

Cultural Risk in the Organisation in the Globalisation Era Competences vs. Reality

SUMMARY REPORT

Questionnaire Results

28 FEB 2019

INTRODUCTION

The objective of the questionnaire was to gather information on which cultural competences are necessary in order to cope with cultural risks in a multicultural organisation.

Polish questionnaires were sent to the chosen interviewees in the second half of January. 12th of February was established as the deadline. Twelve questionnaires were delivered by our Associated Partner – Pro Humanum Association. Pro Humanum chose interviewees in organisations they cooperate with, especially NGOs. The rest (18 questionnaires) were sent by ITeE directly to chosen organisations.

The most important criterion for the selection of interviewees was variety of organisations they work in. These included:

- international government organisation,
- Polish private enterprises cooperating with foreign countries,
- foreign private enterprises with branches in Poland,
- international airport,
- university/college,
- individuals interested in the topic of cultural risk in multicultural organisations.

Questionnaires were completed by all CULT_Risk target groups: managerial staff from multicultural organisations, employees of Lower levels from multicultural organisations and individuals interested in the topic of cultural risk in multicultural organisations.

The most of interviewees were the Poles working in Poland, but we also found a few interviewees, also Polish citizens, working abroad in multicultural environment. It helped to extend the results of the opinion of people who are “culturally aliens” in their organisations.

All interviewees completed the questionnaires, so it was not difficult to convince them to participate in the study. They were really interested in the topic and a few of them gave us a feedback (not in a questionnaires) that the questions were too scientific, focusing on theory, that there should be more case studies.

ANALYSIS

The survey results show that the majority of interviewees agreed that skills and competences listed in the questionnaire are “very important” and “important”. Only a few percents answered that those skills and competences are “not important” and “not at all important”. The answer “hard to say” was chosen only a few times, although in one of the modules the percentage was larger. Detailed analysis is below.

Module 1: *Cross cultural awareness*

67% of interviewees answered that listed skills and competences are “very important” and “important”, and 27% of interviewees answered that listed skills and competences are “not important” and “not at all important”. 6% answered “hard to say”.

The most important competence in this module: To analyse the main differences between own and other cultures (57% “very important” and 30% important”).

The least important competence: 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 (23% “not important”, 13% “not important at all”). This competence had also 27% “hard to say” answers.

Module 2: *Understanding different cultures*

87,5% of interviewees answered that listed skills and competences are “very important” and “important”, and 10,8% of interviewees answered that listed skills and competences are “not important” and “not at all important”. 1,7% answered “hard to say”.

The most important competence in this module: To understand why people from different cultures can behave differently (70% “very important” and 30% important”). This is the only competence in the survey that had 100% of “very important” and “important” answers.

The least important competence: To identify nuances in cultural norms and values (20% “not important”).

None of the competences was considered as “not important at all” in this module.

Module 3: *Stereotypes*

81,7% of interviewees answered that listed skills and competences are “very important” and “important”, and 15,8% of interviewees answered that listed skills and competences are “not important” and “not at all important”. 2,5% answered “hard to say”.

The most important competence in this module: To identify possible cultural biases, prejudices and beliefs (40% “very important” and 50% important”).

The least important competence: To define the term “cultural stereotypes” (23% “not important”, 3% “not important at all”).

Module 4: *Communication*

92% of interviewees answered that listed skills and competences are “very important” and “important”, and 8% of interviewees answered that listed skills and

competences are “not important” and “not at all important”. None of the interviewees answered “hard to say”.

The most important competence in this module: All of the competences had more than 90% of “very important” and “important” answers.

The least important competence: Only 10% of interviewees answered “not important” in the following question: To recognise different communication styles. None of the competences was considered as “not important at all” in this module.

Module 5: *Team work and social integration*

69% of interviewees answered that listed skills and competences are “very important” and “important”, and 29% of interviewees answered that listed skills and competences are “not important” and “not at all important”. 2% answered “hard to say”.

The most important competence in this module: To identify the effective ways how to solve problems in multicultural organisation (50% “very important” and 47% important”).

The least important competence: To define the term “adaptation” as a key element to work effectively in a multi-cultural organisation (40% “not important”, 13% “not important at all”). This competence had also the largest percentage of “not important” and “not important at all” in the whole survey.

Module 6: *Leadership and hierarchy*

80% of interviewees answered that listed skills and competences are “very important” and “important”, and 17% of interviewees answered that listed skills and competences are “not important” and “not at all important”. 3% answered “hard to say”.

The most important competence in this module: All of the competences had more than 80% of “very important” and “important” answers (except the first question that had 73%).

The least important competence: To analyse how to introduce changes in the organisation (13% “not important”, 10% “not important at all”).

Module 7: *Learning styles*

58% of interviewees answered that listed skills and competences are “very important” and “important”, and 28% of interviewees answered that listed skills and competences are “not important” and “not at all important”. 14% answered “hard to say”, and it is the largest percentage of “hard to say” answers in the whole survey.

The most important competence in this module: To identify own learning style (13% “very important” and 53% important”).

The least important competence: To identify different learning styles (30% “not important”, 7% “not important at all”).

Module 8: *Qualities in the working place*

67,5% of interviewees answered that listed skills and competences are “very important” and “important”, and 30,8% of interviewees answered that listed skills

and competences are “not important” and “not at all important”. 1,7% answered “hard to say”.

The most important competence in this module: To identify and to analyse different other factors as i.e. punctuality, precision, and efficiency, which can ensure good work (53% “very important” and 37% important”).

The least important competence: 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 (43% “not important”, 3% “not important at all”).

Module 9:

a) 33% of interviewees were managerial staff in a multicultural organisation, 57% were employees working at lower level in a multicultural organisation, and 10% were individuals interested in the topic of cultural risk,

b) 87% of interviewees are working in a multicultural organisation at this moment, 10% were not working in a multicultural organisation at this moment, but they have worked in such an organisation before, and 3% have never worked in a multicultural organisation,

c) as a type of organisation the interviewees work in, 3% answered “government organisation”, 3% answered “municipality organisation”, 20% answered “NGO”, 3% answered “University or college”, 60% answered “private enterprise”, and 10% answered “other” - sailor, self-employment, and international airport.

Analyzing the entire questionnaire results, we can see that 75% of interviewees answered that listed skills and competences are “most important”, and 21% of interviewees answered that listed skills and competences are “least important”. 4% answered “hard to say”.

Bar graphs showing the number of answers to individual questions in each module are attached to the report.

