

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

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COMPARATIVE REPORT

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CONTENT

EXECUTIVE SUMMARY.....	5
DESCRIPTION OF THE STUDY.....	10
RESULTS	12
1. Cross cultural awareness.....	12
<i>To define the concepts: “culture”, “cultural awareness”, “culture sensitivity” and “culture shock”</i>	14
<i>To recognise the most popular cultures occurring in Europe.....</i>	15
<i>To analyse the main differences between own and other cultures.</i>	16
<i>To distinguish between cultural differences of the society and differences of the individuals (case studies).....</i>	17
<i>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.....</i>	18
<i>Summary.....</i>	19
2. Understanding different cultures	20
<i>To understand the role of tolerance between people of different cultures.....</i>	21
<i>To understand why people from different cultures can behave differently.....</i>	23
<i>To identify nuances in cultural norms and values</i>	24
<i>To analyse the key cultural drivers and attitudes (i.e. time, space, authority, risk, tasks and relationships).....</i>	25
<i>Summary.....</i>	26
3. Stereotypes	26
<i>To define the term “cultural stereotypes”.....</i>	28
<i>To identify the main reasons of the cultural stereotypes.....</i>	29
<i>To analyse the influence of cultural stereotypes on people working in multicultural organisation and the effectiveness of their work... </i>	30
<i>To identify possible cultural biases, prejudices and beliefs.....</i>	31
<i>Summary.....</i>	32
4. Communication.....	32
<i>To recognise different communication styles.....</i>	34
<i>To identify own style of communication.....</i>	35

	<i>To analyse differences in meanings of one word or sign in different languages.....</i>	36
	<i>Summary.....</i>	36
5. Team work and social integration		37
	<i>To define the term “adaptation” as a key element to work effectively in a multi-cultural organisation.....</i>	38
	<i>To identify changes that are needed in multi-cultural teams (i.e. related to the management, responsibilities of employees, organisation of works).....</i>	39
	<i>To analyse the role of the emotions in multicultural team.....</i>	40
	<i>To identify the effective ways how to solve problems in multicultural organisation.....</i>	41
	<i>Summary.....</i>	42
6. Leadership and hierarchy.....		43
	<i>To analyse how to introduce changes in the organisation.....</i>	44
	<i>To analyse how to divide responsibilities in the organisation.....</i>	45
	<i>To identify and to analyse artefacts in the multicultural organisation.....</i>	46
	<i>To identify and to analyse basic norms and values in the organisation.....</i>	47
	<i>To analyse different cultures in the organisation, i.e. masculinity or femininity culture.....</i>	48
	<i>To analyse the relations between people in the multicultural organisation.....</i>	49
	<i>Summary.....</i>	50
7. Learning styles.....		51
	<i>To define the term “intercultural learning”.....</i>	52
	<i>To identify different learning styles.....</i>	53
	<i>To identify own learning style.....</i>	54
	<i>To analyse how different learning styles can influence the effectiveness of work in multicultural organisation.....</i>	55
	<i>Summary.....</i>	56
8. Qualities in the working place.....		57
	<i>To define the term “assertiveness” as important characteristic at the workplace.....</i>	58
	<i>To perceive the role of direct presentation of the work results to other employees as an important technique in everyday work.....</i>	59

*To identify the role of humour as an important element that can support effectiveness at the workplace.....*60

*To identify and to analyse different other factors as i.e. punctuality, precision, and efficiency, which can ensure good work*61

*Summary.....*62

Supplement. Table 1. List of the competences and their mean values in descending order63

EXECUTIVE SUMMARY

The main activity of the CULT_Risk project is to develop a training course, which will enable to acquire cultural competences by the target groups from the multicultural organisations. To accomplish this activity the comparative analysis on competences needed for the staff in multicultural organisations has been prepared.

The work on the comparative analysis on competences needed for the staff in multicultural organisations included the following activities:

- (1) The identification of cultural risks in the multicultural organisations and development of the methodology used in the comparative study. The partners identified the risks, which are linked with the culture, and which can appear in the organisations. These risks were included in questionnaires for the employees and employers of the multi-cultural organisations.
- (2) In total there were 154 questionnaires collected in five countries: Cyprus, Italy, Latvia, Poland and the UK. The questionnaire was sent to the following target groups: (1) managerial staff from multicultural organisations; (2) employees of lower levels from multicultural organisations; (3) individuals interested in the topic of cultural risk in multicultural organisations. The number of questionnaires collected in every country is the following: 34 questionnaires in Cyprus, 33 in Italy, 30 in Latvia, 30 in Poland and 27 in the UK. 31% of all interviewees were managerial staff in a multicultural organisation, 49% were employees working at lower level in a multicultural organisation, and 20% were individuals interested in the topic of cultural risk. 79% of interviewees are working in a multicultural organisation at this moment, 13% have worked in such an organisation before, and 8% have never worked in a multicultural organisation. At the moment of the survey, 54% of interviewees were working in private enterprise, 20% in NGO, 9% in university or college. 6% were working in government organisation, 2% in municipality organisation and 9% had another status. The survey was organized in the period from January 19 to February 27, 2019.
- (3) After collecting the data, the partners prepared their country reports, and the comparative report was prepared. The comparative report includes the analysis of the most important and least important competences, according to the modules of questionnaire, as well as the identification of the most important and least important competences in all five countries. The analysis is based on questionnaires collected in all five countries. For the ranking of the evaluations of all competences the means of the answers are used. For data processing, the program IBM SPSS Statistics 22 is used.
- (4) The results of the comparative analysis are used for the preparation of a competence map for future training.

The comparative analysis is focused on the lack of competences of people, who work in the multicultural environment. According to the methodology of the survey, different skills and competences, which are necessary in multicultural organisations, were structured in eight modules. All 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.

According to survey results, most of cultural competences out of 34 included in questionnaire were evaluated as very important and important to cope with cultural risks in a multicultural organisations. The mean of 30 competences were above the score “3” (Table 1). Five most important competences were:

- (1) To understand why people from different cultures can behave differently (mean 3,67);
- (2) To identify the effective ways how to solve problems in multicultural organisation (mean 3,53);
- (3) To understand the role of tolerance between people of different cultures (mean 3,52);
- (4) To analyse differences in meanings of one word or sign in different languages (mean 3,46);
- (5) To identify possible cultural biases, prejudices and beliefs (mean 3,44).

The least important competence out of 34 included in questionnaire 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 (mean 2,53). In the following the main results are presented according to eight modules.

1. Cross cultural awareness

According to survey results in all five countries, the most important competences in this module are to analyse the main differences between own and other cultures and to distinguish between cultural differences of the society and differences of the individuals (case studies). There are certain differences in the answers of interviewees across the five countries. The most important competences in Cyprus are to distinguish between cultural differences of the society and differences of the individuals and to define the concepts: “culture”, “cultural awareness”, “culture sensitivity” and “culture shock”. The most important competences in Italy are to define the concepts: “culture”, “cultural awareness”, “culture sensitivity” and “culture shock” and to analyse the main differences between own and other cultures. The most important competences in Latvia and Poland are to recognise the most popular cultures occurring in Europe and to analyse the main differences between own and other cultures. The most important competences in the UK are to analyse the main differences between own and other cultures and to distinguish

between cultural differences of the society and differences of the individuals. The least important competence of this module in all five countries 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”.

2. Understanding different cultures

The most important competences in this module are to understand why people from different cultures can behave differently and to understand the role of tolerance between people of different cultures. The most important competences in Cyprus are to understand why people from different cultures can behave differently and to analyse the key cultural drivers and attitudes (i.e. time, space, authority, risk, tasks and relationships). The most important competences in Italy, Latvia, Poland and the UK are to understand why people from different cultures can behave differently and to understand the role of tolerance between people of different cultures. Important to note, that all items within this module have received very high evaluation.

3. Stereotypes

Among all five countries, the most important competence in this module is to identify possible cultural biases, prejudices and beliefs. The least important competence in this module is to define the term “cultural stereotypes”. The most important competences in Cyprus and Italy are to analyse the influence of cultural stereotypes on people working in multicultural organisation and the effectiveness of their work and identify possible cultural biases, prejudices and beliefs. The most important competences in Latvia, Poland and the UK are to identify possible cultural biases, prejudices and beliefs and to identify the main reasons of the cultural stereotypes.

4. Communication

The most important competence in this module among all five countries is to analyse differences in meanings of one word or sign in different languages. The second most important competence in this module is to recognise different communication styles. The most important competence in Cyprus, Poland and Italy is to analyse differences in meanings of one word or sign in different languages. The most important competence in Latvia and the UK is to recognise different communication styles.

5. Team work and social integration

Within the module „Team work and social integration“, the most important competence among all five countries is to identify the effective ways how to solve problems in multicultural organisation. The least important competence in this module is to define the term “adaptation” as a key element to work effectively in a multi-cultural organisation. The most important competences in Cyprus, Italy, Poland and the UK are (1) to identify the effective ways how to solve problems in multicultural organisation and (2) to identify changes that are needed in multi-cultural teams (i.e. related to the management , responsibilities of employees, organisation of works). The most important competences in Latvia are (1) to identify the effective ways how to solve problems in multicultural organisation and (2) to define the term “adaptation” as a key element to work effectively in a multi-cultural organisation.

6. Leadership and hierarchy

In general, all items within the module “Leadership and hierarchy” have been evaluated as very important” and “important”. The competences “to analyse the relations between people in the multicultural organisation” and “to analyse how to divide responsibilities in the organisation” have received the highest mean value. The lowest mean value among all items is for the competence “to analyse different cultures in the organisation, i.e. masculinity or femininity culture”. The most important competence in Cyprus and Poland is to analyse how to divide responsibilities in the organisation. The most important competence in Italy is to analyse how to introduce changes in the organisation. The most important competence in Latvia is 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). Two most important competences with identical mean value in the UK are to analyse how to introduce changes in the organisation and to identify and to analyse basic norms and values in the organisation.

7. Learning styles

According to the survey results in five countries, the most important competence in this module is to analyse how different learning styles can influence the effectiveness of work in multicultural organisation. The least important competence in this module is to define the term “intercultural learning”. Within the module “Learning styles”, the most important competence among all five countries is to analyse how different learning styles can influence the effectiveness of work in multicultural organization. The second most important competence in Cyprus is to define the term “intercultural learning”. The second most important competence in Italy and the UK is to identify different learning styles. The second most important competence in Latvia and Poland is to identify own learning style.

8. Qualities in the working place

The most important competence in the module “Qualities in the working place” is to identify and to analyse different other factors as i.e. punctuality, precision, and efficiency, which can ensure good work”. The opinions about the most important competence in almost all countries were united that it is to identify and to analyse different other factors as i.e. punctuality, precision, and efficiency, which can ensure good work. The exception is the UK, where, according to survey results, two most important competences are to identify the role of humour as an important element that can support effectiveness at the workplace and to identify and to analyse different other factors as i.e. punctuality, precision, and efficiency, which can ensure good work. The least important competence of this module in all five countries 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.

DESCRIPTION OF THE STUDY

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. In the current study, we identified a set of eight competency areas (modules) from partners experience on the risks, which are linked with the culture, and which can appear in the organisations, and a review of the literature related to intercultural competence risks in multicultural organisations.

The eight competency modules were:

- Module 1: CROSS CULTURAL AWARENESS
- Module 2: UNDERSTANDING DIFFERENT CULTURES
- Module 3: STEREOTYPES
- Module 4: COMMUNICATION
- Module 5: TEAMWORK AND SOCIAL INTEGRATION
- Module 6: LEADERSHIP AND HIERARCHY
- Module 7: LEARNING STYLES
- Module 8: QUALITIES IN THE WORKING PLACE

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.

The survey was organized in the period from January 19 to February 27, 2019. In total there were 154 questionnaires collected in five countries: Cyprus, Italy, Latvia, Poland and the UK. The number of questionnaires collected in every country is the following: 34 questionnaires in Cyprus, 33 in Italy, 30 in Latvia, 30 in Poland and 27 in the UK.

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.

31% of all interviewees were managerial staff in a multicultural organisation, 49% were employees working at lower level in a multicultural organisation, and 20% were individuals interested in the topic of cultural risk. 79% of interviewees are working in a multicultural organisation at this moment, 13% have worked in such an organisation before, and 8% have never worked in a multicultural organisation. At the moment of the survey, 54% of interviewees were working in private enterprise, 20% in NGO, 9% in university or college. 6% were working in government organisation, 2% in municipality organisation and 9% had another status.

The comparative report includes the analysis of the most important and least important competences, according to the modules of questionnaire, as well as the identification of the most important and least important competences in all five countries. The analysis is based on questionnaires collected in all five countries. For the ranking of the evaluations of all competences the means of the answers are used (the answer “hard to say” is excluded from analysis). For data processing, the program IBM SPSS Statistics 22 is used.

RESULTS

The questionnaire was structured in nine modules, out of which eight modules were about 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 report includes the analysis of the most important and least important competences in all countries together, and the comparison of importance of different competences across all five countries. In the following each module is analysed in turn.

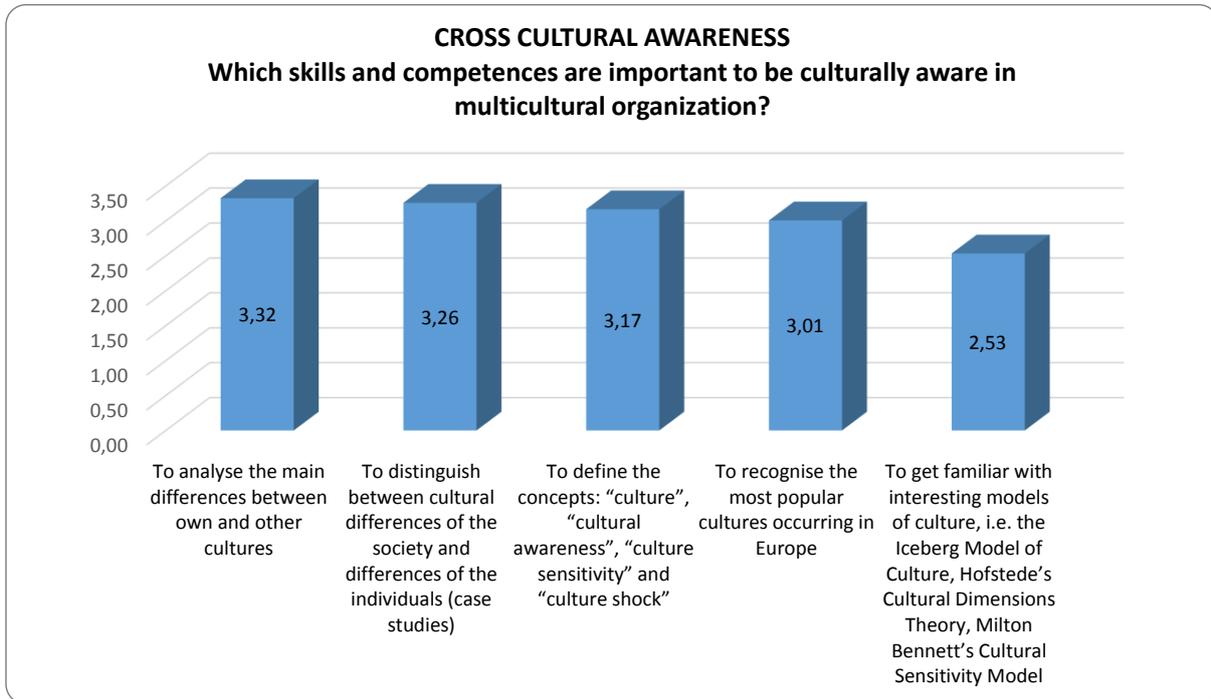
1. Cross cultural awareness

According to survey results in all five countries, the most important competences in this module are “to analyse the main differences between own and other cultures” and “to distinguish between cultural differences of the society and differences of the individuals (case studies)” (summary of answers “very important” or “important” are 87% and 82%, respectively. Mean values: 3,32 and 3,26).

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 recognise the most popular cultures occurring in Europe” (summary of answers “very important” or “important” are 80% and 74%, respectively. Mean values: 3,17 and 3,01).

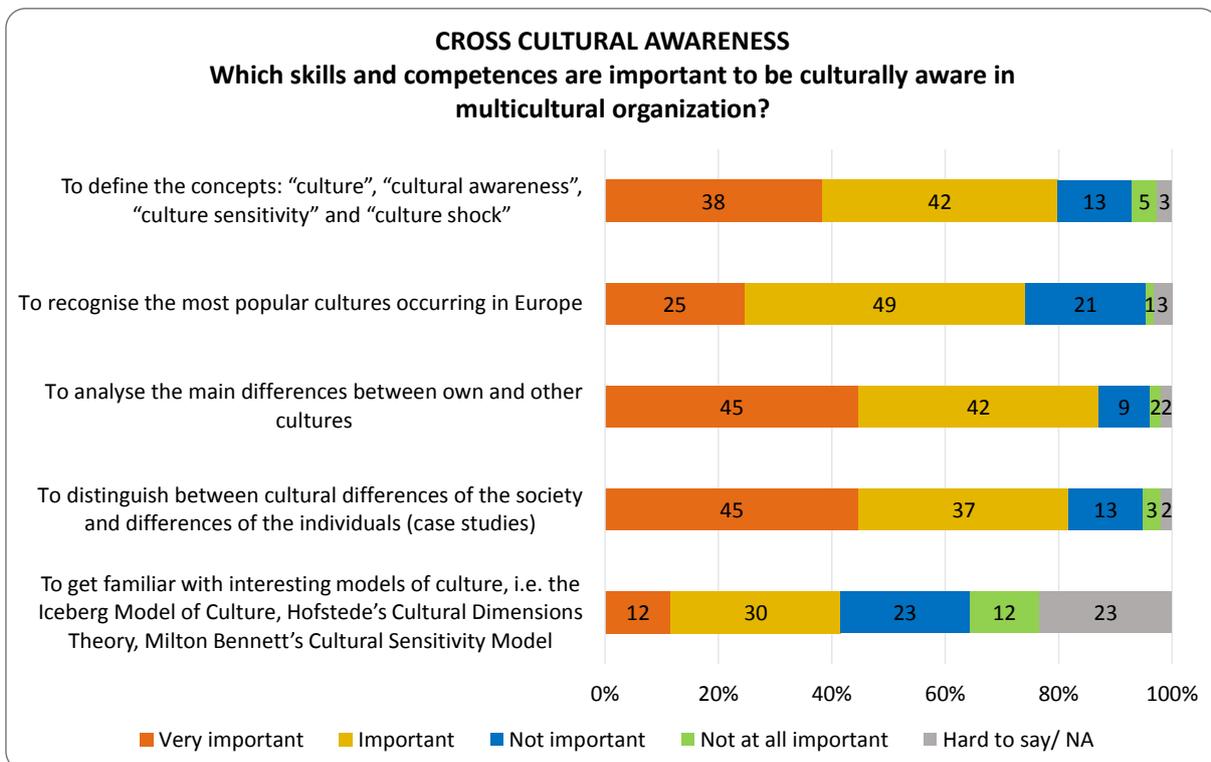
The least important competence in this module is “to get familiar with interesting models of culture, i.e. the Iceberg Model of Culture, Hofstede’s Cultural Dimensions Theory, Milton Bennett’s Cultural Sensitivity Model” (mean value is 2,53). 42% of interviewees answered that this competence is very important or important, 35% said that it is not important or not at all important. 23% had chosen the answer “hard to say”, and this is a comparably very high level of a difficulty to answer the question.

Figure 1.1. Cross cultural awareness. All five countries in total. Mean



Note: The answer "hard to say" is excluded from analysis.

Figure 1.2. Cross cultural awareness. All five countries in total. %



To define the concepts: “culture”, “cultural awareness”, “culture sensitivity” and “culture shock”

To define the concepts: “culture”, “cultural awareness”, “culture sensitivity” and “culture shock” is of highest importance in Cyprus (mean 3,50) and of least importance in Poland (mean 2,79). When comparing the answers across the countries, we can see that the interviewees in Cyprus and Italy evaluate this item more often as “very important” (Figure 1.4.). The interviewees in Poland and Latvia comparably more often have chosen the answer “not important” (23%). The highest level of the “hard to say” answers is in the UK (7%).

Figure 1.3. To define the concepts: “culture”, “cultural awareness”, “culture sensitivity” and “culture shock”. Mean

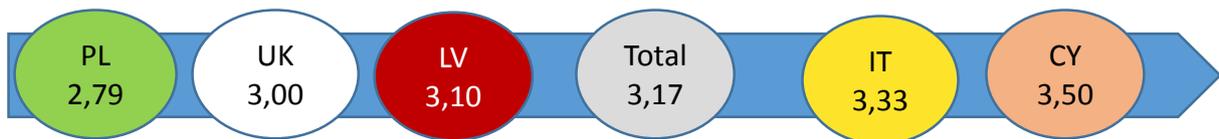
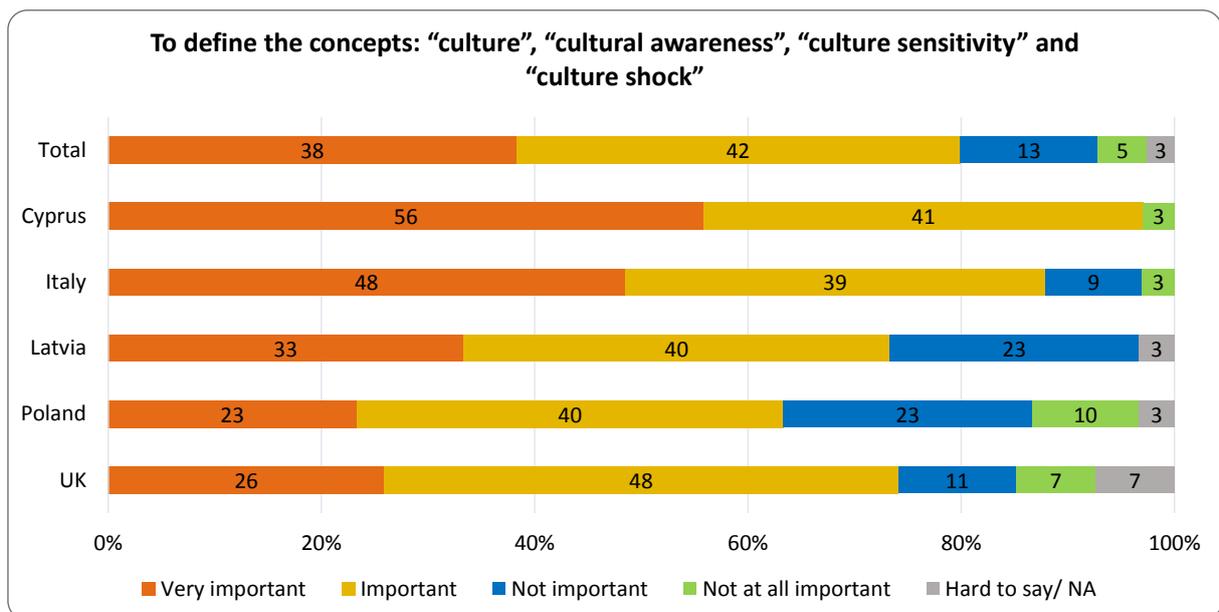


Figure 1.4. To define the concepts: “culture”, “cultural awareness”, “culture sensitivity” and “culture shock”. %



To recognise the most popular cultures occurring in Europe

To recognise the most popular cultures occurring in Europe is of highest importance in Latvia (mean 3,24) and of least importance in Cyprus (mean 2,85). When comparing the answers across the countries, we can see that the interviewees in Cyprus, UK and Italy evaluate this item more often as “not important” (Figure 1.6.). The interviewees in Poland and Latvia comparably more often have chosen the answer “very important” (37% and 33%, respectively). The highest level of the “hard to say” answers is in the UK (7%).

