



## Intercultural Competence Thrive in Multicultural Work Settings

Welcome to this workbook which is designed to help you gain a greater awareness of the value of intercultural competence as a key component of successful career management and provide practical strategies and tools to enable you to thrive in multicultural work settings.

### Learning Outcomes

As a result of using this Workbook it is anticipated that you will:

- Understand what is meant by intercultural competence and recognise its importance for careers within and beyond academia, irrespective of geographic location
- Have greater awareness of your own multiple cultural identities and your personal intercultural preferences to better build strong relationships at work
- Gain practical tools to enhance your level of intercultural competence leading to increased self-confidence when seeking new roles in multicultural work settings

The Workbook covers the following topics:

- Definitions of culture and intercultural competence
- Benefits and challenges of multicultural work settings
- Raising cultural self-awareness
- Avoiding Negative Stereotyping
- Identify your current level of Intercultural Competence
- Dimensional framework & 3R Model to aid interpretation of intercultural incidents
- Tolerance of uncertainty
- Build relationships based on empathy
- Develop cultural curiosity
- Practical tips – Successful intercultural email etiquette
- Practical tips – Successful multicultural meetings
- Additional Resources





## Definition of Culture

For the purpose of this Workbook we will adopt Spencer Oatey's (2021) definition of culture as the meaning systems that are shared to varying degrees by **“interacting members of a social group”** which influence, but do not determine each member's behaviour and his/her interpretation of the 'meaning' of other people's behaviour. This broadens out the popular notion of culture as being based primarily on an individual's nationality.

It tends to happen that wherever a grouping of people exists, a culture, or **“way we do things around here,”** (Bower, 1966) will develop. Cultural identity can be described broadly as any aspect of an individual's diversity, arising from a wide variety of variables including their age, gender, nationality, education, occupation, sexual or religious preferences, political ties and so forth. These all affect the way a person behaves and how someone else interprets that behaviour.

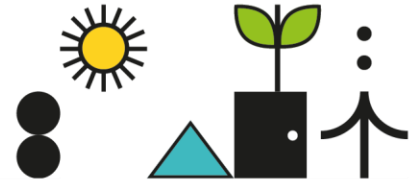
**EXERCISE:** Given the definition above would you describe the following team as multicultural or not? Would it be helpful for members of the group to have a level of intercultural competence?

**“This is a UK based work team composed of men and women, spanning two generations, some in their 20s and the majority in their 50s from London, Yorkshire, and Scotland. The team includes members who have different ethnic backgrounds, a mix of religious beliefs, and sexual orientations. All are university educated.”**

This is indeed a multicultural team even though all of the team originate from the UK. The group is culturally very diverse, but the team members may be unaware of the full scope of this diversity.

Culture is therefore not something that is easily defined. It is complex and resists essentialist labels such as “Americans communicate in this way,” or “British people negotiate in that way.” Culture is not fixed and is instead a process, something that is constantly being created. It is something that you can build in a team by agreeing





on certain norms of working together. Academic institutions, private sector companies and Third sector organisations each have their own unique cultures.

