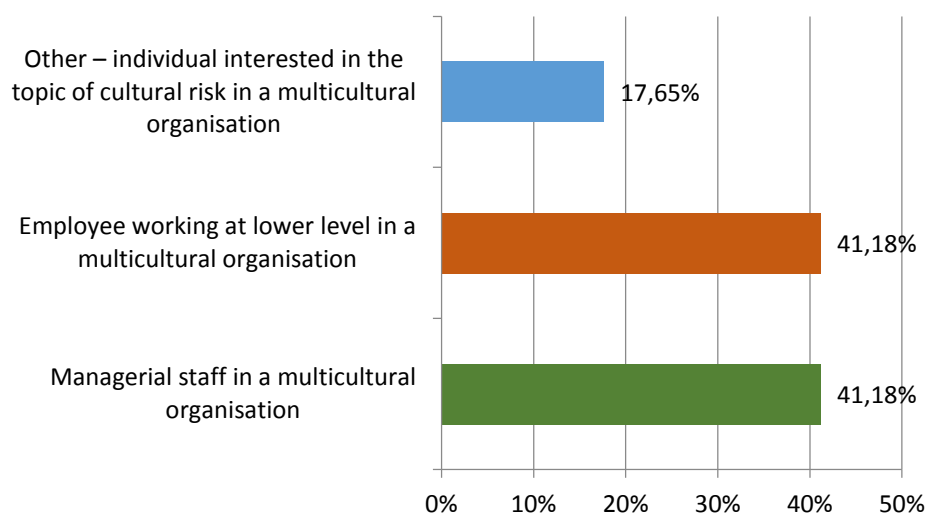
Experience in facing cultural risk

The 34 responders come from the following **sectors**:

Sector	Number	Analytically
Services	8	Courier Services (1), Stock market Broker (1), Retailer (2), Mall administrators (1), Consulting (1), Technology Research Centre (1), Computer Science (1)
Training	8	University (2), College (1), Adults training centres (2), Public school (1), Trainers self-employed (2)
Tourism	6	Hotels (3), Tourist Agent (1), Restaurants (1), Car Rental (1)
Industry and Constructions	4	Industry (2), Constructions (1), Developers (1)
NGO/ Association	3	NGO (1), Association (1), BSO- Business Support

|		Organisation (1)
Public sector / municipalities	4	Public Authorities (2), Public Transportation (1), Public (ex)-servant – political influencer (1)
Health	1	
TOTAL	34	

About Geographical distribution: All the responders come from Cyprus; the sample covered all 5 districts of the country and analytically, 18 responders come from Nicosia district, 6 from Limassol, 6 from Pafos, 3 from Larnaca and 1 from Famagusta district.

GENERAL ANALYSIS

In the graphs below it is presented the average per point in each module. In the calculation the potential answer "Hard to say" that was indicated as "9" is excluded because creates disharmony due to its numerical size.

MODULE 1: CROSS CULTURAL AWARENESS
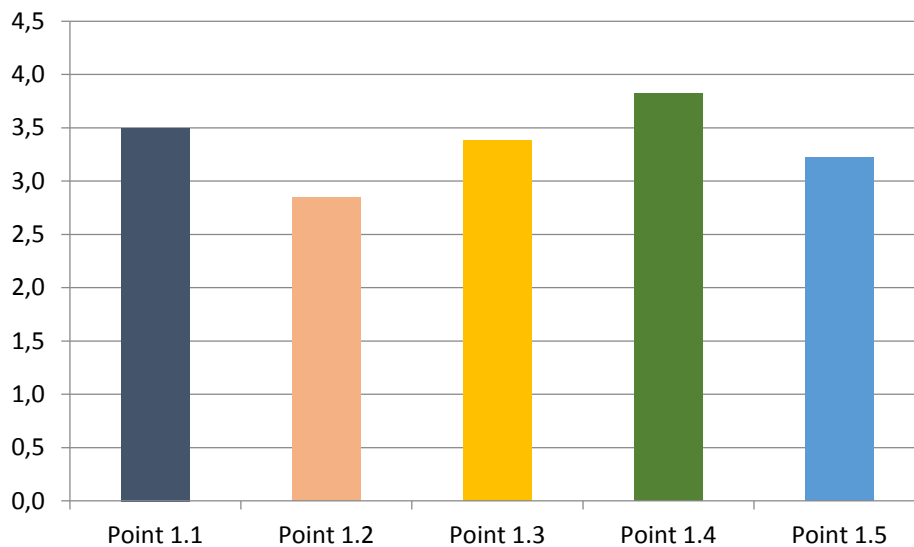
Where