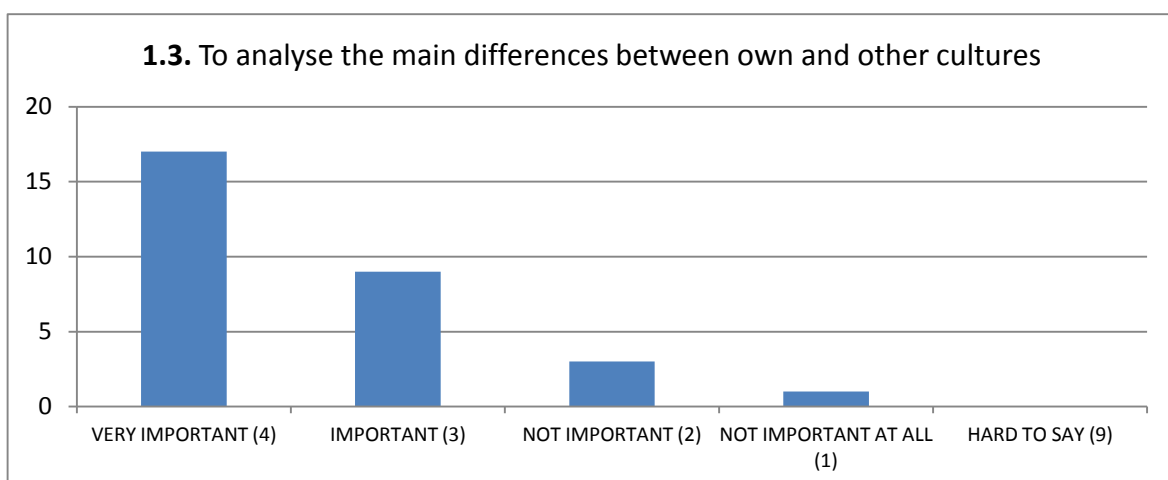
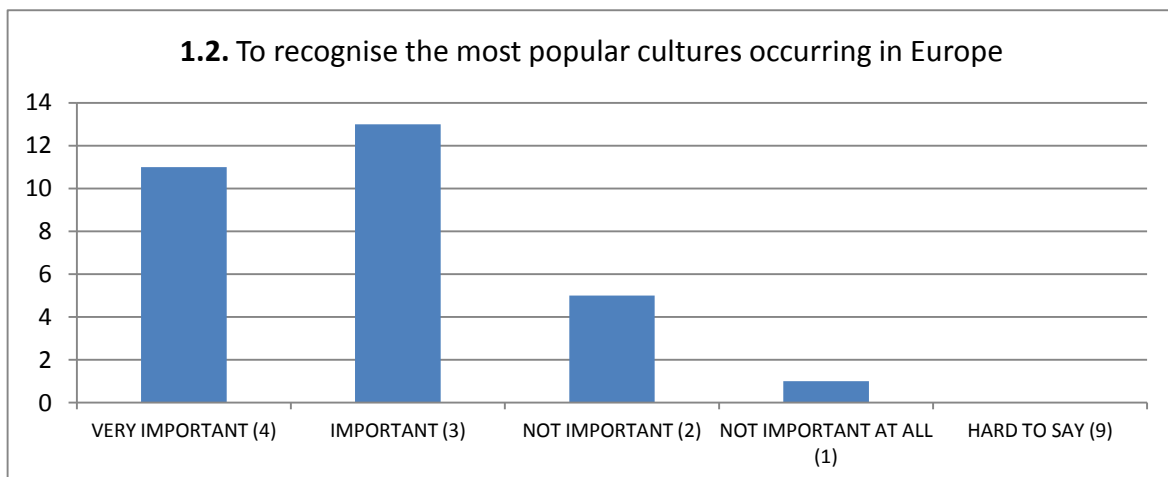
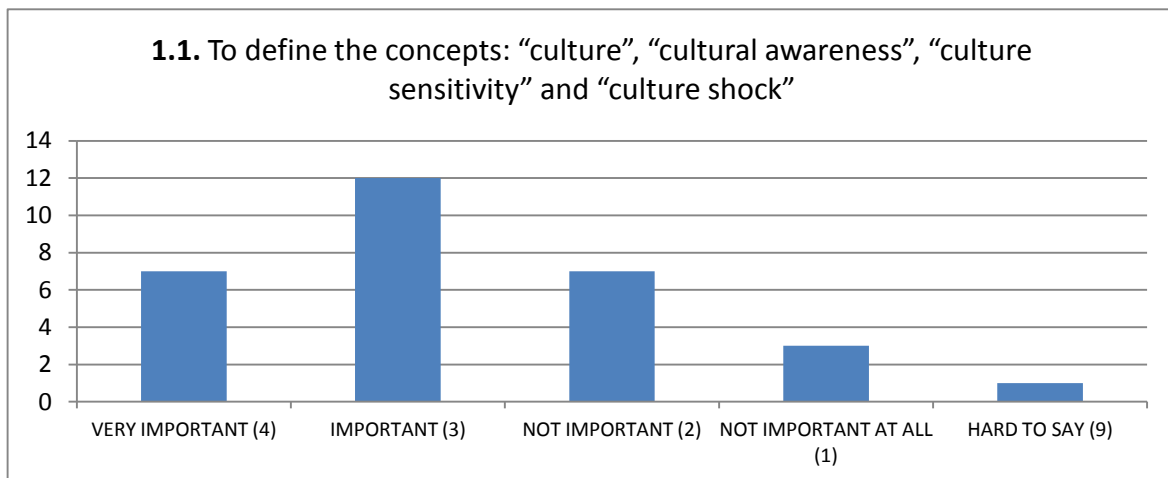
CONCLUSIONS

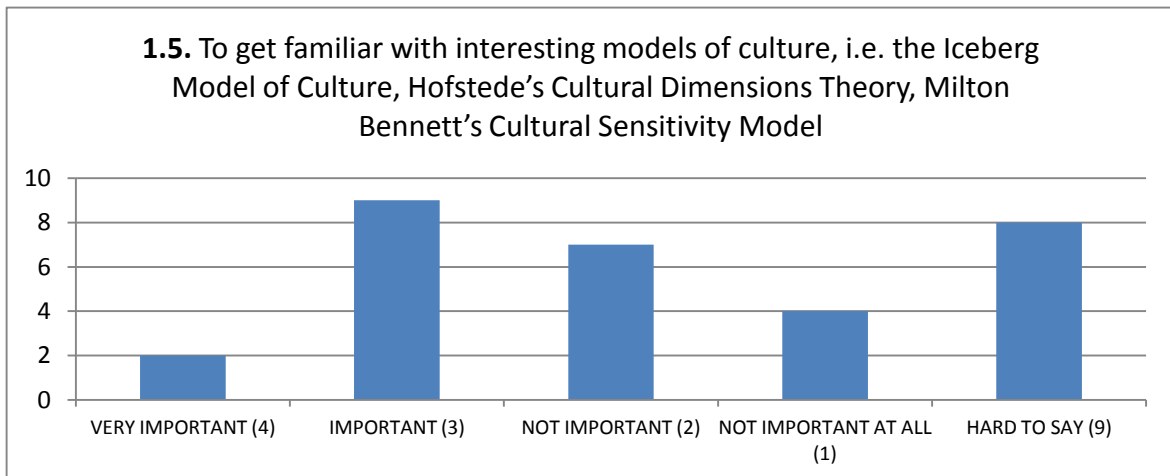
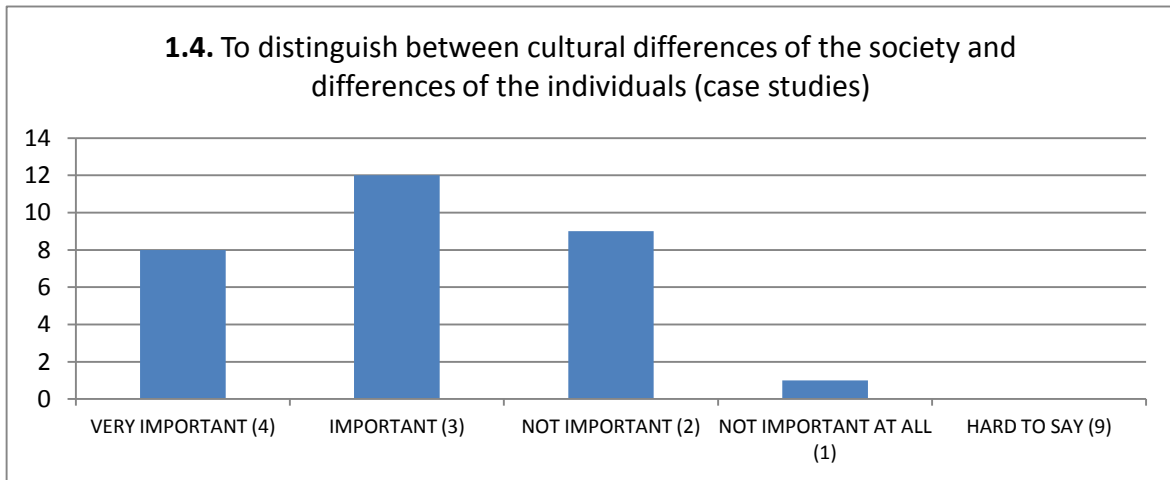
Most of chosen cultural competences that are necessary in order to cope with cultural risks in a multicultural organisations were considered as important and very important (75% of all answers). In the methodological handbook and training course there should be rather more case studies than scientific definitions. It can be observed that the most “hard to say” answers are in questions about theory, which allows to draw conclusions that nowadays working adults expect specific examples from the trainings, although they know that these basics are important.