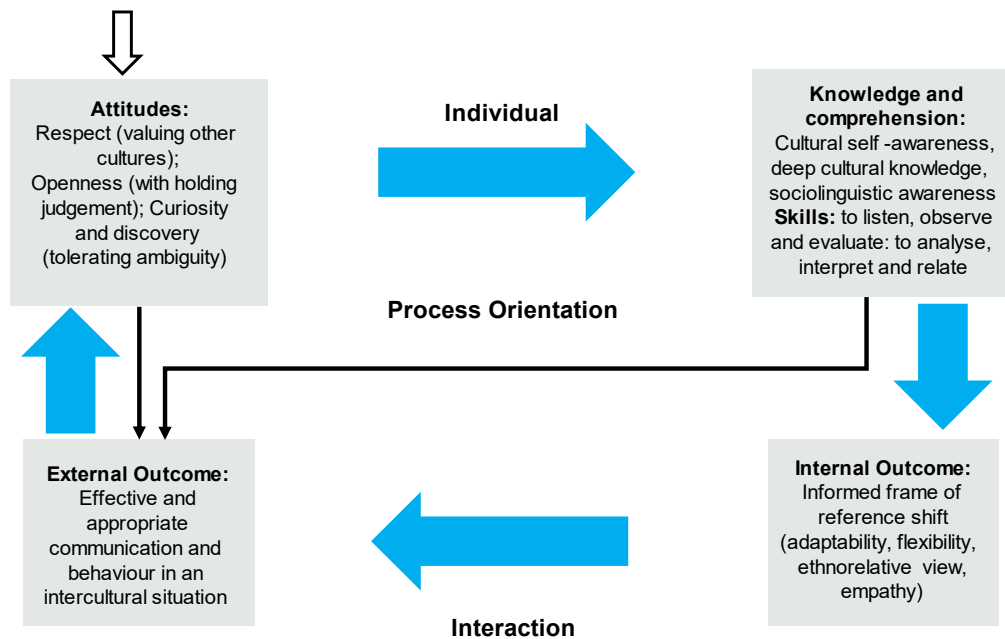
### Definition of Intercultural Competence

Intercultural competence is described by Deardorff (2009) as:

**“The knowledge, skills and attitudes that are required to get along effectively with an individual or a team with a different cultural identity to you.”**

Visually, this can be represented as follows:

### Intercultural Competence: Knowledge, Skills and Attitudes



Deardorff, D 2009

Intercultural competence is the measure of your effectiveness when interacting with others who do not share the same cultural background as you, using the broad definition of culture defined in the previous section. It requires you to be curious and open to differences, show respect and empathy towards others and to suspend





beliefs, assumptions, and judgements wherever possible. The skills of listening, observing, and evaluating, interpreting and relationship building are facets of intercultural competence. Intercultural competence incorporates the knowledge gained from cultural self-awareness, from knowing the local cultural context and from having foreign language (where appropriate) and sociolinguistic skills. The latter knowledge is invaluable for interpreting non-verbal body language. The need for intercultural competence is relevant for careers within academia and beyond. Gaining this competence is an ongoing, life-long learning process.

## Benefits and Challenges of Multicultural Work Settings

Research has demonstrated, see Reynolds (2018), that there are significant benefits to having a diverse, multicultural workforce. From the organisation's perspective a team with a varied cultural background frequently generates more innovative ideas, products, and services which in turn potentially leads to increased profitability or raises the reputation of the institution. For a potential employee such as yourself, a multicultural work setting may offer a highly stimulating environment both in terms of the work content which might have international scope for example, as well as the opportunity to collaborate with other talented colleagues. You may also benefit from forward thinking development and learning opportunities.

There are however a number of challenges that you might face when working in a multicultural work setting which might not exist when working in a more homogenous environment. Which of these have you experienced?

- Language. When colleagues do not all share the same mother tongue there may be one language that dominates in the group, reinforcing the power and influence of some and leaving those who do not speak it as fluently potentially feeling marginalised.
- Differences in the norms of non-verbal communication including gestures, facial expressions, body language as well as acceptable levels of personal space.





- Varying expectations about styles of communication. In some cultures it is acceptable to be direct and explicit where in others a more indirect approach is the norm to avoid potentially giving offence.
- Differing attitudes towards hierarchy may cause conflict. Some cultures are very respectful of the seniority of co-workers where other cultures have flatter structures and tend to be more egalitarian.
- Opposing decision-making norms. Certain cultures will expect a great deal of analysis and preparation before deciding upon something, whilst others may prefer to move into action more rapidly based on adequate information.
- Relationship to time can differ between cultures depending on whether it is viewed in a linear or fluid way. This affects attitudes towards punctuality.

## Avoiding Negative Stereotyping

Intercultural training which is focused almost entirely on the identification of differences in national cultural traits (e.g. Dutch people are very direct; German are always on time) runs the danger of producing negative stereotypes, which Holliday (2008) contends are “infected by prejudice which in turn leads to otherization.” To gain greater insight into how your culture may be perceived or stereotyped by others the following exercise may prove helpful.

