

# Project Report



## Interculturality in the workplace throughout Europe

The perceptions, interest and available tools regarding interculturality



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## EILEEN – project report

### 1. Introduction

The goal of this study is to obtain a detailed view of interculturality in the workplace throughout Europe. The perceptions, interest and available tools regarding interculturality are investigated in a total of 9 participating countries. These countries are divided into four different regions, based on a UN format:

- The south of Europe (8) : Greece, Spain, Italy, Croatia, Malta, Portugal, Slovenia, Cyprus.
- The east of Europe (6): Bulgaria, Hungary, Poland, Romania, Slovakia, Czech Republic.
- The west of Europe (6) Belgium, Germany, France, Luxembourg, Netherlands, Austria.
- The north of Europe (8) Ireland, United Kingdom, Finland, Denmark, Sweden, Estonia, Latvia, Lithuania.

First, the current interest in, and importance of interculturality for companies and media is described. This is reflected by the availability of best practices, validation tools or training programs in each of the participating countries. This current state of affairs is summarized in a desk research report.

Subsequently, a quantitative questionnaire gives insight into the perceptions in each of the regions concerning the intercultural momentum, i.e. the perception of the own behavioural pattern as well as of those from other regions we meet in professional practices. Based on some intercultural statements, the reactions of people to cultural differences are investigated. Finally, the intercultural competences deemed important to deal with people from other cultures are identified for each of the European regions.

These results are more deeply investigated through a qualitative questionnaire which was presented to 12-15 CEO's and HR professionals in each country. This gives a better insight into why certain intercultural statements are chosen and what the perceived benefits of intercultural competences for the companies are.

### 2. Desk research

#### 2.1 Belgium

##### 2.1.1 Results

[How important seems interculturality for companies in your country?](#)

Belgium had a total population of 10.839.905 at the start of 2010, of which 1.057.666 of foreign origin (9,75%). In Brussels, almost half of the population is foreign (42,9%), which is drastically higher than the other regions Flanders (6,8%) and Wallonia (10,5%). In addition to the neighboring countries, the most frequent countries of origin, in descending order of importance, are: Italy, Morocco, Spain, Turkey, Portugal, Great-Britain, Poland and Congo. Indeed, since the 1920's Italian and Eastern European workers migrated to Belgium to work in the mining industry. Because of demands from the Italian government for increased security measures, since the 1960's more people were employed from Spain, Morocco and Turkey. Since the mines closed, some of these groups have shown a significantly lower occupational rate. While 68,7% of native Belgians are employed, this is currently only the case for 33,4% of the Congolese, 38,7% of the Moroccans and 39,2% of the



Turkish. In addition to cultural differences, such as the tendency in these cultures of the women to take on the role of housewife, origin-based discrimination in Belgium is a real problem.

In 2012, an elaborate study (Diversiteitsbarometer, CGKR) was held to investigate diversity in the workplace in Belgium. Origin was one of the factors for which the effect was analyzed. Aggregated behavioral tests were conducted in the form of correspondence tests. Publicly available vacancies were addressed by submitting two fictitious candidacies. Their attributes and skills were described as uniformly as possible corresponding to the requested profile. Specific differences were introduced, selecting for the dimensions whose effect is being measured such as age, origin, disabilities, sex and pregnancy.

In this experiment, origin clearly led to a difference in evaluation of the candidacy. No significant difference could be observed between candidates with a different ethnic background (Italian, Turkish, Moroccan or Congolese) but a general tendency or preference for 'Belgian' candidates could be observed. Indeed, a 'Belgian' candidate was 6,6% more likely to be invited to an interview. However, origin based discrimination was less pronounced than discrimination based on age.

This experimental set-up only focused on the initial phase of the job search. It is remarked by the investigators that the risks for discrimination are also located further upstream in the process. This was confirmed in a survey where 8% of HR professionals stated that candidates from an ethnic minority would have to prove themselves more during the actual job interview.

These surveys also showed that nationality (9%) is more important than skin colour (5%). While these numbers are drastically lower than for age based discrimination, it is presumed that more socially acceptable answers were given when quantifying the effect of origin. This is also reflected in the effect of religion. Only a minority of HR professionals regarded religion an important factor, however, 44% of them confirmed that religious items influencing the candidate's appearance such as headscarves seriously affect the final decision.

Other studies corroborate these findings. When addressing the ethnic minorities themselves, 75% of the respondents report being discriminated against when applying for work. A survey by the Fundamental Rights Agency in the 27 EU member states showed that Belgium has the second highest discrimination rate towards their main (North-African) ethnic minority, surpassed only by Italy. In addition to discrimination when applying for a job, also a disadvantage when employed is reported e.g. by missing promotions.

At this time, no data is available concerning the temporary staffing sector in Belgium. However, there are reasons for concern as a TV documentary in 2010 revealed that 75% of the agencies agreed to exclude foreign persons from the selection process when asked.

The lower success-rate can be explained by a number of thresholds which are present in the HR professional's perception of foreign applicants: inferior education, inadequate knowledge of Dutch or French, a higher risk of problems after employment. In addition, the opinion of other employees can be a factor in the employment of people with a different origin. This is a potential problem as surveys show that 20% of Belgians do not want a foreign colleague. Even more employees (30%) state they would find it difficult to accept that a colleague from another origin would be promoted within the organization. Finally, 2/3 employees say it is annoying that co-workers talk in their own language during work or breaks. However, these findings are contradicted by the general perception of



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discrimination by Belgians. A total of 68% of respondents find it bad that a qualified person is not considered for a position because of their ethnicity.

Once they are hired, employers are willing to accommodate the cultural differences of employees from a different origin. Practical examples include accepting other holidays than those which are legally granted such as the Sugar Feast (29,3%), adjusted working hours or work during Ramadan (30%) or individualized competence training such as language courses (27,8%).

From the Belgian social security database, it can be concluded that all of these factors combined lead to a problem with the employment rate of people of foreign origin. For 'Belgians', 68,7% is actively employed. This is significantly lower for people of Congolese (33,4%), Moroccan (38,7%) or Turkish decent (39,2%).

#### [How do companies in your country show that interculturality is important to them?](#)

Many major corporations in Belgium express their interest in corporate social responsibility and diversity by publishing dedicated strategic documents or addressing the topic in their annual reports. For example, Eandis, the company which manages the Belgian electricity and gas distribution infrastructure, has drafted an ethical charter where they mention mutual respect for individuality and diversity as one their core values and strengths. Similarly, the construction firm Befimmo engages itself in their annual report to remain open to diversity of their employees in age, sex, origin,... Furthermore, it is their goal to draft a diversity plan to put this into practice. Such a document was already created by Danone, where the diversity charter is one of many ethical principles put to paper by the company.

Most of the companies however do not go as far to include diversity into their working principles. They limit themselves to stating that diversity is important to them and candidates from all ages, sex, origins,.. are encouraged to apply.

Smaller companies (SME's) rarely mention diversity in either their annual reports or their vacancies. However, especially for technical jobs, they are more dependent on this demographic to have their positions staffed as people from other origins are often less educated. As recent media reports show, such employers often pay more attention to origin for positions where customer interaction is more important.

#### [Is interculturality a regular issue in the business press and media of your country?](#)

Every few years, interculturality becomes a topic in the Belgian press and media when concrete examples of discrimination are exposed. For example, last month a survey by the Minorities Forum has revealed that 2/3 companies working with service cheques respect customer demands to only send employees of Belgian origin. Service cheques are a government sponsored payment method for certain household services (cleaning, washing, ironing, cooking,...). The fact that a government sponsored system is actively discriminating against people of a different origin, especially for jobs which do not require a higher education or comprehensive knowledge of the local language is astounding. While non-discrimination is one of the conditions to partake in the service cheque system, the responsible minister claims to rely on self-regulation of the sector as active monitoring would legally be considered incitement.

Similar media reports can be found concerning discrimination in the temporary staffing sector. In 2001, Adecco was accused of racism by an employee. The company made a distinction between Belgians and immigrants by assigning locals the letter code BBB or 'Blanc Bleu Belge' referring to a



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local purebred local cow breed. This way, Adecco could keep track of the companies which wouldn't hire people of foreign origin.

In 2007, a temporary staffing agency seeking candidates for employment at Deutsche Bank used the phrase "Attention: ne souhaite pas de personnes exotiques pour aucun poste" in an internal e-mail. This led to an uproar in the media and the responsible minister encouraged such staffing agencies to develop diversity plans for their company.

Finally, in 2010, a TV documentary revealed that 6 out of 8 temporary staffing agencies were still actively discriminating despite the measures taken in the past by the government.

[What are or are not the good practices regarding interculturality in a business environment in your country?](#)

Luckily, many Belgian companies take on an active approach to fight discrimination and engage foreign employees in their day-to-day work. For example, the facilities management company Cofely Services has created the company Novela specialized in the cleaning of technical equipment. Here, they focus on employing people who have difficulties of getting employed elsewhere and give them a chance to prove their skills. This leads to further employment within Cofely Services or other companies.