ATTACHMENTS

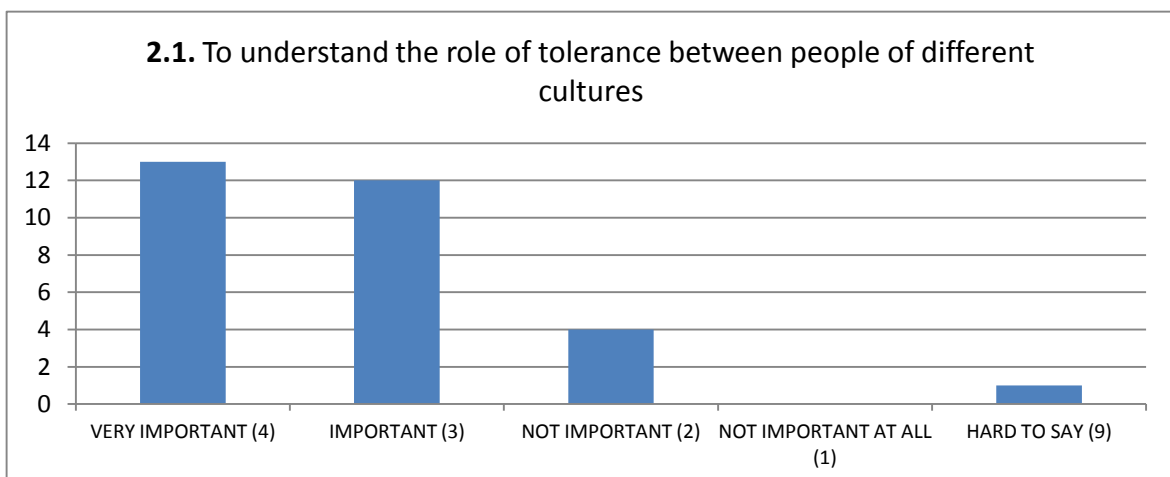
1) Bar graphs

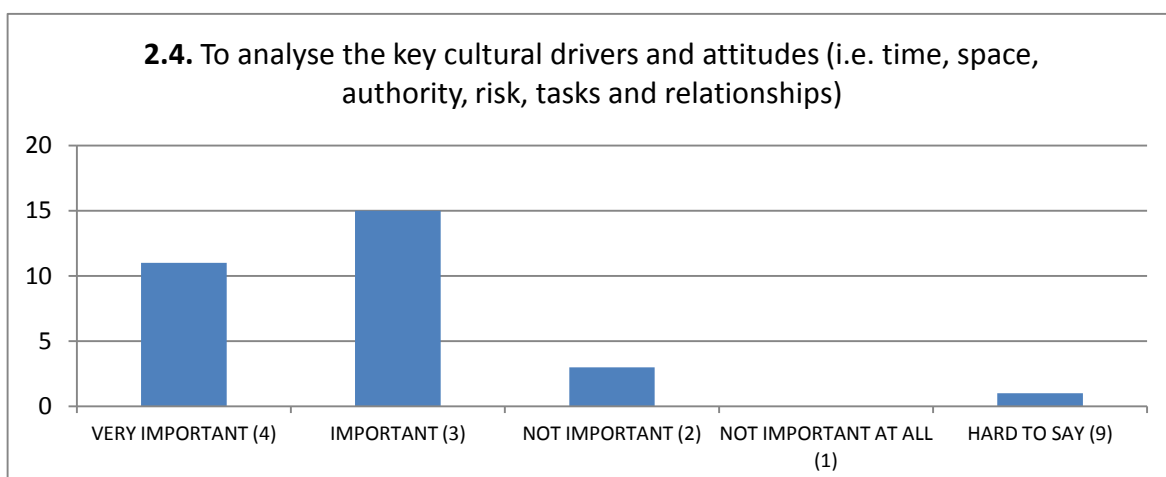
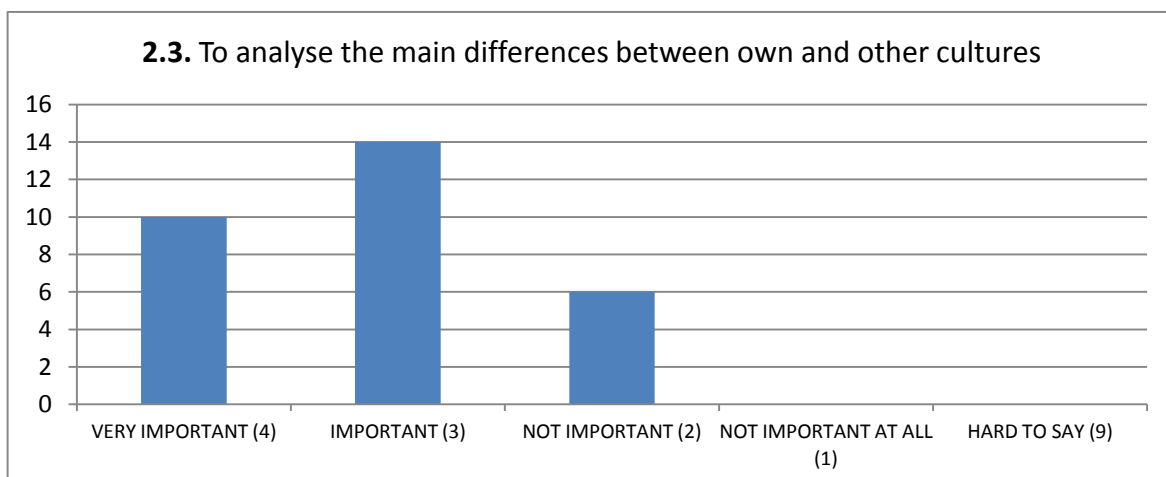
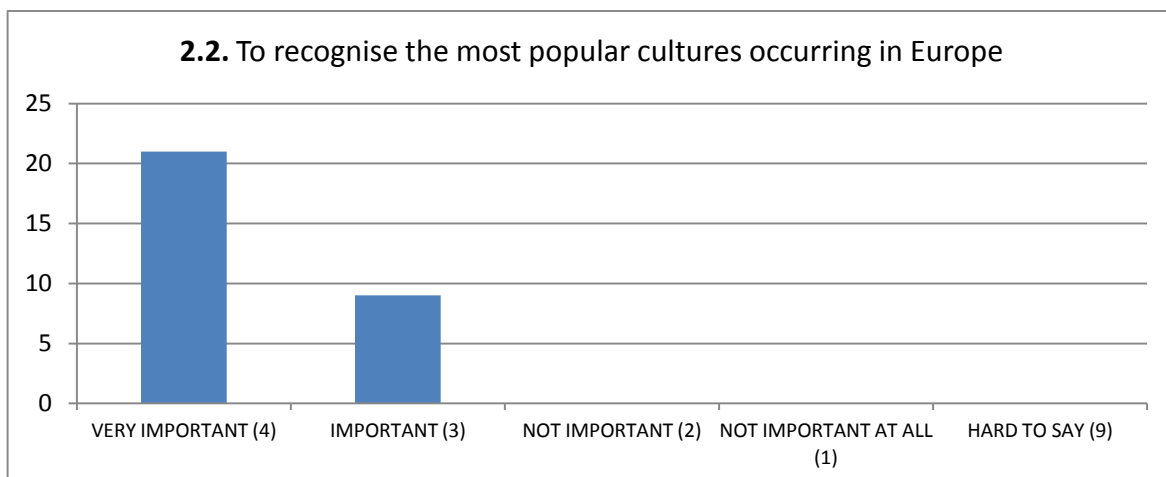
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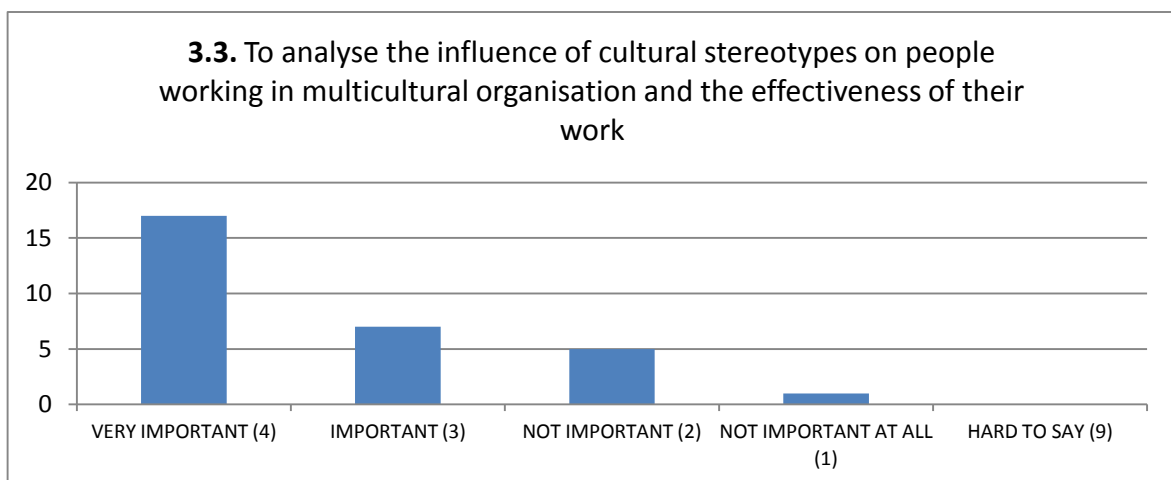
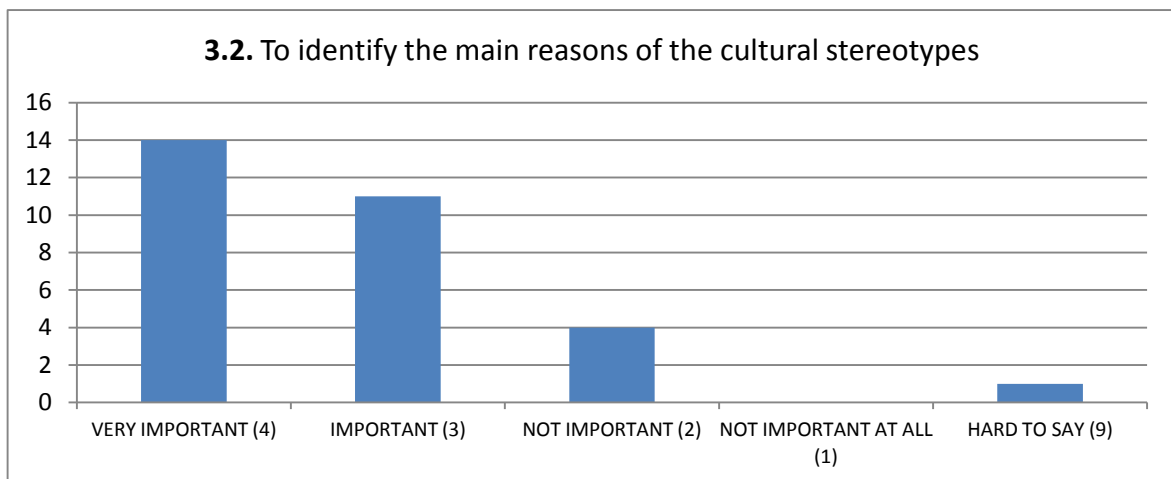
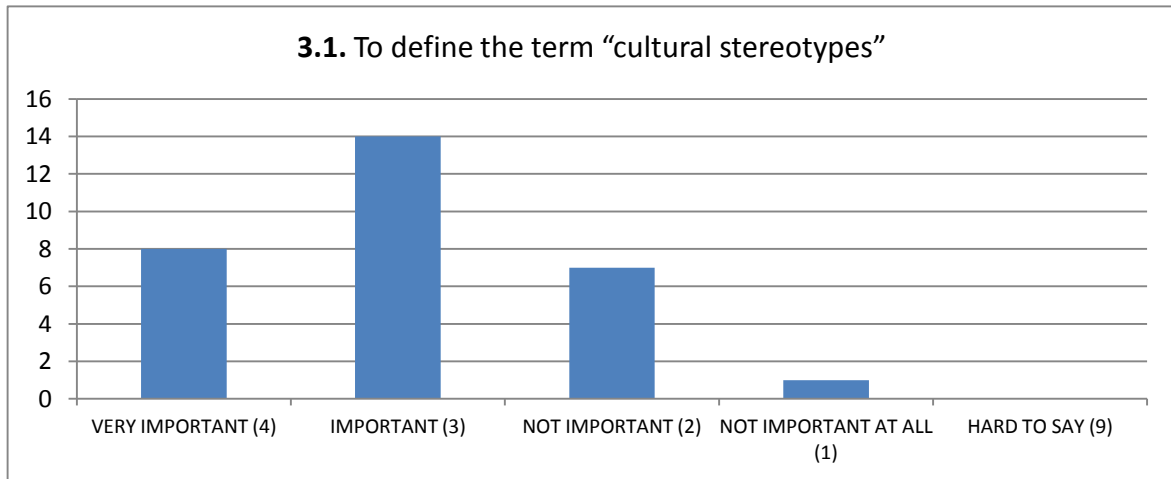