**EXERCISE:** Imagine that a colleague is arriving who is new to your “culture,” be that new to your academic institution, to your geographic location and/or to your current work setting. What notions or expectations might they have ahead of time? Where might they have gained these from? Consider if you believe these notions to be “true” or not. When developing Intercultural Competence, we are seeking to suspend our assumptions of what a particular culture will be like derived from media, film, or other secondary sources where significant bias might exist.

## Raising Cultural Self-Awareness

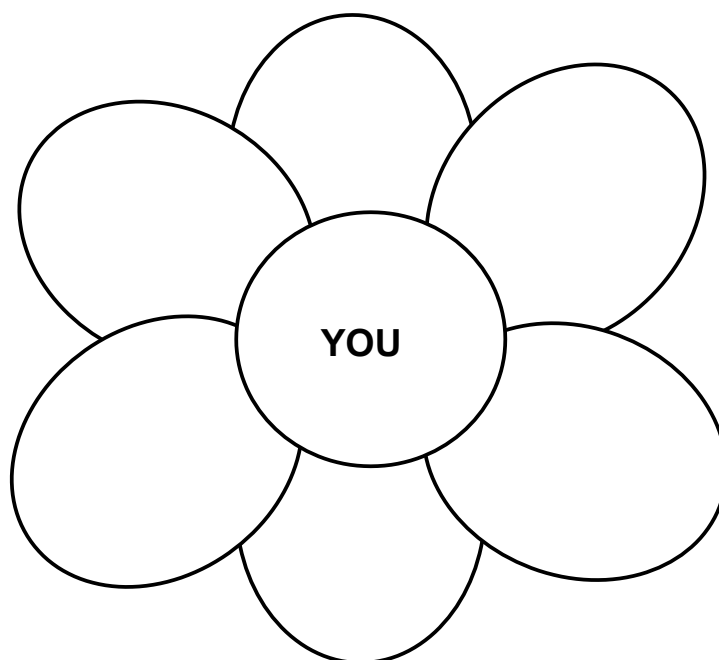




To work effectively with multicultural colleagues it can be helpful initially to be conscious of your own cultural make-up. Equipped with these insights, it will potentially be easier to recognise areas of cultural common ground as well as differences between yourself and others.

Cultural identity is described by Holliday (1999) as “**the collection of our multiple identities**”. These identities derive from the numerous “social groupings” we are part of, including those related to our nationality, gender, age, sexual orientation, family position, religion, hobbies, occupation, political ties, and education.

**EXERCISE:** Complete the blank Culture Flower outline below, by adding one of your multiple identities per petal (for example, Son / French / Cricket player / Muslim / Only child / University educated). The purpose of the exercise is to raise awareness of your own cultural complexity and the output can be shared with new colleagues in order to build trust and seek out greater common ground together.



Culture Wise (2015)





## Identify your current level of Intercultural Competence

Carry out this self-assessment exercise to gain a sense of your current level of intercultural competence and identify gaps that you may wish to focus on in future.

**EXERCISE:** To recognise the level to which you currently exhibit respect for others, demonstrate openness and display curiosity and empathy, which are all key attributes of intercultural competence as was highlighted earlier in this Workbook, ask yourself the following questions:

- How truly open am I to people from different cultural backgrounds, including differences in religious beliefs or educational upbringing?
- Do I make quick assumptions about colleagues? Do I prejudge colleagues or situations, or do I withhold judgement while I explore the context of the situation?
- Do I measure a colleague's behaviour based on my own cultural identity or do I try to understand their behaviour based on theirs?
- Do I value those from different backgrounds, and how do I demonstrate this even if I disagree with their beliefs and opinions?
- Am I willing to learn about different cultures?

In addition you could reflect on the skills that you have which may help you to build greater Intercultural Competence:

- When do I demonstrate good observation, listening, evaluation, analysis, interpreting, and relationship building skills?
- Do I check and clarify, rather than assume the understanding of others?
- Which verbal and non-verbal behaviours make me feel comfortable and uncomfortable?
- How developed are my language skills?





Use external resources to assess your current level of intercultural competence as well.