Other companies such as Extensa recognize the value of a network in finding employment. Therefore, they have founded Bright Future, a coaching network for highly educated foreigners. Here, more than 80 experienced managers from different industries guide promising students in finding employment in their field of expertise.

Some companies are confronted with a lack of capable employees, for example the Flanders Coach Group had difficulties staffing drivers with the necessary driver's license. Therefore, they also employ a number of foreign drivers who had difficulties understanding and speaking Dutch. Thus, a diversity plan was developed including a course of professional Dutch and, more importantly, a system of mentorship by other employees to improve integration.

Also for safety reasons, being able to communicate is essential in the workplace. The carpet producing company, ITC Carpets, is employing over 95% of foreign employees on the factory floor. Less than 5% of their employees is fluent in Dutch. Therefore, they organized traditional initiatives such as language courses, mentorship, detailed instructions with pictures,... without adequate results. Finally, they have developed cartoon-style instructions to explain safety precautions and the necessary actions with positive results.

[Do these companies measure / validate interculturality? Do these companies use certain models?](#)

No proof has been found that these companies in fact measure or validate interculturality in the workplace. However, a tool was developed by a Flemish governmental organisation (Kennisknooppunt Interculturaliseren) to analyse interculturality based on an extensive questionnaire identifying the current situation and the goals.

It is the goal of the organisation to combine the expertise concerning interculturality in Flanders and the surrounding countries, and to spread the results across sectors and departments. To increase the success rate of new projects and experiments, the organization fosters networks with others who have significant experience with interculturality. The organization is a part of the Flemish Department for culture, youth, sports and media. Therefore, this tool is only applied in these sectors at the moment.



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Which are the institutes, organisations,... working on intercultural competences. What are the services, trainings, coaching provided?

Different organizations offer specific trainings concerning interculturality and dealing with diversity in the workplace

- Via Via Tourism Academy: trainings focused on intercultural awareness for employees in the tourism sector
- The Interfederal Equal Opportunity Centre offers diverse courses such as:
  - Responding to prejudices, racism and discriminations
  - Intercultural communication
  - Dealing with communication conflicts and aggression
  - Diversity management

These courses teach managers how to deal with diversity, including its benefits and potential pitfalls. It doesn't focus on theory exclusively but also offers practical solutions. Finally, they offer instruments and strategies to improve the willingness to adopt change among employees and coworkers.

- Different consultancy firms offer specialized trainings concerning interculturality and diversity, such as:
  - Terra Cognita ([www.terracognita.be](http://www.terracognita.be))
  - Acsim ([www.acsim.be](http://www.acsim.be))
  - Goes-Thing ([www.goes-thing.be](http://www.goes-thing.be))
  - Caleidoscopia ([www.caleidoscopia.be](http://www.caleidoscopia.be))
  - Hivset (<http://vormingscentrum.tactics.be/opleiding/id/745>)
- Governmental research projects of which the results are shared publicly such as:
  - project OMIG: developing a method for intercultural sensitivity
  - DiversityRemix ([www.diversityremix.be](http://www.diversityremix.be)), which offers practical solutions for HR professionals in an extensive manual
- Other web platforms offering answers to practical questions about diversity such as Vreemde vragen ([www.vreemdevrAGEN.be](http://www.vreemdevrAGEN.be)). This website provides information about the legal framework to prevent discrimination, racism, and the development of a diverse HR strategy.
- University courses such as the Bachelor's degree in Intercultural Management, organized by Thomas More (Mechelen)
- Information packages provided by labor unions (e.g. ABVV)

### 2.1.2 Conclusions

10% of the Belgian population is of foreign origin. This group has a significantly lower employment rate than native Belgians (<40% vs 68%). Origin was shown as a cause of discrimination in the recruitment process because of preconceptions like inferior education levels or an inadequate knowledge of Dutch or French. However, many (international) companies place diversity high on their list of priorities as can be seen in year reports and mission statements.



There has been much press coverage, especially about some discrimination cases concerning the system of service cheques and temporary employment.

No measurement tools are available to validate interculturality or intercultural competences. However, some companies are taking an active approach in the development of practical tools to overcome (language) barriers in the workplace, thereby increasing the employability of people of foreign origin. Furthermore, many institutions and small companies offer specialized trainings in the field of interculturality.

## 2.2 Bulgaria

### 2.2.1 Results

How important seems interculturality and social inclusion for companies in your country?

Sources:

- There are training modules/programs how to develop intercultural knowledge in the organization. It's about the knowledge of the different cultures in the process of innovations. InnoSupport is an online platform for supporting innovations in SME. It's a practical InnoSupport guide and offers a wealth of information on how to develop innovative ideas, as well as how to evaluate, implement, protect, finance & market innovative products & services. This European consortium of universities, research organisations, technology and incubation centres and other technology transfer organisations started to collect the most important facts, techniques, instruments and other information of practical help to the innovation process in intercultural perspective. [1]
- National research for intercultural training and entrepreneurship, part of National Conference for "Education and research". It is linked with the need of intercultural education and entrepreneurship. The Conference is international with students and professors from different European countries. The Bulgarian Academy of Sciences is one of the science foundation in Bulgaria and work closely with all the universities and professional schools in the country. [2]
- Trainings for "Intercultural communication". The provider is a "Center for Human resources Development and regional initiatives" who provides trainings for individuals and organizations. The main goal of the training is to increase the knowledge and the awareness of intercultural Relations and cultural differences – the conditions for successful intercultural communication. [3]
- Training for Intercultural competency, provided by Leadership.bg – online platform for leadership development. The aim of the training is to increase the culture awareness, to develop intercultural competency and emotional intelligence. [4]

Recent statistics about labour market (2013-2014)

- Immigrants vs. natives 18 570 immigrants for 2013-2014
- Young vs. 50-plus 45.7% vs. 54,3%
- Man vs. woman: 48.6%/man vs. 51.4%/woman
- Unemployed 10.8%

In the last few years, more and more international companies open branches in Bulgaria. As an HR Company, we can see from our practise, that the managers and HR business partners are searching





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for employees with experience (international is recommended) and shared intercultural knowledge – to have understanding about multicultural differences and to be flexible in them behaviour.

*How do companies in your country show that interculturality is important to them?*

*Give 3 examples of mission statements / year reports of important companies and SME's where interculturality is mentioned as important.*

- Prime Property BG REIT [5]  
In the mission statement: “Our main investors are international companies”.  
In the values: “Our team includes high qualified experts with strong know-how in Bulgaria and abroad”.
- Bulgartabac [6]  
In the values: “We believe in the diversity that makes us richer”
- Generaly Insurance [7]  
In the Values: We value our people, encourage diversity and invest in continuous learning and growth by creating a transparent, cohesive and accessible working environment.  
Developing our people will ensure our company’s long term future.
- Actavis Bulgaria [8]  
In the mission statement: “We welcome the multiculturalism in our group”
- SAP Bulgaria [9]  
SAP University Alliances – partnership with different universities form Bulgaria and abroad for exchanging knowledge and experience between the employees and the science. In this way SAP participate in various training sessions and communicate with experts through social media and affiliate networks. SAP University Alliances popular events held as Innojam with a focus on sharing innovations and other global initiatives to create applications.

#### **Are these companies’ exceptions or mote trendsetters?**

From a search of 47 companies, only 4 of them mentioned that they develop multicultural experts or are interesting and implement international competences and intercultural learning.

*Is interculturality a regular issue*

#### **In the business press and media of your country?**

- In one of our most popular business newspaper Capital, we found 8 publications connected to interculturality for the last 5 years. They are mostly about different people, entrepreneurs, who are leaving abroad and integrate themselves in different cultures. [10]
- “Telegraf” is another daily newspaper, where have 5 articles for the last 3 years. They are connected with intercultural projects in primary schools for multicultural exchange of knowledge and good practises. For example, there is a projects for Transmission of environmental responsibility in a multicultural environment: Communication techniques for mobilizing youth activities to combat climate change ", “Mediation of the conflict, to optimize communication in educational, social and cultural environment,, with youth mobility, etc. [11]

We have over 10 popular newspapers and no results in the others are found. This makes us to believe, that the media rarely write and promote projects and initiatives related to intercultural exchange, business competences and mobility of student and unemployed.

#### **In a business environment in your country?**



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Can you give examples?

*Check business sections and archives of newspapers, business magazines and websites, Facebook, twitter, etc... Some phone calls to business journalists might help.*

- A project connected to Interculturality in the Workplace was implemented from European Center for Education and Training (ECET), Bulgaria (funded from Leonardo da Vinci [12] The project encourages better understanding and awareness of the cultural differences in order to create culturally integrated workplace. In the project were involved over 100 European organizations.
- A research from ECET about the problems in the workplace due to the lack of intercultural skills; the ethnocentricity in the intercultural workplace in Bulgaria; the intercultural challenges in the workplace and how to overcome them. A Handbook [13]
- How to develop intercultural skill for the business is an issue in some Master programs in our Universities. For example, New Bulgarian University has a required course for “Intercultural skills and international team work”, part of the Master program for Project management and EU funding [14]

#### Articles:

- Blagoeva, E. (2014). The Role of Self-Management And Intercultural Competences For The Project Teams’ Efficiency. Department Public Administration, New Bulgarian University [15]
- A handbook for Intercultural Learning for teachers. 2006. Part of EMIL project. [16]

*Do these companies measure / validate interculturality? Do these companies use certain models (e.g. ODIS = observe, describe, interpret, save your evaluation till the end) or ....?*

*Make a phone call to the HR department of the companies with good practices you already mentioned.*

- Prime Property BG REIT – **No**
- Bulgartabac- Don’t have some specific procedure for measuring interculturality. They have competence model and Annual evaluation system on it. Also an E-learning platform used for communication with intercultural suppliers and partners. **No**
- Generaly Insurance : They encourage diversity, but don’t include it as a competence in them competence model and do not measure it as a knowledge and behaviour. **No**
- Actavis Bulgaria – **Yes** - Annual evaluation based on the Competence model in the company. They are international company and the model is constructed by the mother company in USA.