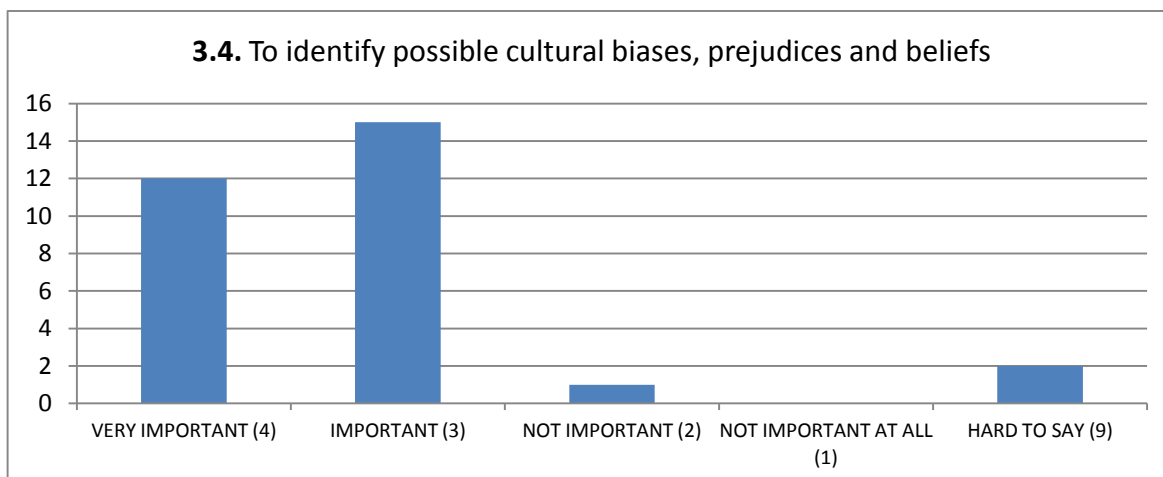
2. UNDERSTANDING DIFFERENT CULTURES



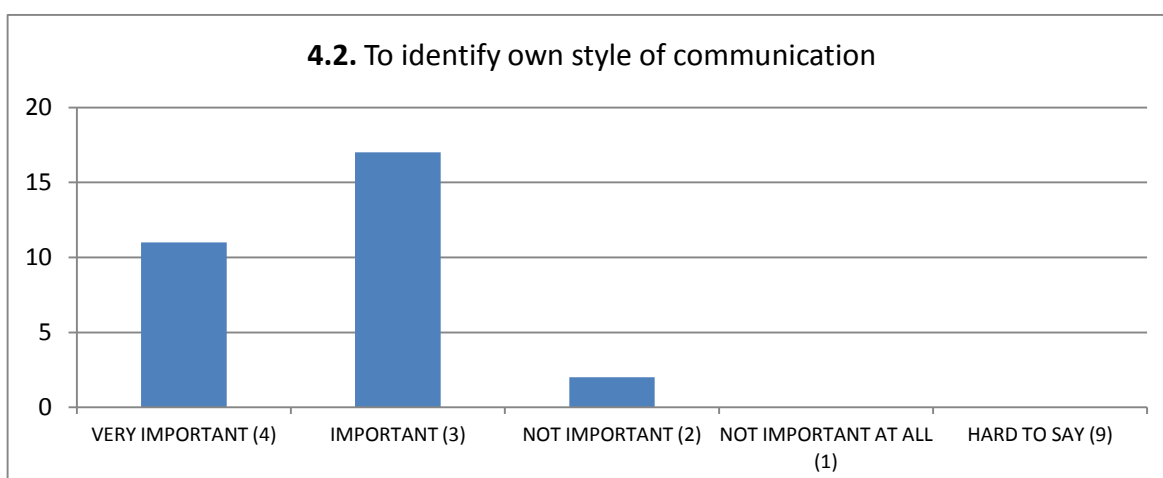
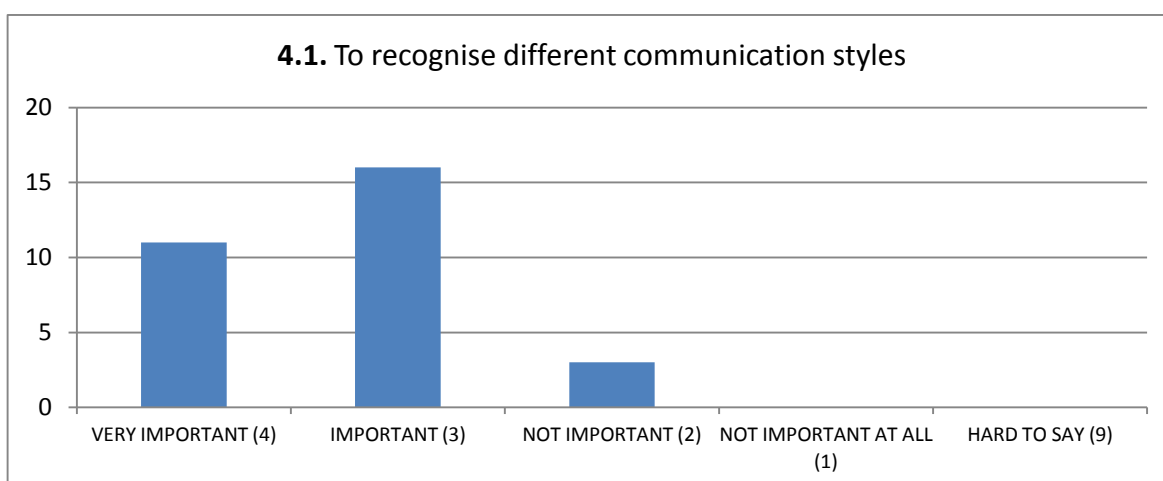