**EXERCISE:** Complete the assessment tools available via the Prosper website if you have not done so already: <https://prosper.liverpool.ac.uk/postdocs/reflect/self-assessment-tools/>

In addition you could choose to invest in the Intercultural Readiness Check (IRC) profile tool with a personalised hour of debrief and coaching available via an external consultant, Alexandra Beaulieu. Please refer to the Resources list for more details.

Finally you might choose to seek feedback from others whose opinions you trust and respect. Often, Principal Investigators, peers, supervisors and other knowledgeable others can help to identify your intercultural “blind spots” which may be talents and strengths that you do not recognise in yourself or potential areas for development in future.

**EXERCISE:** Send five to ten individuals an email requesting that they rate you from 1-5 (where 5 is fully exhibiting this skill) on the following aspects of Intercultural Competence and encourage them to include examples of real-life situations:

Skill	Rating (1-5) where 5 is highest	Example
Attentive listening		
Suspending judgement		
Evaluating options		







Relating to others, showing curiosity and empathy		
Language skills		

Armed with all of this information about your current level of intercultural competence, which combines your own self-reflection with the feedback of others, you now have your baseline. You hopefully know more about your cultural self and the ways that you currently interact with people from different cultural groupings.

**EXERCISE:** Establish what you can learn from all of this information. Ask yourself the following questions:

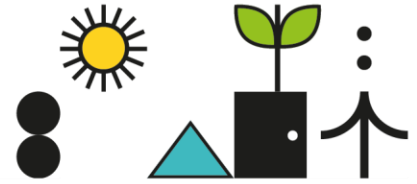
- What are my intercultural strengths?
- What are my development areas either in terms of my intercultural attitudes and/or my intercultural skills?

## Organisational Cultures

Organisational cultures, in academia and beyond, can vary widely depending in part on the different sets of values that they each seek to embody (refer to the Hofstede Insights article in the Resources section for more detail). This organisation culture influences the norms of how relationships are built, how communication typically takes place, how trust is created and how time is perceived.

When researching career opportunities endeavour to find out more about the organisational culture by carrying out informal information gathering meetings with individuals currently working there. Aim to speak to a cross-section of people including those who have only recently joined as they are likely to have experienced some sense of “culture shock” on arrival.





To help you best decide if this organisational culture aligns with your own values and preferred ways of working, and also to help you prepare for the recruitment process, ask the following questions:

- What form do colleague introductions take?
- What are the interview norms?
- What processes, if any, are in place to support new colleague induction and the building of colleague relationships?
- What are acceptable team meeting, and appraisal communication behaviours and email norms?

When these cultural experiences are unexpected, or surprising we might call them “intercultural incidents.”

## Dimensional framework to aid interpretation of Intercultural Incidents

A dimensional framework, such as the one outlined below based on the work of Erin Meyer (2015) can be a helpful tool when interpreting these intercultural incidents. Firstly it may raise your awareness of your own behaviours and preferred ways of communicating and interacting. Secondly, this knowledge may enable you to interpret and appreciate someone else’s perspective and behaviour without falling into the cultural trap of “othering”, that is, labelling others as “wrong” because their preferences or behaviours are different to your own.

**EXERCISE:** Place an X to mark your own typical preference on each of the following eight scales. Next, think of an Intercultural Incident you have experienced which relates to one of the eight dimensions. Where have someone else’s preferences been different to your own? Was this during an interview process, meeting prospective colleagues or when you were studying or working in an organisation? How can you re-evaluate the incident so that you have greater empathy for someone else’s preferences?





## 1. Communications

### Low-context ..... High-context

Low-context	Good communication is precise, simple, and clear. Messages are expressed and understood at face value.
High-context	Good communication is sophisticated, nuanced and layered. Messages are both spoken and read between the lines. Messages are often implied but not plainly expressed.

