CULT_RISK

Erasmus+

Cultural Risk in the Organisation in the Globalisation Era Competences vs. Reality (ERASMUS+)

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SUMMARY REPORT. LATVIA

Riga

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1. Introduction

The objective of the survey was to gather information on which cultural competences are necessary in order to cope with cultural risks in a multicultural organisation. The questionnaire was sent to the following target groups:
- Managerial staff from multicultural organisations;
- Employees of lower levels from multicultural organisations;
- Individuals interested in the topic of cultural risk in multicultural organisations.

In total there were 30 interviews collected in Latvia. To provide the highest variety of answers, interviewees represent different organizations and positions within the organisations, for example, non-governmental organisations working in the field of social integration, private enterprises employing foreigners and refugees, university/college, governmental and municipality organisations facing cultural risks, for example, the Employment State Agency, and individuals interested in the topic of cultural risk in multicultural organisations.

Before the fulfilling questionnaire, all interviewees were informed that the name of the interviewees and the particular organization will not be used in analysis, and the questionnaire is fully anonymous. The survey was organized in the period from January 21 to February 25, 2019. Four out of 30 questionnaires were fulfilled in English, others were fulfilled in Latvian. Those who fulfilled the questionnaire in English were persons with immigrant background living and working in Latvia.

It was not very difficult to convince the interviewees to participate in the study, however some potential interviewees did not answered, because of the lack of time and interest. No one reported that there are any difficulties with understanding or answering particular questions.

2. Analysis

The questionnaire was structured in nine modules, out of which eight modules were devoted to different skills and competences which might be necessary in multicultural organisations, but one module included the questions about the interviewees. Different skills and competences were evaluated by using the scale, where "4" means that skills and competences are very important to be achieved, "3" means that skills and competences are important to be achieved, "2" means that skills and competences can be achieved, but they do not seem to be significant, and "1" means that skills and competences are useless to be achieved. All items included also a possibility to choose answer "hard to say", if an interviewee has a

problem to decide. The analysis is structured according to the nine modules of questionnaire.

Module 1: Cross cultural awareness

According to survey results in Latvia, the most important competences in this module are "to recognise the most popular cultures occurring in Europe" and "to analyse the main differences between own and other cultures" (summary of answers "very important" or "important" are 86% and 83%, respectively). The third and the fourth most important competences according to their evaluations are "to define the concepts: "culture", "cultural awareness", "culture sensitivity" and "culture shock"" and "to distinguish between cultural differences of the society and differences of the individuals (case studies)" (summary of answers "very important" or "important" are 73% and 70%, respectively).

The least important competence in this module is "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". 33% of interviewees answered that this competence is "very important" or "important", 53% said that it is not important or not at all important, and 13% had a difficulty to answer this question.

Module 2: Understanding different cultures

90% of interviewees answered that competences "to understand the role of tolerance between people of different cultures" and "to understand why people from different cultures can behave differently" are "very important" and "important". The third most important competence is "to identify nuances in cultural norms and values" (summary of answers "very important" or "important" are 80%).

The least important competence in this module is "to analyse the key cultural drivers and attitudes (i.e. time, space, authority, risk, tasks and relationships)". 73% of interviewees answered that this competence is "very important" or "important", 17% said that it is not important or not at all important, and 10% had a difficulty to answer this question.

Module 3: Stereotypes

The most important competence in this module is "to identify possible cultural biases, prejudices and beliefs" (summary of answers "very important" or "important" are 80%).

The second and the third most important competences according to their evaluations are "to identify the main reasons of the cultural stereotypes" and "to define the term "cultural stereotypes"" (summary of answers "very important" or "important" are 77% and 76%, respectively).

The least important competence in this module is "to analyse the key cultural drivers and attitudes (i.e. time, space, authority, risk, tasks and relationships)". 70% of interviewees answered that this competence is "very important" or

"important", 26% said that it is not important or not at all important, and 3% had a difficulty to answer this question.

Module 4: Communication

The most important competence in this module is "to recognise different communication styles" (summary of answers "very important" or "important" are 83%).
The second most important competence in this module is "to identify own style of communication" (summary of answers "very important" or "important" are 80%).
The third place out of three is for the competence "to analyse differences in meanings of one word or sign in different languages".76% of interviewees answered that this competence is "very important" or "important", 20% said that it is not important or not at all important, and 3% had a difficulty to answer this question.