Point 1.1: To define the concepts: "culture", "cultural awareness", "culture sensitivity" and "culture shock"

Point 1.2: To recognise the most popular cultures occurring in Europe

Point 1.3: To analyse the main differences between own and other cultures

Point 1.4: To distinguish between cultural differences of the society and differences of the individuals (case studies)

Point 1.5: To get familiar with interesting models of culture, i.e. the Iceberg Model of Culture, Hofstede's Cultural Dimensions Theory, Milton Bennett's Cultural Sensitivity Model

**MODULE 2**: UNDERSTANDING DIFFERENT CULTURES
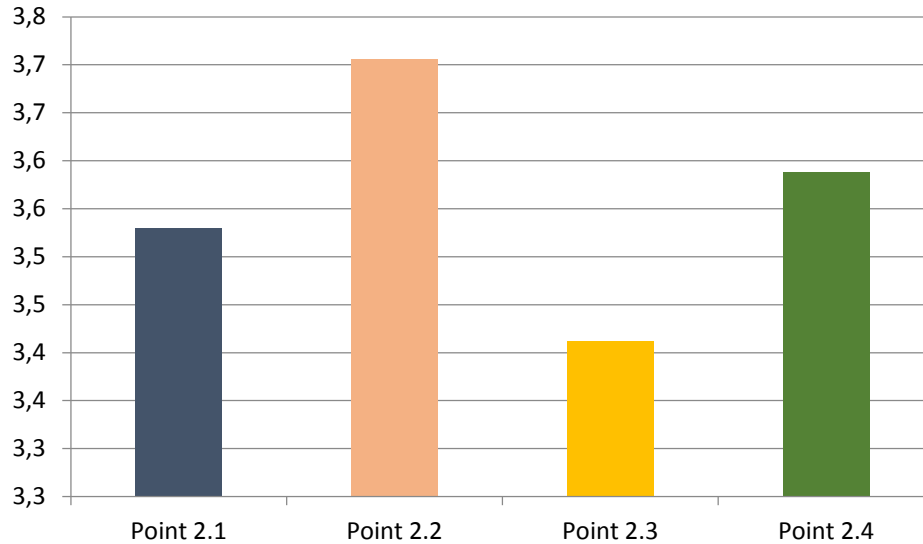
Where

Point 2.1: To understand the role of tolerance between people of different cultures

Point 2.2: To understand why people from different cultures can behave differently

Point 2.3: To identify nuances in cultural norms and values

Point 2.4: To analyse the key cultural drivers and attitudes (i.e. time, space, authority, risk, tasks and relationships)

MODULE 3: STEREOTYPES
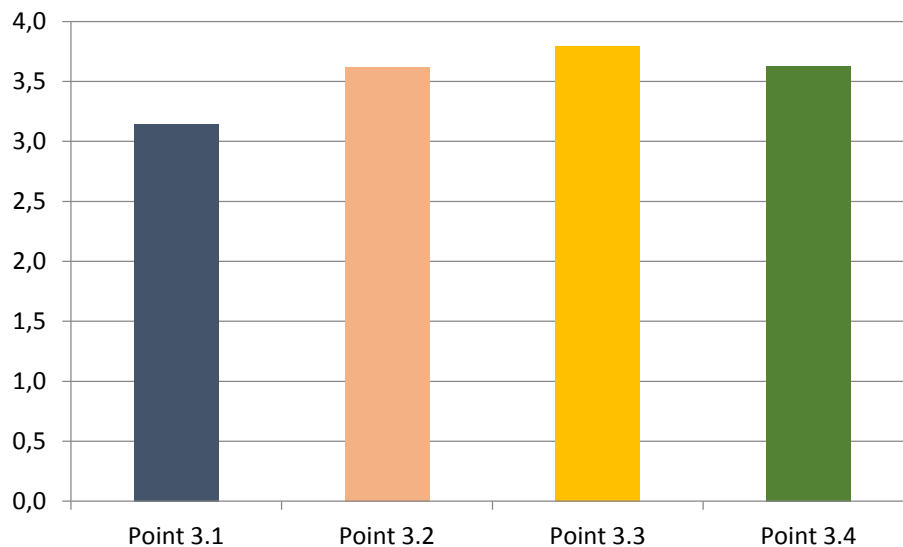
Where

Point 3.1: To define the term "cultural stereotypes"