## 2. Evaluating

### Direct negative feedback ..... Indirect negative feedback

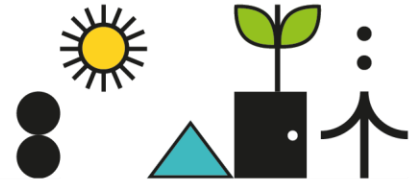
Direct negative feedback	Provided frankly, bluntly. Negative messages stand alone and are clearly delivered. Feedback may be given in front of a group.
Indirect negative feedback	Provided softly, subtly. Positive messages are used to wrap negatives ones. Qualifying descriptors are often used (e.g. slightly incorrect, a little unhelpful) when giving feedback. Feedback is given in private.

## 3. Persuading

### Principles-first ..... Applications first

Principles-first	Individuals first develop the theory or complex concept before presenting a fact, statement, or opinion. The preference is to begin a message or report by building up a theoretical argument before moving to a conclusion. The conceptual principles underlying each situation are valued.
Applications-first	Individuals begin with a fact, statement or opinion and later add concepts to back up or explain the conclusion as necessary. The preference is to





begin a message or report with an executive summary or bullet points. Discussions are approached in a practical, concrete manner. Theoretical or philosophical discussions are avoided in a business environment.

#### 4. Leading

**Egalitarian .....Hierarchical**

Egalitarian	The ideal distance between a manager and subordinate is low. Organisational structures are flat. Communication often skips hierarchical lines.
Hierarchical	The ideal distance between a manager and subordinate is high. Status is important. Organisational structures are multi-layered and fixed. Communication follows set hierarchical lines.

#### 5. Deciding

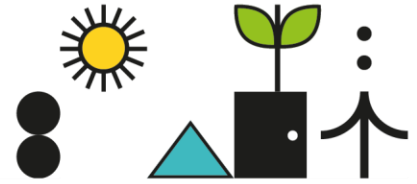
**Consensual .....Top-down**

Consensual	Decisions are made in groups through unanimous agreement.
Top-down	Decisions are made by individuals (usually the manager).

#### 6. Trusting

**Task-based .....Relationship-based**





Task-based	Trust is built through business-related activities. Work relationships are built and dropped easily, based on the practicality of the situation.
Relationship-based	Trust is built through sharing meals, evening drinks and informal meetings at the coffee machine. Work relationships build up slowly over the long term.

**7. Disagreeing**

**Confrontational .....Avoids confrontation**

Confrontational	Disagreement and debate are positive for the team or organisation. Open confrontation is accepted and appropriate and will not negatively impact the relationship.
Avoids confrontation	Disagreement and debate are negative for the team or organisation. Open confrontation is inappropriate and will break group harmony or negatively impact the relationship.

**8. Scheduling**

**Linear-time .....Flexible time**

Linear-time	Project steps are approached in sequential fashion, completing one step at a time. The focus is on the deadline and sticking to the schedule. Emphasis is on promptness and organisation.
Flexible-time	Project steps are approached in a fluid manner, changing tasks as opportunities arise. The focus





is on adaptability, and flexibility is valued over organisation.

Use the Dimensional Model when preparing for interviews where there might be cultural differences. Try to find out if the organisation is:

- Egalitarian or hierarchical. This may affect whether the interview is informal or formal in style
- Task or Relationship orientated. This may affect whether the interviewer has a job description, results-based focused, or concentrates on building rapport, discussing common interests or connections between you.
- Low (explicit) or high (implicit) in its communication style. If the interviewer has an implicit, indirect style you will need to focus on answering the question behind the question.

Finally mirror the body language of your interviewer, considering not only eye contact, but how you walk, how you sit, even whether you show your teeth or hide them behind your hand. Different cultures will ascribe different meanings to each of these actions.

## Interpreting Intercultural Incidents at work using 3R Model

Journal writing can be a helpful tool for tracking your intercultural experiences and as a way of working through intercultural incidents that you encounter when interacting with or joining a new employer with a different culture.