Figure 1.5. To recognise the most popular cultures occurring in Europe. Mean

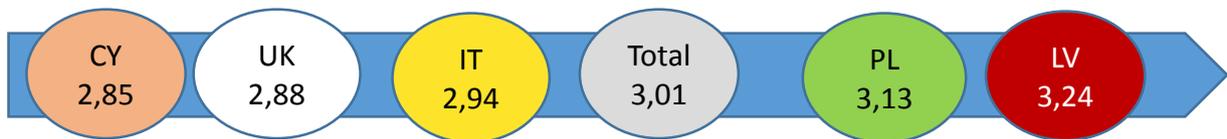
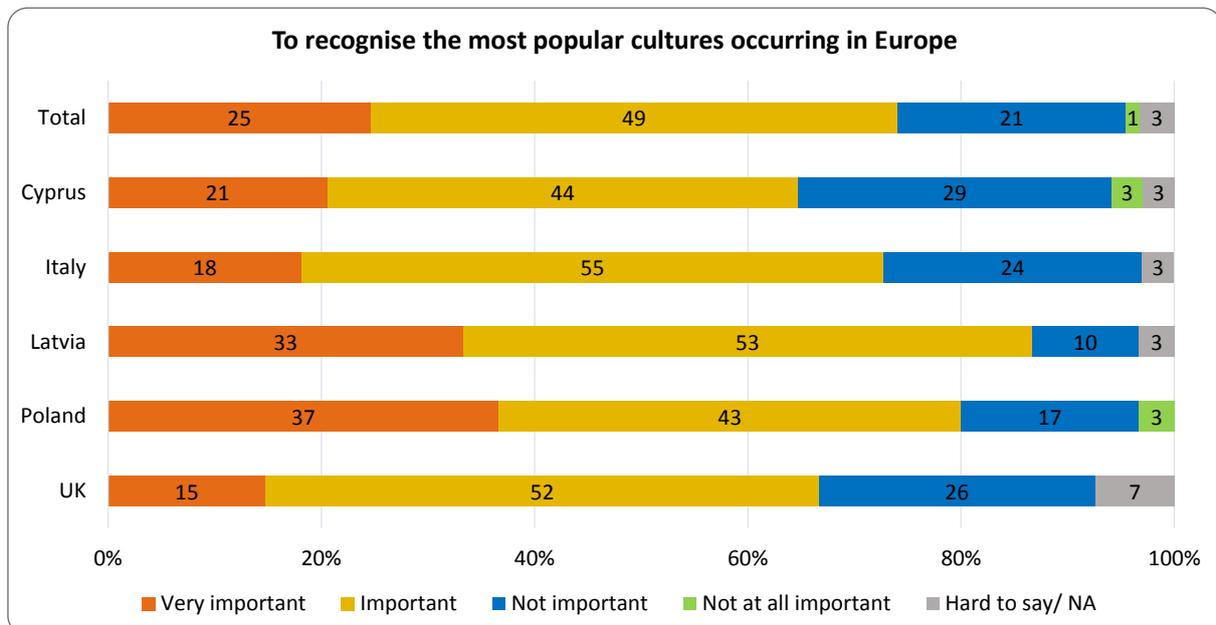


Figure 1.6. To recognise the most popular cultures occurring in Europe. %



To analyse the main differences between own and other cultures

To analyse the main differences between own and other cultures is of highest importance in Poland (mean 3,40) and of least importance in the UK (mean 3,28). It should be noticed that differences between means in analysed countries are very small (Figure 1.7.). The interviewees in the UK, Cyprus, and Poland comparably more often have chosen the answer “not important” (19%, 12% and 10%, respectively). The highest level of the “hard to say” answers is in the UK (7%).

Figure 1.7. To analyse the main differences between own and other cultures. Mean

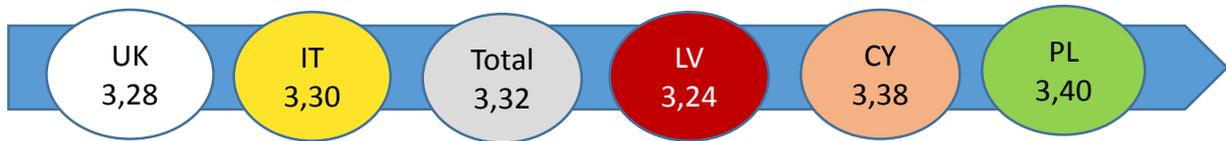
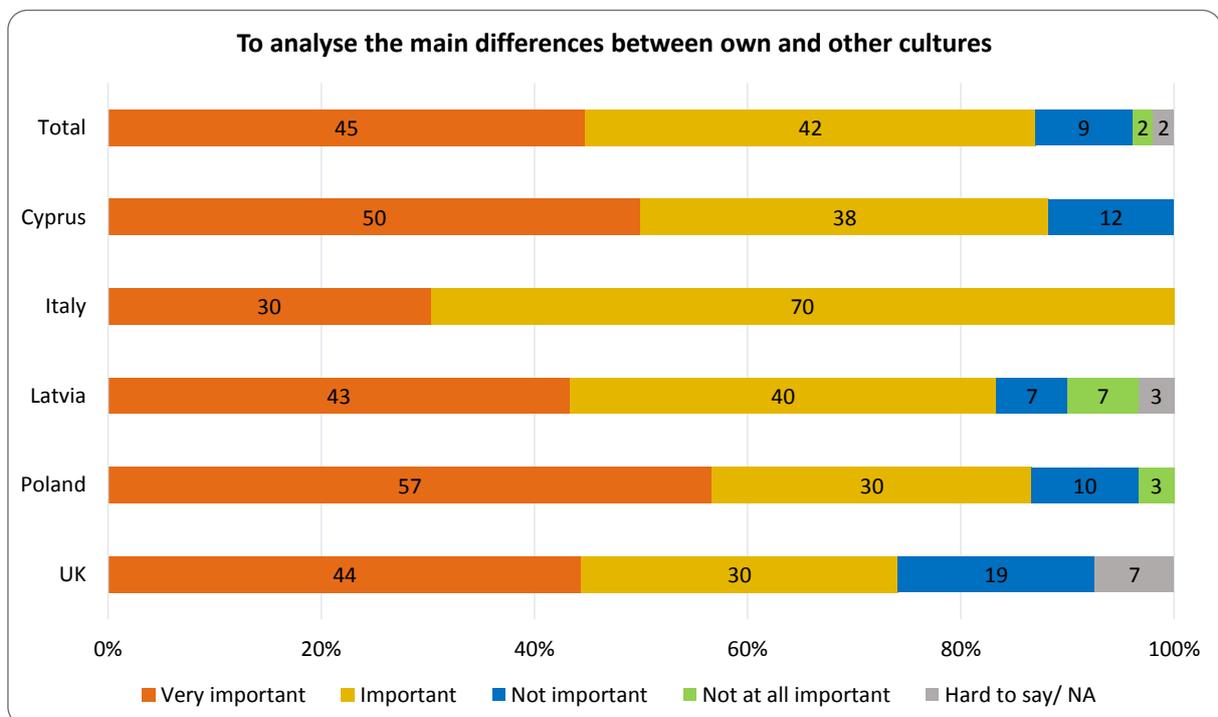


Figure 1.7. To analyse the main differences between own and other cultures. %



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

To distinguish between cultural differences of the society and differences of the individuals is of highest importance in Cyprus (mean 3,82) and of least importance in Poland (mean 2,90). When comparing the answers across the countries, we can see that the interviewees in Cyprus, the UK, and Italy evaluate this item more often as “very important” (Figure 1.10.). The interviewees in Poland and Latvia comparably more often have chosen the answer “not important” (30% and 20%, respectively).

Figure 1.9. To distinguish between cultural differences of the society and differences of the individuals (case studies). Mean

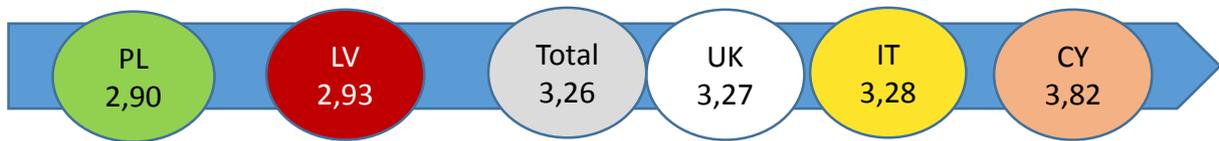
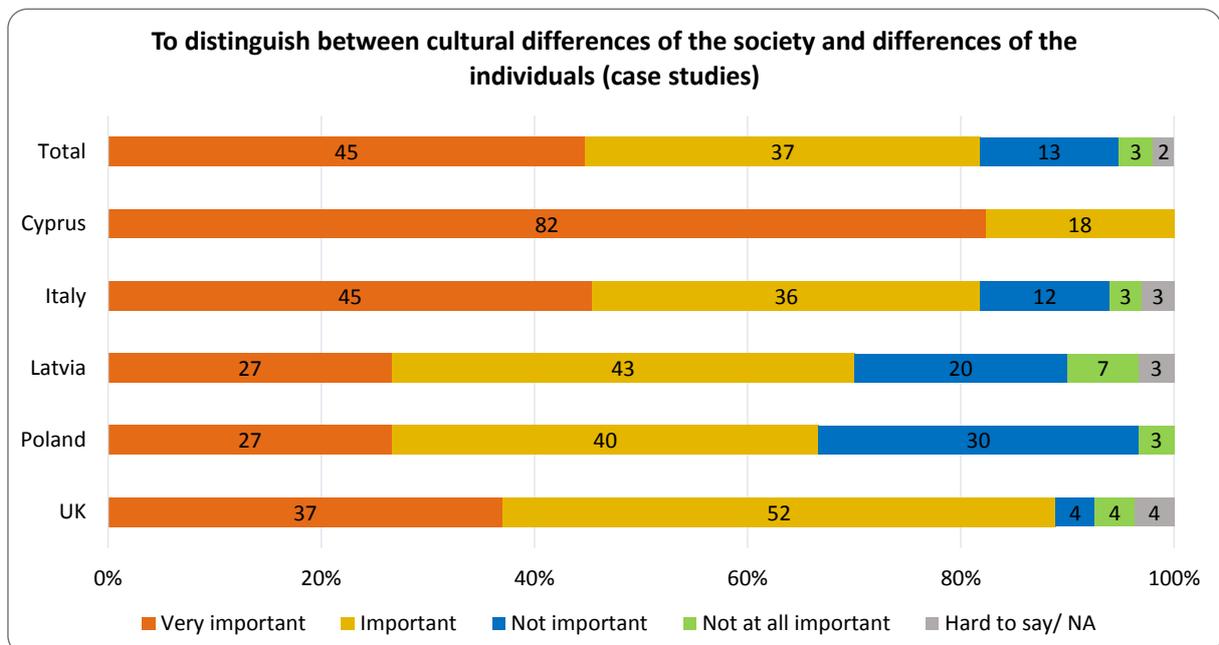


Figure 1.10. To distinguish between cultural differences of the society and differences of the individuals (case studies). %



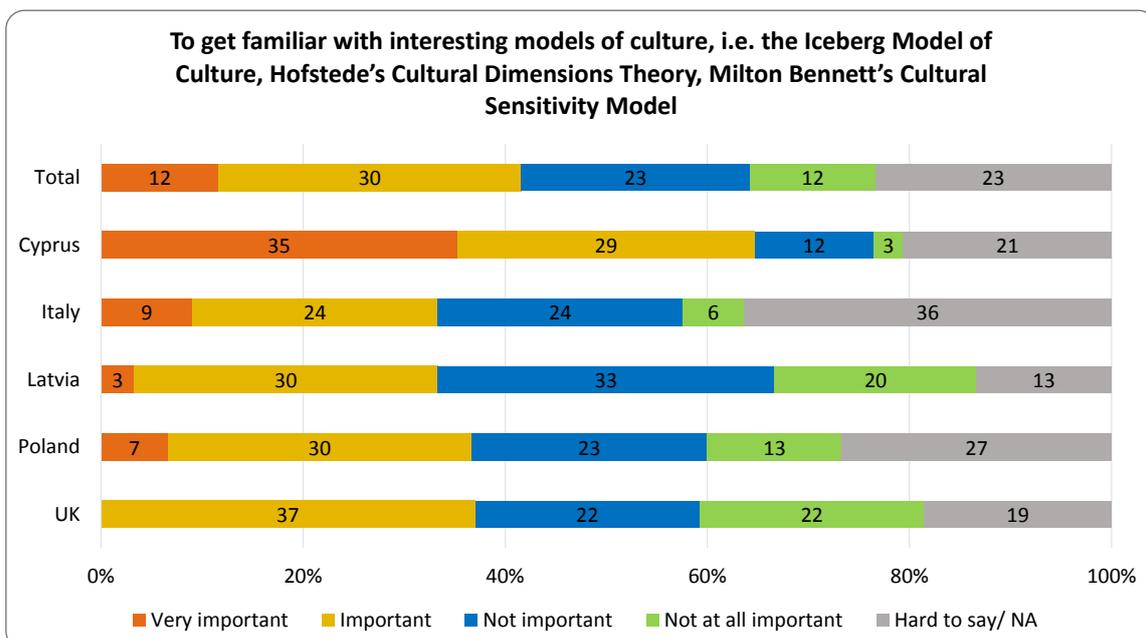
To get familiar with interesting models of culture, i.e. the Iceberg Model of Culture, Hofstede’s Cultural Dimensions Theory, Milton Bennett’s Cultural Sensitivity Model

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 is of highest importance in Cyprus (mean 3,22) and of least importance in the UK (mean 2,18). When comparing the answers across the countries, we can see that the interviewees in Cyprus evaluate this item much higher than others, and 64% consider it as important or very important (Figure 1.12.). The interviewees in Latvia and the UK comparably more often have chosen the answer “not at all important” (20% and 22%, respectively). The highest level of the “hard to say” answers is in Italy (36%), but in general this item is peculiar with very high level of the “hard to say” answers.

Figure 1.11. 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. Mean



Figure 1.12. 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. %



Summary

Within the first module, the most important competences in Cyprus are to distinguish between cultural differences of the society and differences of the individuals (mean 3,82) and to define the concepts: “culture”, “cultural awareness”, “culture sensitivity” and “culture shock” (mean 3,50).

The most important competences in Italy are to define the concepts: “culture”, “cultural awareness”, “culture sensitivity” and “culture shock” (mean 3,33) and to analyse the main differences between own and other cultures (mean 3,30).

The most important competences in Latvia are to recognise the most popular cultures occurring in Europe (mean 3,24) and to analyse the main differences between own and other cultures (mean 3,24).

Similarly, the most important competences in Poland also are to recognise the most popular cultures occurring in Europe (mean 3,13) and to analyse the main differences between own and other cultures (mean 3,40).

The most important competences in the UK are to analyse the main differences between own and other cultures (mean 3,28) and to distinguish between cultural differences of the society and differences of the individuals (mean 3,27).

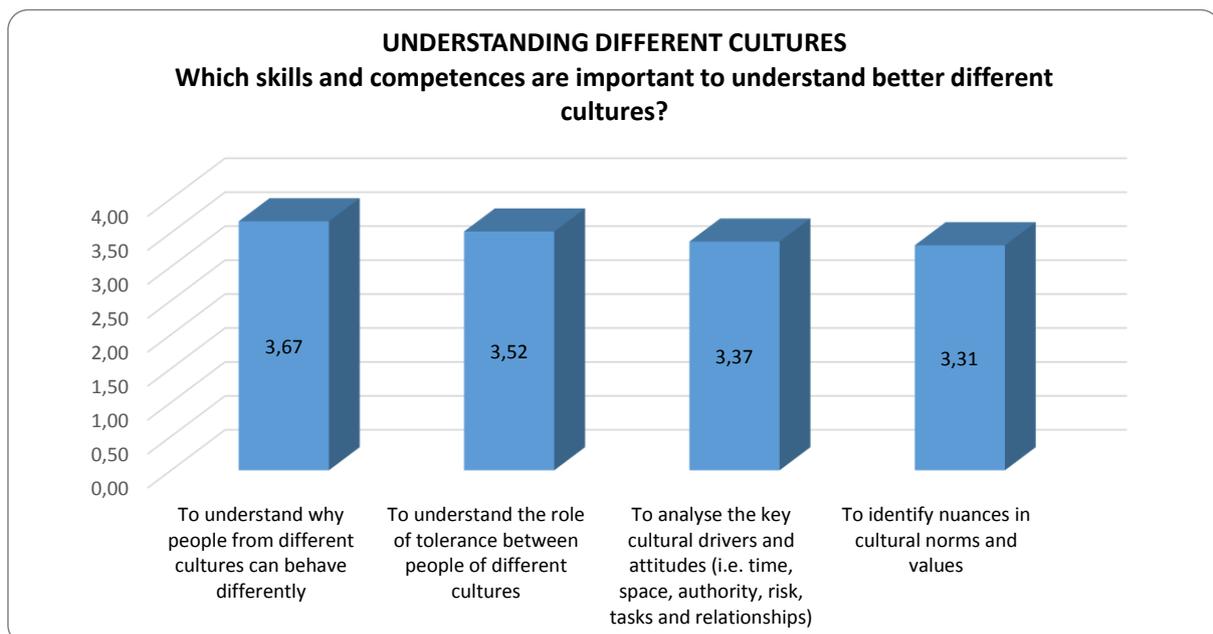
According to survey results, the least important competence of this module in all five countries is “to get familiar with interesting models of culture, i.e. the Iceberg Model of Culture, Hofstede’s Cultural Dimensions Theory, Milton Bennett’s Cultural Sensitivity Model”.

2. Understanding different cultures

The most important competences in this module are “to understand why people from different cultures can behave differently” and “to understand the role of tolerance between people of different cultures” (summary of answers “very important” or “important” are 98% and 91%, respectively. Mean values: 3,67 and 3,52).

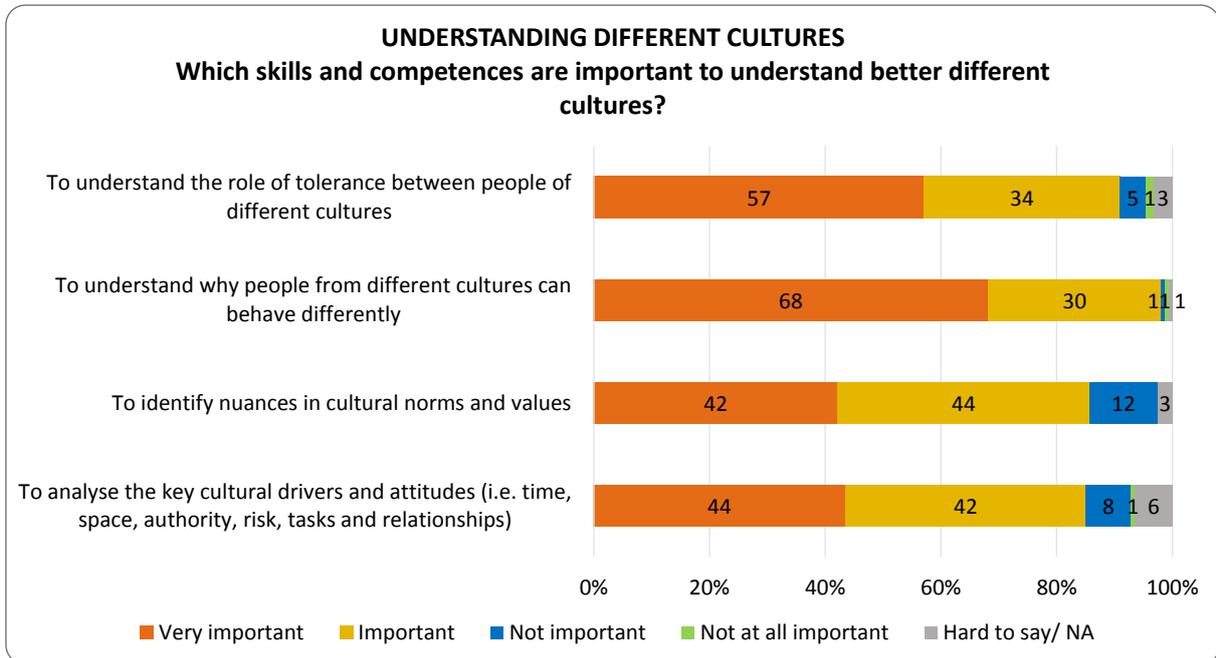
The third most important competence is “to analyse the key cultural drivers and attitudes (i.e. time, space, authority, risk, tasks and relationships)” (mean value is 3,37). The least important competence in this module is “to identify nuances in cultural norms and values” (mean 3,31). It should be noticed that all four items are evaluated as very important or important in all cases, and the differences in evaluations are minor.

Figure 2.1. Understanding different cultures. All five countries in total. Mean



Note: The answer “hard to say” is excluded from analysis.

Figure 2.2. Understanding different cultures. All five countries in total. %



To understand the role of tolerance between people of different cultures

Among five countries, to understand the role of tolerance between people of different cultures is of highest importance in Italy (mean 3,63) and of least importance in Poland (mean 3,31). The interviewees in Latvia, Cyprus and Italy evaluate this item as more important than others (Figure 2.4.). The interviewees in Poland comparably more often have chosen the answer “not important” (13%). The highest level of the “hard to say” answers is in the UK (7%).