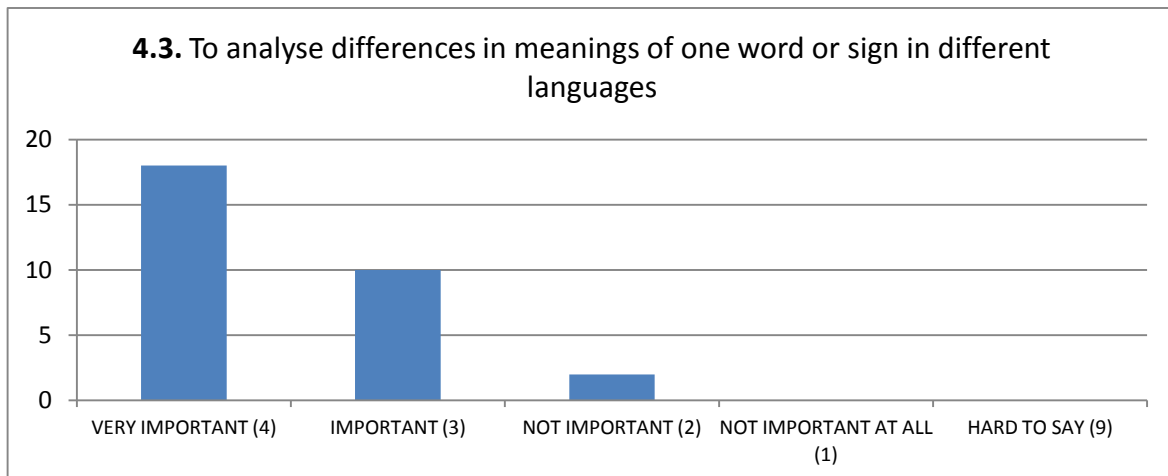
3. STEREOTYPES



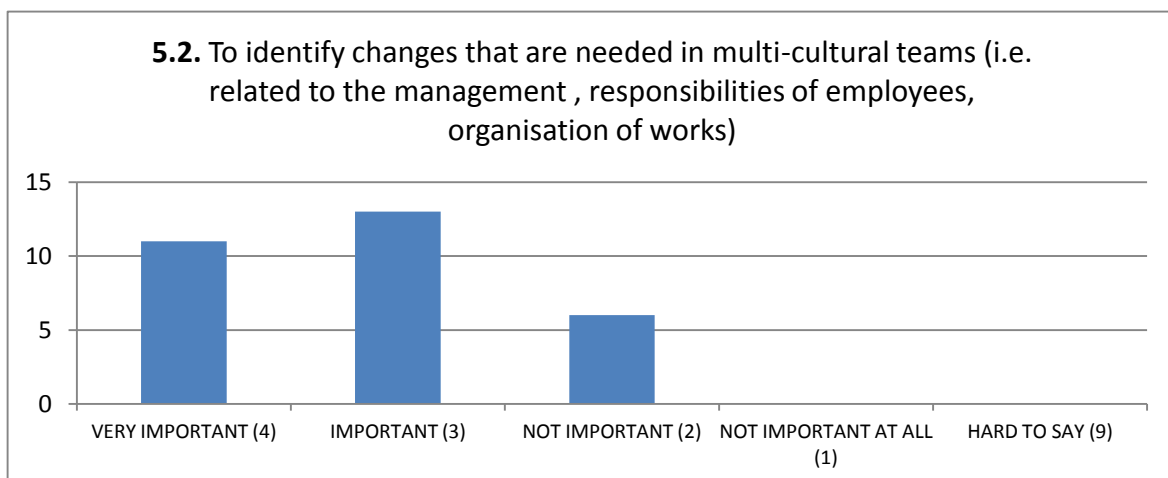
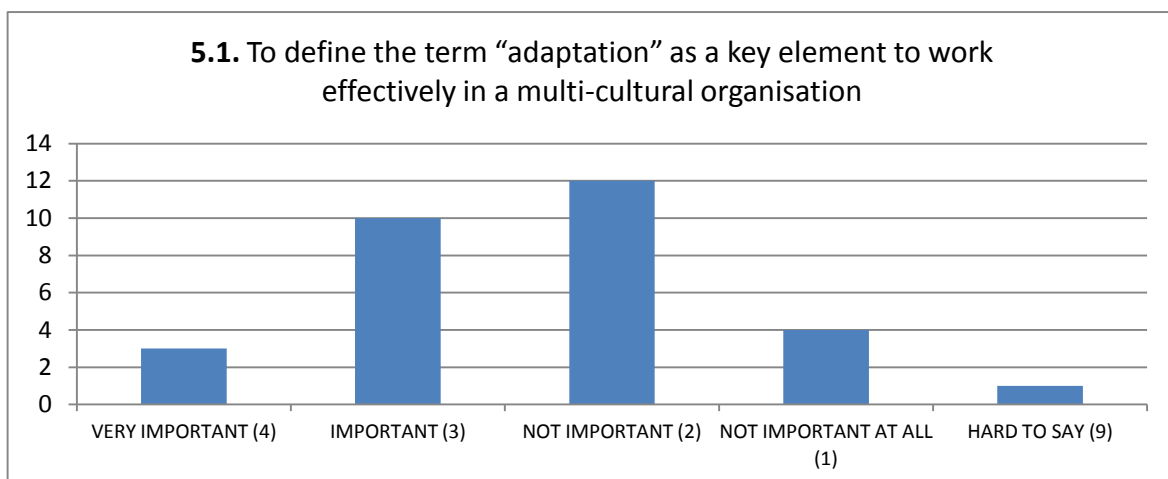


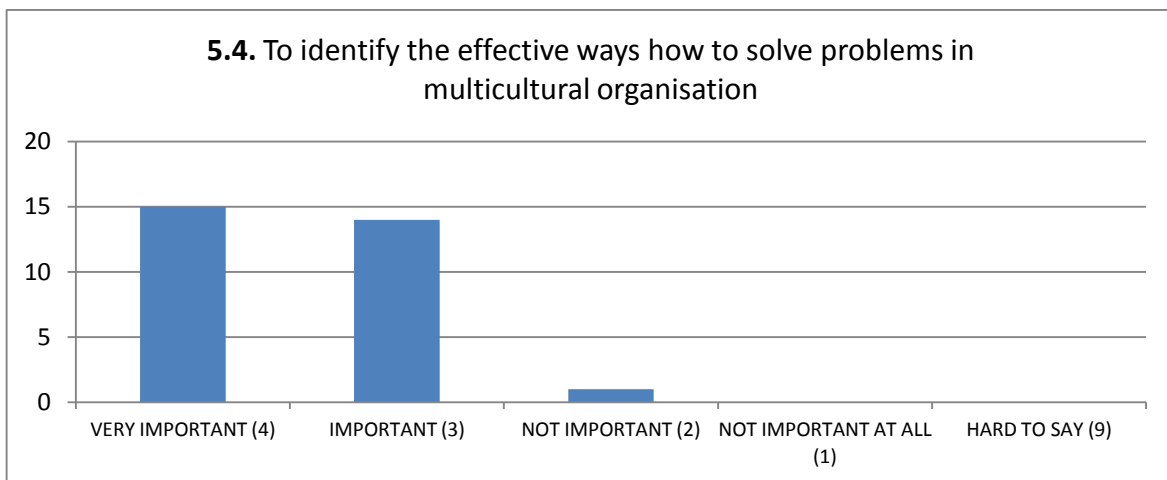
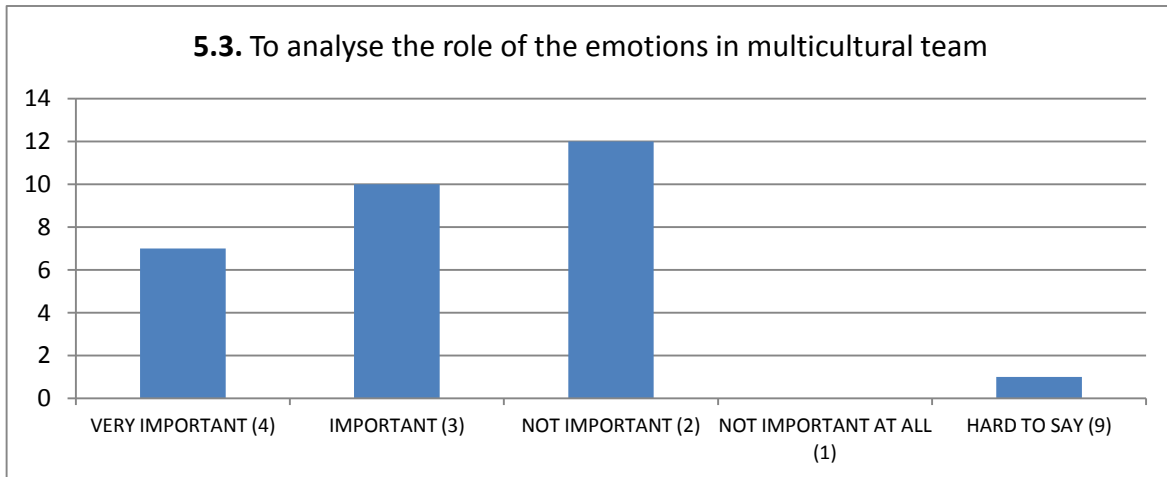
4. COMMUNICATION