*Make a list: which are the institutes, organizations, universities... working on intercultural competences. What are the services, trainings, coaching provided?*

- Lecturing for overcoming the obstacles to intercultural understanding [17]
- Intercultural training agenda for youth workers and educators. Preparation for mobility [18]
- EU project - Adaptation of an innovative "cross-cultural and entrepreneurship methodology" [19]



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### 2.2.2 Conclusions

There is a growing importance of interculturality in Bulgaria. In recent years, more and more international companies have opened branches in Bulgaria and are searching for employees with international experience and shared intercultural knowledge.

However, this is still a developing trend as only 4 out of 47 investigated companies mentioned that they are actively working on interculturality. Furthermore, interculturality doesn't receive much attention in the Bulgarian media. Some research programs have been performed in Bulgarian institutions, leading to handbooks and courses on the subject matter.

The companies working on interculturality don't have models to measure or validate interculturality, with the exception of Actavis Bulgaria, who use the model constructed by the American mother company.

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- [4] <http://leadership.bg/%D0%BC%D0%B5%D0%B6%D0%B4%D1%83%D0%BA%D1%83%D0%BB%D1%82%D1%83%D1%80%D0%BD%D0%B0-%D0%BA%D0%BE%D0%BC%D0%BF%D0%B5%D1%82%D0%B5%D0%BD%D1%82%D0%BD%D0%BE%D1%81%D1%82-%D0%B8-eq/>
- [5] <http://www.primepropertybg.com/?cid=29>
- [6] <http://www.bulgartabac.bg/en/company/values/>
- [7] <http://www.generalibg.com/en/about-us/Misiq,-Viziq--Cennosti/>
- [8] <http://www.actavis.bg/bg/about/default.htm>
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- [12] [www.eiworkplace.net](http://www.eiworkplace.net).
- [13] [http://immi.se/eiw/texts/National\\_Report\\_Bulgarian.pdf](http://immi.se/eiw/texts/National_Report_Bulgarian.pdf)
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- [16] <http://www.emil.ikk.lmu.de/bulgar/Brochure-exercises-BG.pdf>

[17] <http://nederlandica.com/en/lecturing>

[18]

[http://ahamoments.eu/index.php?option=com\\_content&task=view&id=61&Itemid=108&lang=en](http://ahamoments.eu/index.php?option=com_content&task=view&id=61&Itemid=108&lang=en)

[19] <http://www.angelie.cc/index.php/about-the-project.html>

## 2.3 France

### 2.3.1 Results

How important do interculturality and social inclusion seem important in your country?

In France, immigration as a demographic mass phenomenon dates back to the late 19th century. Due to economic development and a shortage of manpower, France favoured the introduction of immigrants until 1974. The first immigrants originated from neighbouring countries: Swiss, Belgians and Germans. Between the two world wars, they came from all over Europe (200 000 per year on average): from Italy, Poland, Hungary, Czechoslovakia... After the 1st WW, France becomes the 1st immigration country even before the USA. In the 1920s, the average number of entries is about 300,000 immigrants per year. After the 2nd World War, the immigrants came from Spain, Portugal, Yugoslavia, North Africa, Turkey. With decolonization, the collapse of the Soviet bloc, globalization and African conflicts, immigration in France has become even more heterogeneous with flows from sub-Saharan Africa, Central Europe and China.

In 2013, out of 66 million inhabitants, France had 11.5 million people of immigrant origin, i.e. 19% of the French population. This included 5 million immigrants (foreign citizens born abroad) and 6.5 million descendants of immigrants (3.4 of them born abroad and 3.1 million born in France).

The active population (citizens aged 15-64 of working age), accounted for 43 million people. According to INSEE [1], the immigrant workforce in France is 2,892,150 persons. Workers with 1 or 2 immigrant parents are 3,174,430 people. In total, this represents 20.4% of the working population, among whom 1,272,450 immigrants of European origin and 3,006,890 of non-European origin.

Active population of working age of migrant origin (sources : INSEE, DARES)		
Origin	Immigrants	Children of immigrants (1 or 2 parents)
EU	1 272 450	2 690 000
Spain	136 210	580 000
Italy	148 990	880 000
Portugal	517 090	450 000
Other EU 27	470 160	780 000
NON-EU	3 006 890	1 800 000
Othe r European countries	161 280	160 000
Algeria	556 140	640 000
Morocco	568 980	310 000
Tunisia	207 460	180 000
Other African countries	602 100	200 000
Turkey	215 100	80 000
Cambodia, Laos, Vietnam	140 180	90 000

Active population of working age of migrant origin (sources : INSEE, DARES)		
Origin	Immigrants	Children of immigrants (1 or 2 parents)
EU	1 272 450	2 690 000
Other Asian countries	315 950	80 000
America, Oceania	239 700	60 000
<b>Total working age</b>	<b>4 279 340</b>	<b>4 490 000</b>
Out of whom are active	2 892 150	3 174 430
Out of whom are inactive	1 387 190	1 315 570
Out of whom are unemployed	506 126	555 525

The 2013 statistics situate the employment rate of the French population at about 81% for men and 72% on average for women. Among immigrants and according to their origin, the highest employment rate relate to immigrants from Spain, Italy and Portugal. The lowest male employment rates are found among the descendants of immigrants from sub-Saharan Africa (53%), South East Asia (60%), Morocco and Tunisia (61%), Turkey (67%) and Algeria (69%), The employment rate is significantly higher among the children of immigrants from southern Europe (Portugal, 82% Spain, Italy (86%) or the European Union (81%) and close to the employment rate of the majority of the population (81%). [2]

#### FROM INTEGRATION TO DIVERSITY

Due to its long history of immigration, rather than simple economic integration of immigrants in society, and refusing the concept of assimilation that often relates to abandoning the characteristics of one's culture of origin, France has promoted «Intégration», a concept coined in 1988 to refer to policies and processes that «require reciprocal effort from the immigrant and the society of the host country], openness to diversity, perceived as an enrichment, but also as the adhesion to the country's culture and a responsible will to guarantee and build a common democratic culture ». This relates to the reciprocal incorporation of migrants to the host society and the temporary support policies towards access to common rights. Intégration means to value what unites French citizens and those who want to access French citizenship.

This led to the creation of the High Council for Integration (Haut Conseil à l'Intégration), a "forum for reflection and proposals" established in December 1989 by the government of Michel Rocard. The HCI was in charge of an annual report and issued advisory opinions upon the government's request on the "integration of foreigners and residents of foreign origin.» The HCI was also assisted by the Observatory of immigration and integration statistics. The HCI was dissolved in December 2012 after a controversial report on the islamic veil. From then on, all issues relating to "the integration of immigrants" have focused on the distinction between immigrants of muslim and of non-muslim origin. Secularism becomes the key issue and diversity replaces the concept of integration. The rise in influence on the political sphere of "Front National"; the far right political party which discourse is essentially anti-immigration-based, with Marine Le Pen's calls to "defend our civilisation", accusations of muslim invasion and controversies on halal meat in school canteens, women-only sessions in public swimming baths have led other political parties to minimise, if not to avoid the issue of interculturalism beyond the limits and recommendations of the diversity Charter.



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### How do companies show that interculturality is important to them?

Launched in late 2004, in line with the bases of a EU integration policy, the **“Diversity Charter”** is a commitment text proposed for signature to all companies, whatever their size, to condemn discrimination in employment and to promote diversity at work.

The Charter encourages enterprises to better reflect the diversity of the French population in their workforce. Structured around six articles, it guides the company in the implementation of new practices, involving all its employees and partners. It encourages them to implement a human resources management policy based on the recognition and enhancement of individual skills. The company thus promotes cohesion and social equity, while increasing performance.

The Charter is supported by the main employers' organizations, many networks of companies and public bodies. Signing the Charter therefore demonstrates the commitment to non-discrimination and diversity and the promotion equal opportunities in employment, as a means to improve the company's performance. However, the Charter does not give any specific recommendations based on intercultural elements.

3,337 French companies have already signed the Charter (0,1% of French companies!)