Figure 2.3. To understand the role of tolerance between people of different cultures. Mean

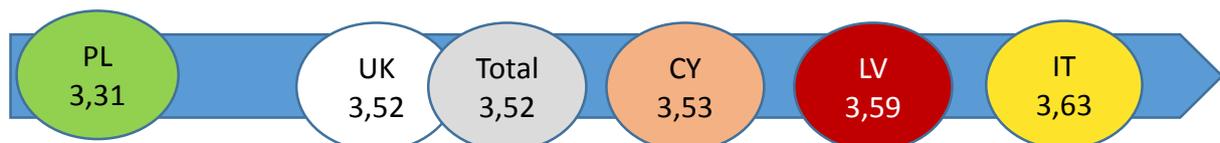
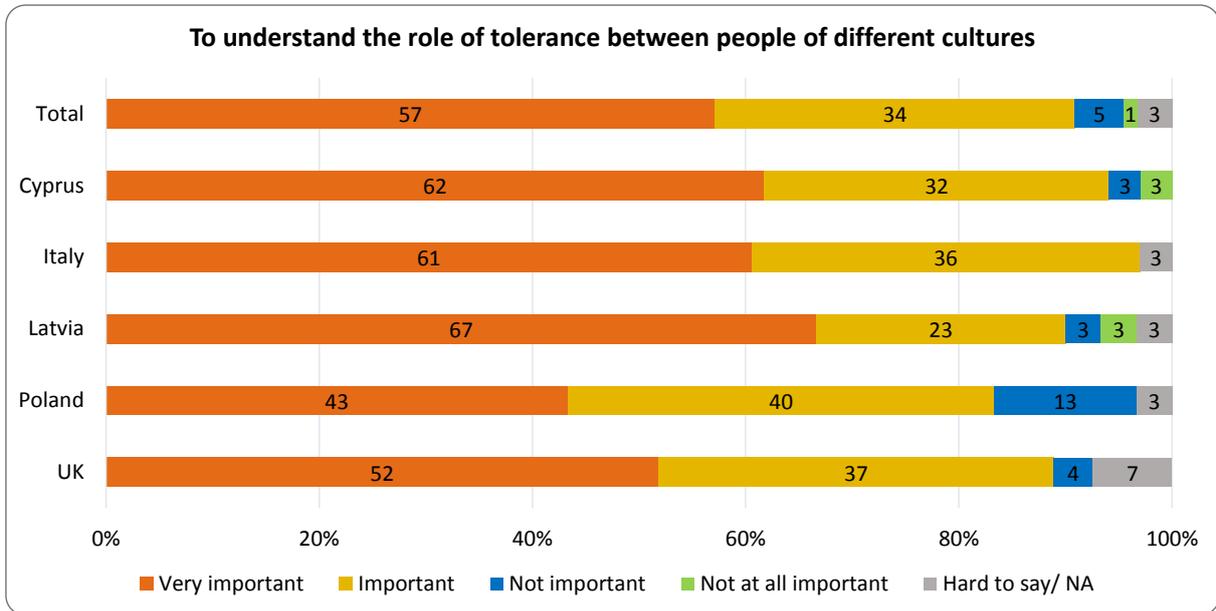


Figure 2.4. To understand the role of tolerance between people of different cultures. %



To understand why people from different cultures can behave differently

To understand why people from different cultures can behave differently is of highest importance in Cyprus (mean 3,71) and of least importance in Latvia (mean 3,62). However, the differences between means in analysed countries are very small (Figure 2.5.). No one among the interviewees in the UK, Cyprus, Italy and Poland has given the answers “not important” or “not at all important”, and there is a unity that this competence is very important (Figure 2.6.).

Figure 2.5. To understand why people from different cultures can behave differently. Mean

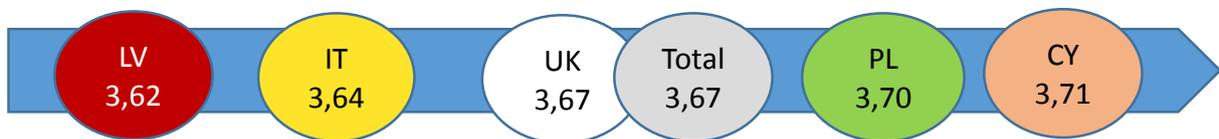
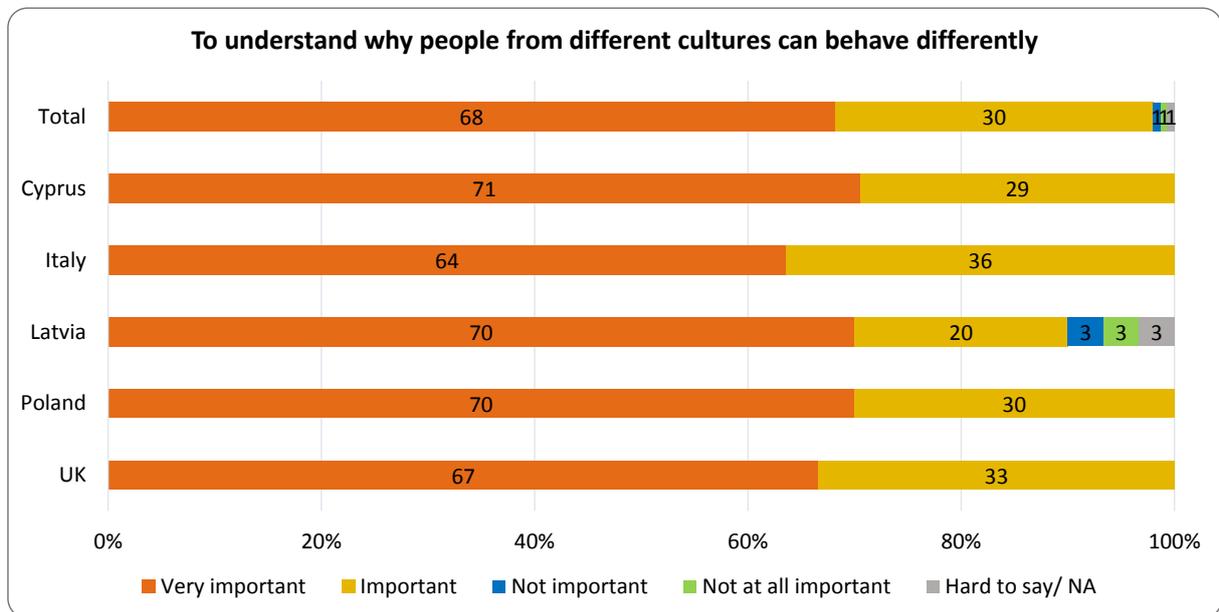


Figure 2.6. To understand why people from different cultures can behave differently. %



To identify nuances in cultural norms and values

To identify nuances in cultural norms and values is of highest importance in the UK (mean 3,50) and of least importance in Poland (mean 3,13). When comparing the answers across the countries, we can see that the interviewees in Cyprus and the UK evaluate this item more often as “very important” (53% and 48%, respectively) (Figure 2.8.). The interviewees in Poland and Latvia comparably more often have chosen the answer “not important” (20% and 17%, respectively). The highest level of the “hard to say” answers is in Italy (6%).

Figure 2.7. To identify nuances in cultural norms and values. Mean

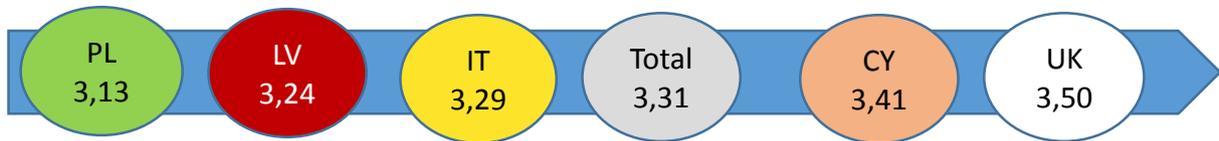
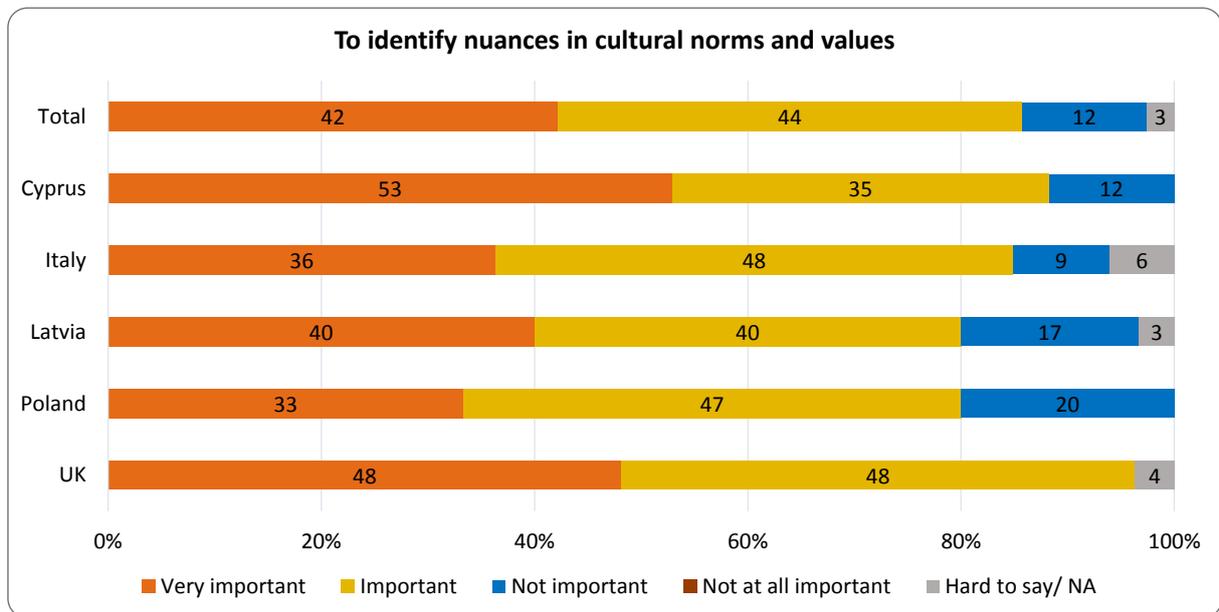


Figure 2.8. To identify nuances in cultural norms and values. %



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

To analyse the key cultural drivers and attitudes is of highest importance in Cyprus (mean 3,59) and of least importance in Poland (mean 3,28). When comparing the answers across the countries, we can see that the interviewees in Cyprus evaluate this item much higher than others, and 62% consider it as very important and 35% as important (Figure 2.10.). The interviewees in Latvia, Poland, and Italy comparably more often have chosen the answer “not important” (13%, 10% and 9%, respectively). The highest level of the “hard to say” answers is in the UK (15%).

Figure 2.9. To analyse the key cultural drivers and attitudes (i.e. time, space, authority, risk, tasks and relationships). Mean

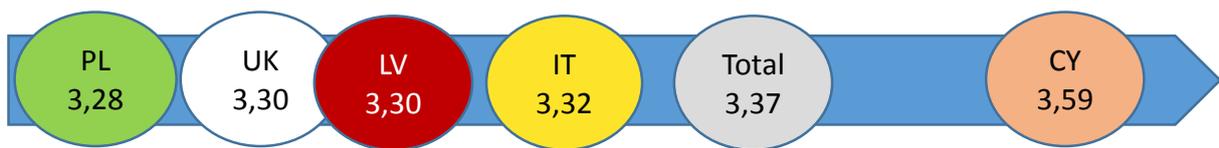
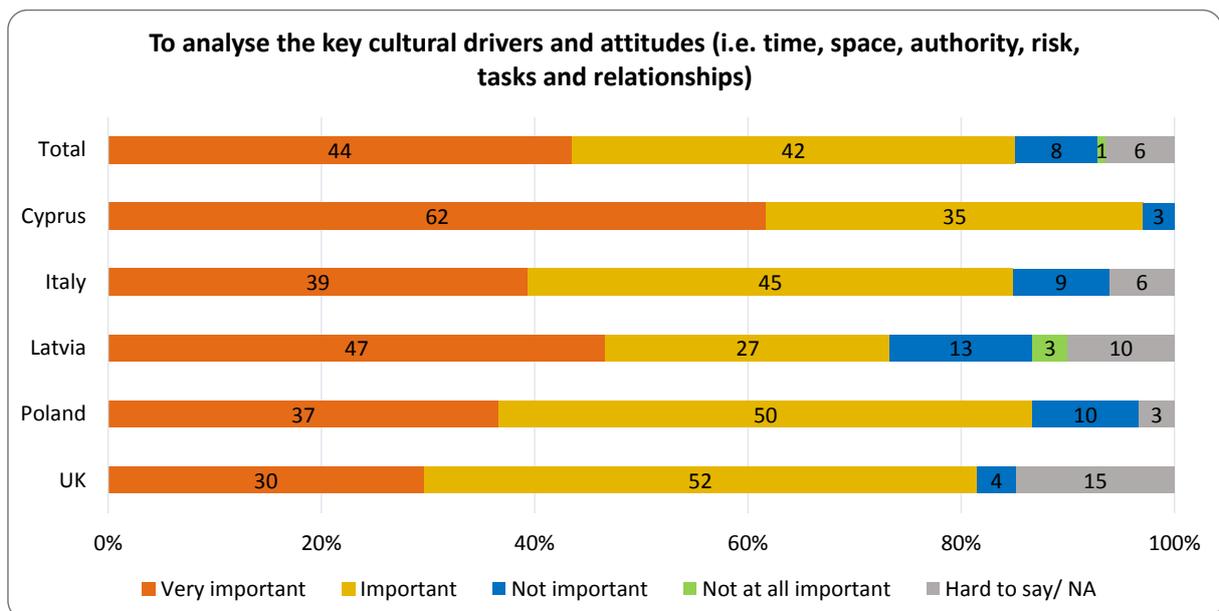


Figure 2.10. To analyse the key cultural drivers and attitudes (i.e. time, space, authority, risk, tasks and relationships). %



Summary

Within the second module, the most important competences in Cyprus are to understand why people from different cultures can behave differently (mean 3,71) and to analyse the key cultural drivers and attitudes (i.e. time, space, authority, risk, tasks and relationships) (mean 3,59).

The most important competences in Italy are to understand why people from different cultures can behave differently (mean 3,64) and to understand the role of tolerance between people of different cultures (mean 3,63).

Similarly, the most important competences in Latvia are the same: to understand why people from different cultures can behave differently (mean 3,62) and to understand the role of tolerance between people of different cultures (mean 3,59).

The same story repeats within survey results in Poland and the UK: the most important competences are to understand why people from different cultures can behave differently (means 3,70 and 3,67) and to understand the role of tolerance between people of different cultures (means 3,31 and 3,52).

Important to note, that all items within this module have received very high evaluation (above 3,13).

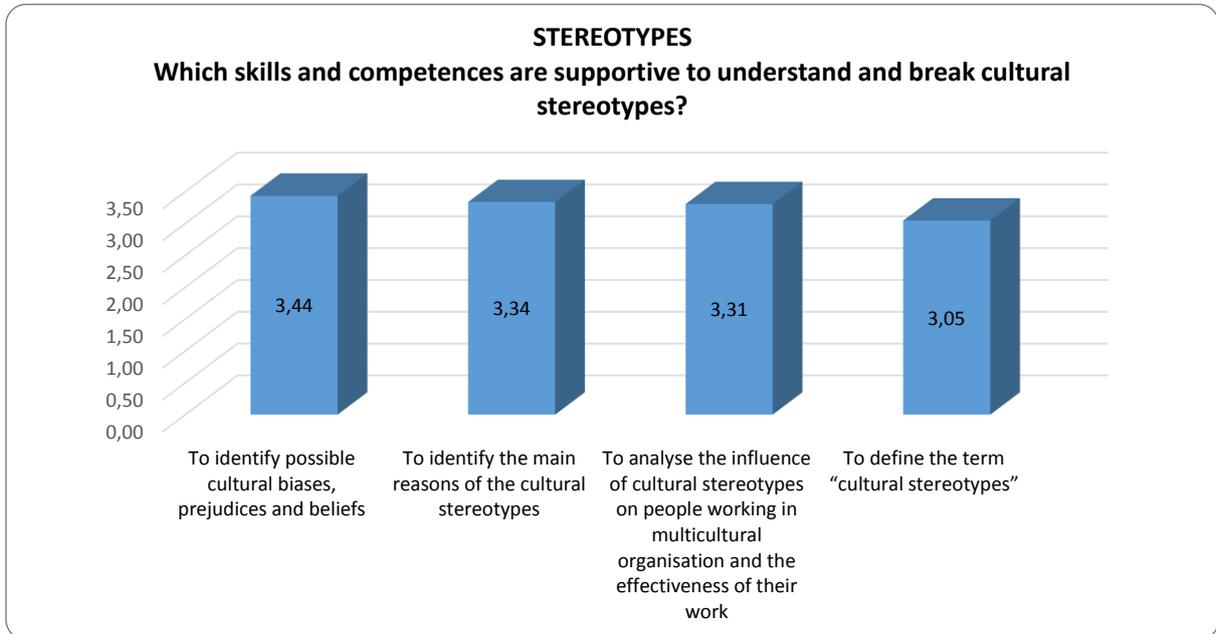
3. Stereotypes

Among all five countries, the most important competence in this module is “to identify possible cultural biases, prejudices and beliefs” (summary of answers “very important” or “important” are 90%. Mean value 3,44).

The second and the third most important competences according to their evaluations are “to identify the main reasons of the cultural stereotypes” and “to analyse the key cultural drivers and attitudes (i.e. time, space, authority, risk, tasks and relationships)” (summary of answers “very important” or “important” are 86% and 81%, respectively. Mean values: 3,34 and 3,31).

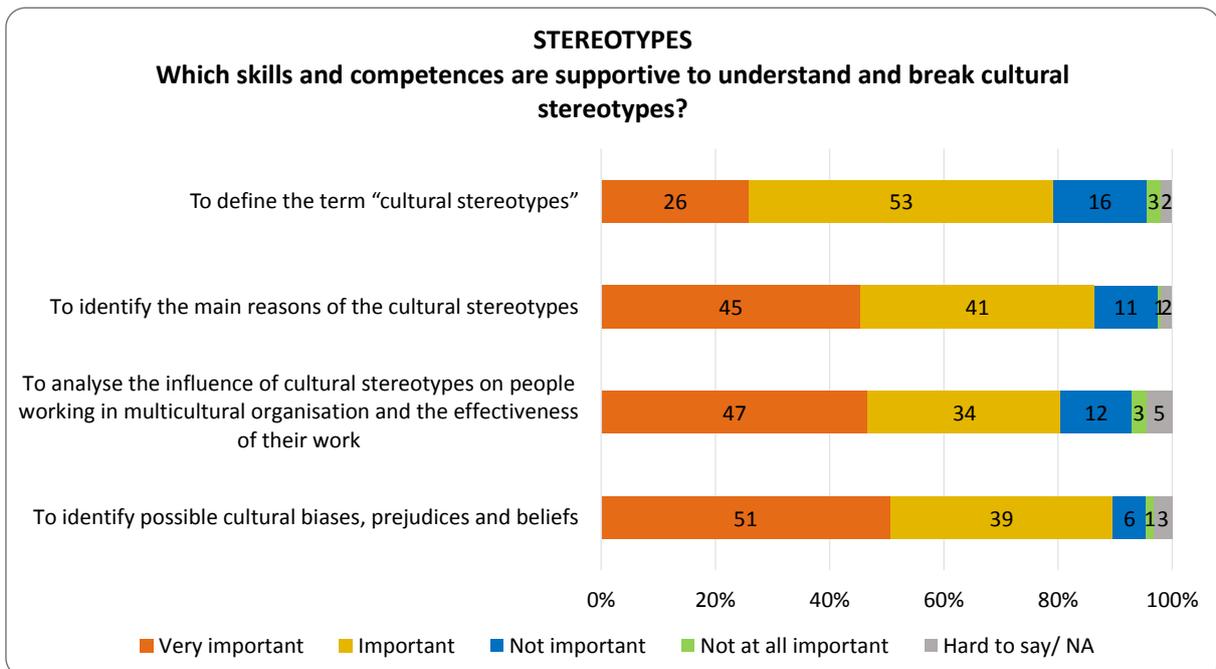
The least important competence in this module is “to define the term “cultural stereotypes”” (mean 3,05). 79% of interviewees answered that this competence is “very important” or “important”, 19% said that it is not important or not at all important, and 2% had a difficulty to answer this question.

Figure 3.1. Stereotypes. All five countries in total. Mean



Note: The answer "hard to say" is excluded from analysis.

Figure 3.2. Stereotypes. All five countries in total. %



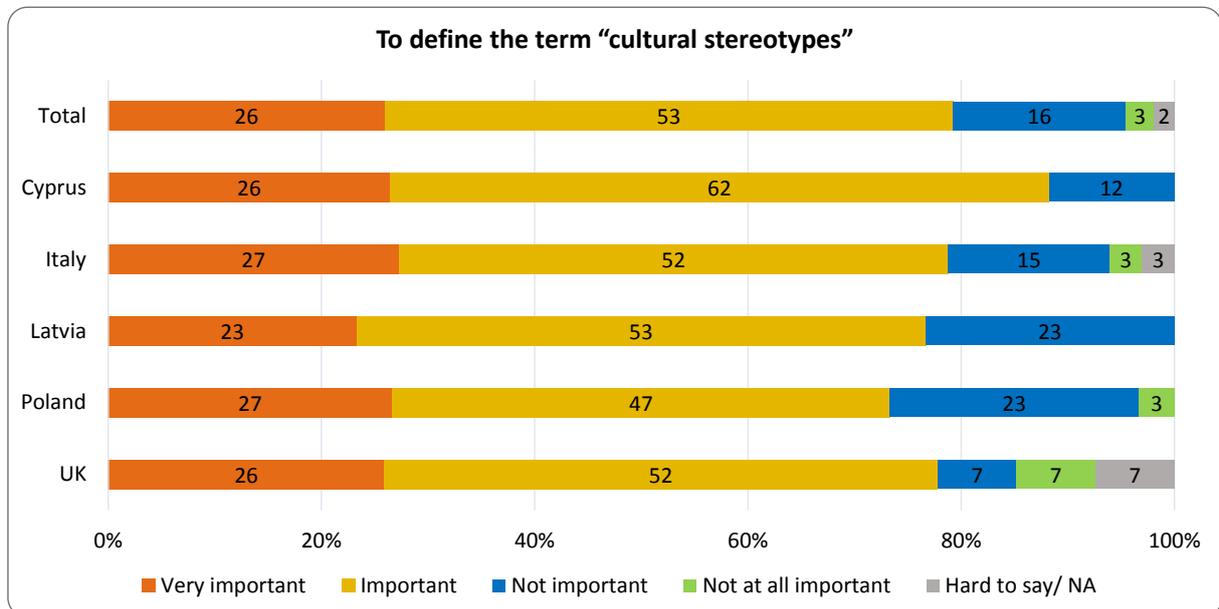
To define the term “cultural stereotypes”

To define the term “cultural stereotypes” is of highest importance in Cyprus (mean 3,15) and of least importance in Poland (mean 2,97). When comparing the answers across the countries, we can see that the interviewees in all five countries have answered quite similarly. About 80% in all countries evaluate this item as very important or important. The interviewees in Latvia and Poland comparably more often have chosen the answer “not important” (23%). The highest level of the “hard to say” answers is in the UK (7%).

Figure 3.3. To define the term “cultural stereotypes”. Mean



Figure 3.4. To define the term “cultural stereotypes”. %



To identify the main reasons of the cultural stereotypes

To identify the main reasons of the cultural stereotypes is of highest importance in Cyprus (mean 3,62) and of least importance in Latvia (mean 3,03). When comparing the answers across the countries, we can see that the interviewees in Cyprus evaluate this item much higher than others, and 62% consider it as very important and 38% as important (Figure 3.6.). The interviewees in Latvia more often have chosen the answer “not important” (23%).