**EXERCISE:** Take the following steps once you have created a journal entry to deepen your intercultural competence using the 3R Model, devised by Spencer-Oatey and Davidson (2018) from Warwick University:





1. **Report** in your journal intercultural incidents you have encountered which surprised you, or you found unusual, puzzling, irritating, upsetting or significant in some way. Note down as factually as possible what was said, and any non-verbal body language involved. For example where there was a conflict over a decision-making process; where you felt surprised about the way an interview was conducted or the manner in which feedback was communicated to you.
2. **Reflect** on the situation. Try to spot the problem. Why did it happen? Did it arise due to language difference, conflicting communication styles, or different cultural values and assumptions? Consider using the dimensional framework outlined above to help you identify the issue.
3. **Re-evaluate** the situation. What are alternative interpretations about what has happened? Can you take a different perspective and practice putting yourself in another person's shoes to exhibit intercultural empathy? How might you now repair things, if necessary, to demonstrate your intercultural resilience?

Here is an example of an Intercultural Journal extract using the 3R analysis:

<b>REPORT</b>	Virtual meeting with all team members. X didn't contribute any ideas to the budget discussion. Other team members appeared surprised.
<b>REFLECT</b>	Technical problems? Topic too sensitive? Communication style too direct? Power/Status issues? Preference for introversion?
<b>RE-EVALUATE</b>	Arrange a one-to-one call with X to learn what happened and get X's ideas. Remember to adapt future meeting style to make it more inclusive. Ask for inputs ahead of the session. Use breakout rooms for smaller group discussions





Adapted from Gibson, R (2021)

Here are further examples of Intercultural Incidents which you could analyse using the Dimensional and 3R Models to enable you to view situations from multiple cultural perspectives:

1. “My new direct reports give little eye contact which I find impolite.”

Issue here could relate to different expectations of the “Leading” dimension. The direct report may be from a culture which respects hierarchy and seniority, and this is their way of showing respect.

2. “In my presentation today I started with my key recommendations but immediately faced questions about my methodology. I became defensive as I felt that with a PhD in engineering I shouldn’t need to cover this more theoretical background.”

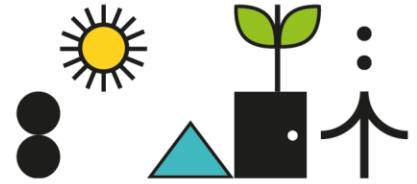
Issue here could relate to the “Persuading” dimension. The audience might be from a culture which values “Principles First” before being prepared to proceed to applications.

3. “I arrive more or less on time for meetings as I am often resolving an unexpected customer issue, but I know that my colleagues have already started to move forward without me. Then at the end they rush off and do not accept my suggestion of going to lunch together. I feel left out and a little lonely.”

Issue here could relate to the “Scheduling” and “Trust” dimensions. The individual possibly comes from a culture with a “flexible” or more fluid view of time whereas the colleagues appear to start their meetings absolutely on time and have a more “linear” preference. They seem to be more “Task” rather than relationship focused and don’t place the same value on taking time to get to know others more personally outside of the formal meeting time. Perhaps in future the individual could arrive







ahead of the start of the meeting and use the time to chat with colleagues informally to build rapport.

## Three Key areas of Intercultural Competence

### 1. Tolerance of Uncertainty

Being able to tolerate and even thrive on uncertainty is an important aspect of intercultural competence and requires you not to rush to closure or judgements in multicultural situations. We often find unpredictable situations stressful and want to move through them as quickly as possible. In multicultural environments, not knowing what assumptions your colleagues, clients or suppliers are working under, can feel very challenging. However, taking time to consider options, and listen to all sides is the key to ensuring that you don't make significant mistakes. Nobel Prize winner, Daniel Kahneman's book "Thinking Fast and Slow" (2012) can be helpful for deepening your understanding of this aspect of intercultural competence.

Practical strategies for building greater tolerance of uncertainty:

- Aim to be consistently factual and realistic about situations, demonstrating nuanced rather than black and white thinking.
- Slow down your judgement and decision-making processes. Ask more questions and aim to remain open and agile before coming to any conclusions.
- Actively participate in new cultural experiences and engage with individuals who have different cultural backgrounds to you. Invite a new colleague to lunch or volunteer for a charity that puts you in a situation of newness and amongst people from a different cultural background.

### 2. Build Relationships based on Empathy

Forming strong reciprocal relationships in a multicultural setting increases cultural understanding and builds support and self-confidence as well as strengthening your





professional network. The more that you can learn about the culture of the multicultural team you have joined, the quicker you are likely to feel you fit in.