It is interesting to observe that the Charter is an initiative from a public body and presented as a tool to the service of the company and its workers:

- By engaging in a diversity approach, the company ensures that its recruitment practices are in compliance with the law; this prevents the risk of complaints or loss of reputation in court cases.
- It demonstrates its commitment as a socially-responsible company
- Working for diversity contributes to building a positive image of the company towards its customers, suppliers, employees and local authorities (in public procurements, ethical response to consumer and workers' expectations, etc).
- Optimize human resources management: Diversity management leads to optimization skills and promotes employees' involvement. Diversifying its recruitment sources and integrating new profiles also allows to cope with labour shortages and increase economic performance
- A diverse team better understands the expectations of the different types of customers, helps to enter new markets, develop business innovation capacity, and better adapt to change.

A series of institutions and organisation support the signatories in their common commitment to promoting diversity in France, whether through advocacy, promotion, research, working groups, concrete actions, ...

The High Council notes that the effectiveness of the Charter is uncertain, given its non-binding character. It merely encourages the implementation of a policy of diversified human resources.

It is on the basis of this **ethnic marketing logic** that Groupe L'Oréal, Nestlé or Carrefour, have developed an intercultural approach in line with their international development. Intercultural skills seem to be the particular concern of such large groups with branches in various countries and are often developed on the occasion of mergers, buy-outs or specific cooperation projects. They have also clearly understood that addressing all ethnic groups among the French population was the best way to increase their market shares.



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A second example is the **"Diversity Label"** established by the government in 2008. In 2007, the National Association of Human Resources Directors (ANDRH), built and tested a label for all types of discrimination, with the exception of equality between men and Women, as the Professional Equality Label already existed. Since its launch, the "Diversity Label" has been awarded to 254 private companies and public or government agencies. It concerns more than 15,000 work sites and nearly 770,000 employees, i.e. more than 3% of the workforce. It is awarded to organizations that can prove their exemplary conduct in terms of non-discrimination. A regular assessment of the company's human resource management is carried out every three years and can lead to the label's withdrawal.

#### [Is Interculturality a regular issue in the business press and media, in the business environment?](#)

It is generally agreed that integration is easier when the host society adopts an open attitude towards the immigrants and/or their children. According to a 2010 Pew report, 88% French citizens consider that it is up to the immigrants to adopt the habits of French society and 67% consider that they must make effort to foster their integration.

**Interculturality** is not regularly referred to as such, but rather in terms of diversity and integration. The main debates refer to the cultural differences that exist between citizens of Muslim origin and the visible signs of their religious practice on the public domain of a republic that claims its secularity as a means of unity and cohesion: In 2004, a major debate on the Islamic veil in schools, universities and public institutions divided the country. The law prohibiting the total Islamic veil in the public sphere was voted in July 2010 in order to stop the propagation of cultural differences and reassert secularism as a founding principle of the French Republic.

The question of integration is regularly debated in the media on the occasion of situations perceived as a threat or a denial of some founding principles of the Republic: man/woman equality, secularism, religious practice. The terrorist attacks of 1995, 2012 and January 2015 have contributed to bring in a new aspect of cultural differences: the defence of freedom of expression. Those attacks have fuelled increased fear of Islamic fundamentalism among the population.

It is now assumed that cultural factors can play a negative role in the integration process. This view is also the basis of the theories of Front National, the populist party, which has been gaining wider audience among voters.

#### [Do companies measure/validate interculturality ? Do they use certain models?](#)

The Higher Council for Integration has proposed to create a unique label "Equality and Diversity". This label should help SMEs obtain financial participation from chambers of commerce to support an intercultural approach. In the sector of media, the High Council for Media has alerted on the necessity to promote diversity in order to reflect social reality and to break stereotypes. A "quota" of 12% of "non-whites" was established as a goal in the media sector and in media productions in 2005. Improvement has been made. The rate of "people from diverse origins" is also measured in TV programmes, films, fictions and among political representatives. The only problem is that by willing to reduce inequalities, the only measuring tool refers to a dangerous ethno-racial classification imported from the USA. Instead of fighting against discriminations, this positive discrimination measure only fosters racial tensions.

In politics, political parties are encouraged to present candidates from « diversity ». Studies are being carried out by the Higher Council to measure the slow progress.





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*Décret no 2008-1344 du 17 décembre 2008 relatif à la création d'un label en matière de promotion de la diversité et des préventions des discriminations dans le cadre de la gestion des ressources humaines et à la mise en place d'une commission de labellisation.*

Make a list of institutes, organizations or universities working on intercultural competences. What are the services, trainings, coaching provided.

Several university courses offer training in intercultural skills. However, they may have varied orientations :

### **Intercultural Studies and Applied Languages**

Université Paris Diderot - Paris 7

U.F.R. Études Interculturelles de Langues Appliquées (EILA) - Case 7002 - 75205 PARIS CEDEX 13

### **Intercultural Management of Human Resources – Master in Intercultural Communication and Strategy and Interculturality**

Department of Applied Languages, Business and Communication

34 avenue Carnot - 63037 CLERMONT FERRAND CEDEX 1

This Master's course trains HR professionals with an intercultural dimension. It allows acquiring skills on HR management and intercultural management, in link with linguistic characteristics.

### **Master's Degree in « Franco-Spanish Intercultural Studies »**

Master in intercultural psychology and psychoanalysis

Université Toulouse - Jean Jaurès - 5 allées Antonio Machado - 31058 TOULOUSE Cedex 9

### **Master's course "Expert in Intercultural Management "**

Department of Intercultural Psychology

Université Paris 8, Service Formation Permanente, 2 rue de la Liberté, 93526 Saint-Denis Cedex

[info-sfp@univ-paris8.fr](mailto:info-sfp@univ-paris8.fr)

Many private institutions as well offer courses, mainly to private companies

### **UNDERSTAND FRANCE**

[www.understandfrance.org](http://www.understandfrance.org) Intercultural management

Trains companies and workers to the cultural differences involved when working with French partners.

### **ELAN INTERCULTUREL**

7 rue Guillaume Bertrand - 75011 Paris [info@elaninterculturel.com](mailto:info@elaninterculturel.com) +33(0)1 83 87 96 79

ELAN INTERCULTUREL is a non-profit organisation specialized in the field of intercultural relations.

We promote a holistic approach to culture, as a means to stimulate a cross-cultural cohesion process.

Created by a group of professionals interested in the challenges faced by contemporary societies, our association's objective is to facilitate intercultural dialogue and training for living cultural diversity.

Key words: intercultural dialogue, diversity, socio-anthropology, adaptation, intercultural communication, fight against prejudice.

### **AKTEOS**

Training to Intercultural communication and international competitiveness

An intercultural management specialist, Akteos trains employees of international companies for all their global projects to become "success stories".

The objective is to help companies to become more competitive internationally and to cope in a





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multicultural world, through training to risk management associated with cultural differences, learn to decode cultural behaviour, acquire intercultural communication skills and negotiate or manage successfully in an international environment...

[contact@akteos.fr](mailto:contact@akteos.fr)

## **L'ATELIER DES CULTURES**

446 Rue du Dr Schweitzer - F-31800 Saint-Gaudens - +33 (0)5 61 88 27 89

Binational training modules, rather in connection with language learning.

### *2.3.2 Conclusions*

In France, 19% of the residents is of foreign origin. Their employment rates are significantly lower than those of native to France, especially for immigrants from Africa and Asia. Due to its long history of immigration, France has developed the concept of “Intégration” which requires reciprocal effort from the immigrant and the society of the host country.

In 2004, the “Diversity Charter” was launched, a commitment text proposed for signature to all companies, whatever their size, to condemn discrimination in employment and to promote diversity at work. In total, 3.337 companies have already signed the Charter and agreed to work on interculturality. However, this charter is non-binding.

A second initiative is the “Diversity label”, established by the government in 2008. Organisations that can prove their exemplary conduct in terms of non-discrimination are awarded a quality label.

Media attention is mostly directed towards hot topics such as the debate on the Islamic veil in schools, universities and public institutions.

Interculturality is as such not measured in companies, however, certain quota are imposed in the public sector such as a minimum of 12% non-whites in media productions. It is stated that instead of fighting against discrimination, these positive discrimination measures only foster racial tensions.

As in other countries, many public and private institutions offer courses concerning intercultural psychology, communication and relations.

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## **2.4 Germany**

### *2.4.1 Results*

How important seems interculturality for companies in your country?

## **INTRODUCTION**

In Germany the development of a “welcome culture” and interculturality in enterprises is in process of constant development. Due to a perceived shortage of professionals in certain sectors, mainly resulting from the expected changes in demographics and the overall aging of the work force,



Germany, among others is interested in attracting professionals from abroad: "WINNING THE BEST FOR GERMANY – shaping QUALIFIED IMMIGRATION" is a slogan of the Federal Employment Agency.

The Federal Ministry of Economy and Energy, the Ministry of Labour and Social Affairs and the Federal Employment Agency support the concept with a so called "skilled labour offensive". Several internet portals exist, that provide information for immigrants about living and working in Germany, e.g. [www.makeitengermany.de](http://www.makeitengermany.de) with information for professionals and companies in different languages, a hotline in German and English, prospects, recognition of professional qualifications etc.

The Organisation for Economic Cooperation and Development (OECD) identified Germany as second most popular destination for migrants worldwide. In 2013 the highest positive immigration saldo was recorded since 1993, as stated in a report recently introduced by the Federal Ministry of the Interior.