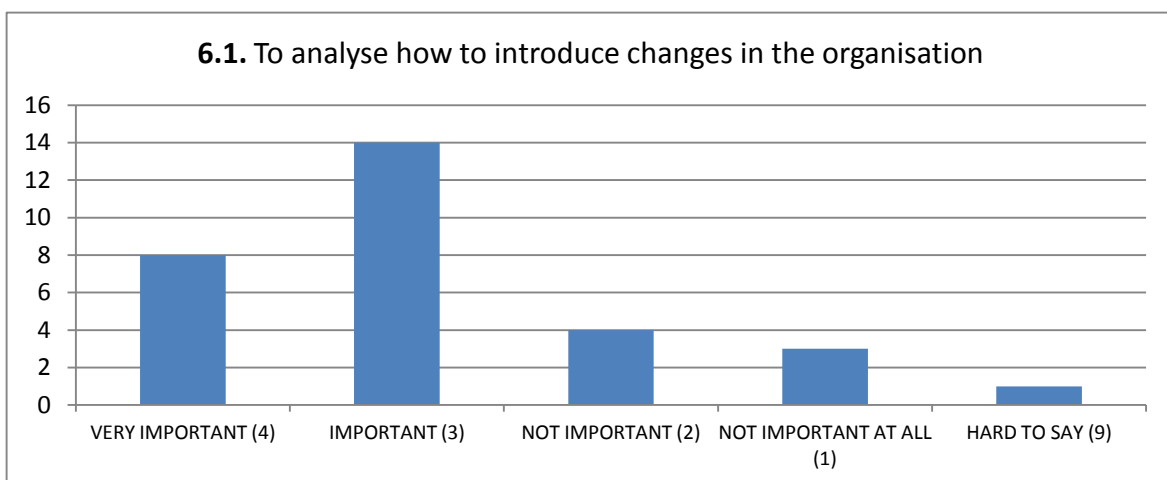


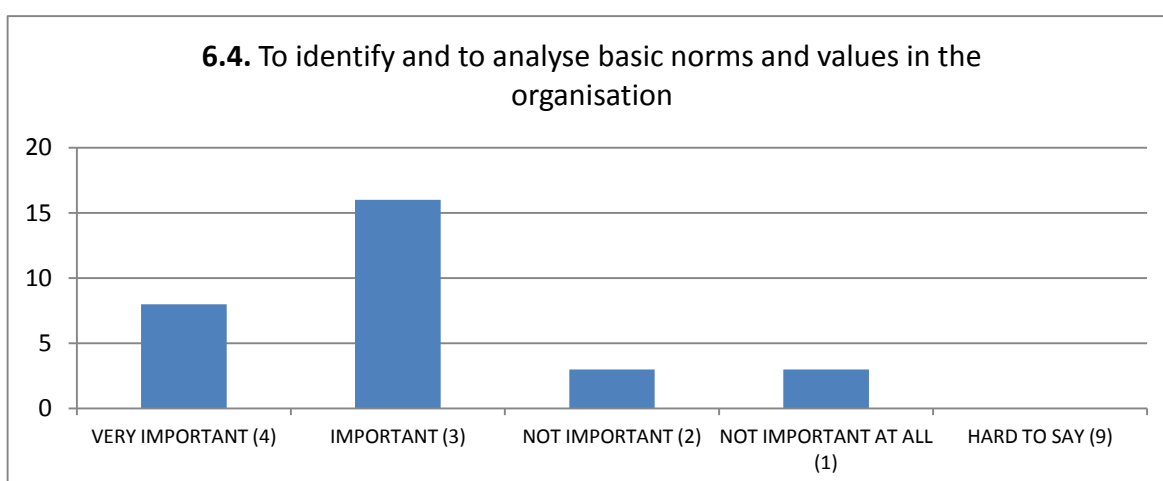
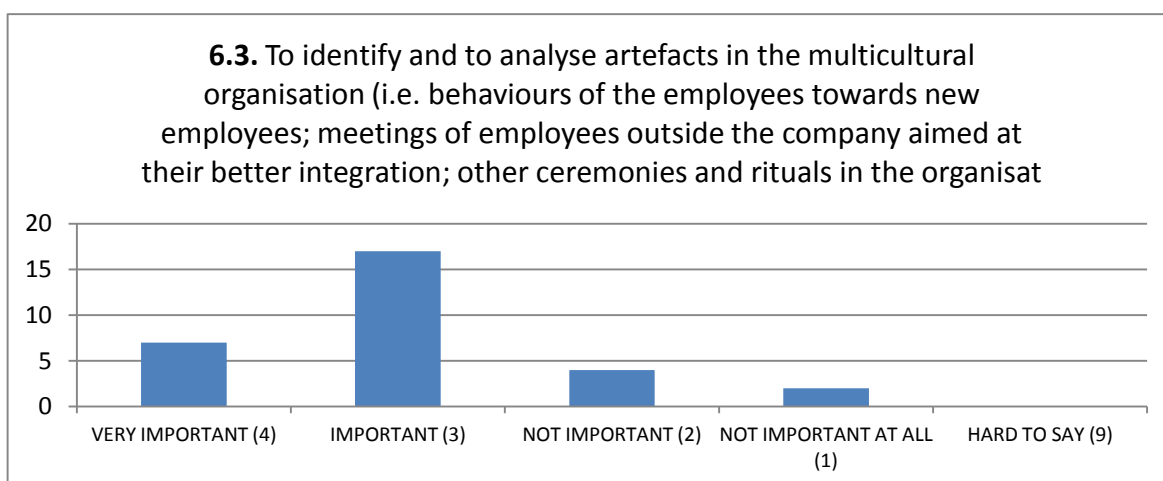
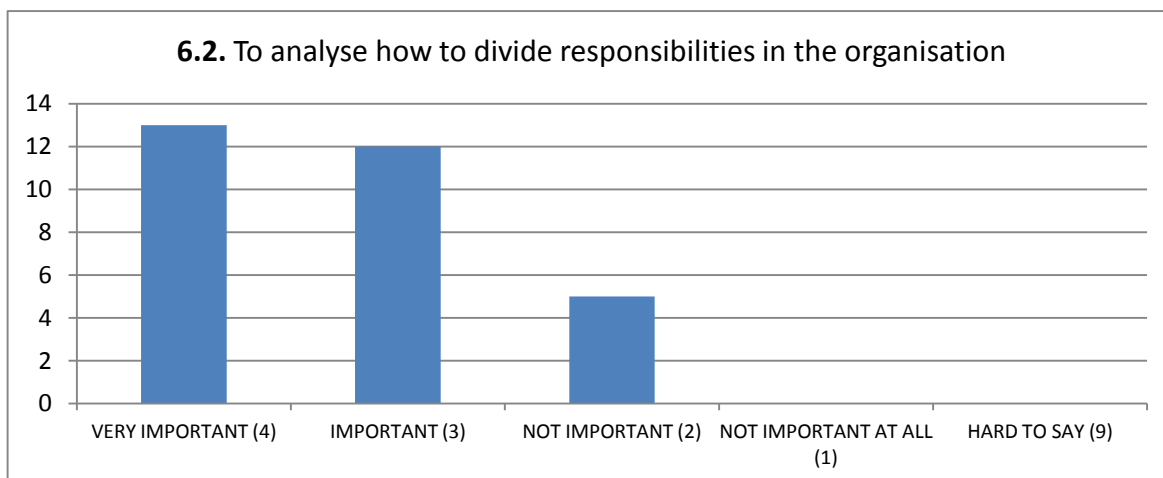
5. TEAMWORK AND SOCIAL INTEGRATION