Figure 3.5. To identify the main reasons of the cultural stereotypes. Mean

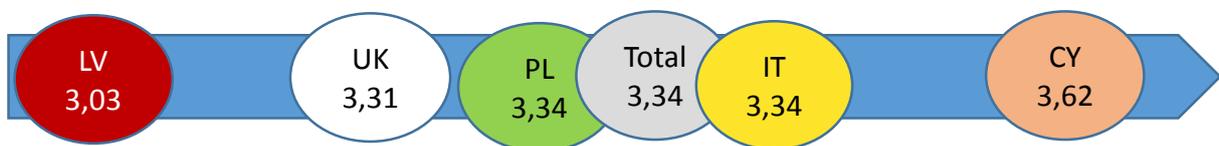
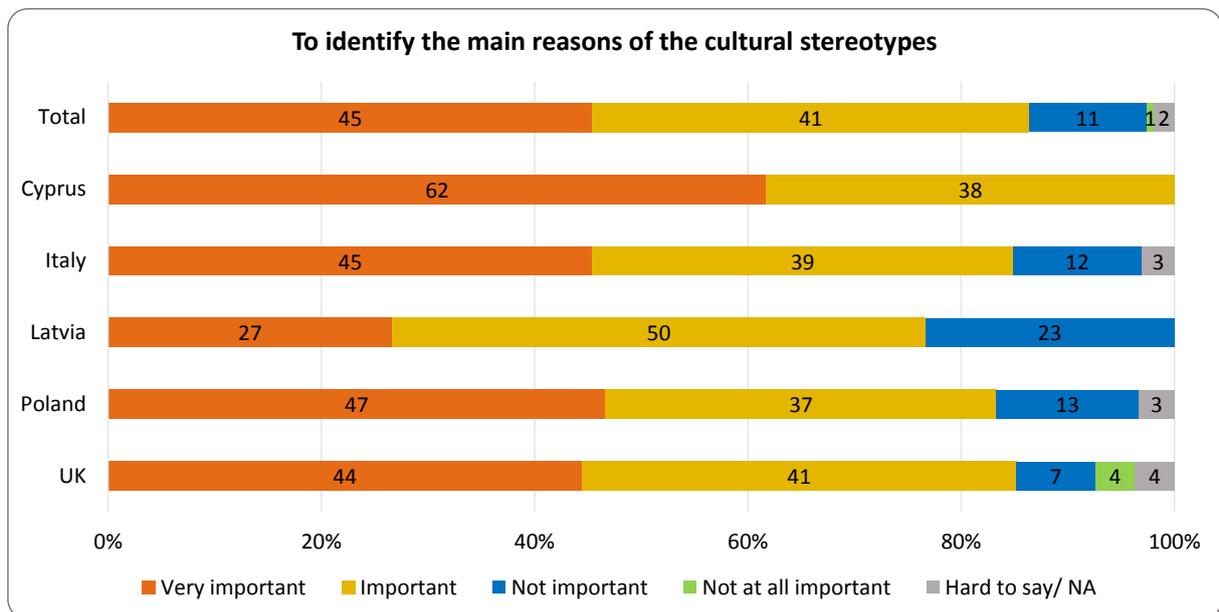


Figure 3.6. To identify the main reasons of the cultural stereotypes. %



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

To analyse the influence of cultural stereotypes on people working in multicultural organisation and the effectiveness of their work is of highest importance in Cyprus (mean 3,79) and of least importance in the UK (mean 2,91). No one among the interviewees in Cyprus has given the answers “not important” or “not at all important” (Figure 3.8.). The interviewees in Latvia, Poland, and the UK comparably more often have chosen the answer “not important” (23%, 17% and 15%, respectively). The highest level of the “hard to say” answers is in the UK (15%).

Figure 3.7. To analyse the influence of cultural stereotypes on people working in multicultural organisation and the effectiveness of their work. Mean

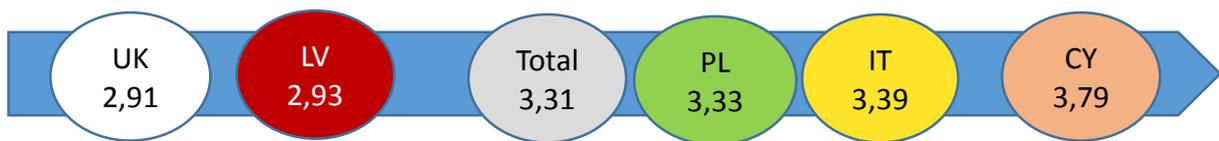
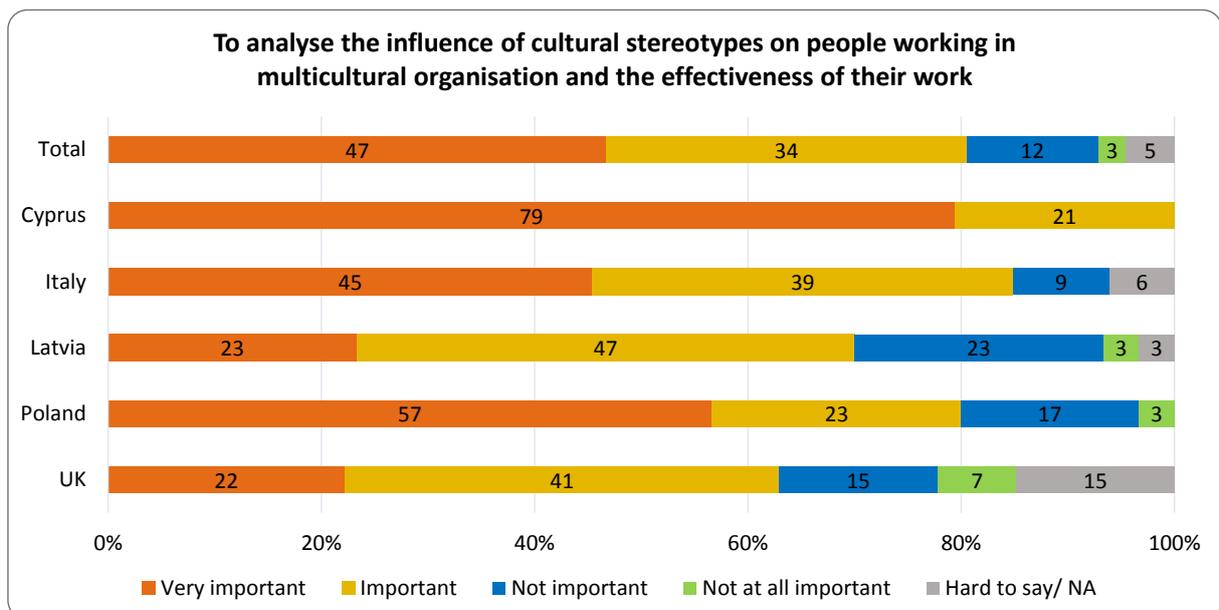


Figure 3.8. To analyse the influence of cultural stereotypes on people working in multicultural organisation and the effectiveness of their work. %



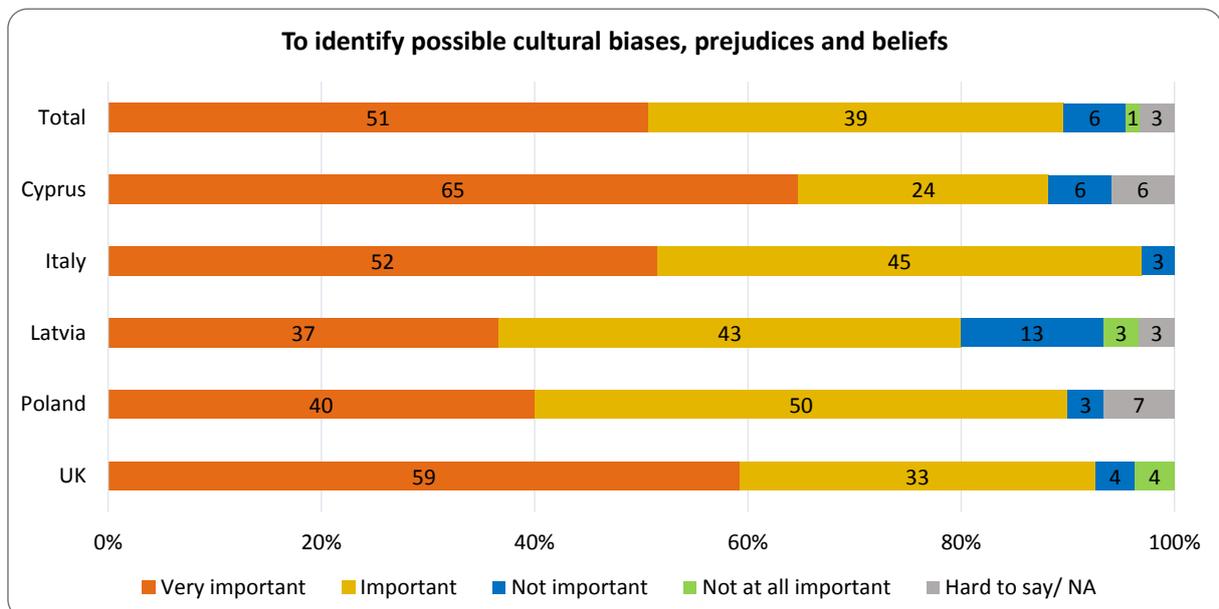
To identify possible cultural biases, prejudices and beliefs

To identify possible cultural biases, prejudices and beliefs is of highest importance in Cyprus (mean 3,63) and of least importance in Latvia (mean 2,79). When comparing the answers across the countries, we can see that the interviewees in Cyprus, the UK, and Italy evaluate this item more often as “very important” (Figure 3.10.). The interviewees in Latvia comparably more often have chosen the answer “not important” (13%). The highest level of the “hard to say” answers is in Poland (7%).

Figure 3.9. To identify possible cultural biases, prejudices and beliefs. Mean



Figure 3.10. To identify possible cultural biases, prejudices and beliefs. %



Summary

Within the third module, the most important competences in Cyprus are to analyse the influence of cultural stereotypes on people working in multicultural organisation and the effectiveness of their work (mean 3,79) and identify possible cultural biases, prejudices and beliefs (mean 3,63).

Similarly, the most important competences in Italy also are to analyse the influence of cultural stereotypes on people working in multicultural organisation and the effectiveness of their work (mean 3,39) and identify possible cultural biases, prejudices and beliefs (mean 3,48).

The most important competences in Latvia are to identify possible cultural biases, prejudices and beliefs (mean 3,17) and to identify the main reasons of the cultural stereotypes (mean 3,03).

Similarly, the most important competences in Poland also are to identify possible cultural biases, prejudices and beliefs (mean 3,34) and to identify the main reasons of the cultural stereotypes (mean 3,39).

The most important competences in the UK also are to identify possible cultural biases, prejudices and beliefs (mean 3,48) and to identify the main reasons of the cultural stereotypes (mean 3,31).

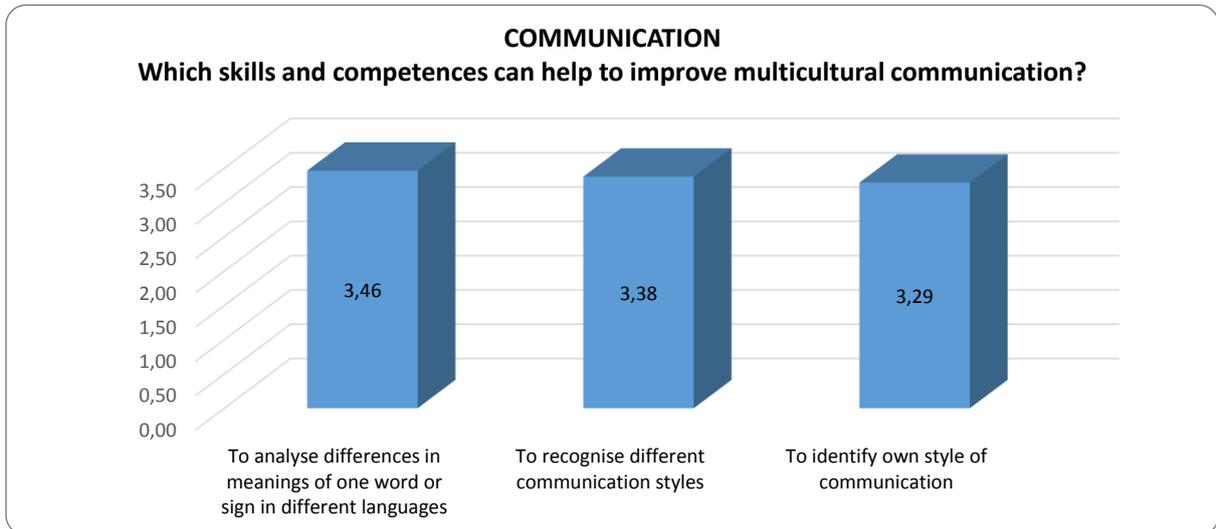
4. Communication

According to survey results in all five countries, the most important competence in this module is “to analyse differences in meanings of one word or sign in different languages” (summary of answers “very important” or “important” are 90%. Mean value 3,46).

The second most important competence in this module is “to recognise different communication styles” (summary of answers “very important” or “important” are 90%. Mean value 3,38).

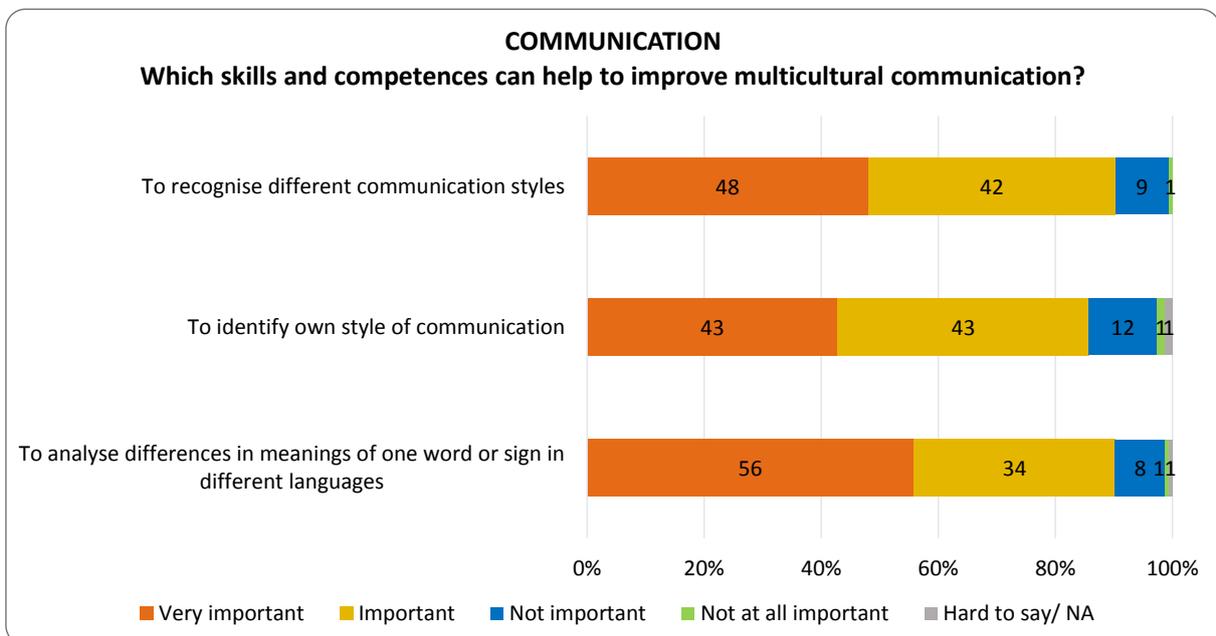
The third place out of three is for the competence “to identify own style of communication” (Mean value 3,29). 86% of interviewees answered that this competence is “very important” or “important”, 13% said that it is not important or not at all important, and 1% had a difficulty to answer this question.

Figure 4.1. Communication. All five countries in total. Mean



Note: The answer "hard to say" is excluded from analysis.

Figure 4.2. Communication. All five countries in total. %



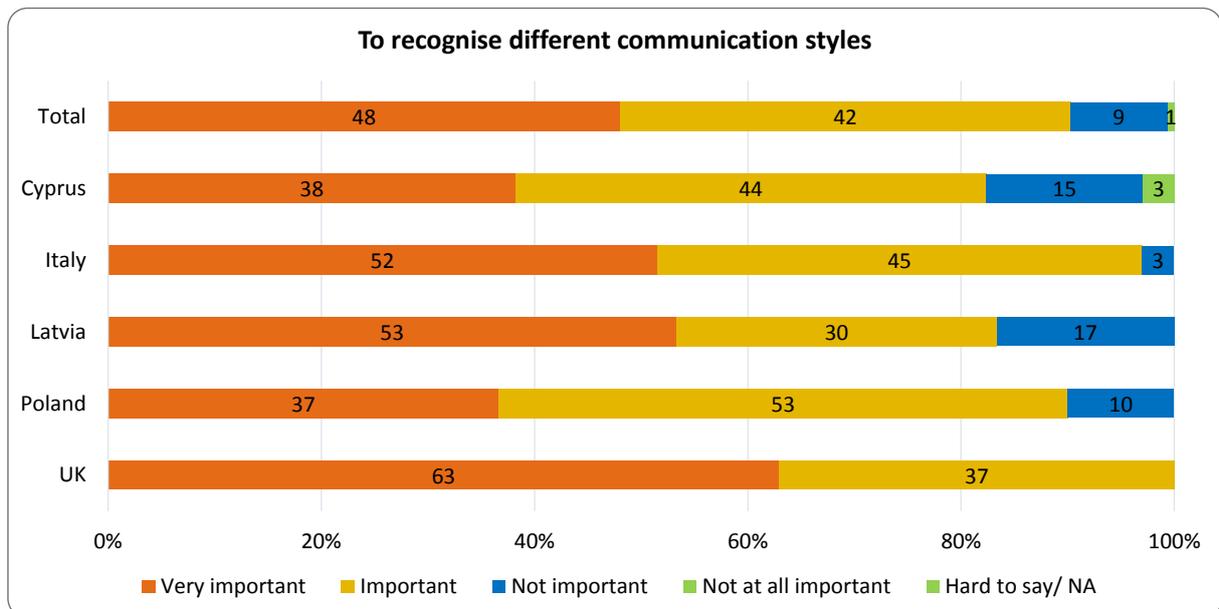
To recognise different communication styles

To recognise different communication styles is of highest importance in the UK (mean 3,63) and of least importance in Cyprus (mean 3,18). No one among the interviewees in the UK has given the answers “not important” or “not at all important” (Figure 4.4.). The interviewees in the UK comparably more often have chosen the answer “very important” (63%). The interviewees in Latvia, Cyprus, and Poland comparably more often have chosen the answer “not important” (17%, 15% and 10%, respectively).

Figure 4.3. To recognise different communication styles. Mean



Figure 4.4. To recognise different communication styles. %



To identify own style of communication

To identify own style of communication is of highest importance in the UK (mean 3,37) and of least importance in Cyprus (mean 3,21). However, the differences between means in analysed countries are very small (Figure 4.5.). The interviewees in the UK comparably more often have chosen the answer “very important” (48%) (Figure 4.6.). The interviewees in Latvia and Cyprus comparably more often have chosen the answer “not important” (20% and 15%, respectively). The highest level of the “hard to say” answers is in Italy (6%).

Figure 4.5. To identify own style of communication. Mean

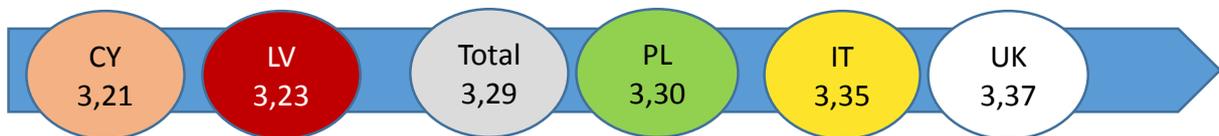
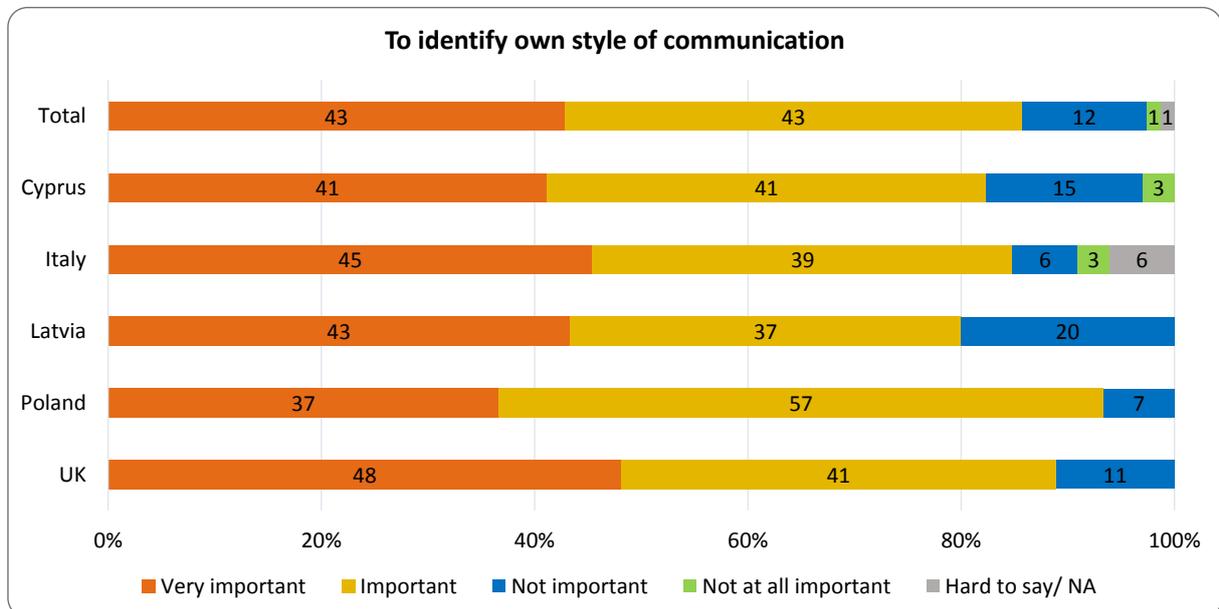


Figure 4.6. To identify own style of communication. %



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

To analyse differences in meanings of one word or sign in different languages is of highest importance in Cyprus (mean 3,82) and of least importance in Latvia (mean 3,21). When comparing the answers across the countries, we can see that the interviewees in Cyprus and Poland evaluate this item more often as “very important” (Figure 4.8.). The interviewees in Latvia comparably more often have chosen the answer “not important” (17%). The highest level of the “hard to say” answers is in Latvia (3%).