The term "Willkommenskultur"/"welcome culture" in the context of labour market policy refers to "legal and qualified immigrants, who on the basis of attractive conditions should be welcomed to Germany" (BAMF 2013). For the phase of the long-term establishment of newly migrated persons, a "culture of recognition" shall be created in German society.

#### **STATISTICAL DATA on migration and employment in Germany**

In 2014, 80.8 million people were living in Germany. The number includes 16.5 million (20.5%) people with a migration background. A majority of 9.7 million of these had a German passport and 6.8 million were foreigners (Federal Statistical Office 2014) [1].

About one third of all people with a migration background were born in Germany (6.0 million), about two-thirds immigrated (10.5 million). 69.4% of immigrants that have moved to Germany are from Europe, 36.6% of all immigrants are from EU member states, 17.8% from Asia and 3.2% from Africa. The main countries of origin were Turkey (12.8%), Poland (11.4%) and the Russian Federation (9.0%), followed by Kazakhstan (6.9%) and Romania (4.4%), Italy (4.0%) and Greece (2.1%).

In January 2015, the Federal Employment Agency [2] estimated the employment rate with 42,2% among foreigners/migrants and 57.4% among Germans.

The unemployment rates were as follows:

- Non-Germans nationals 15,1%
- Germans 6.2%

Between 2009 and 2013 nearly 1.2 million people have moved to Germany (Federal Statistical Office Feb. 2015). Among them was a high proportion of people with a university degree (40% of 25- to 34-year olds). The majority of these immigrants were well qualified:

- 85% of 18- to 24-year-olds possessed a high school diploma
- 5% were still in school

A Bertelsmann study [3] found that six out of ten Germans questioned the view that immigrants will be warmly welcomed in Germany. In 2012, only every second person expressed this view.

People with a migration background also see Germany on the right track. 68% feel welcome at government agencies. Three years ago only 57% made this statement.



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Almost all respondents (97%) perceive that immigrants make an effort for a peaceful coexistence. (in 2012 88% stated this). 80% of the respondents to the Bertelsmann survey expressed the wish that immigrants share parts of their own culture with Germans.

### **Welcome culture in companies**

Many employers are still hesitant about recruitment abroad, reasoning that the processes are too complicated and outcomes too unpredictable. In addition, the high demands of German companies for specific knowledge and skills (especially SMEs) often prevent them from recruiting potential candidates from abroad.

<http://www.google.de/url?source=transpromo&rs=rssf&q=//translate.google.com/community?source=all> In a publication in the framework of the Charter of Diversity opportunities [4] for the operational implementation to promote diversity and openness to international professionals in enterprises have been identified. For example:

- Adaptation of the mission statement, for example, by incorporating the principles of "openness and non-discrimination" and publicly expressing this commitment on the company website;
- Review of own structures on openness and accessibility, e.g. by a diversity check
- Adaptation of the application processes, for example, through modifying the announcements for vacancies, for example: "We welcome applications from women and men, regardless of their cultural and social background, age, religion or belief, disability or sexual orientation." (City of Munich);
- Organization of language courses,
- Promotion of intercultural competence development and exchange in the workforce, for example, through intercultural / diversity training courses;
- Providing support for family related issues, for example, by assisting in the search for residences or schools etc.

### **How do companies in your country show that interculturality is important to them?**

The CHARTER of DIVERSITY that was started in 2006, is a corporate initiative to promote diversity in companies and institutions (the initiative's patron is Federal Chancellor, Dr. Angela Merkel). The initiative aims to promote the recognition, appreciation and integration of diversity into German business culture. Organisations shall commit to creating a working environment free of prejudice. All employees should be valued regardless of gender, nationality, ethnic origin, religion or worldview, age, sexual orientation or identity. The Diversity Charter was initiated by a number of large multinational companies: Daimler, BP Europa SE (formerly Deutsche BP), Deutsche Bank and Deutsche Telekom. More than 2,000 companies and government agencies have signed the Charta of Diversity.

The Charter of Diversity shapes the discourse on diversity management in Germany with various projects. The initiative organises events, conferences and workshops on diversity, for example, "strengthen diversity - recognise stereotypes". On June 9, 2015 the "3rd national diversity day", a national day of action will be organised to bring the idea of diversity into the focus of enterprises and institutions.

Also on regional level there are various initiatives to support the opening of the German work sphere to other cultures. For example the federal state of Lower Saxony awards enterprises, which have



successfully implemented projects and measures for the integration of international professionals every year with the “Hannover price” of 6000€. For the award it is crucial that implemented measures are sustainable and create a win-win situation for businesses and professionals and that the company by its salient welcoming culture serves as role model for others. One of the laureates is Continental, a global company producing tires.

### **Some examples of the implementation of a welcome culture in companies:**

In 2014, the Continental AG was awarded with the “Hannover Price” for a programme to train international experts for the research and development department. A total of 24 international trainees are trained annually. The trainees are supported by a comprehensive welcoming culture, such as taking care of visa issues, supporting the apartment search and through to integration of the international trainees into a network of people with the same cultural background. A continuously updated database to facilitate the integration was created for this purpose. The trainees are supported by a special buddy and mentor system to integrate them quickly into the working and living environment. Further the mission statement of the company highlights interculturality.

Many larger companies, especially those doing business on international markets or with branches abroad, emphasize in their mission statements that diversity and openness belongs to their core values working together worldwide for people of different nationality, religion, background and education. An example from the MAHR GmbH-Mission Statement: Customer orientation, reliability, accuracy and efficiency, honesty and trust, responsible action, cultural diversity. Cultural diversity is an enrichment and requirement for our success worldwide. We avow to our regional and cultural heritage and accept country-specific conditions.

Recently also SMEs become more aware of the issue and start initiatives to attract professionals from abroad. This especially relates to the health and care sector. For example the Mani Pflege company, a care provider for elderly, was awarded the “welcoming culture-2013” price. The family business supports Portuguese professionals already in the preparatory measures in their home country. Its manager has built a network of hospitals, universities and intermediate partners in Portugal. At a first meeting in Portugal the candidates are informed about their career prospects when moving to Germany. In Germany the Portuguese professionals are assisted in finding accommodation, language courses and the with recognition process for their qualification. The Mani family personally offers the support necessary to successfully integrate staff from Portugal into the new social environment. Further there are German and integration courses, which are offered for nurses in Portugal and are financed by the company.

Generally, the importance of interculturality is mainly derived from the perceived need to gain professionals from abroad in order to secure the long term performance of the enterprises in the context of global competition. Cultural diversity as value in itself is not so much the point in these discussions.

### **Is interculturality a regular issue in the business press and media of your country?**

The issue of opening the sphere of work for persons from other cultures and the need for skilled labour from abroad is a popular issue in German media since several years. This is strongly related to the predicted changes in demographics, especially the aging of society and resulting needs for qualified younger persons on the labour market to ensure German competitiveness as knowledge based high technology economy (especially in the export sectors). Several institutions like the



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employers association regularly report on the need for highly skilled labour that can't be provided from the national workforce only.

The manager magazine online recently reported on the plea "Let foreigners in!" [5] by Ingo Kramer, the president of the German employers association and chief executive of the foundation of the German economy. He says that immigration already today softens the negative effects of the demographic change. He points to the brilliant level of qualification that immigrants have and demands a better support for University students from abroad, to lower the drop-out quote of 50%. Also he pledges to offer perspectives for refugees to stay by offering them concrete measures for education and integration. Also migration and immigration to the educational systems in order to win foreign talents, is a relevant field of action to secure the supply of qualified human capital. He stresses though that these arguments are not to be understood as not to develop potentials of the domestic population.

It must be stated though that this message in recent times is critically discussed, also in the media. For example statistical data shows that offers for engineers are in fact much less than communicated and there actually is a sufficient number of unemployed German engineers to fill that gap.

Nevertheless there are considerable efforts to implement a welcome culture in German companies, which is a topic periodically covered in newspapers. So called "welcome centres" have been implemented in several German communities in recent years, to support migrants to settle in Germany and provide concrete support, e.g. with language courses, the tax system or to find accommodation and child care. These welcome centres very specifically support foreign employees to create their living conditions in a way that they can quickly be integrated and pursue the work they have come for. A specific emphasis is put on the language skills as precondition for successful integration into the German labour market.

Media on national and regional level regularly reports on new developments and initiatives in this area. One example for such a project is the "Welcome Centre Neckar-Alb" run by the chamber of commerce in Reutlingen [6]. It has received a 2-year government grant of 132.840 Euro to build up a contact point for professionals who are new to the region. It also offers consulting for enterprises which are searching for employees from abroad.

Besides these welcome centres, who are often initiated by associations related to the economic sector, there are counselling centres for migrants and refugees with a more general focus in one form or the other in all German communities of a certain scale that support migrants in various ways (administration, qualification, language, jurisdiction, child care,...) to foster their integration.