Point 3.2: To identify the main reasons of the cultural stereotypes

Point 3.3: To analyse the influence of cultural stereotypes on people working in multicultural organisation and the effectiveness of their work

Point 3.4: To identify possible cultural biases, prejudices and beliefs

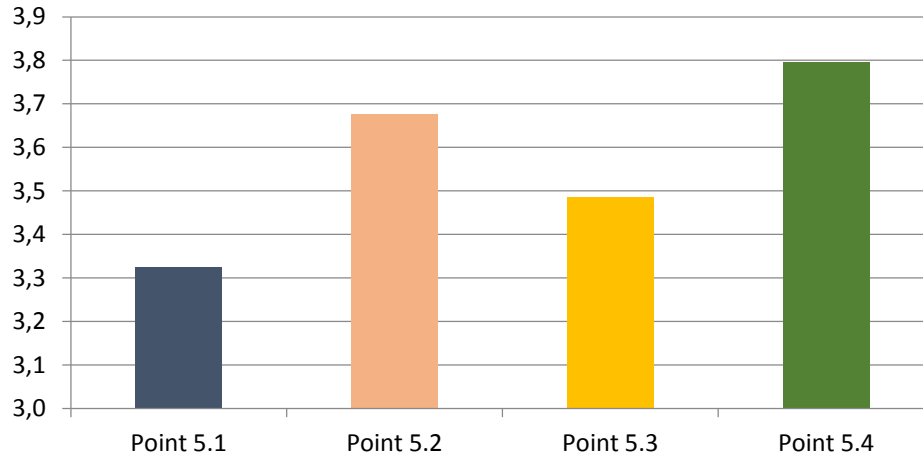**MODULE 4**: COMMUNICATION
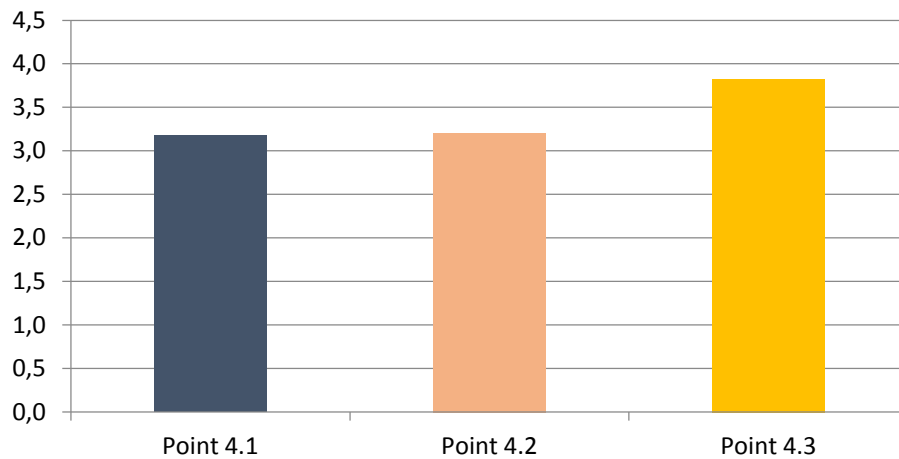
Where

Point 4.1: To recognise different communication styles

Point 4.2: To identify own style of communication

Point 4.3: To analyse differences in meanings of one word or sign in different languages

**MODULE 5**: TEAMWORK AND SOCIAL INTEGRATION

Where

Point 5.1: To define the term "adaptation" as a key element to work effectively in a multi-cultural organisation

Point 5.2: To identify changes that are needed in multi-cultural teams (i.e. related to the management, responsibilities of employees, organisation of works)

Point 5.3: To analyse the role of the emotions in multicultural team

Point 5.4: To identify the effective ways how to solve problems in multicultural organisation