Module 5: Team work and social integration

90% of interviewees answered that competence "to identify the effective ways how to solve problems in multicultural organisation" is "very important" and "important".

The second and the third most important competences according to their evaluations are "to identify changes that are needed in multi-cultural teams (i.e. related to the management, responsibilities of employees, organisation of works)" and "to define the term "adaptation" as a key element to work effectively in a multi-cultural organisation" (summary of answers "very important" or "important" are 77% and 73%, respectively).
The least important competence in this module is "to analyse the role of the emotions in multicultural team".   67% of interviewees answered that this competence is "very important" or "important", 33% said that it is not important or not at all important.

Module 6: Leadership and hierarchy

90% of interviewees answered that competence "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 etc.)" is "very important" and "important".
The second and the third most important competences according to their evaluations are "to identify and to analyse basic norms and values in the organisation" and "to analyse how to introduce changes in the organisation" (summary of answers "very important" or "important" are 86% and 80%, respectively).
77% of interviewees answered that competence "to analyse how to divide responsibilities in the organisation" is "very important" and "important".

73% of interviewees said that competences "to analyse the relations between people in the multicultural organisation" and "to analyse different cultures in the organisation, i.e. masculinity or femininity culture" are "very important" and "important".

Module 7: Learning styles

The most important competences in this module is "to identify different learning styles" and "to analyse how different learning styles can influence the effectiveness of work in multicultural organisation" (summary of answers "very important" or "important" are 83%). The third most important competence in this module is "to identify own learning style" (summary of answers "very important" or "important" are 80%).

The least important competence in this module is "to define the term "intercultural learning"". 73% of interviewees answered that this competence is "very important" or "important", 23% said that it is not important or not at all important, and 3% had a difficulty to answer this question.

Module 8: Qualities in the working place

90% of interviewees answered that competence "to identify and to analyse different other factors as i.e. punctuality, precision, and efficiency, which can ensure good work" is "very important" and "important".

80% and 77% of interviewees answered that competences "to identify the role of humour as an important element that can support effectiveness at the workplace" and "to define the term "assertiveness" as important characteristic at the workplace" are "very important" and "important".

The least important competence in this module is "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". 66% of interviewees answered that this competence is "very important" or "important", 23% said that it is not important or not at all important, and 3% had a difficulty to answer this question.

Module 9: Characteristics of interviewees

77% of interviewees (23 persons) were from Riga, 17% or 5 persons were from Liepaja and one interviewee was from Rezekne and one from Jelgava. 20% of interviewees were managerial staff in a multicultural organisation, 47% were employees working at lower level in a multicultural organisation, and 33% were individuals interested in the topic of cultural risk. 60% of interviewees are working in a multicultural organisation at this moment, 23% have worked in such an organisation before, and 17% or 5 persons have never worked in a multicultural organisation. 53% of interviewees at the moment of survey were working in NGO, 33% in private enterprise, 7% in university or college. 3% or one person were working in government organisation and the same number also in municipality organisation.

3. Conclusions

Most of cultural competences included in questionnaire were evaluated as very important and important to cope with cultural risks in a multicultural organisations. The most important competences, which were evaluated by interviewees as important in 90% cases, were the following: (1) "to understand the role of tolerance between people of different cultures"; (2) "to understand why people from different cultures can behave differently"; (3) "to identify the effective ways how to solve problems in multicultural organisation"; (4) "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 etc.)"; (5) "to identify and to analyse different other factors as i.e. punctuality, precision, and efficiency, which can ensure good work".

According to survey results, the least important competence is "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". Only 33% of interviewees answered that this competence is "very important" or "important". All in all the survey has showed that the highest importance has been attributed to practical skills and competences, but the lowest to theoretical knowledge.

4. Attachments

1. Bar graphs with main results

2. BAR GRAPHS

Graph 1. CROSS CULTURAL AWARENESS

CROSS CULTURAL AWARENESS
Which skills and competences are important to be culturally aware in multicultural organization?

	Very important	Important	Not important	Not at all important	Hard to say/ NA
To define the concepts: "culture", "cultural awareness", "culture sensitivity" and "culture shock"	33	40	23		3
To recognise the most popular cultures occurring in Europe	33	53	10		3
To analyse the main differences between own and other cultures	43	40	7	7	3
To distinguish between cultural differences of the society and differences of the individuals (case studies)	27	43	20	7	3
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	3	30	33	20	13

Graph 2: UNDERSTANDING DIFFERENT CULTURES

UNDERSTANDING DIFFERENT CULTURES
Which skills and competences are important to understand better different cultures?