Another line of discussion frequently covered in media is migration driven by poverty. This is often communicated related to the assumption that these migrants come to Germany to benefit from the German welfare system and especially targets migrants from eastern European countries like Bulgaria and Romania. Die Zeit Wirtschaftsmagazin online presents a study by the Institute for Employment Research (IAB), in which the perspective to find a job is the main motivation to come to Germany: On average persons migrating to Germany were younger and better educated than the average of the German workforce. Most of these would see their stay in Germany as contemporary and plan to return to their countries of origin after a few years. These persons actually would fill gaps by working in positions that otherwise would stay open, contrasting the arguments that working migrants cause increased unemployment of Germans.



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Generally structural and economic arguments prevail in the public debate about migrant labour in Germany. Cultural issues, for example in how far impulses through different views from different cultures can offer benefits or how it changes the culture of collaboration in companies play only a minor role in the debate and are rather found in academic publications and discussions.

#### Do these companies measure / validate interculturality?

Ever more companies describe the benefits of employing persons from abroad and emphasize the importance of intercultural skills. The Federal Ministry of Economics and Technology (BMWFi) provides numerous tips [7] for candidates and companies on how to achieve integration. Also the BMWFi has created a competence centre to support companies to create a welcome culture. Meanwhile information and guides with checklists for successful integration of professionals are available in all federal states of Germany (example in Lower Saxony) [8]. Yet no proof has been found that these companies measure or validate interculturality among their staff or for the workplace in general.

#### Which are the institutes, organizations, universities working on intercultural competences. What are the services, trainings, coaching provided?

Beyond the institutions supporting integration of foreigners mentioned above, there is a vast number of organisations from different backgrounds promoting and teaching intercultural competences in Germany. In broad areas of the public sphere employees have the opportunity to profit from training offers and to learn about interculturality and to develop their intercultural competences, also for very specific contexts.

Some examples: the training unit of the Association of workers unions has developed specific offers for regulatory and police authorities [9]. In the German army intercultural trainings are part of the regular basic training for soldiers, who in recent years have to cope with increasing deployments in foreign cultures. In the sector of public administration intercultural trainings have become very common in the context of their human resource management strategies.

Also in the medical, health care and social sector there is increased awareness for the relevance of intercultural competences. Often these trainings are as well integrated in the respective human resource development strategies or have become part of the initial professional trainings, for example in teachers and educators trainings as well as for health care personnel.

In the academic sphere meanwhile almost every university in Germany has taken on the issue and offer opportunities to study, take part in trainings or and obtain certificates on "Intercultural Communication/competence", for example at the University of Jena it possible to study Intercultural Business Communication (B.A.), Intercultural Music and Event Management (BA), Intercultural Human Resources Development and Communication Management (MA).

Beyond there are hundreds of public and private training institutes and associations that offer certification courses, for example to become certified intercultural coaches, intercultural mediators or intercultural trainers. In diversity seminars participants learn how to use the potential of cultural diversity successfully. Some examples are IKUD® seminars [10], [interculture.de](http://interculture.de) eV, [www.interculture.de](http://www.interculture.de). Also there are numerous private coaches and also online offers for self-studying on intercultural competences [11]. They specifically offer "intercultural training" for enterprises, management, organisations or trainers.



#### 2.4.2 Conclusions

- Interculturality and welcoming culture in recent years have become very important subjects in German society. The German labour market is becoming increasingly interculturally diverse. However, equal participation of workers with a migration background has not been yet reached. This brings new challenges for human resource policies of companies. Many large companies have discovered diversity management as strategic management tool and have implemented specialised departments that are responsible for the implementation and management of diversity measures, e.g. Adidas and the Continental AG. SMEs are also becoming more and more aware of this issue, e.g. the aforementioned Mani Pflege company, but often rely on support through the chambers of commerce, the crafts associations or public institutions and funding.
- More and more companies are seeking to attract foreign employees, but are mostly aiming at highly skilled professionals. For these target groups a number of support measures have been implemented. This is different in sectors where unskilled migrant workers are employed, often only on short term basis, e.g. in agriculture or in the construction sector. These are sectors where it is hard to find enough German applicants who are willing to accept the often bad working conditions and low wages [12]. This group is mostly not considered in the discussions about a welcome culture. Also asylum seekers and refugees are mostly excluded from the offers of a "culture of welcome" and the related institutions.
- The concept of a "Welcome culture" focuses very much on new immigrants. It may be assumed that in many cases it is merely a "marketing strategy" to attract professionals from abroad. In contrast, exclusion and discrimination against people with migration history living in Germany still prevail.
- The integration of immigrants, however, must also involve and address the host society. In order to develop an unbiased society and a greater acceptance of foreign cultures in Germany – at work and in everyday life – the concepts of the "Welcome Culture" include Germans too and invite them to contribute to the concept. A network of politics, administration, economy and civil society is the centrepiece to promote the long-term implementation of sustainable solutions for the integration of migrants.
- Regardless of these broad efforts of various institutions, research shows that a migration background still makes it more difficult to find a job in Germany: e.g. of the 450,000 German companies that offer vocational training, there are still 60 percent of these businesses that have never hired an apprentice with migration background, while for many others it has become normal to train young adults with a migration background. Reasons given for this fact are still prevailing prejudices, language barriers and cultural differences, that seem too deep to be overcome.
- In regard to the implementation of the pleasantly sounding mission statements in regard to interculturality many companies communicate, there is little information available. Apart from media coverage about companies that pay particular attention to the interculturality of their employees and who receive rewards for this, it is difficult to determine how companies actually assess intercultural competencies of their staff and how they evaluate the success of their programs.

Concluding it can be stated that there is a clear demand for actually evidencing the impact of the well sounding concepts and mission statements German companies communicate in regard to their interculturality and welcoming culture on individual as well as on organisational level.



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Also it is desirable to expand the focus of the concept and initiatives of the “welcome culture” to include persons already living in Germany, often since many years, and to also address companies in sectors with less attractive working conditions and low wages.

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<http://www.iqniedersachsen.de/iq/sites/default/files/Arbeitshilfe%20zur%20Integration%20internationaler%20Fachkr%C3%A4fte.pdf>

[9] [migration@dgb-bildungswerk.de](mailto:migration@dgb-bildungswerk.de)

[10] [www.ikud.de](http://www.ikud.de)

[11] <http://www.ikkompetenz.thueringen.de/reintegration/index.htm>

[12] <http://www.zeit.de/2013/19/einwanderung-armutsmigranten/seite-2>

## 2.5 Greece

### 2.5.1 Results

#### Introduction

European workplaces are undergoing major transformation. Dramatic political and economic changes in Europe in the past decades have vastly increased the cultural diversity of those living, working and being educated within its borders. As in other EU countries, Greece’s recent economic improvement has increased its attractiveness as a destination to come to study, work and live.





Moreover due to the geopolitical position, Greece attracts a number of refugees, of political and economical immigrants. The integration of Greece in the European Union changes the profile of the Greek market and more generally the social tissue – formation of the country. The introduction in the European Community results in the supply of raw materials, workforce and naturally new markets from many countries, which seek new investments.

Since 1990, Greece has been the recipient of big waves of economic immigrants from the Balkan countries, which is not ready, institutionally and practically, to accept. Recent historical developments and the wars in the Near East, created a wave of refugees, that arrived in the country, initially looking for survival and later in order to be integrated as citizens of an European country. All these developments have as result many transformations and adjustments in the culture, the education and the way of life of modern Greek-European citizen.

All the above, in combination with the free circulation of the workforce within the European Union, has led to the creation of cross-cultural, multi-ethnic countries. Many everyday situations now necessitate intercultural interactions, whether in the workplace, public services or educational institutions, which affect even those with little interest in foreign cultures or in mixing with others culturally different from them. In this new context, people at all levels of the workforce – managers, employees, customers – from host and migrant communities, find themselves facing new roles with new challenges for which they have not traditionally been prepared or trained to deal with. Such interactions require a new mindset and a repertoire of skills beyond what was adequate for interaction within one's own cultural group. Organizations often need to re-examine existing policies and procedures, and re-establish them in order to better meet the needs of and benefit from the opportunities offered by a new culturally diverse workforce.

While the common European policy promotes equal opportunities, respect of human dignity and of diversity, the current multicultural work environments must deal with issues like prejudices, racism and social exclusion, that urgently require interventions and drastic actions.

So, how well are workplaces in Europe responding to this new reality? How similar are the challenges and opportunities presented in different sectors and states? What pitfalls to be avoided and examples of good practice can be shared between EU countries?([www.eiworkplace.net](http://www.eiworkplace.net)).

How important seems interculturality and social inclusion for companies in your country?

- **General Background – The Greek National Context**

- Historical Developments leading to the current situation**

- Over the last 15 years from a country of emigrants Greece has become a receiver of immigrants due to the gradual improvement of the economic conditions in the country as well as other social, economic, geographic and political factors which justify its attractiveness. The new situation set a challenge in the Greek society provoking different reactions and requiring elaboration of a new governmental policy both in the field of policy-making and policy implementation regarding immigrants.