MODULE 6: LEADERSHIP AND HIERARCHY
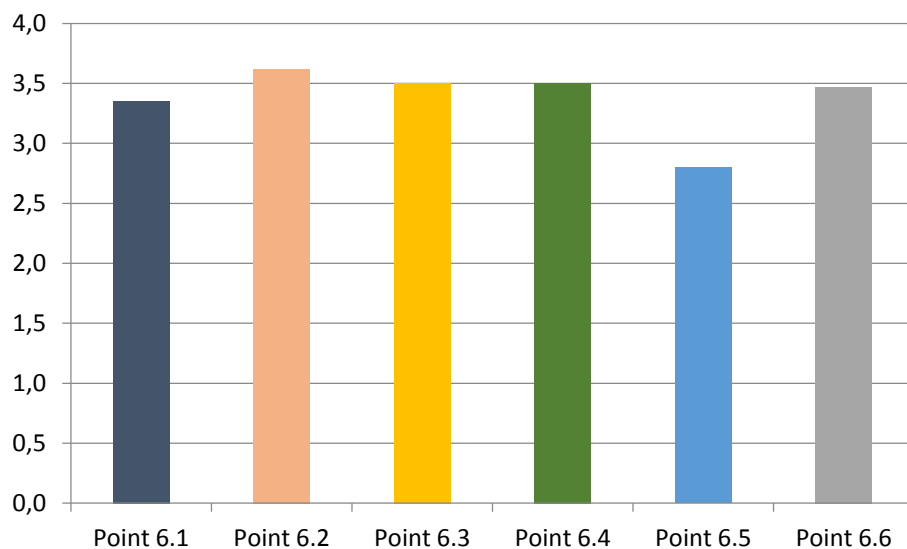
Where

Point 6.1: To analyse how to introduce changes in the organisation

Point 6.2: To analyse how to divide responsibilities in the organisation

Point 6.3: To identify and to analyse artefacts in the multicultural organisation (i.e. behaviours of the employees towards new employees; meetings of employees outside the company aimed at their better integration; other ceremonies and rituals in the organisation)

Point 6.4: To identify and to analyse basic norms and values in the organisation

Point 6.5: To analyse different cultures in the organisation, i.e. masculinity or femininity culture

Point 6.6: To analyse the relations between people in the multicultural organisation

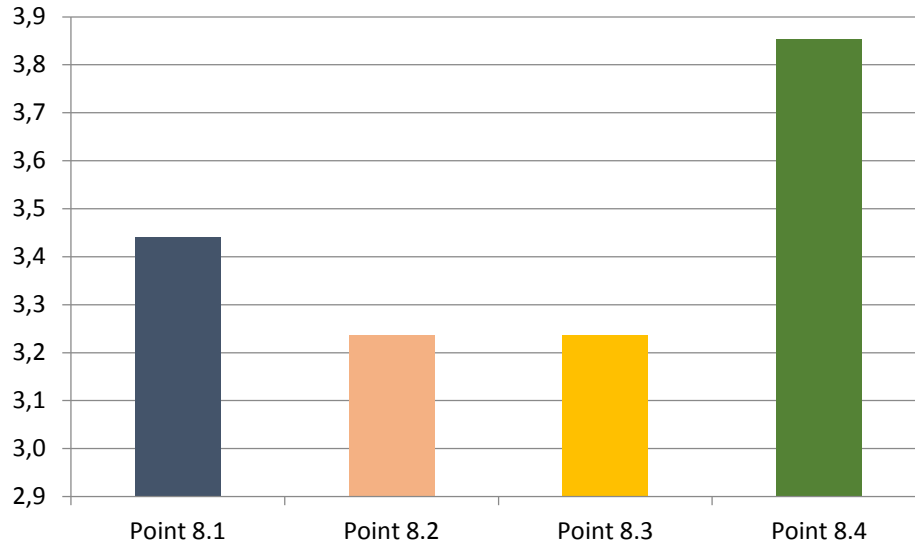## MODULE 7: LEARNING STYLES
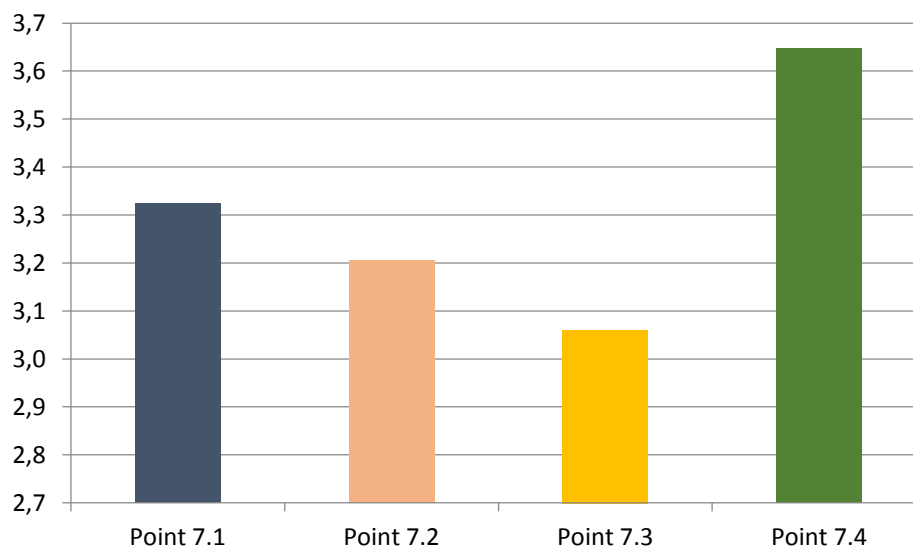
Where