	Very important	Important	Not important	Not at all important	Hard to say/ NA
To understand the role of tolerance between people of different cultures	67	23	3	3	3
To understand why people from different cultures can behave differently	70	20	3	3	3
To identify nuances in cultural norms and values	40	40	17		3
To analyse the key cultural drivers and attitudes (i.e. time, space, authority, risk, tasks and relationships)	47	27	13	3	10

Graph 3. STEREOTYPES

STEREOTYPES
Which skills and competences are supportive to understand and break cultural stereotypes?

To define the term "cultural stereotypes": Very important 23, Important 53, Not important 23

To identify the main reasons of the cultural stereotypes: Very important 27, Important 50, Not important 23

To analyse the influence of cultural stereotypes on people working in multicultural organisation and the effectiveness of their work: Very important 23, Important 47, Not important 23, Not at all important 3, Hard to say/ NA 3

To identify possible cultural biases, prejudices and beliefs: Very important 37, Important 43, Not important 13, Not at all important 3, Hard to say/ NA 3

Legend: ■ Very important ■ Important ■ Not important ■ Not at all important ■ Hard to say/ NA

Graph 4. COMMUNICATION

COMMUNICATION
Which skills and competences can help to improve multicultural communication?

To recognise different communication styles: Very important 53, Important 30, Not important 17

To identify own style of communication: Very important 43, Important 37, Not important 20

To analyse differences in meanings of one word or sign in different languages: Very important 43, Important 33, Not important 17, Not at all important 3, Hard to say/ NA 3

Legend: ■ Very important ■ Important ■ Not important ■ Not at all important ■ Hard to say/ NA

Graph 5. TEAMWORK AND SOCIAL INTEGRATION

TEAMWORK AND SOCIAL INTEGRATION
Which skills and competences may improve teamwork and social integration in multicultural organization?

Statement	Very important	Important	Not important	Not at all important
To define the term "adaptation" as a key element to work effectively in a multi-cultural organisation	30	43	23	3
To identify changes that are needed in multi-cultural teams (i.e. related to the management, responsibilities of employees, organisation of works)	20	57	23	
To analyse the role of the emotions in multicultural team	23	43	33	
To identify the effective ways how to solve problems in multicultural organisation	60	30	10	

■ Very important ■ Important ■ Not important ■ Not at all important

Graph 6. LEADERSHIP AND HIERARCHY

LEADERSHIP AND HIERARCHY
Which skills and competences are related to leadership and hierarchy that influence the quality of work in multicultural organization?

Statement	Very important	Important	Not important	Not at all important	Hard to say/ NA
To analyse how to introduce changes in the organisation	23	57	13	3	3
To analyse how to divide responsibilities in the organisation	40	37	20		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 etc.)	40	50	10		
To identify and to analyse basic norms and values in the organisation	53	33	13		
To analyse different cultures in the organisation, i.e. masculinity or femininity culture	37	37	17	7	3
To analyse the relations between people in the multicultural organisation	47	27	20		7

■ Very important ■ Important ■ Not important ■ Not at all important ■ Hard to say/ NA

Graph 7. LEARNING STYLES

LEARNING STYLES
Which skills and competences are important for better learning style in the working place in multicultural organizations?

	Very important	Important	Not important	Not at all important	Hard to say/ NA
To define the term "intercultural learning"	27	47	23		3
To identify different learning styles	27	57	13	3	
To identify own learning style	47	33	17	3	
To analyse how different learning styles can influence the effectiveness of work in multicultural organisation	43	40	10		7

Graph 8. QUALITIES IN THE WORKING PLACE

QUALITIES IN THE WORKING PLACE
Which skills and competences may improve the quality of work in the working place in multicultural organization?

	Very important	Important	Not important	Not at all important	Hard to say/ NA
To define the term "assertiveness" as important characteristic at the workplace	37	40	17		7
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	23	43	23	3	7
To identify the role of humour as an important element that can support effectiveness at the workplace	37	43	17		3
To identify and to analyse different other factors as i.e. punctuality, precision, and efficiency, which can ensure good work	30	60	3	3	3

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