Figure 4.7. To analyse differences in meanings of one word or sign in different languages. Mean

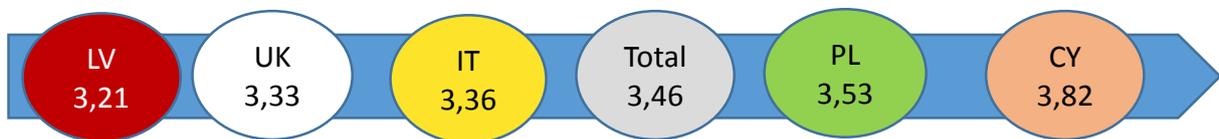
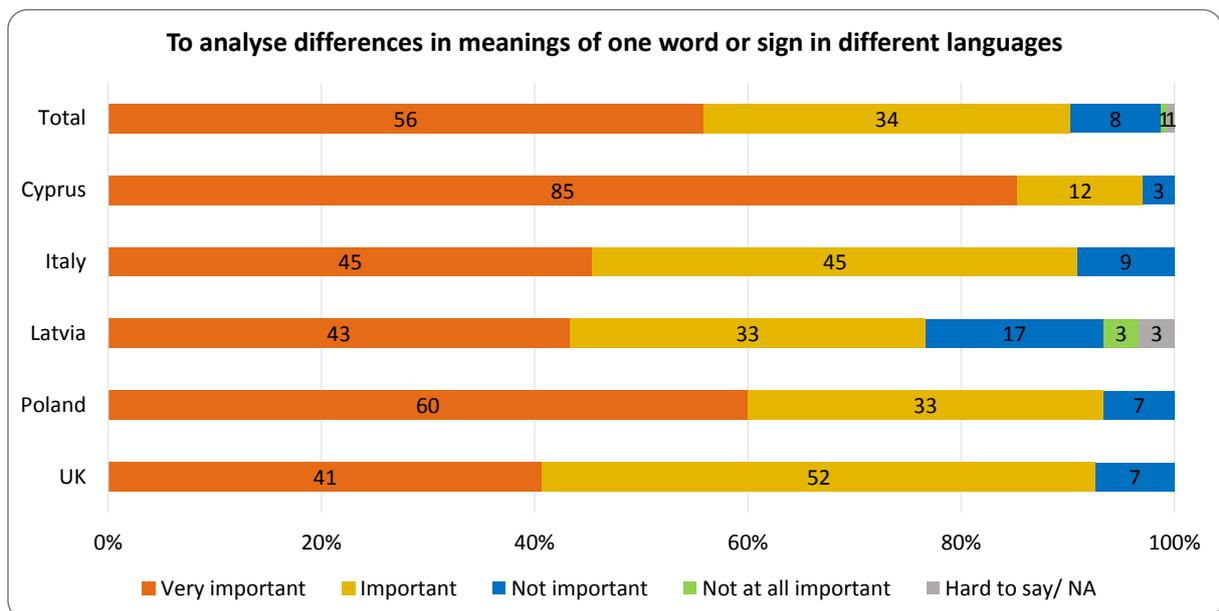


Figure 4.8. To analyse differences in meanings of one word or sign in different languages. %



Summary

Within the fourth module, the most important competence in Cyprus, Poland and Italy is to analyse differences in meanings of one word or sign in different languages (means 3,82, 3,53, and 3,36, respectively). The most important competence in Latvia and the UK is to recognise different communication styles (mean 3,37 and 3,63).

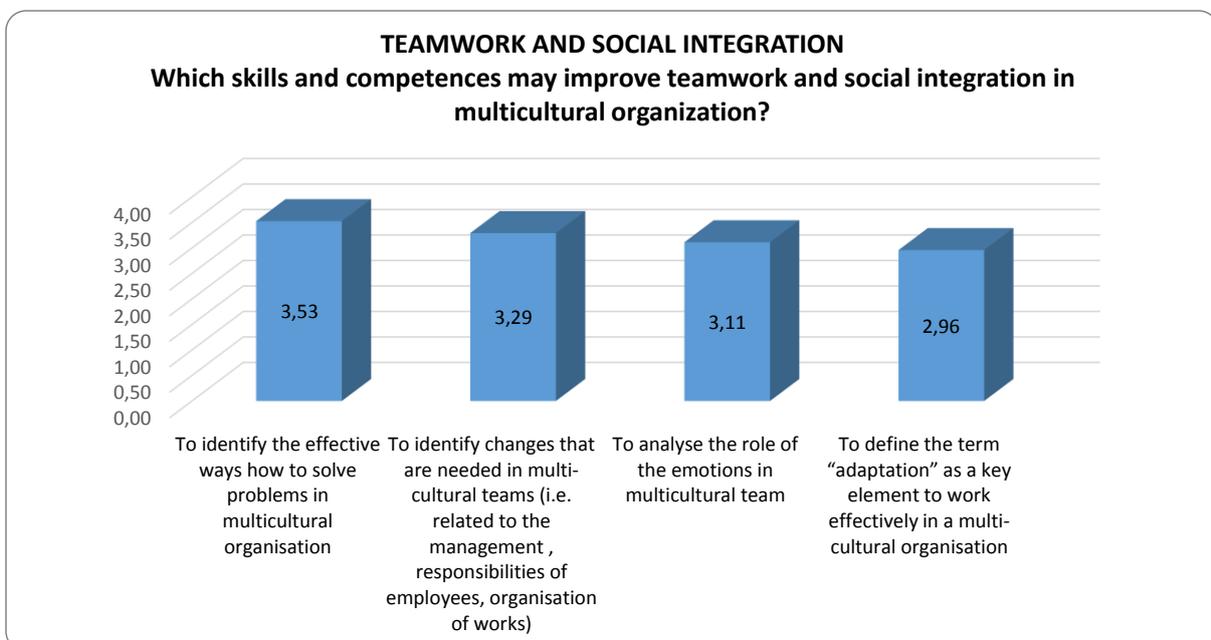
5. Team work and social integration

94% of interviewees in all five countries answered that competence “to identify the effective ways how to solve problems in multicultural organisation” is “very important” and “important” (mean value 3,53).

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 analyse the role of the emotions in multicultural team”. Summary of answers “very important” or “important” are 85% and 78%, mean values are 3,29 and 3,11, respectively.

The least important competence in this module is “to define the term “adaptation” as a key element to work effectively in a multi-cultural organisation” (mean value 2,96). 72% of interviewees answered that this competence is “very important” or “important”, 22% said that it is not important or not at all important.

Figure 5.1. Team work and social integration. All five countries in total. Mean



Note: The answer “hard to say” is excluded from analysis.

Figure 5.2. Team work and social integration. All five countries in total. %



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

To define the term "adaptation" as a key element to work effectively in a multi-cultural organisation is of highest importance in Cyprus (mean 3,32) and of least importance in Poland (mean 2,41). When comparing the answers across the countries, we can see that the interviewees in Cyprus evaluate this item more often as "very important" (Figure 5.4.). The interviewees in Poland comparably more often have chosen the answer "not important" (40%). The highest level of the "hard to say" answers is in the UK (22%).

Figure 5.3. To define the term "adaptation" as a key element to work effectively in a multi-cultural organisation. Mean

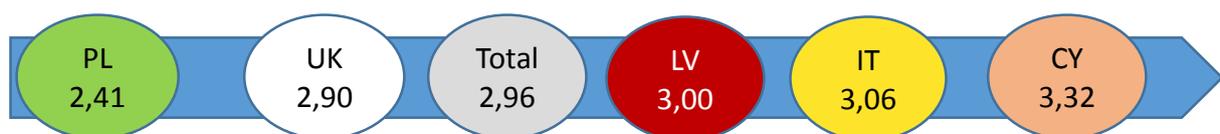
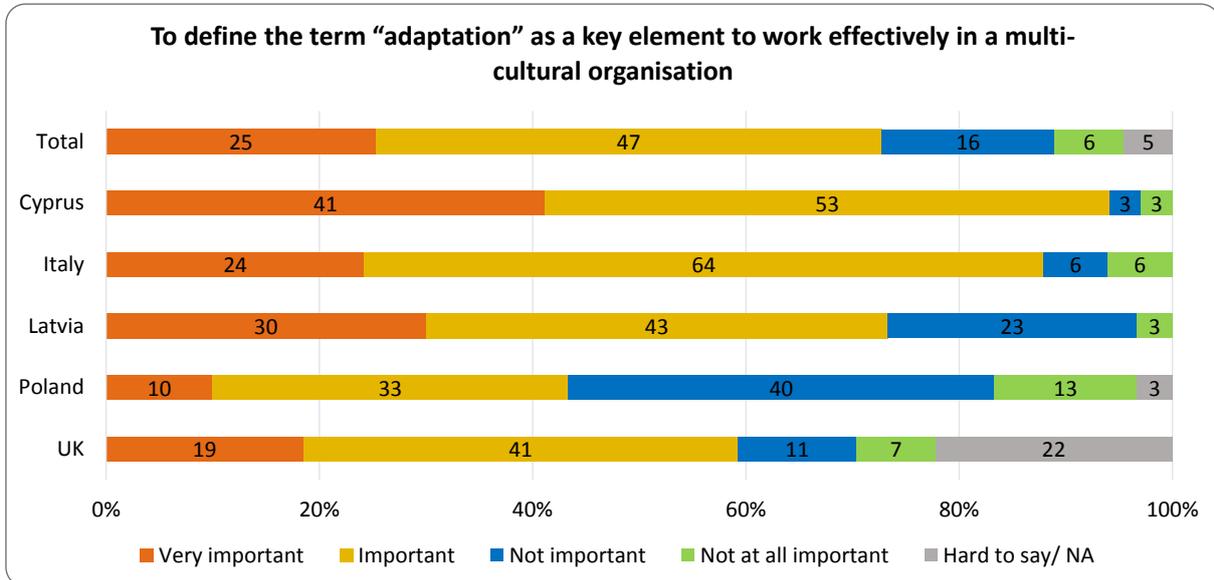


Figure 5.4. To define the term “adaptation” as a key element to work effectively in a multi-cultural organisation. %



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

To identify changes that are needed in multi-cultural teams is of highest importance in Cyprus (mean 3,68) and of least importance in Latvia (mean 2,97). When comparing the answers across the countries, we can see that the interviewees in Cyprus evaluate this item much higher than others, and 71% consider it as very important and 26% as important (Figure 5.6.). The interviewees in Latvia and Poland comparably more often have chosen the answer “not important” (23% and 20%).

Figure 5.5. To identify changes that are needed in multi-cultural teams (i.e. related to the management , responsibilities of employees, organisation of works). Mean

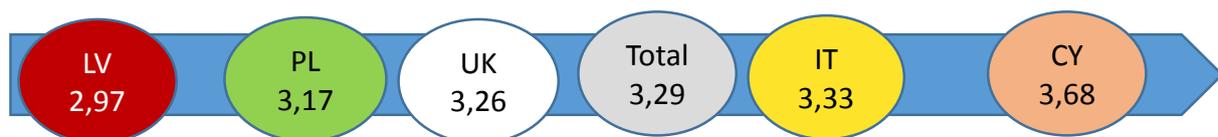
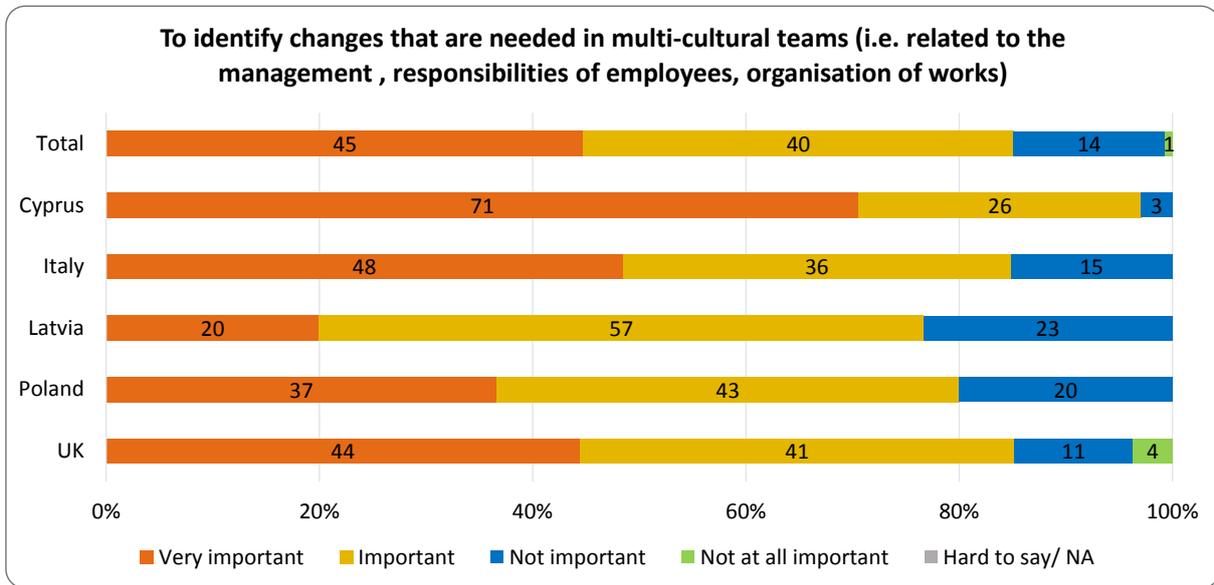


Figure 5.6. To identify changes that are needed in multi-cultural teams (i.e. related to the management , responsibilities of employees, organisation of works). %



To analyse the role of the emotions in multicultural team

To analyse the role of the emotions in multicultural team is of highest importance in Cyprus (mean 3,48) and of least importance in Poland (mean 2,83). When comparing the answers across the countries, we can see that the interviewees in Cyprus and Italy evaluate this item more often as “very important” (Figure 5.8.). The interviewees in Poland and Latvia comparably more often have chosen the answer “not important” (40% and 33%).

Figure 5.7. To analyse the role of the emotions in multicultural team. Mean

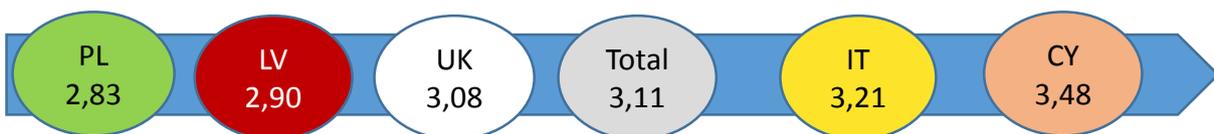
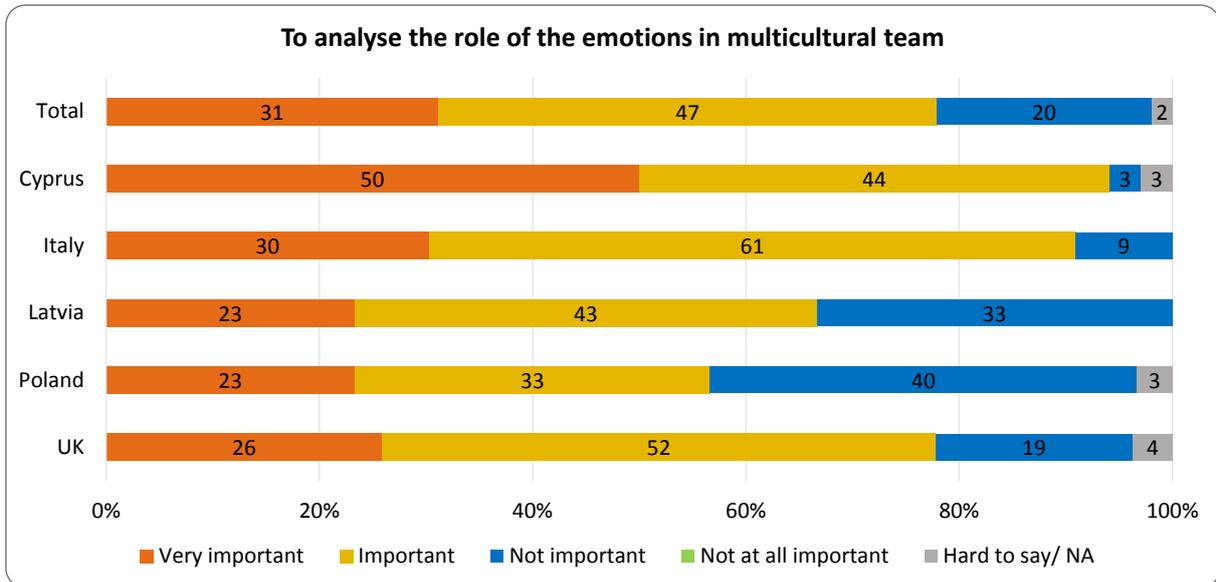


Figure 5.8. To analyse the role of the emotions in multicultural team. %



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

To identify the effective ways how to solve problems in multicultural organisation is of highest importance in Cyprus (mean 3,79) and of least importance in the UK (mean 3,37). No one among the interviewees in Cyprus has given the answers “not important” or “not at all important” (Figure 5.10.). The interviewees in Italy and Latvia comparably more often have chosen the answer “not important” (12% and 10%, respectively).

Figure 5.9. To identify the effective ways how to solve problems in multicultural organisation. Mean

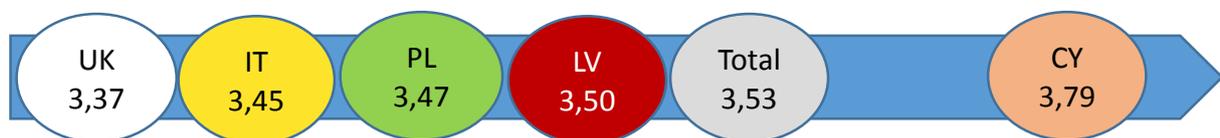
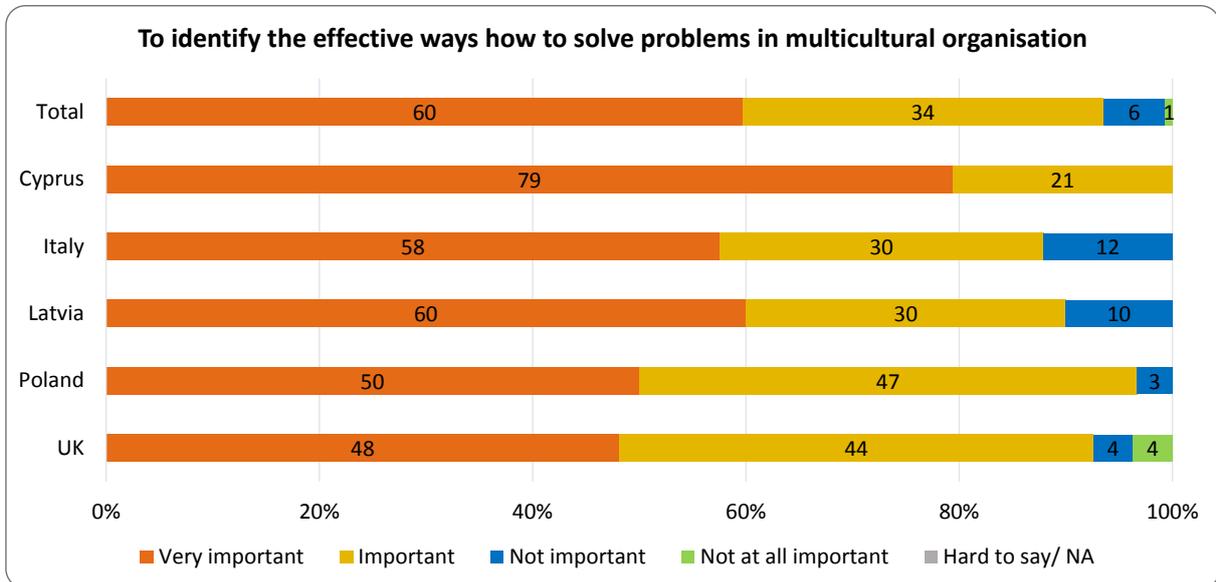


Figure 5.10. To identify the effective ways how to solve problems in multicultural organisation. %



Summary

Within the module „Team work and social integration“, the most important competences in Cyprus, Italy, Poland and the UK are (1) to identify the effective ways how to solve problems in multicultural organisation and (2) to identify changes that are needed in multi-cultural teams (i.e. related to the management , responsibilities of employees, organisation of works).

The most important competences in Latvia are (1) to identify the effective ways how to solve problems in multicultural organisation and (2) to define the term “adaptation” as a key element to work effectively in a multi-cultural organisation.

6. Leadership and hierarchy

In general, all items within the module “Leadership and hierarchy” have been evaluated as very important” and “important”. The competences “to analyse the relations between people in the multicultural organisation” and “to analyse how to divide responsibilities in the organisation” have received the highest mean value (3,30).

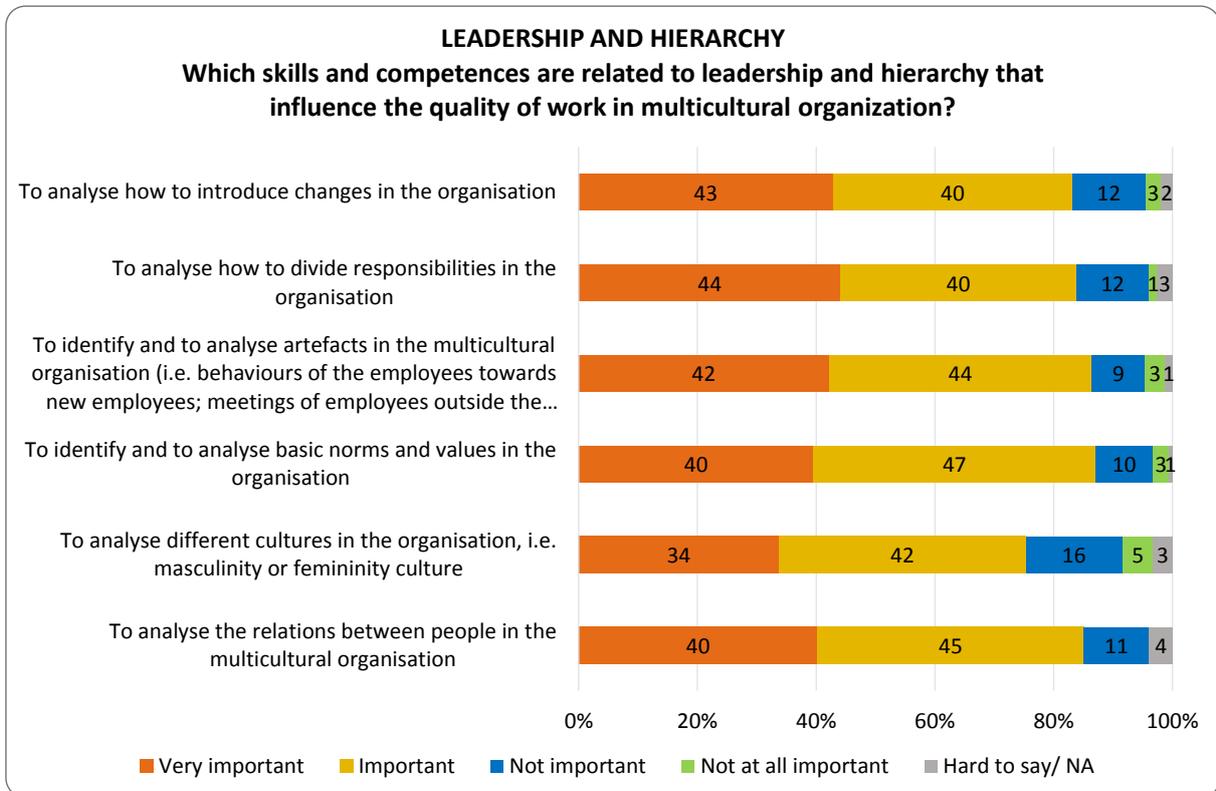
The lowest mean value among all items is for the competence “to analyse different cultures in the organisation, i.e. masculinity or femininity culture” (3,07). 76% of interviewees answered that this competence is very important or important, 21% said that it is not important or not at all important. 3% had chosen the answer “hard to say” (Figure 6.2.).