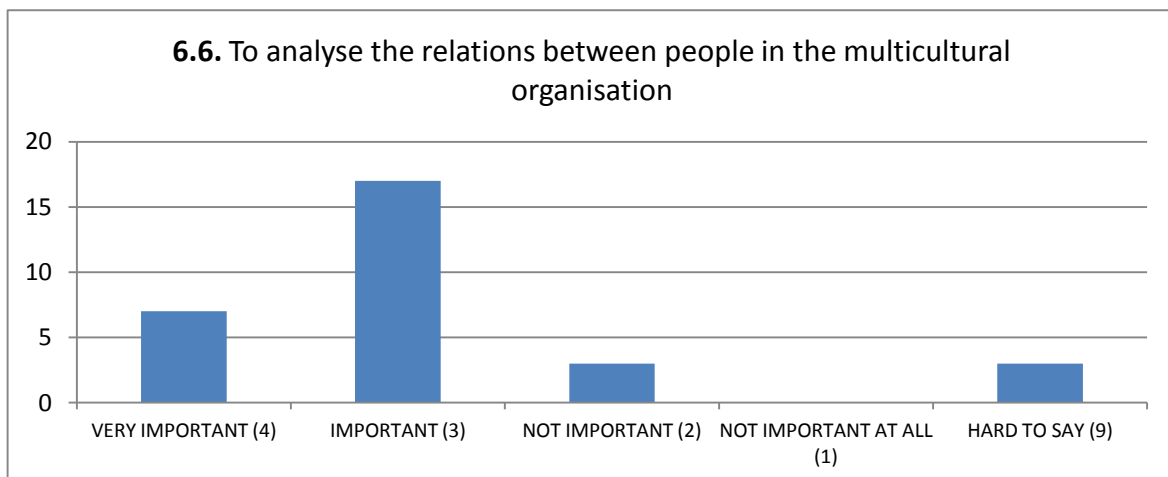
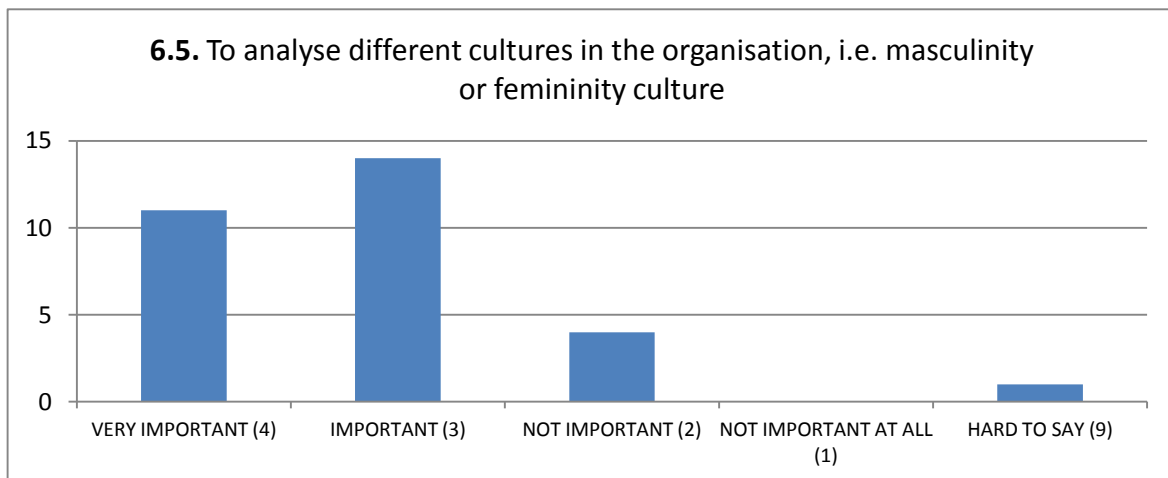




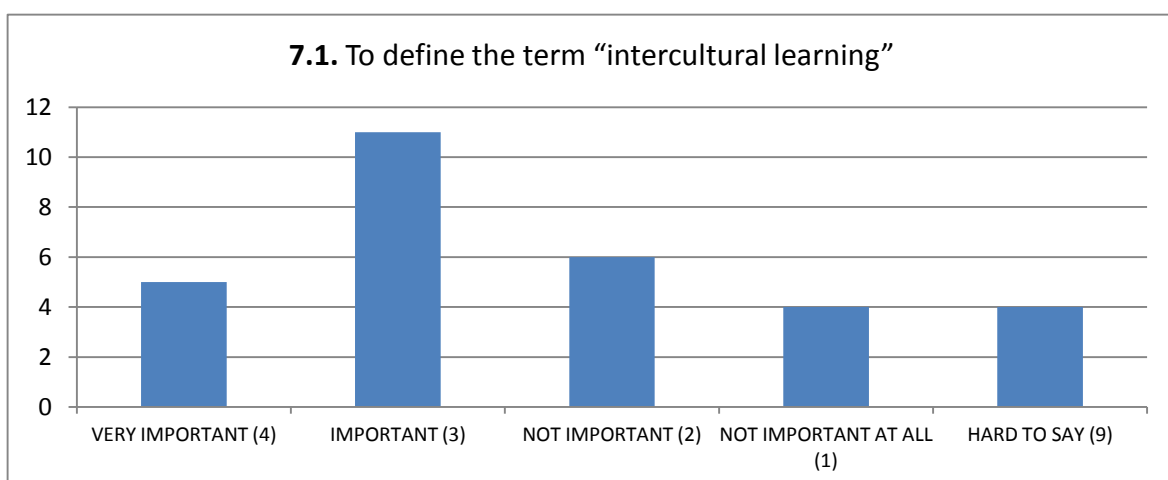
6. LEADERSHIP AND HIERARCHY

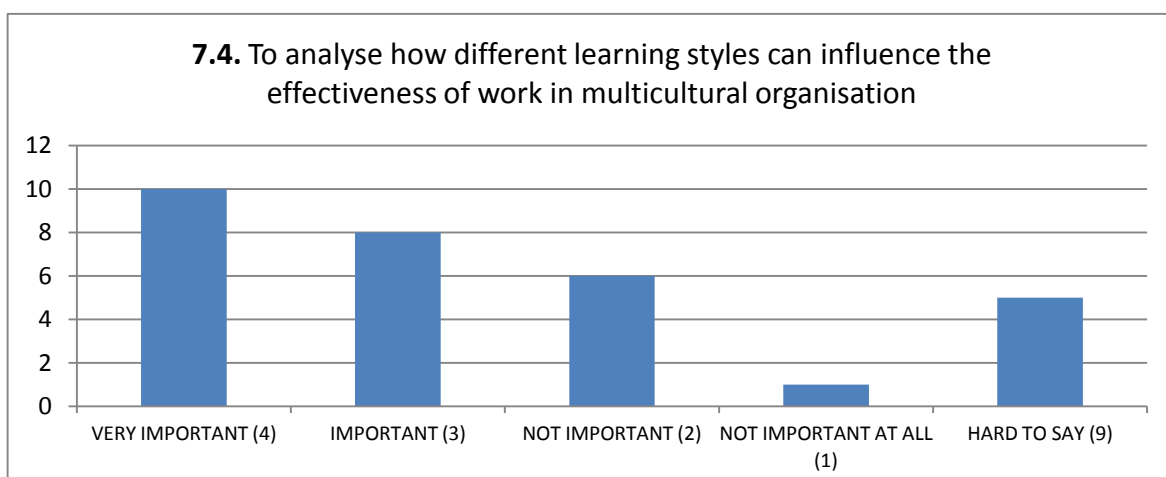
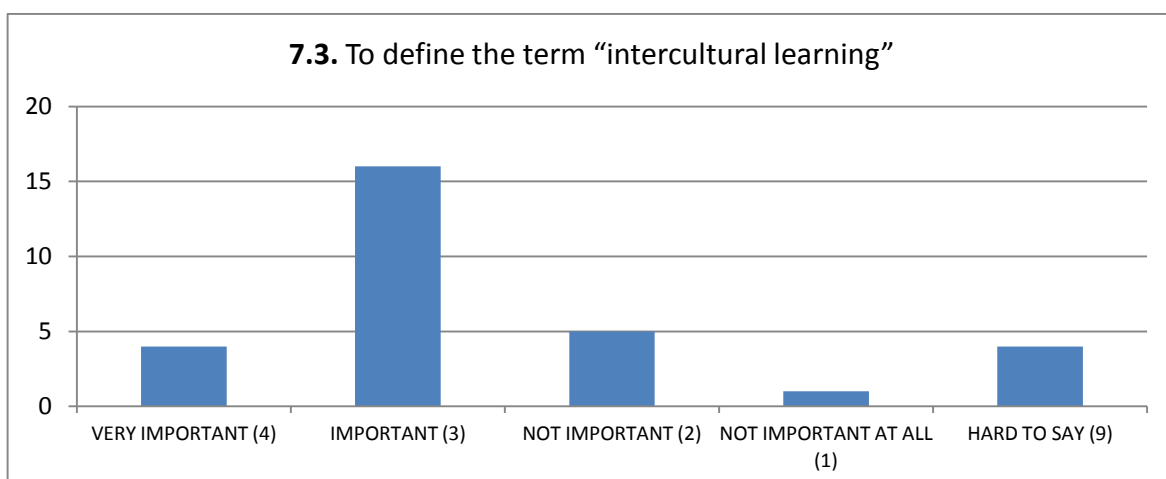
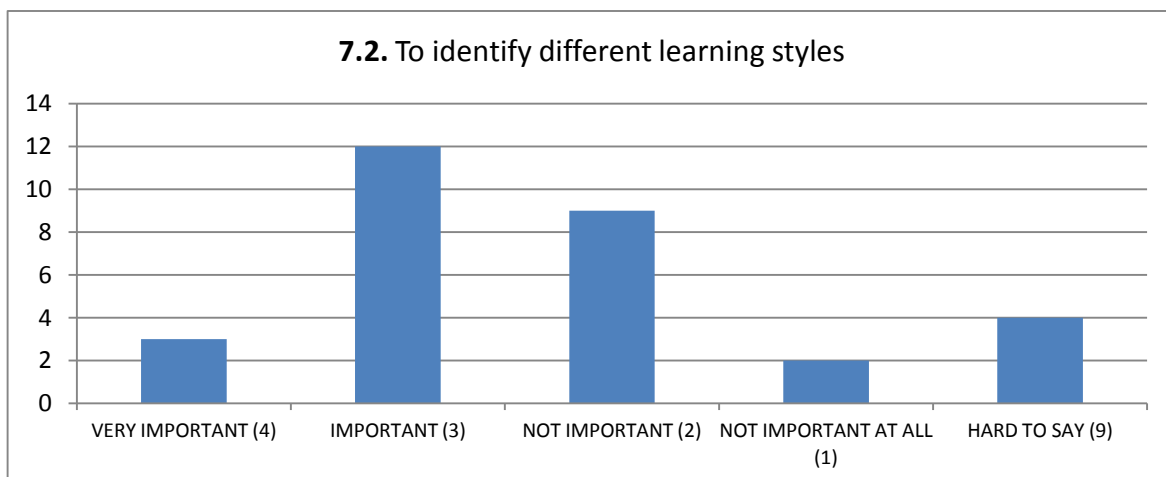