Point 7.1: To define the term "intercultural learning"

Point 7.2: To identify different learning styles

Point 7.3: To identify own learning style

Point 7.4: To analyse how different learning styles can influence the effectiveness of work in multicultural organisation

MODULE 8: QUALITIES IN THE WORKING PLACE

Where

Point 8.1: To define the term "assertiveness" as important characteristic at the workplace

Point 8.2: To perceive the role of direct presentation of the work results to other employees (e.g. in the form of oral or ppt presentations) as an important technique in everyday work

Point 8.3: To identify the role of humour as an important element that can support effectiveness at the workplace

Point 8.4: To identify and to analyse different other factors as i.e. punctuality, precision, and efficiency, which can ensure good work

Open Answers

Some important notifications by interviewees are presented below:

Under Module 1:

— Awareness is mainly a matter of perseverance
— I believe that it is not as important to familiarize with models and theories as accepting multiculturalism in practice and in daily living and working together with people from different cultures
— Personally I think the project is of high interest. I would like to receive information. Please include me in the list of dissemination
— Point 2 is not a successful one: Under which criteria a culture may be considered "not popular or less popular than another"?

— All cultures are important in Europe. This is fundamental for Europe. I do not know the models I would like to be informed.

Under Module 2:

— The most important module in my opinion
— Each culture has its own particular characteristics that must be recognized and respected
— It takes long to deeply understand some cultures
— This module will support my current work with students in the University
— All these elements are needed in order the module be completed

Under Module 3:

— Intercultural consciousness allows for the formation of a complex and enriched personality that responds to the needs of today's society where many and different cultures co-exist and interact
— We need to define and understand which stereotypes exist in both sides theirs and ours
— The 4th point will need a very good analysis
— You may propose "sources" about the theoretical points

Under Module 4:

— Foreign languages play an important role as a means of communicating and developing cooperative links. However, they are not only tools for communication and conciliation but for expressions of cultural elements, customs and ethics of society and means for understanding diversity and dealing with xenophobia
— My answers represent my experience in the module (i.e. I know about communication styles etc.)
— Mainly in the third point you should targeted
— Communication is needed but point 3 with examples is the most important
— I propose to focus on point 3
— The interviewee thinks the communication styles change over time. Propose to add "current style"

Under Module 5:

— Especially the last question (nr 4) is of high interest
— You should be careful not to propose an Academic approach
— Why someone should be "adapted"?
— Point 3 is quite difficult task

Under Module 6:

- All points are useful in order the module have an holistic approach
- This module should be practical
- Point 5 is quite sexist according the interviewee and proposes to avoid it

Under Module 7:

- Pont 3 is almost included in 2

Under Module 8:

- I consider all modules and all points very useful (referring to all modules as a general opinion)
- Assertiveness is important but at the same time it is a risk for the employee
- A general point. Wants to keep informed (Note by the interviewer: the site was given)

CONCLUSIONS

The sample faced the survey in Cyprus with hi interest. In the majority the interviewees are working or have worked in multicultural organisations showing that multicultural organisations are not a rare phenomenon in the country.

It is very interesting the almost absence of linear answers (i.e. answers in which the responder gave the same rate in all sub-questions). Only 1 out of 34 responders gave a linear answer and specifically rated under "4 - Very important" all the answers.

INDICATOR'S ANALYSIS

The analysis presented below presents some innovative indicators on the survey.