Figure 6.1. Leadership and hierarchy. All five countries in total. Mean



Note: The answer “hard to say” is excluded from analysis.

Figure 6.2. Leadership and hierarchy. All five countries in total. %



To analyse how to introduce changes in the organisation

To analyse how to introduce changes in the organisation is of highest importance in Cyprus (mean 3,52) and of least importance in Poland (mean 2,93). When comparing the answers across the countries, we can see that the interviewees in Italy, the UK and Cyprus evaluate this item more often as “very important” (58%, 56% and 50%, respectively) (Figure 6.4.). The interviewees in Poland and Latvia comparably less often have chosen the answer “very important” (27% and 23%).

Figure 6.3. To analyse how to introduce changes in the organisation. Mean

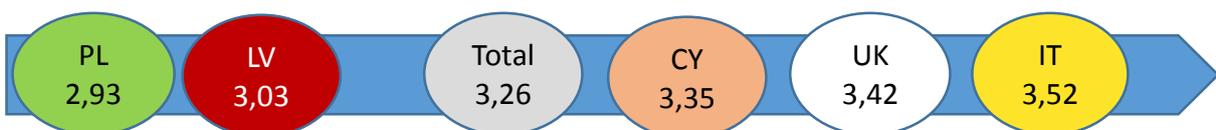
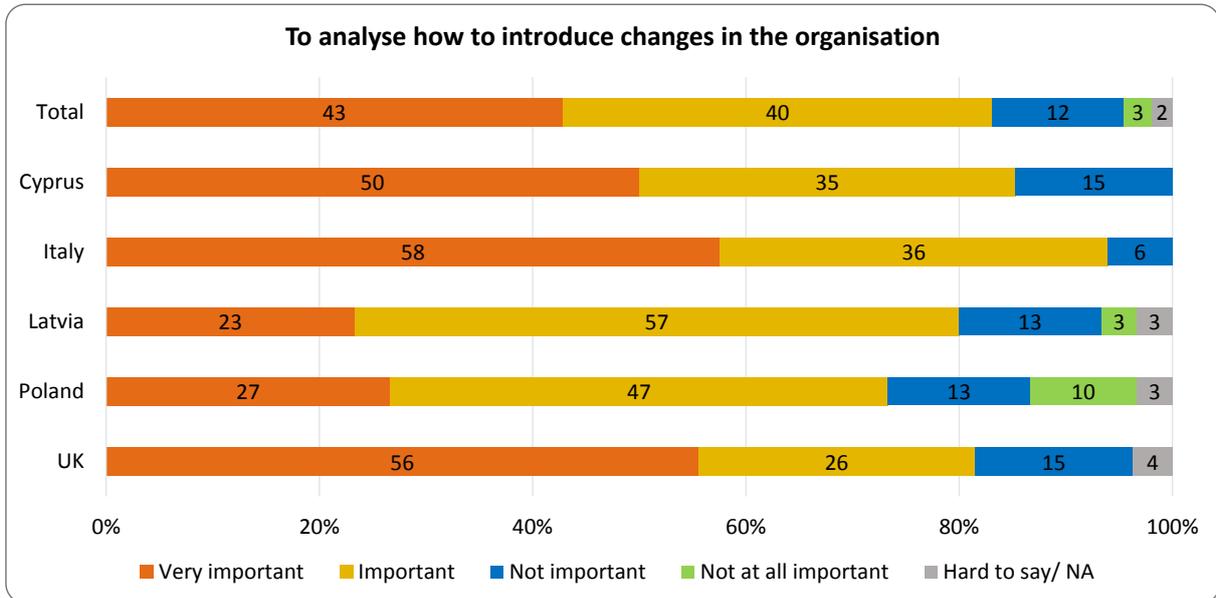


Figure 6.4. To analyse how to introduce changes in the organisation. %



To analyse how to divide responsibilities in the organisation

To analyse how to divide responsibilities in the organisation is of highest importance in Cyprus (mean 3,62) and of least importance in Italy (mean 3,16). It should be noticed that differences between means in analysed countries are very small (Figure 6.5.). When comparing the answers across the countries, we can see that the interviewees in Cyprus evaluate this item more often as “very important” (68%) (Figure 6.6.). The interviewees in Poland and Latvia comparably more often have chosen the answer “not important” (17% and 20%, respectively). The highest level of the “hard to say” answers is in the UK (7%).

Figure 6.5. To analyse how to divide responsibilities in the organisation. Mean

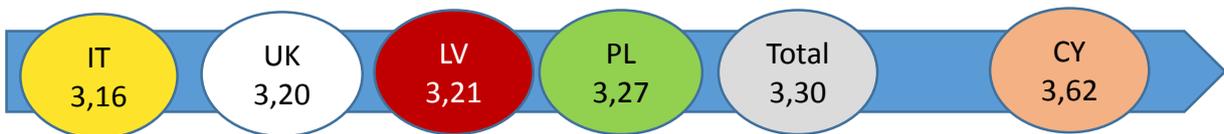
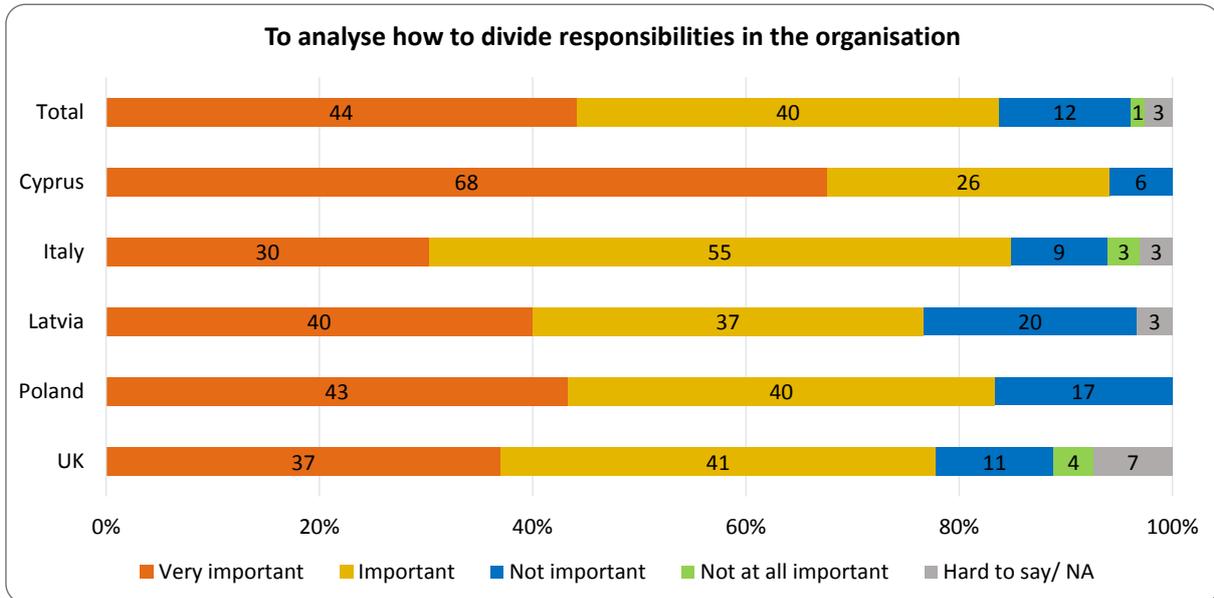


Figure 6.6. To analyse how to divide responsibilities in the organisation. %



To identify and to analyse artefacts in the multicultural organisation

To identify and to analyse artefacts in the multicultural organisation is of highest importance in Cyprus (mean 3,50) and of least importance in Poland (mean 2,97) (Figure 6.7.). The interviewees in Cyprus and the UK evaluate this item more often as “very important” (56% and 52%, respectively) (Figure 6.8.). The interviewees in Poland and Latvia comparably more often have chosen the answer “not important” (13% and 10%, respectively). The highest level of the “hard to say” answers is in the UK (7%).

Figure 6.7. To identify and to analyse artefacts in the multicultural organisation. Mean

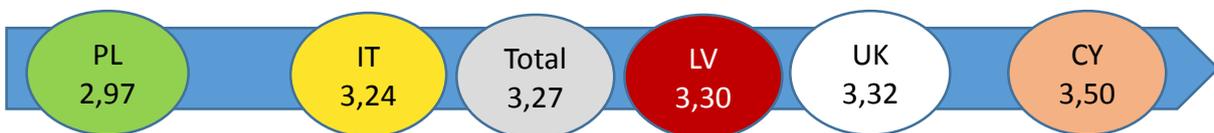
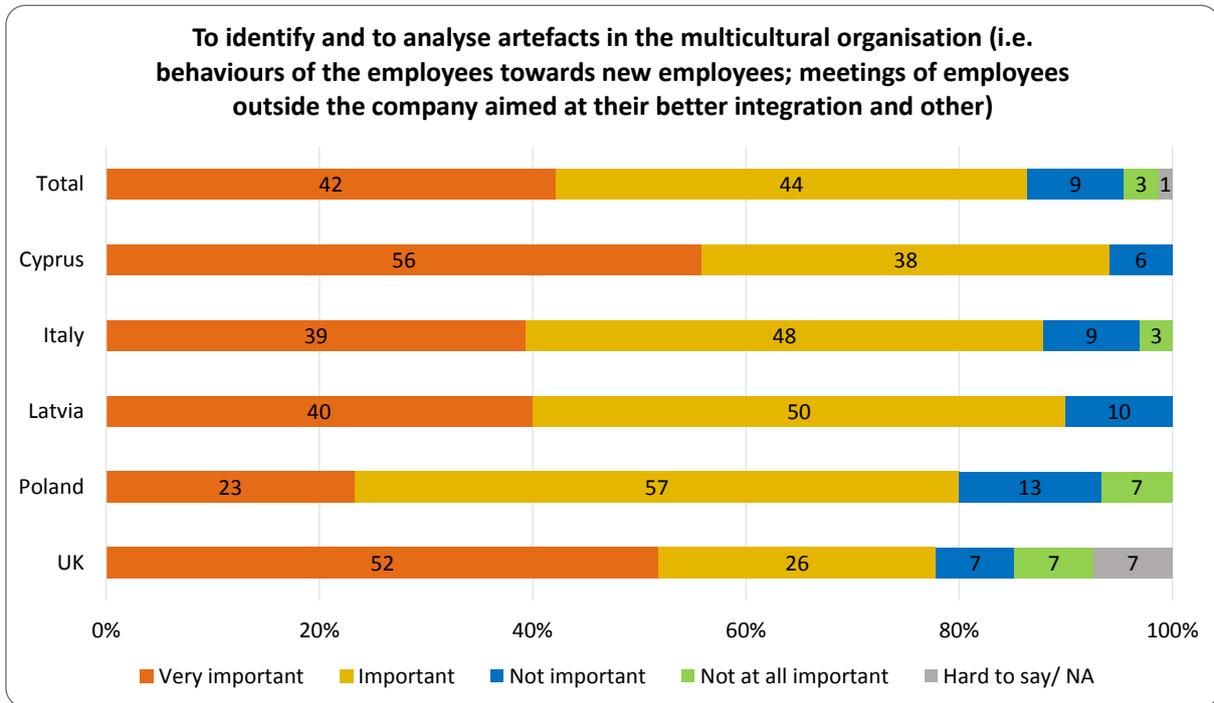


Figure 6.8. To identify and to analyse artefacts in the multicultural organisation. %



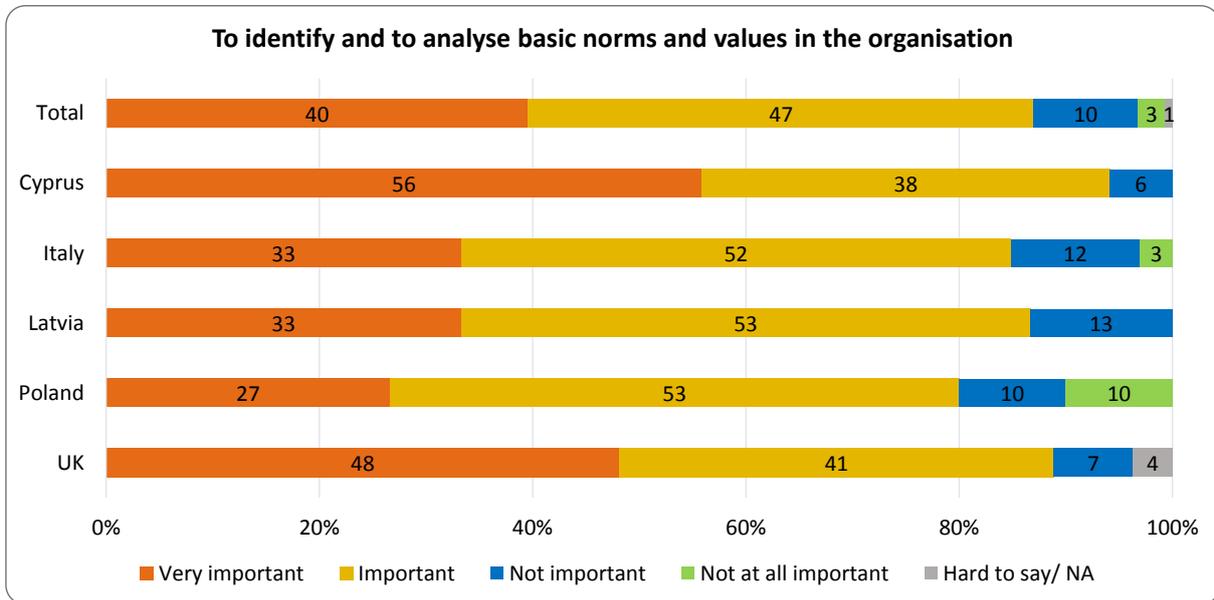
To identify and to analyse basic norms and values in the organisation

Very similarly to the previous item, the competence “to identify and to analyse basic norms and values in the organisation” is of highest importance in Cyprus (mean 3,50) and of least importance in Poland (mean 2,97) (Figure 6.9.). The interviewees in Cyprus and the UK evaluate this item more often as “very important” (56% and 48%, respectively) (Figure 6.10.). The interviewees in Latvia, Italy and Poland comparably more often have chosen the answer “not important” (13%, 12% and 10%, respectively). The highest level of the “hard to say” answers is in the UK (4%).

Figure 6.9. To identify and to analyse basic norms and values in the organisation. Mean



Figure 6.10. To identify and to analyse basic norms and values in the organisation. %



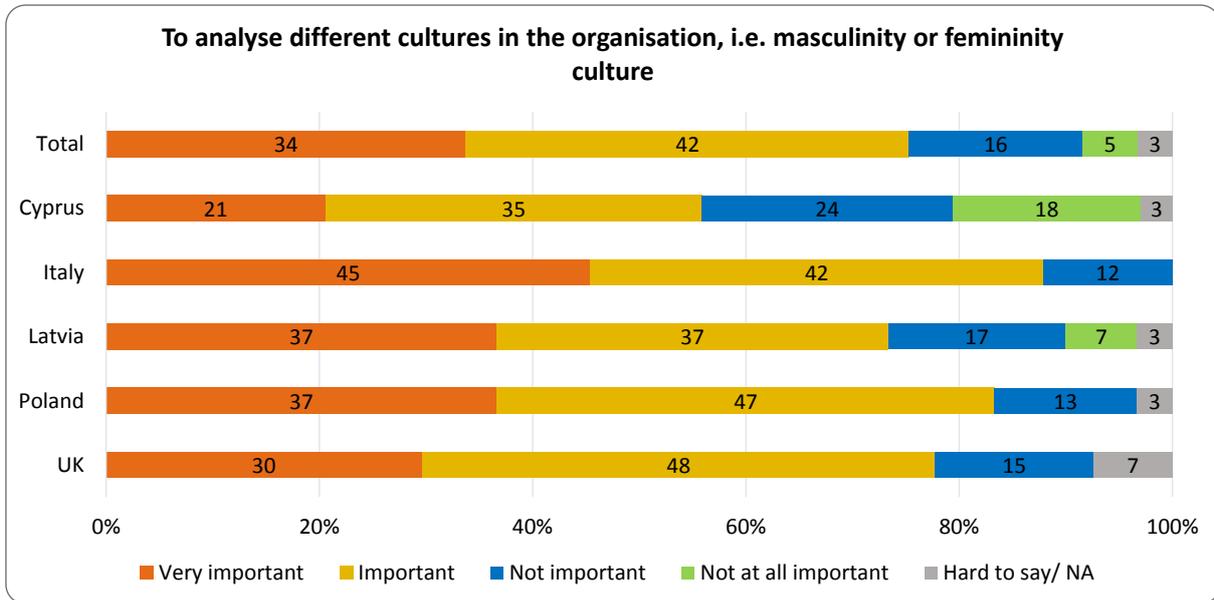
To analyse different cultures in the organisation, i.e. masculinity or femininity culture

To analyse different cultures in the organisation, i.e. masculinity or femininity culture is of highest importance in Italy (mean 3,33) and of least importance in Cyprus (mean 2,61) (Figure 6.11.). In Cyprus, this item raised also some negative reactions. The interviewees in Italy, Poland and Latvia evaluate this item more often as “very important” (45%, 37% and 37%, respectively) (Figure 6.12.). The interviewees in Cyprus comparably more often have chosen the answer “not important” (24%). The highest level of the “hard to say” answers is in the UK (7%).

Figure 6.11. To analyse different cultures in the organisation, i.e. masculinity or femininity culture. Mean



Figure 6.12. To analyse different cultures in the organisation, i.e. masculinity or femininity culture. %



To analyse the relations between people in the multicultural organisation

To analyse the relations between people in the multicultural organisation is of highest importance in Cyprus (mean 3,47) and of least importance in Poland (mean 3,15) It should be noticed that the differences between means in analysed countries are very small (Figure 6.13.). The interviewees in Cyprus and Latvia evaluate this item more often as “very important” (53% and 47%, respectively) (Figure 6.14.). At the same time, the interviewees in Latvia comparably more often have chosen also the answer “not important” (20%). The highest level of the “hard to say” answers is in Poland (10%).

Figure 6.13. To analyse the relations between people in the multicultural organisation. Mean

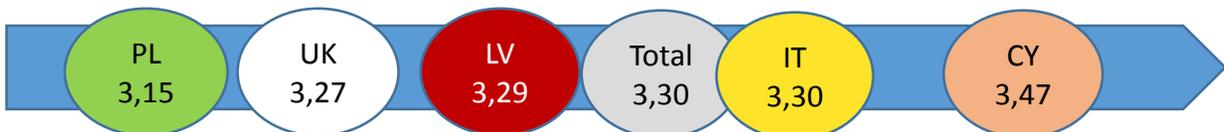
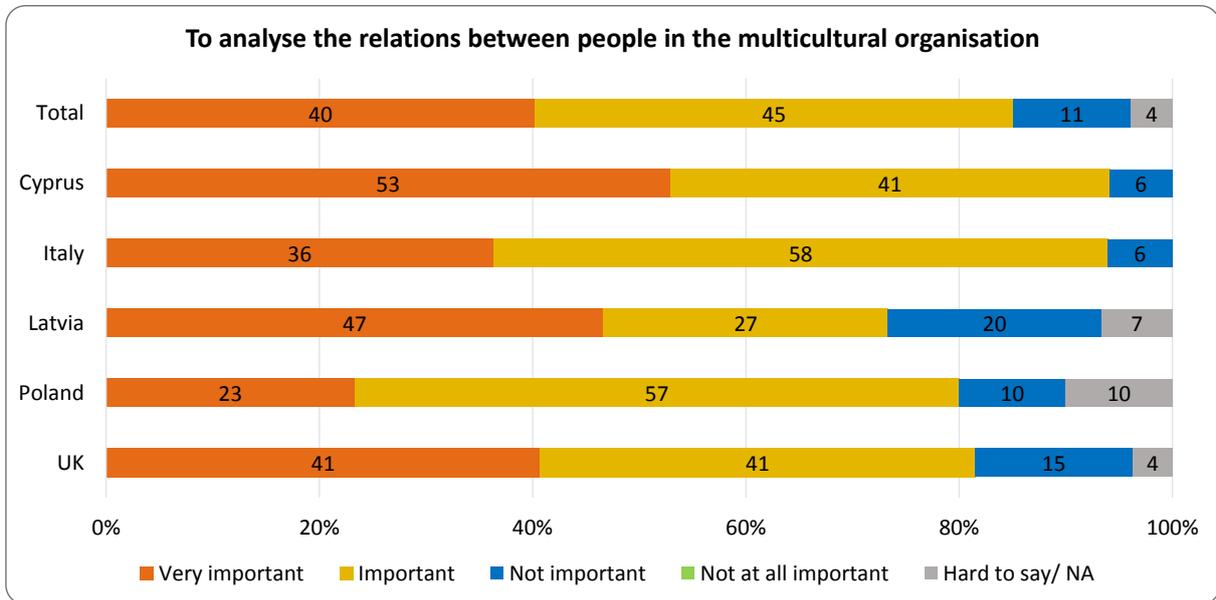


Figure 6.14. To analyse the relations between people in the multicultural organisation. %



Summary

Within the module “Leadership and hierarchy”, the most important competence in Cyprus and Poland is to analyse how to divide responsibilities in the organisation (mean 3,62 and 3,27, respectively).

The most important competence in Italy is to analyse how to introduce changes in the organisation (mean 3,52). The most important competence in Latvia is 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) (mean 3,30).

The most important competences with identical value in the UK are to analyse how to introduce changes in the organisation (mean 3,42) and to identify and to analyse basic norms and values in the organisation (mean 3,42).