Showing empathy means that you can imagine what it feels like to look through someone else's eyes or stand in their shoes and value how they see the world. This is vitally important to be able to do when you are working in a multicultural setting, to avoid misunderstandings.

It is often easier to feel empathetic towards a colleague when we can accurately read their non-verbal cues as well as tone of voice. This happens most often when we share a similar cultural background. You can often just sense when something isn't right with them. Many of these signals (e.g. nodding or shaking of head; amount of eye contact) have different meanings when the person has a different cultural background. This means we need to learn to slow down our normal response rates to others in order to question and interpret accurately what is being meant.

When we try to build empathy and understanding with new colleagues we often ask questions to find common ground together. In multicultural environments it is important to remember that cultures will differ in terms of how long it takes to disclose personal information. It might be seen as intrusive in one culture to ask about topics such as family, salary, or health. In another culture this information might be shared early on to build trust and empathy for each other's situation.

Practical strategies to create empathetic intercultural relationships further:

- Increase the frequency of contact with an individual you are finding challenging to interact with, rather than avoiding them. Take small steps, start with a greeting and a smile, comment on neutral topics like the weather, moving later to a question about weekend plans. Gradually trust will hopefully start to build between you given time.
- Find similarities and areas of common ground, for example via talk of a shared hobby, similar education, or family background, rather than focusing on the differences that appear to exist. Be prepared to share a little about





yourself early on in a relationship to encourage your colleague to do the same.

- Practice asking for help which demonstrates vulnerability and humility by using the question “Since you have deeper experience in [cultural context], do you have any insights to share on..?”
- Acknowledge your mistakes in an appropriate way, typically this will deepen your relationship with colleagues. However there are certain cultural contexts where you need to learn from an intercultural mentor how to do this appropriately without making yourself appear weak.
- Offer genuine, specific, and factual praise to others as well as sharing the credit for any part they play in your success.

### 3. Develop your Intercultural Curiosity

Possessing a genuine curiosity about other cultures and a desire to learn more about them is likely to lead to a greater degree of intercultural competence.

Practical strategies to develop greater intercultural curiosity:

- Seek out an intercultural mentor. A study by Osland *et al.* (2000) showed that individuals with an intercultural mentor “fare better” than those who do not as the mentor helps to draw out “more complex understandings of a new culture and provides an ongoing dialogue.”
- Make culture explicit by asking questions whenever you are unsure about how to interpret verbal or non-verbal signals and reactions. Head shaking in one culture can have a totally different meaning in another; lack of eye contact is viewed as a sign of politeness and deference to status in certain cultures whilst in others it might suggest a lack of trust or confidence.
- Learn some words of the language(s) spoken by your colleagues and/or clients as this may provide you with insight into the values of that culture. For example, Japan’s culture of politeness and respectfulness of status are reflected in there being more than twenty words for making an apology. Knowing this, might help to heighten your sensitivity to this aspect of Japanese culture.





In addition, trying to speak even a few words with colleagues and clients in their language demonstrates your humility. You may make mistakes, but this gives your colleagues an opportunity to help and advise you and see that you are prepared to be vulnerable. Language learning is a chance to become comfortable with the unknown and is likely to raise your level of empathy for the challenges faced by colleagues in your work setting who use a second/third language every day to communicate in your multicultural work setting.

Watching foreign films, using an app such as Duolingo or FluentU, reading a newsfeed in another language, are all simple ways to engage with other languages.

A recent Cruse Project (2022) report (link in Resources) highlighted “the importance of both experience with foreign cultures and foreign language competence” as critical aspects of building intercultural competence.

## Practical Tips – Successful Email Etiquette

It can be helpful to take into consideration the following points when communicating via email in a multicultural environment, particularly where colleagues or clients do not all share a common mother tongue or fluent language ability:

- Focus on sharing factual information in your emails rather than criticism or emotions.
- Aim to keep the email relatively short, simple, and polite. Make clear what is being requested and within what timeframe. Be very selective about using jargon, slang, proverbs, complex words, and acronyms in case your reader is unfamiliar with these and they might lead to a misunderstanding or might highlight a power/status difference.
- Be sensitive to how you address people. Echo their use of titles and credentials.
- Aim to respond to emails rather than react to them. Consider if you might be misinterpreting what someone else has been written, or the tone used, due to cultural differences.