GENERAL INDICATOR ON INTEREST

Below we present an indicator that compares the interest in the content of each module and represents the optimum analysis of modules in points of interest. Ideally each module could rate the number of points of which is consisted multiplied by "4" that represents the highest interest. The graph compares as percentage the ideally situation (max potential scoring) with the actual one.
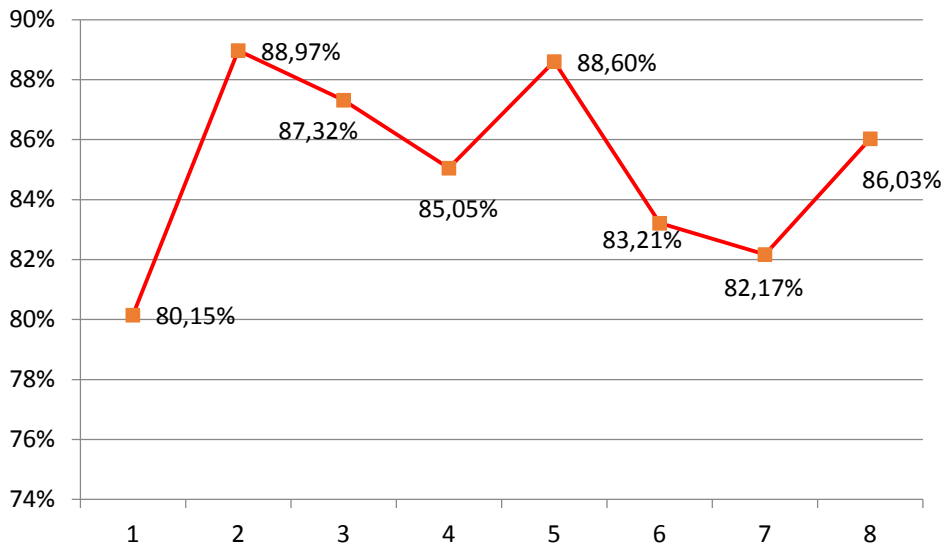
GENERAL INDICATOR ON THE MOST INTERESTING MODULES

All Modules were criticised quite positively. In the graph below we will present an indicator about the most important module (and the classification of all modules) according the sample in Cyprus. The indicator was set as follows. In all modules the ranking scale was from 4 (very important) until 1 (not important at all). The score of each module was summarised according the ranking scale. The score 9 (hard to say) was excluded. This is not affecting seriously the rank as the number of nines (9) was minimal. Then the total score of each module was divided by the number of points it was including. The result is defined as "importance indicator".
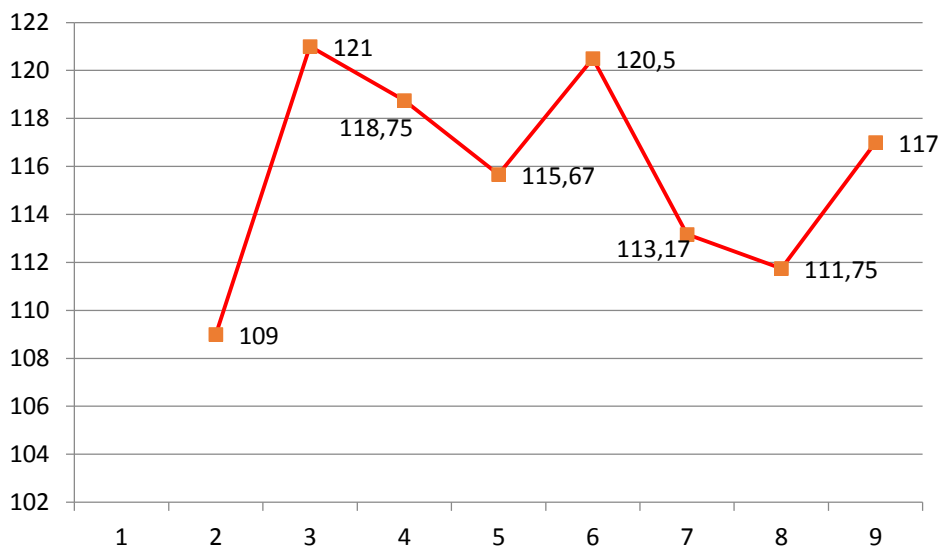
Graph 2: Importance Indicator: The most important modules for Cypriot interviewees are Module 3 and Module 6.

Point with less real answers (i.e. 9 – Hard to say): Point 1.5 in Module 1 was "*To get familiar with interesting models of culture, i.e. the Iceberg Model of Culture, Hofstede's Cultural Dimensions Theory, Milton Bennett's Cultural Sensitivity Model*". Seven Responders probably not knowing these theories could not decide if it was important or not.