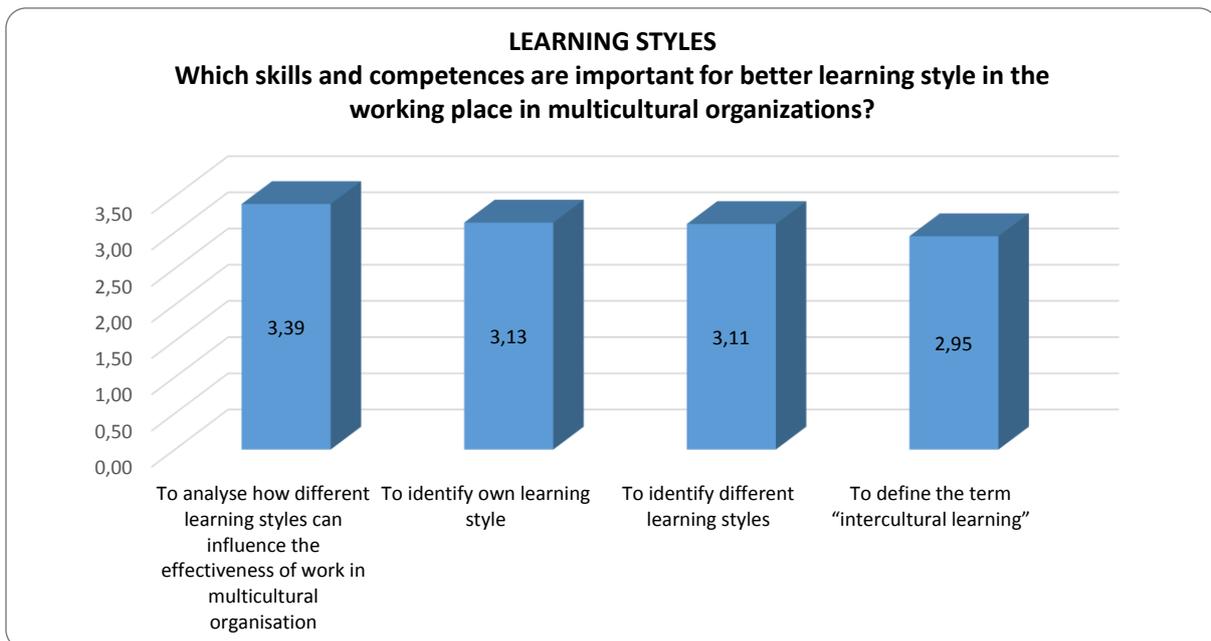
7. Learning styles

According to the survey results in five countries, the most important competence in this module is “to analyse how different learning styles can influence the effectiveness of work in multicultural organisation” (summary of answers “very important” or “important” are 85%, means is 3,39).

The second and the third most important competences in this module is “to identify own learning style” and “to identify different learning styles” (summary of answers “very important” or “important” are 79% and 81%, means are 3,13 and 3,11).

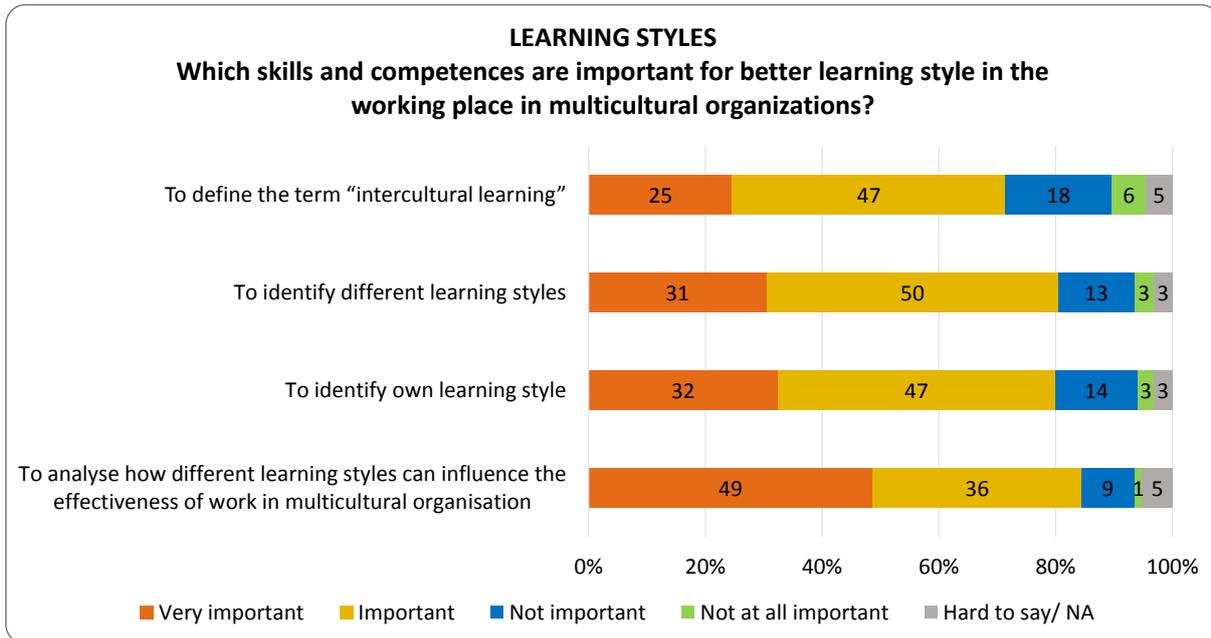
The least important competence in this module is “to define the term “intercultural learning”” (mean 2,95). 72% of interviewees answered that this competence is “very important” or “important”, 24% said that it is not important or not at all important, and 5% had a difficulty to answer this question (Figure 7.1. and 7.2.).

Figure 7.1. Learning styles. All five countries in total. Mean



Note: The answer “hard to say” is excluded from analysis.

Figure 7.2. Learning styles. All five countries in total. %



To define the term "intercultural learning"

To define the term "intercultural learning" is of highest importance in Cyprus (mean 3,32) and of least importance in the UK (mean 2,54). When comparing the answers across the countries, we can see that the interviewees in Cyprus evaluate this item much higher than others, and 38% consider it as very important and 56% as important (Figure 7.4.). The interviewees in Latvia and Italy have taken the middle position, and 27% consider it as very important and 45-47% as important. The interviewees in Poland and the UK more often have chosen the answer "not at all important" (13% and 19%). The highest level of the "hard to say" answers is in Poland (13%).

Figure 7.3. To define the term "intercultural learning". Mean

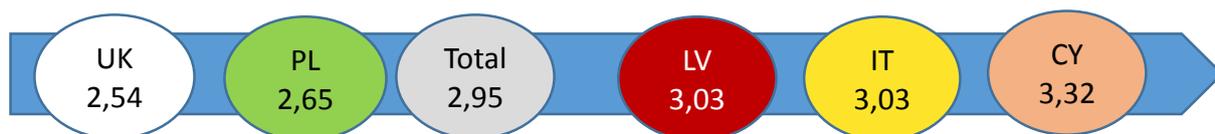
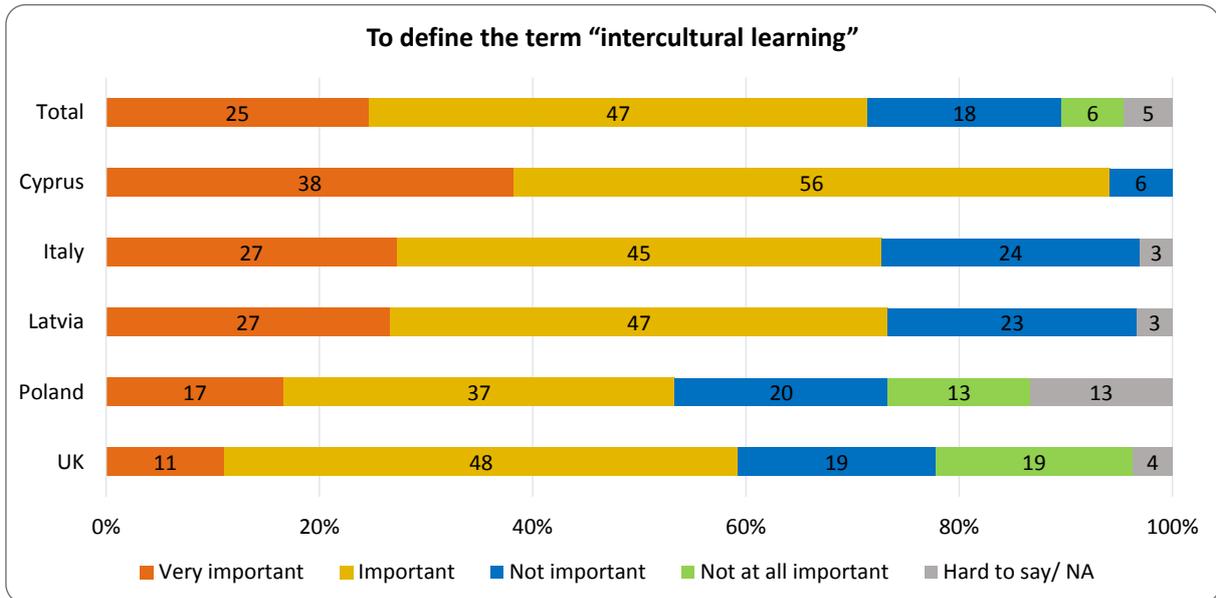


Figure 7.4. To define the term “intercultural learning”. %



To identify different learning styles

To identify different learning styles is of highest importance in the UK (mean 3,44) and of least importance in Poland (mean 2,62). The interviewees in the UK evaluate this item much higher than others, and 52% consider it as very important and 44% as important (Figure 7.6.). The interviewees in Cyprus, Italy and Latvia have taken the middle position, but the interviewees in Poland more often have chosen the answer “not important” and “not at all important” (30% and 7%). The highest level of the “hard to say” answers also is in Poland (13%).

Figure 7.5. To identify different learning styles. Mean

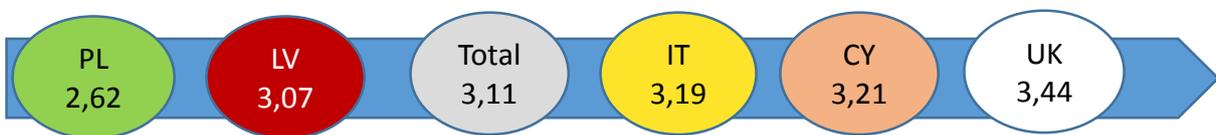
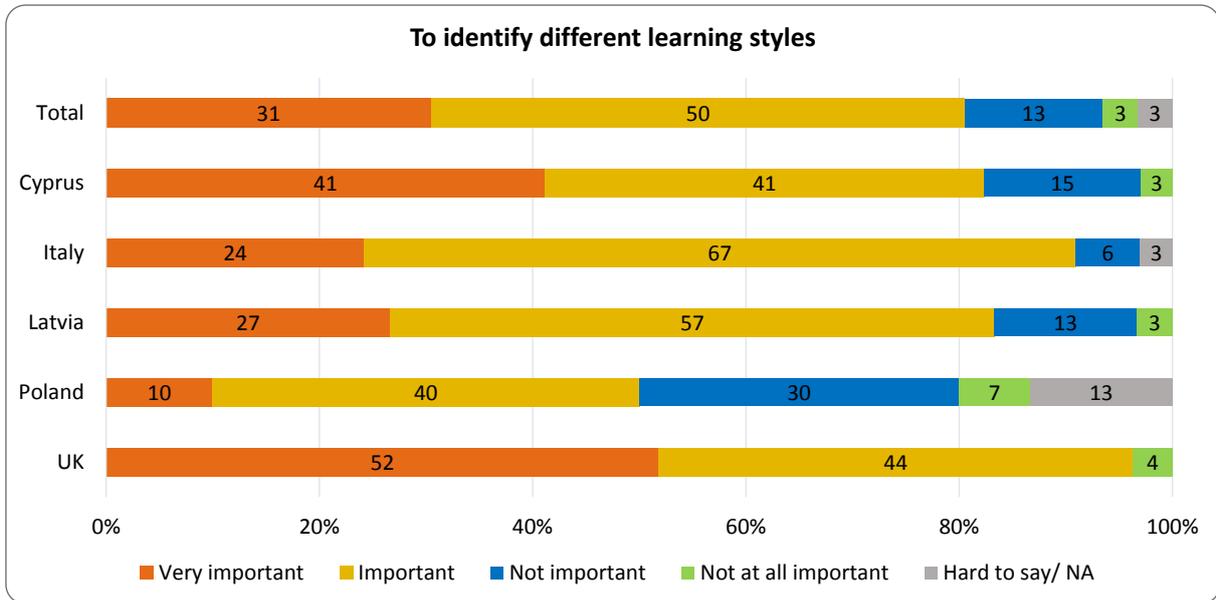


Figure 7.6. To identify different learning styles. %



To identify own learning style

Very similarly to the previous item, the competence “to identify own learning style” is of highest importance in the UK (mean 3,41) and of least importance in Poland (mean 2,88). The interviewees in the UK evaluate this item much higher than others, and 52% consider it as very important and 41% as important (Figure 7.8.). The interviewees in Cyprus, Italy and Latvia have taken the middle position, but the interviewees in Poland more often have chosen the answer “not important” and “not at all important” (17% and 3%). The highest level of the “hard to say” answers also is in Poland (13%).

Figure 7.7. To identify own learning style. Mean

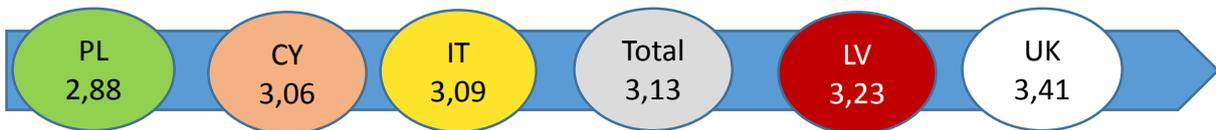
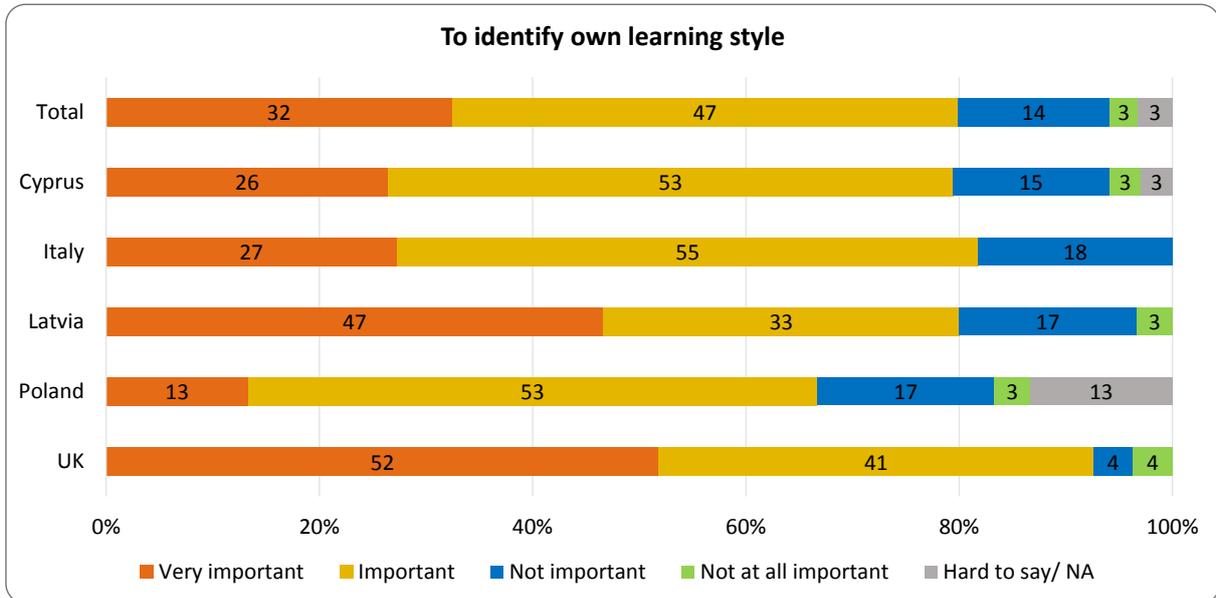


Figure 7.8. To identify own learning style. %



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

To analyse how different learning styles can influence the effectiveness of work in multicultural organisation is of highest importance in Cyprus (mean 3,65) and of least importance in Poland (mean 3,08). The interviewees in the UK and Cyprus evaluate this item much higher than others, and 70-71% consider it as very important and 19-24% as important competence (Figure 7.10.). The interviewees in Italy and Latvia have taken the middle position, but the interviewees in Poland more often have chosen the answer “not important” and “not at all important” (20% and 3%). The highest level of the “hard to say” answers also is in Poland (17%).

Figure 7.9. To analyse how different learning styles can influence the effectiveness of work in multicultural organisation. Mean

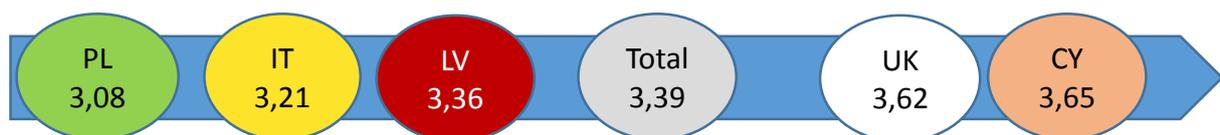
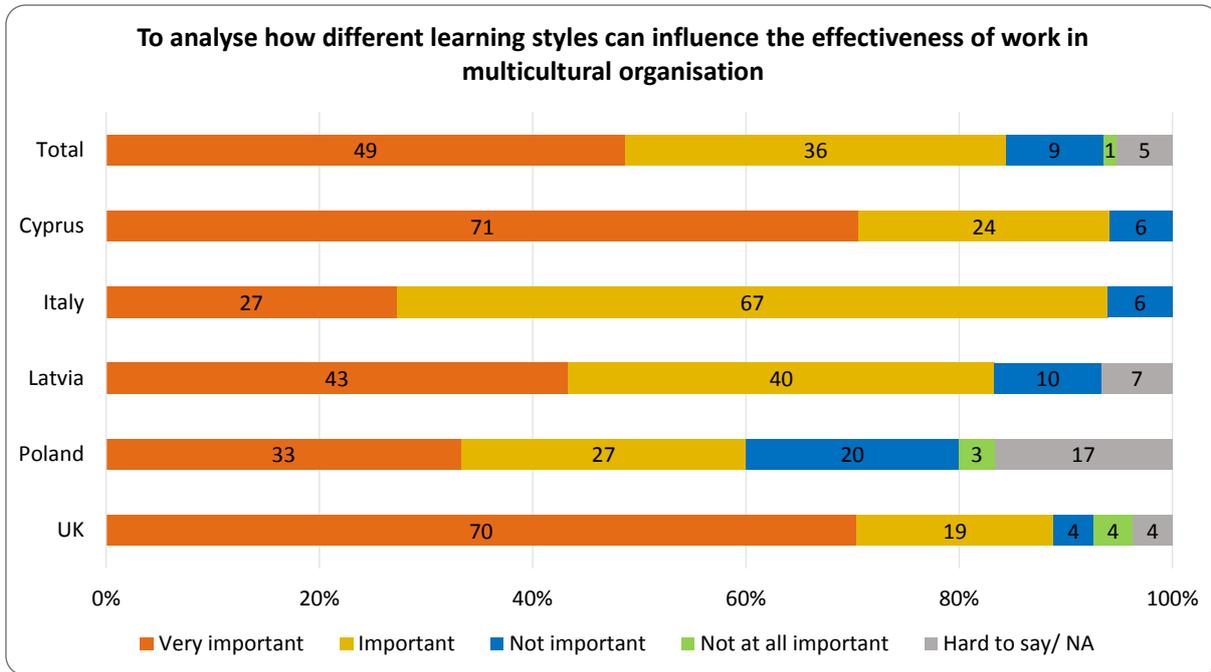


Figure 7.10. To analyse how different learning styles can influence the effectiveness of work in multicultural organisation. %



Summary

Within the module “Learning styles”, the most important competence among all five countries is to analyse how different learning styles can influence the effectiveness of work in multicultural organization. The second most important competence in Cyprus is to define the term “intercultural learning” (mean 3,32). The second most important competence in Italy and the UK is to identify different learning styles (means are 3,19 and 3,44, respectively). The second most important competence in Latvia and Poland is to identify own learning style (means are 3,23 and 2,88, respectively).

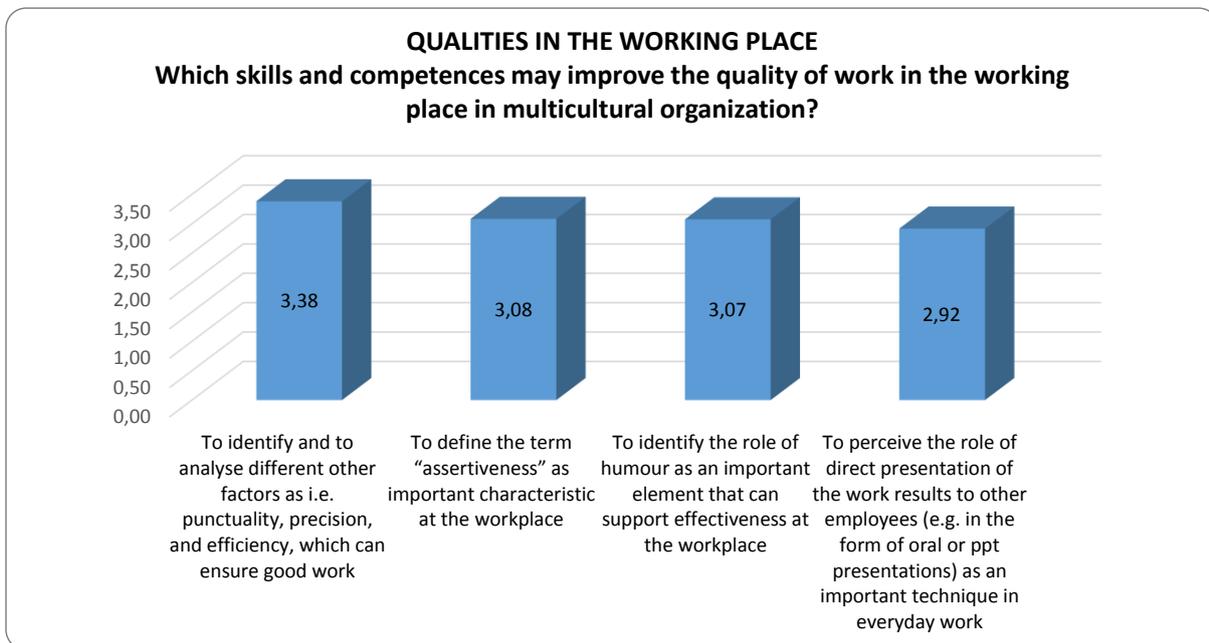
8. Qualities in the working place

According to survey results in all five countries, the most important competence in this module is “to identify and to analyse different other factors as i.e. punctuality, precision, and efficiency, which can ensure good work” (summary of answers “very important” or “important” are 91%. Mean value 3,38).

The second and the third most important competences in this module are “to define the term “assertiveness” as important characteristic at the workplace” and “to identify the role of humour as an important element that can support effectiveness at the workplace” (summary of answers “very important” or “important” are 74% and 75%. Mean values are 3,08 and 3,07).