- **Emigration from Greece**

- History: after the establishment of the Modern Greek state in the early 1830s two important waves of mass emigration took place. The first one was in the late 19th to the early 20<sup>th</sup> century, and another following World War II. The first emigration wave was provoked by the economic crisis at the end of 19th century and in fact was encouraged by the Greek authorities, as they considered it as a way of improving the economic situation. In the period

1890-1914, almost one sixth of the population of Greece emigrated, mostly to the United States and Egypt. The lasting effect on Greece's national consciousness was the expansion of the notion of "Hellenism" and "Hellenic Diaspora" to the "New World." After the World War II, mainly in the period from 1950 to 1974 more than one million Greeks emigrated to Western Europe, the US, Canada, and Australia where sizeable Greek communities have developed. Emigration was provoked by economic and political reasons, both connected with the consequences of the 1946-1949 civil war and the 1967-1974 period of military junta rule that followed. Official statistics show that in the period 1955-1973 Germany absorbed 603,300 Greek migrants, Australia 170,700, the US 124,000, and Canada 80,200.

– **Immigration to Greece**

History: The oil crises of 1973 and 1980 caused economic imbalance and uncertainty and a sharp fall in the demand for labour in the Western European countries, which in turn introduced restrictive immigration policies that caused return migration to Greece. The restrictive immigration policies were also result of the integration difficulties in the receiving countries. The restoration of democracy in Greece in 1974, and the new economic prospects developed following the accession of the country in 1981 into the European Economic Community (EEC) also favoured return migration in Greece. Between 1974 and 1985, almost half of the emigrants of the post-war period had returned to Greece. At the end of 1970s the immigration in Greece started to overcome in numbers the emigration. At the beginning of the 1980s a small number of Asian (Asian part of Turkey and Iran), African (Ethiopia) and Polish immigrants and refugees arrived and found work in construction, agriculture, and domestic services, mostly as unskilled workers. In 1986, legal and unauthorized immigrants totalled approximately 90,000. One third of them were from European Union countries. In the 1980s was also registered a wave of return migrants of Greek origin from countries of the former Soviet Union although the peak of this wave was after the collapse of the socialist economies. The total number of return migrants of this type having settled in Greece in the time between 1985 and 2003 is estimated to be around 150000. Immigration to Greece became massive after the collapse of the regimes in the Central and Eastern European countries at the end of 1980s. In the period from 1990 to 2001 immigrants arrived in two waves. The first was that of the early 1990s, characterized with the massive entrance of Albanian immigrants. The second wave arrived after 1995, and involved more immigrants from other Balkan states, the former Soviet Union (including people of Greek origin who formerly lived in the Soviet Union), Pakistan, and India. The massive inflow of illegal immigrants in the 1990's found the country entirely unprepared for dealing with the issues and problems occurring from and related to illegal immigration. The initial response of the country was to deport thousands of illegal immigrants, particularly Albanians, who kept reentering the country from various routes. It was estimated that around 1.2 million immigrants were deported in the period 1990-1997. At the same time improved economic and social conditions in the country facilitated the attainment from more young Greek people to attain higher level of education that ultimately led them to reject low-status and low-income jobs. Meanwhile, both the large size of the informal, family-based economy, and the seasonal nature of industries like tourism, agriculture, and construction, have created demand for a flexible labour market, independent of trade union practices and legislation (Kasimis, C. and Kassimi, C. (2004).

– Statistical data regarding immigration to Greece

The data currently available on immigration in Greece in many cases are inadequate and

often unsatisfactorily recorded. It is partly due to the fact that in some periods the great number of immigrants entered the country and worked illegally. It is estimated that the real number of immigrants is higher; many analysts believe that migrants make up as much as 10 % of the population and their real number is approximately 1 million. According to a survey conducted by the Social Security Organization of Greece, it is estimated that by 2015, 25% of the insured employees will be migrants. The same survey also refers to the employment of foreigners in the country and the participation percentage of economic migrants to the country's workforce, which is estimated to exceed 10% of total employment.

- According to the data provided by the National Statistical Service of Greece (NSSG) The largest percent of the immigrant population (79.8%) is in the 15- 64 age bracket and they are economically active. Only 3.5% of the immigrants are over 65 years old and 16.7% belong to the 0-16 age group. 56 % of the immigrants are married and 77% of them have come to Greece with their families. Albanians are the youngest group of immigrant population and they are mainly married couples. In contrast, immigrants from the United States, Canada, and Australia have the highest percentages of people in the over-65 age bracket, because they are mainly pensioner returnees of Greek origin.
- According to the data provided by the Social Security Organization of Greece (IKA) in 2003 Albanian immigrants represent 50.5% of the insured foreigners. For the male foreigners, Albanians are 61.19% and those from Russia and Pakistan follow with 6.98% and 5.85% respectively. For the female, those from Albania reach the percentage of 36.99%, 22.26% from Russia and 13.84% from Bulgaria. The statistics total number of employability today is 26,1, for the immigrant population is more that it isn't written due to the 'waves' that goes on due to crisis. On the other hand new "waves" come.
- **Employment Position of Immigrants in Greece**  
**Employment position occupied by immigrants % of the total of immigrants involved**
  - Managers/ executives of the private and public sector 2.35%
  - Scientists, artists or similar 3.23%
  - Technologists or technical assistants 1.85%
  - Office employees or similar 2.17%
  - Service providing sectors, salespersons in shops or outdoor markets 10.44%
  - Skilled farmers etc 6.88%
  - Technicians, drivers, unskilled workers and small tradesmen 68.30%
  - Other professions 4.74%

Immigrants are almost exclusively (90%) engaged in wage work and, to a much lesser extent, are self-employed (6.5%). Most of the jobs are nonskilled, manual work well below the immigrants' level of education and qualifications. (The European Intercultural Workplace)

How do companies in your country show that interculturality is important to them?

We can study the case studies in the [www.eiworkplace.net](http://www.eiworkplace.net) research

Is interculturality a regular issue in the business press and media of your country? in a business environment in your country? Can you give examples?

**Media Response (The European Intercultural Workplace)**

**Newspaper reports highlighting intercultural work place issues**

A study prepared for the Council of Europe in 1990s<sup>2</sup> concludes that media coverage related to immigration in Greece mainly focuses on the following topics:

- Immigrants increase unemployment among natives;
- Immigrants are responsible for an increase in criminality (these mostly involve property-related offences, but also drug trafficking and rape).
- The main 'solutions' to the 'immigration problem' include stricter laws and harsher enforcement especially concerning border control; And,
- Ethnic origin and/or nationality trends to be highlighted –particularly in the case of Albanians.

A large part of the daily press and private TV stations as well as right wing press and private TV channels in particular show little sensitivity towards cultural differences of immigrants and adopt a nationalist and xenophobic standpoint, promoting a view of Greece as culturally and ethnically homogeneous. Only few media, including state TV channels, central and left-wing newspapers, adopt a more careful and sensitive approach when reporting on immigration matters, and are characterised by a relative openness to cultural and ethnic diversity.

The Greek media often show stories of immigrants, refugees and asylumseeker entering illegally in the country emphasising pursue of a better life and the fact that they are risking their lives for it. Especially, stories of women from eastern Europe, Russia, Ukraine and Moldavia especially that are brought to Greece under false work pretences and are then forced into prostitution are very frequent.. Many reports and articles put particular emphasis on the fact that there are schools where children of immigrant origin have become the majority and how this influences schooling. It is often argued that due to Greek language difficulties that some children of immigrant origin may encounter, teaching is slowed down, leading many Greek parents to prefer private education or relocating to neighbourhoods and educational institutions with smaller immigrant populations in order to offer their children a 'better' education. On the other hand, there is an almost yearly recurrent theme of immigrant children topping their classes in terms of highest grade. (Gropas, Triandafyllidou, 2005)

### **Try to find 3 recent articles**

- As cited in the report, prepared by Ruby Gropas and Anna Triandafyllidou, Active Civic Participation of Immigrants in Greece, Country Report prepared for the European research project POLITIS, Oldenburg 2005, available at [www.unioldenburg.de/politis-europe](http://www.unioldenburg.de/politis-europe)
- The Code of Ethics of Greek journalists adopted in 1988 and ratified by a Presidential Decree (77/2003) in March 2003 states that respect for national and popular values and the defense of people's interests should inspire the journalist in the practice of their function. It also states that the primary task of the journalist is the defense of people's liberties and of democracy, as well as the advancement of social and state institutions. The general codes of practice issued by the Association of Athens Daily Newspaper Journalists (1998) states that it is the duty of the journalist to 'confer the information or news without being influenced by her/his personal political, social, religious, racial or cultural views or beliefs'. Another article of the same code stipulates that the journalist has the right, and also the duty, to 'deal with citizens equally, without discriminating on the basis of ethnic origin, gender, race, religion, political beliefs, economic situation or social status'. In 2003 the Ministry of the Press and Media issued circular no. 21979 aiming at increasing the awareness of professionals working



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in the media against racism and xenophobia, a circular that has been widely been accepted and respected by them.