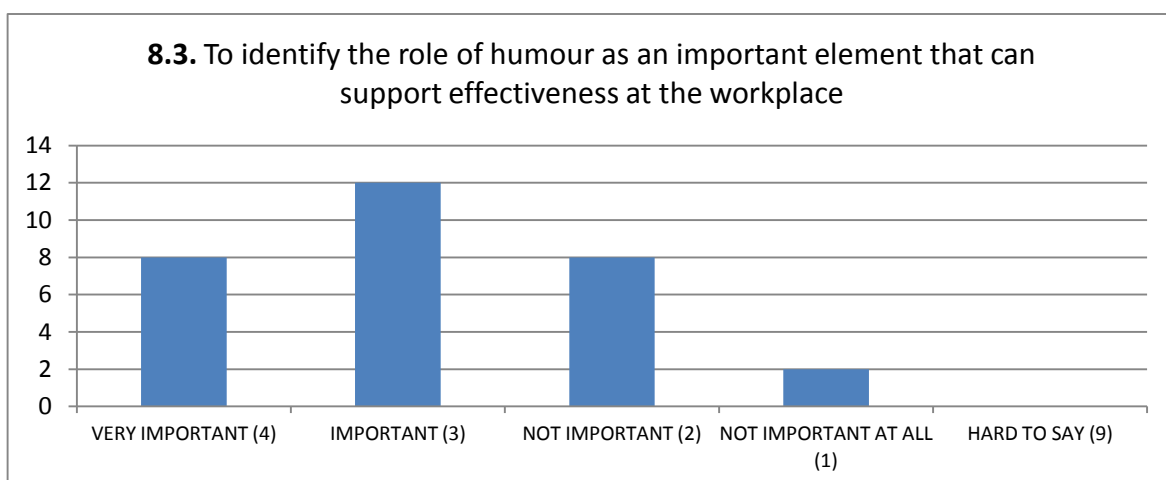
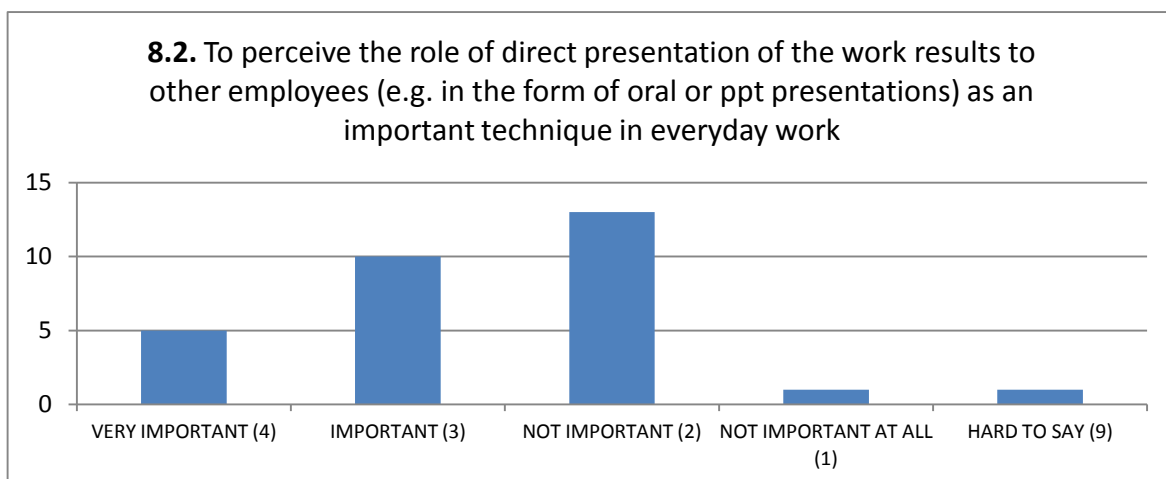
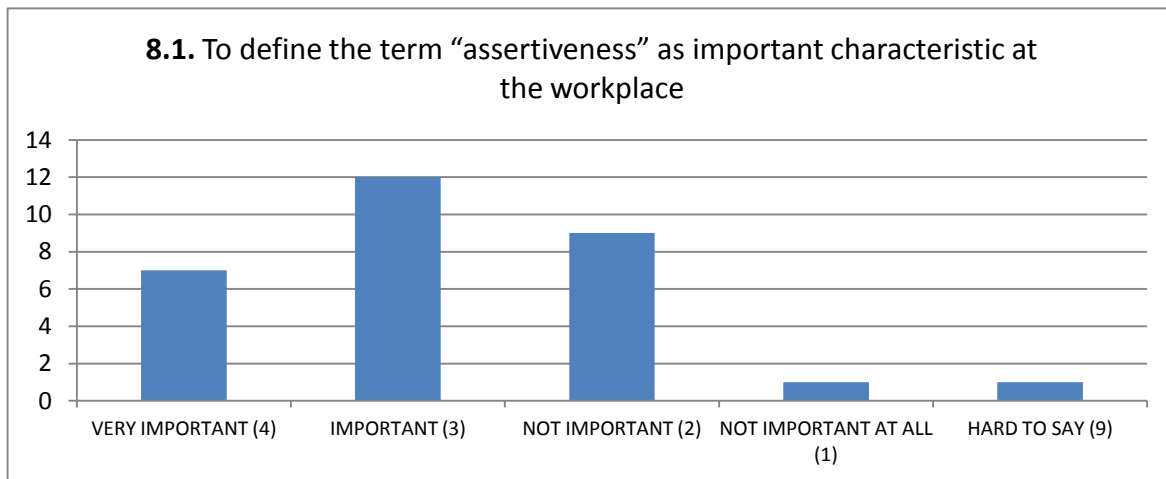


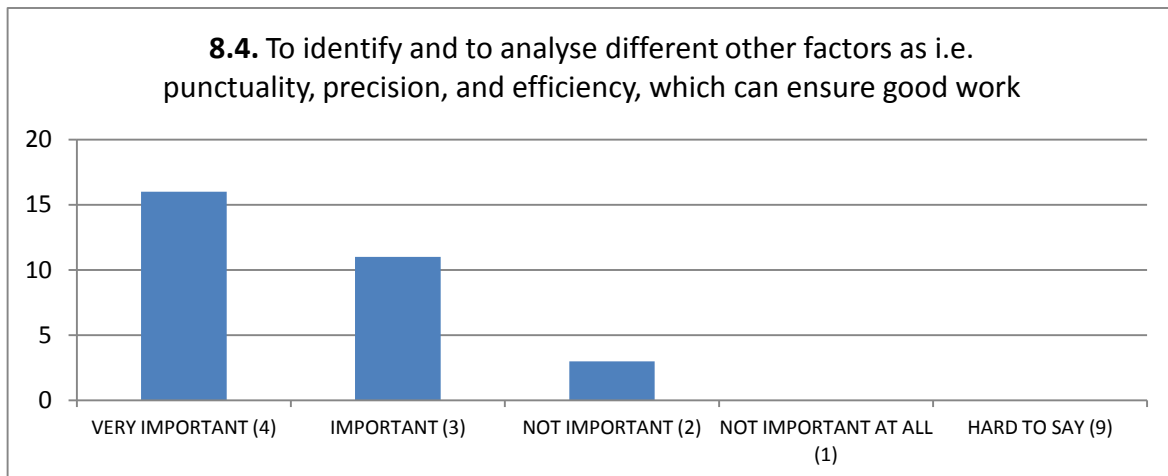
7. LEARNING STYLES





8. QUALITIES IN THE WORKING PLACE





9. BASIC DATA ON THE INTERVIEWEE