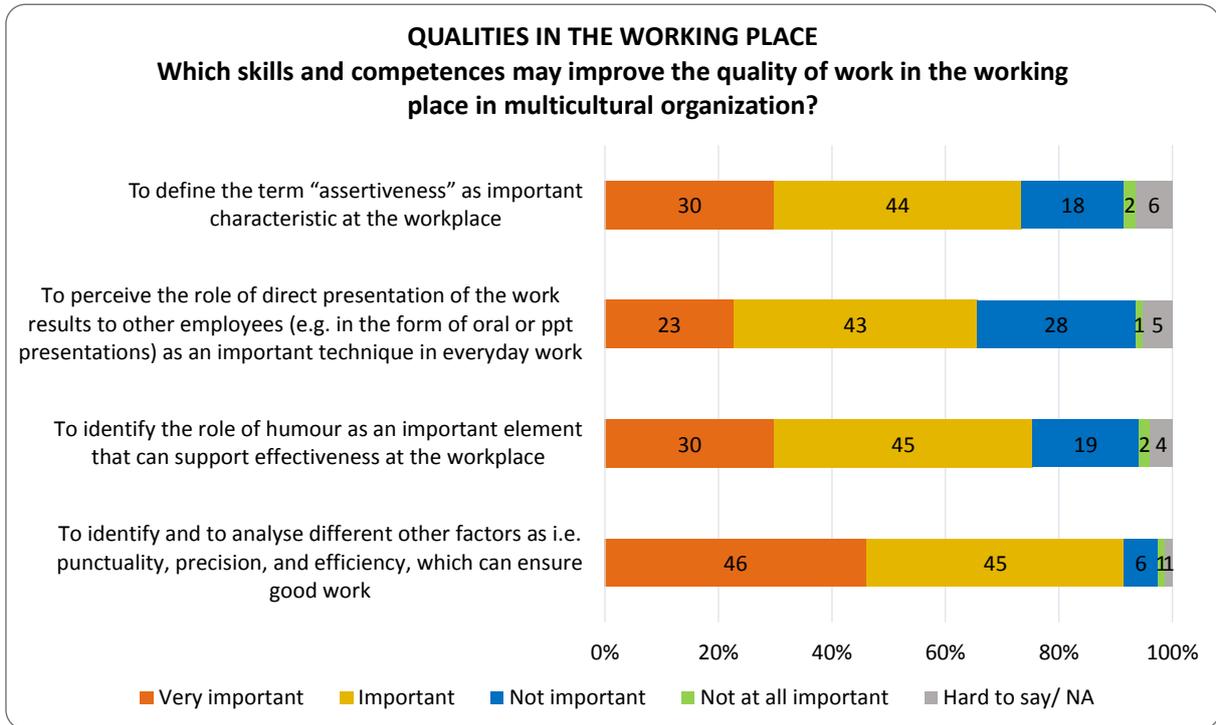
The least important competence in this module is “to perceive the role of direct presentation of the work results to other employees (e.g. in the form of oral or ppt presentations) as an important technique in everyday work” (mean value 2,92). 66% of interviewees answered that this competence is “very important” or “important”, 29% said that it is not important or not at all important, and 5% had a difficulty to answer this question.

Figure 8.1. Qualities in the working place. All five countries in total. Mean



Note: The answer “hard to say” is excluded from analysis.

Figure 8.2. Qualities in the working place. All five countries in total. %



To define the term "assertiveness" as important characteristic at the workplace

To define the term "assertiveness" as important characteristic at the workplace is of highest importance in Cyprus (mean 3,44) and of least importance in the UK (mean 2,87). When comparing the answers across the countries, we can see that the interviewees in Cyprus evaluate this item more often as "very important" (53%) (Figure 8.4.). The interviewees in Poland comparably more often have chosen the answer "not important" (30%). The highest level of the "hard to say" answers is in Italy and the UK (12% and 11%).

Figure 8.3. To define the term "assertiveness" as important characteristic at the workplace. Mean

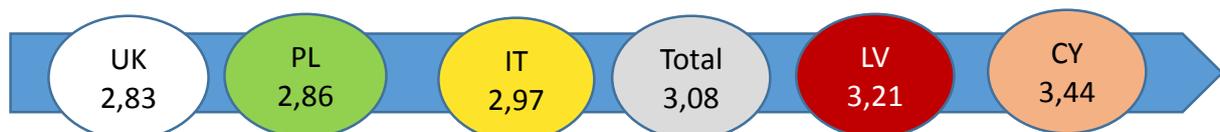
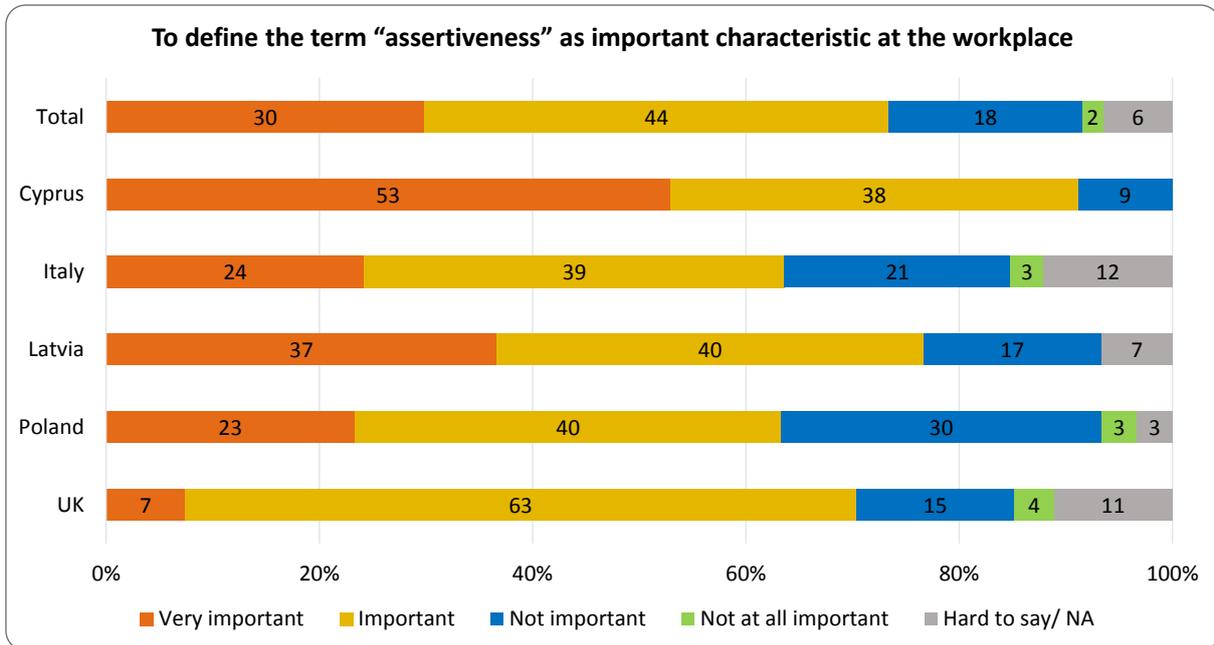


Figure 8.4. To define the term “assertiveness” as important characteristic at the workplace. %



To perceive the role of direct presentation of the work results to other employees as an important technique in everyday work

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 is of highest importance in Cyprus (mean 3,24) and of least importance in Poland (mean 2,66). When comparing the answers across the countries, we can see, as in many other cases, that the interviewees in Cyprus evaluate this item more often as “very important” (38%) (Figure 8.6.). The interviewees in Poland comparably more often have chosen the answer “not important” (43%). The highest level of the “hard to say” answers is in the UK (15%).

Figure 8.5. To perceive the role of direct presentation of the work results to other employees as an important technique in everyday work. Mean

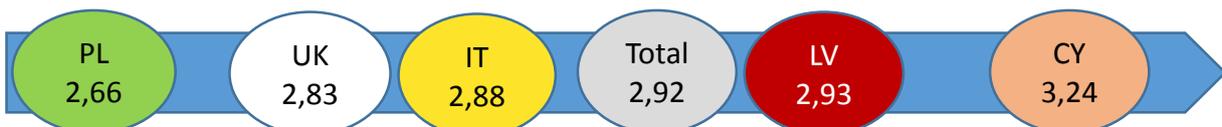
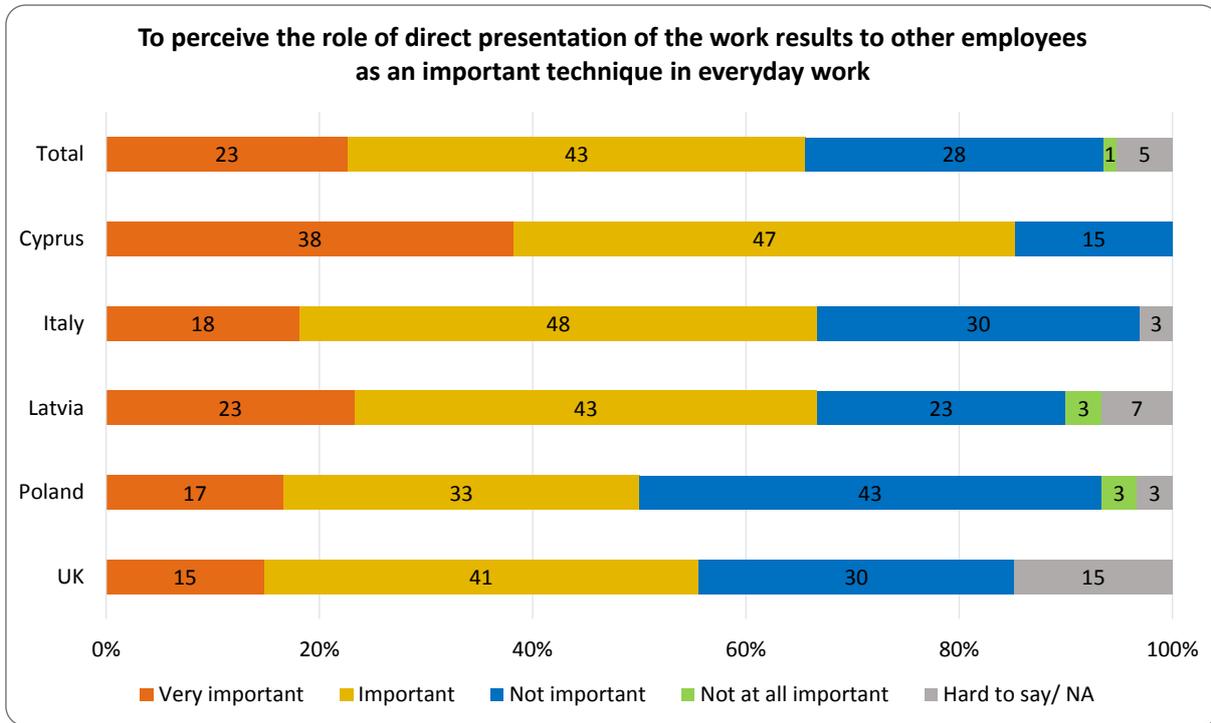


Figure 8.6. To perceive the role of direct presentation of the work results to other employees as an important technique in everyday work. %



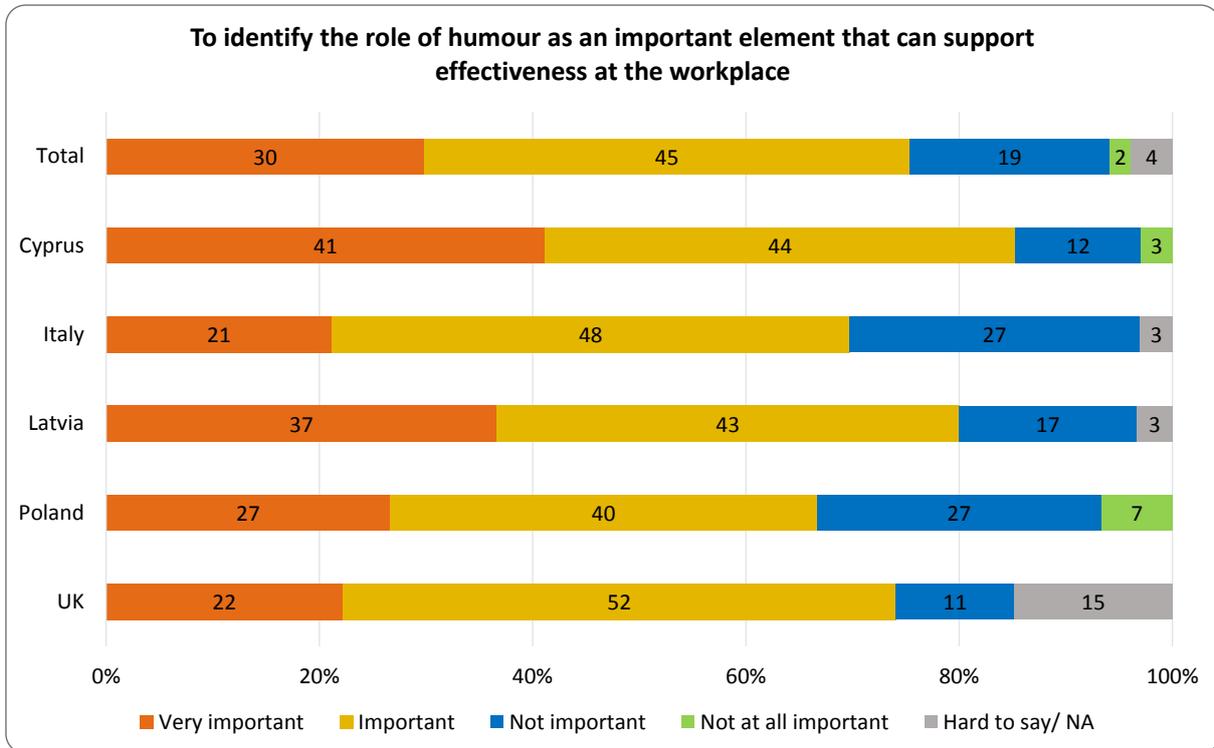
To identify the role of humour as an important element that can support effectiveness at the workplace

Very similarly to the previous item, the competence “to identify the role of humour as an important element that can support effectiveness at the workplace” is of highest importance in Cyprus (mean 3,24) and of least importance in Poland (mean 2,87). When comparing the answers across the countries, we can see that the interviewees in Cyprus and Latvia evaluate this item more often as “very important” (41% and 37%) (Figure 8.8.). The interviewees in Italy and Poland comparably more often have chosen the answer “not important” (27% in both countries). The highest level of the “hard to say” answers is in the UK (15%).

Figure 8.7. To identify the role of humour as an important element that can support effectiveness at the workplace. Mean



Figure 8.8. To identify the role of humour as an important element that can support effectiveness at the workplace. %



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

To identify and to analyse different other factors as i.e. punctuality, precision, and efficiency, which can ensure good work is of highest importance in Cyprus (mean 3,85) and of least importance in the UK (mean 2,66). When comparing the answers across the countries, we can see that the interviewees in Cyprus evaluate this item much higher than others, and 85% consider it as very important and 15% as important (Figure 8.10.). The interviewees in the UK comparably more often have chosen the answer “not important” (15%).

Figure 8.9. To identify and to analyse different other factors as i.e. punctuality, precision, and efficiency, which can ensure good work. Mean

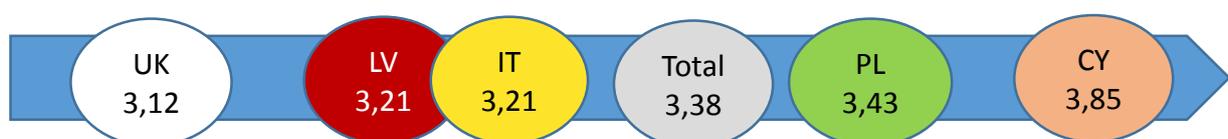
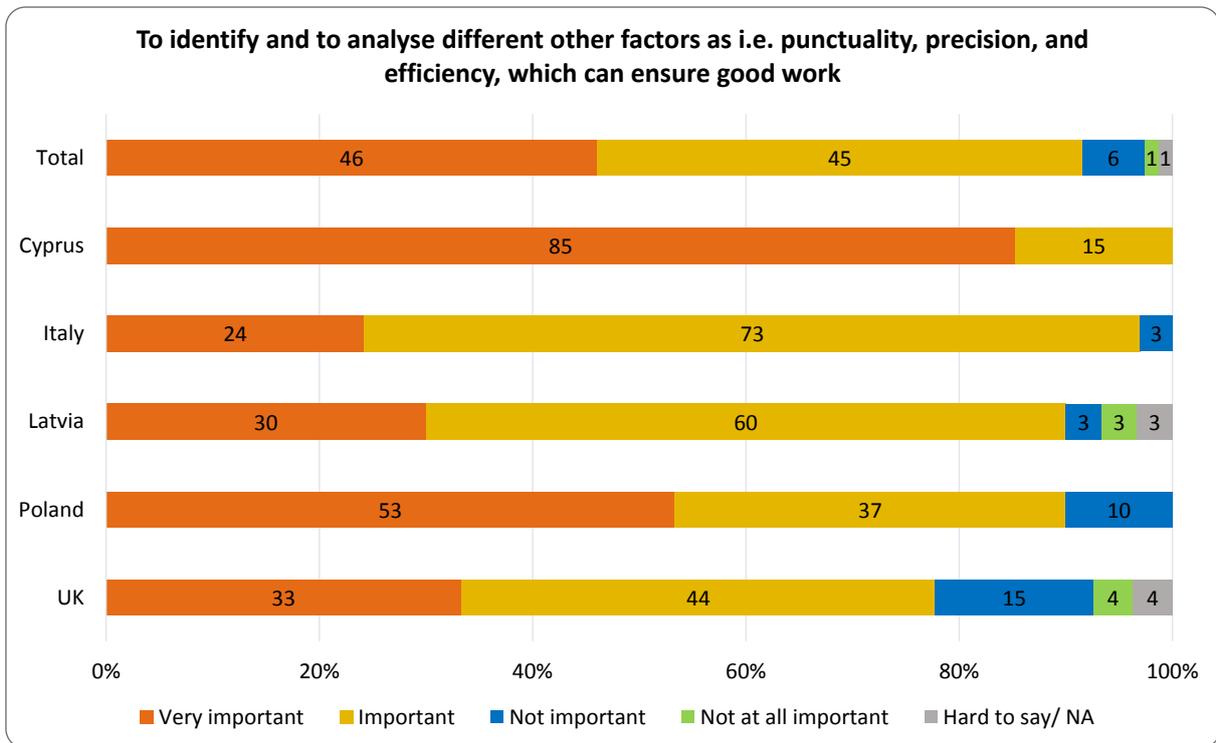


Figure 8.10. To identify and to analyse different other factors as i.e. punctuality, precision, and efficiency, which can ensure good work. %



Summary

Within the module “Qualities in the working place”, the most important competence in almost all countries is to identify and to analyse different other factors as i.e. punctuality, precision, and efficiency, which can ensure good work. The exception is the UK, where, according to survey results, two most important competences are to identify the role of humour as an important element that can support effectiveness at the workplace (mean 3,13) and to identify and to analyse different other factors as i.e. punctuality, precision, and efficiency, which can ensure good work (mean 3,12). The least important competence of this module in all five countries 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”.

Supplement. Table 1. List of the competences and their mean values in descending order

		Total	Cyprus	Italy	Latvia	Poland	UK
1	To understand why people from different cultures can behave differently	3,67	3,71	3,64	3,62	3,70	3,67
2	To identify the effective ways how to solve problems in multicultural organisation	3,53	3,79	3,45	3,50	3,47	3,37
3	To understand the role of tolerance between people of different cultures	3,52	3,53	3,63	3,59	3,31	3,52
4	To analyse differences in meanings of one word or sign in different languages	3,46	3,82	3,36	3,21	3,53	3,33
5	To identify possible cultural biases, prejudices and beliefs	3,44	3,63	3,48	3,17	3,39	3,48
6	To analyse how different learning styles can influence the effectiveness of work in multicultural organisation	3,39	3,65	3,21	3,36	3,08	3,62
7	To recognise different communication styles	3,38	3,18	3,48	3,37	3,27	3,63
8	To identify and to analyse different other factors as i.e. punctuality, precision, and efficiency, which can ensure good work	3,38	3,85	3,21	3,21	3,43	3,12
9	To analyse the key cultural drivers and attitudes (i.e. time, space, authority, risk, tasks and relationships)	3,37	3,59	3,32	3,30	3,28	3,30
10	To identify the main reasons of the cultural stereotypes	3,34	3,62	3,34	3,03	3,34	3,31
11	To analyse the main differences between own and other cultures	3,32	3,38	3,30	3,24	3,40	3,28
12	To identify nuances in cultural norms and values	3,31	3,41	3,29	3,24	3,13	3,50
13	To analyse the influence of cultural stereotypes on people working in multicultural organisation and the effectiveness of their work	3,31	3,79	3,39	2,93	3,33	2,91
14	To analyse how to divide responsibilities in the organisation	3,30	3,62	3,16	3,21	3,27	3,20
15	To analyse the relations between people in the multicultural organisation	3,30	3,47	3,30	3,29	3,15	3,27
16	To identify own style of communication	3,29	3,21	3,35	3,23	3,30	3,37
17	To identify changes that are needed in multi-cultural teams (i.e. related to the management , responsibilities of employees, organisation of works)	3,29	3,68	3,33	2,97	3,17	3,26
18	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)	3,27	3,50	3,24	3,30	2,97	3,32
19	To distinguish between cultural differences of the society and differences of the individuals (case studies)	3,26	3,82	3,28	2,93	2,90	3,27
20	To analyse how to introduce changes in the organisation	3,26	3,35	3,52	3,03	2,93	3,42
21	To identify and to analyse basic norms and values in the organisation	3,25	3,50	3,15	3,20	2,97	3,42
22	To define the concepts: "culture", "cultural awareness", "culture sensitivity" and "culture	3,17	3,50	3,33	3,10	2,79	3,00

	shock"						
23	To identify own learning style	3,13	3,06	3,09	3,23	2,88	3,41
24	To analyse the role of the emotions in multicultural team	3,11	3,48	3,21	2,90	2,83	3,08
25	To identify different learning styles	3,11	3,21	3,19	3,07	2,62	3,44
26	To define the term "assertiveness" as important characteristic at the workplace	3,08	3,44	2,97	3,21	2,86	2,83
27	To analyse different cultures in the organisation, i.e. masculinity or femininity culture	3,07	2,61	3,33	3,07	3,24	3,16
28	To identify the role of humour as an important element that can support effectiveness at the workplace	3,07	3,24	2,94	3,21	2,87	3,13
29	To define the term "cultural stereotypes"	3,05	3,15	3,06	3,00	2,97	3,04
30	To recognise the most popular cultures occurring in Europe	3,01	2,85	2,94	3,24	3,13	2,88
31	To define the term "adaptation" as a key element to work effectively in a multi-cultural organisation	2,96	3,32	3,06	3,00	2,41	2,90
32	To define the term "intercultural learning"	2,95	3,32	3,03	3,03	2,65	2,54
33	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	2,92	3,24	2,88	2,93	2,66	2,83
34	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	2,53	3,22	2,57	2,19	2,41	2,18