- Don't rely on email. Communicate in a variety of ways including phone, video platform and face to face to build trust and common agreement, and to avoid misunderstandings.

## Practical Tips – Successful Multicultural Meetings

Whether you are leading or participating in a multicultural meeting either as part of the interview process or once you start work, the following strategies may help to demonstrate your intercultural competence:

- Aim to achieve a balance of task and relationship building where you create time for introductions and interactions. Agree on a longer communal lunch period for example or designate small break out groups up front to carry out the Culture Flower exercise from earlier in this workbook.
- Create common ground amongst participants by introducing knowledge of their culture into the content of the meeting, for example by including words from their language into a presentation.
- Allow time for multicultural colleagues to write down questions and share them, potentially anonymously, in advance rather than seeking spontaneous input. Culturally this might lessen power and status issues and will also better accommodate those who have a more reflective preference.

## Summary of Learning Outcomes

Having completed this workbook aimed at helping you to build Intercultural Competence so that you can thrive in a future multicultural work setting, it is anticipated that you can now:

- Appreciate a broader concept of “culture” and the knowledge, skills and attitudes associated with Intercultural Competence
- Recognise your own multiple cultural identities





- Use practical tools to increase your self-confidence when applying for and working in multicultural settings which result in stronger relationships and more successful work-related results

## Further Information

Please use the details below to contact the creator of this workbook, Sally Walker, Career and Intercultural Coach and Director of SW Career Coaching Limited if you have additional questions or would like to independently arrange 1:1 coaching sessions. These aim to optimise your job search and help you to secure a career direction which aligns with your needs, values, and interests.

[sally@swcareercoaching.com](mailto:sally@swcareercoaching.com)

[www.swcareercoaching.com](http://www.swcareercoaching.com)

<https://www.linkedin.com/in/sallyannwalker/>

## Additional Resources

Brown, B (2010) *The Power of Vulnerability* TED talk:  
[https://www.ted.com/talks/brene\\_brown\\_the\\_power\\_of\\_vulnerability?language=en](https://www.ted.com/talks/brene_brown_the_power_of_vulnerability?language=en)

Caligiuri, P (2021) *Build your cultural agility*, London and New York: Kogan Page Limited

Cruse Project Cross Cultural Skills Europe (2022) <https://cruseproject.com/learning-resources/>

Gibson, R (2021) *Bridge the Culture Gaps*, London & Boston: Nicholas Brealey Publishing

Global People Consulting  
<https://globalpeopleconsulting.com/category/latest-research-insights>





Hofstede Insights <https://news.hofstede-insights.com/news/how-does-an-organisational-culture-develop>

Intercultural Readiness Check (IRC) tool and 1 hour debrief: see <https://thinkmanners.com/en/irc/> and then contact Alexandra Beaulieu at [alexandra@thinkmanners.com](mailto:alexandra@thinkmanners.com)

Kahneman, D (2012) *Thinking Fast and Slow*, London: Penguin Books Limited

Meyer, E (2015) *The Culture Map*, New York: PublicAffairs

Molinsky, A (2013) *Global Dexterity*, Boston: Harvard Business School Publishing

SIETAR UK (Society for Intercultural Education Training and Research)  
<https://sietar.co.uk/helping-modern-learners-become-intercultural-learners/>  
<https://sietar.co.uk/its-not-about-culture-its-about-diversity-inclusion/>

Spencer-Oatey, H & P Franklin & D Lazidou (2022) *Global Fitness for Global People. How to manage and leverage Cultural Diversity at Work*, Melbourne: Castledown Publishers

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Culturewise Limited (2015) 'Understanding cultural awareness and cross-cultural communication skills – building a Culture Flower,' Culturewise website, <https://www.culturewise.net>

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