- It is commonplace to report events or news concerning minorities from the perspective of dominant political actors, such as the government, state authorities, or the police. (Citizens' Movement Against Racism, 1998: 64-5, Gropas, Triandafyllidou 2005). The minority viewpoint, when reported, is presented as 'inferior' and serves only to justify the dominant views. More rarely, a sympathetic though paternalistic attitude towards minority claims is adopted. Although there are a few studies analysing directly and in detail the language used in news or commentaries on migration, still there are no studies or reports as yet that examine the ways in which news-making practices and routines affect the content and form of minority and ethnic issue reporting (Gropas, Triandafyllidou 2005).
- Baldwin-Edwards, M. (2004) Immigration into Greece, 1990-2003: A Southern European Paradigm? available at <http://unece.org/pau/epf/present/ts4/baldwinedwards.pdf>.
- Tziliavakis, Kathy "The enterprising newcomer. Immigrants are making their mark on the Greek small-business sector" in the frames of a special survey by the "Athens News" weekly newspaper available at <http://www.athensnews.gr/Immigration/0immi00.htm>.

Do these companies measure / validate interculturality? Do these companies use certain models (e.g. ODIS = observe, describe, interpret, save your evaluation till the end) or ....?

### Good Practices

With regard to good practices, the use of "cultural mediators", is considered most effective for the improvement of communication between Greek and foreign managers, employees and customers of organisations and companies. The value of such practice was pointed out so much by the Greeks, as by foreigners participating in the research. The specific practice in certain cases is applied officially – based on the official statute of the institution - (cf. "Greek Council for the Refugees"), while in other cases informally (cf. "Office for Integration of Refugees of Social Sector of Patras Municipality" and "Chinese Clothing Shop").

Make a list: which are the institutes, organizations, universities... working on intercultural competences. What are the services, trainings, coaching provided?

- School-based Greek language tuition for parents and families of immigrant pupils is offered by schools taking part in the "School Integration of Return Migrant and Immigrant Children" network. The Institute for Lifelong Education (I.D.E.K.E.) also offers Greek language classes to adult immigrants. <http://kee.ideke.edu.gr/%3Fp%3Dprograms>
- [Doing Business in Greece | Intercultural Training Course ...](http://www.communicaid.com/.../doing-business-in-greece/)
- HELLENIC ADULT EDUCATION Association  
<http://adulthoodeduc.gr/eng/index.html>
- <http://www.openuniversity.edu/> Open university ,Degrees and courses for international student
- communicaid -stuff for training  
<http://www.communicaid.com/cross-cultural-training/doing-business-in-greece/>
- <http://creativecommons.gr/> Creative commons Greece platform
- Intercultural Management – Greece-Being a Manager in Greece  
<http://www.kwintessential.co.uk/intercultural/management/greece.html>



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- Centre for Promotion of Integration "COMPASS", Centre council of refugees Intercultural Centre for the Promotion of Refugee Integration "PYXIS"  
<http://www.gcr.gr/index.php/en/about-gcr/structure/compass>
- Nikolopoulos, G. P., "Border Control and Illegal Immigration into Greece: the position of Greece under the Schengen Agreements", available at <http://migration.uni-konstanz.de/content/center/events/de/events/mpf2/mpf2-nikolopoulos.html>
- Centre for European Migration and Ethnic Studies, information available at a Kasimis, C. and Kassimi, C. (2004), Foreign Labour Trends, Greece, available at <http://www.migrationinformation.org/Feature/display.cfm?ID=228> . t  
<http://www.cemes.org/>.
- Martin Baldwin-Edwards (2004) Albanian emigration and the Greek labour market: Economic symbiosis and social ambiguity, South-East Europe Review 1/2004 available at <http://www.ceeol.com/aspx/getdocument.aspx?logid=5&id=945B03EE-719B-451B-A7C9-4A09B862E612>
- Triandafyllidou, A. (2002) 'Greece', in ter Wal, J. (ed.) Racism and Cultural Diversity in the Mass Media. An overview of research and examples of good practice in the EU Member States, 1995-2000, available at [http://eumc.europa.eu/eumc/material/pub/media\\_report/MR-CH5-Appendix.pdf](http://eumc.europa.eu/eumc/material/pub/media_report/MR-CH5-Appendix.pdf)

### 2.5.2 Conclusions

Greece's recent economic improvement has increased its attractiveness as a destination to come to study, work and live. Moreover, due to the geopolitical position, Greece attracts a number of refugees and of political and economical immigrants. It is believed that migrants make up as much as 10% of the population. The same survey refers to the employment of foreigners and states that they make up more than 10% of the country's workforce. This indicates that the employment rate among immigrants is surprisingly higher than among native Greeks.

Media coverage of interculturality is mostly negative as a large part of the daily press and private TV stations show little sensitivity towards cultural differences. Reports mostly focus on topics such as immigrants as the cause of unemployment among natives and as the cause of an increase in criminality. However, in 2003 the Ministry of the Press and Media issued a circular to increase the awareness of professionals working in the media against racism and xenophobia.

The use of "cultural mediators" is considered a good practice, and most effective for the improvement of communication between Greek and foreign managers.

In this desk research, no examples are available of initiatives taken by Greek companies to measure, validate or deal with interculturality. Also, not many trainings are available to improve intercultural competences.

## 2.6 Italy

### 2.6.1 Results

*How important seems interculturality and social inclusion for companies in your country?*

According to the results of a survey carried out by the Fondazione Leone Moressa (Press-release\_foreigners-in-small-enterprise 2013) on a panel of over 1,000 Italian companies with fewer than 20 employees that analyzes the characteristics of the overseas employment market, 24% of the workforce is foreign, while almost one enterprise out of two has at least one foreign employee. 43.4% of companies have at least one foreign worker and the percentage rises to 54.4% in the





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manufacturing sector. More than 60% come from European countries (26.3% from EU countries and 36.5% from European countries outside the EU), 26.9% come from Africa, 7.8% from Asian and 2.6% from America. The most represented countries are Romania (14.5%), Albania (13.0%) and Morocco (8.3%).

Foreigner workers in Italy are 2.4 million: 87.1% are mainly employed in services (63.6%) and industry (31.7%). In the workplace, more than half of foreign workers mainly interact with other foreigners (38.2% with compatriots and 21.6% with other foreigners) and only 37.5% have relationships mainly with Italians. Despite this, entrepreneurs believe that the majority of foreigners learn Italian in the workplace (42.0%).

More than half of the entrepreneurs surveyed believe that their foreign employees are well integrated in the Italian culture and more than 90% of employers require knowledge of the Italian language. 33.9% believe that besides the knowledge of the Italian language there is no cultural integration. For immigrants working remains the most important means to start a process of integration: it is in the workplace, in fact, that they learn the Italian language more easily. School age children, who can transfer their learning to parents, represent another resource for integration. With reference to the occupational structure, over 43% of foreigners employed in small businesses work in the field of production and nearly a third (29.1%) in the building sector. The female component of foreign workers is around 18.3%.

According to ISTAT data (<http://www.istat.it/it/files/2014/05/cap3.pdf>) there is a strong growth in unskilled occupations and executive roles in trade, services and office work that covers both gender components. Whilst the increase for men concerns all sectors (especially business services, transport, trade and hotels), the increase for women mainly concerns business and families services (respectively +123000 and +126000 units).

Interesting studies were conducted within the European Enhancement Project named "Social Inclusion: how Leonardo da Vinci projects Contributed to make it effective" and funded by the Leonardo da Vinci Program (EAC / 21/06). According to relevant data collected in a book entitled "Social inclusion and intercultural dialogue in European contexts: tools for education, training and access to employment " in 2008, the first element of disadvantage for immigrants is often represented by the unfamiliarity with the language. This is an obstacle not only to employment but also to the use of personal and professional assistance, guidance and support services as well as to the possibility of benefiting from professional training courses. The problem is more significant for women, who often have fewer opportunities to socialize and then to learn the language even in informal contexts.

We believe that, especially in relation to the professional sphere, the workplace should allow managing cultural diversity produced by migration and its organization should adapt to the new cultural reality by recognizing the different cultural and religious norms brought by immigrants. Therefore, a constantly updated plan for diversity managing would be necessary to allow a collective definition of tools and methodologies enabling to guarantee cross-cultural dialogue and coexistence, the quality of human resources development processes and the pursuit of corporate objectives.

How do companies in your country show that interculturality is important to them?

**1st example: ENI**



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Among the company mission statements described on the company website ([http://www.eni.com/it\\_IT/sostenibilita/persone/persone-formazione/persone-formazione.shtml](http://www.eni.com/it_IT/sostenibilita/persone/persone-formazione/persone-formazione.shtml)), under "Sustainability" - "Good Work" Eni deepens the theme of "Education" by specifying what follows.

The promotion of behaviors aimed at the promotion of diversity, inclusion and non-discrimination is a major challenge that Eni takes on.

In Our People Policy, Eni states that the company respects the individual dignity and provides equal opportunities regardless of race, color, gender or other status unrelated to the professional company requirements.

The promotion of diversity and the protection of equal opportunities are explicitly addressed in the Code of Ethics of Eni and are the focus of the Sustainability Model, because they contribute effectively to create value for all stakeholders. For Eni focusing on diversity means:

- Developing the most of the talent and skills of women and men working in the company, also through the recognition of gender differences and the effective protection of equal opportunities for all.
- Maintaining and developing their own culture as an international company that is able to integrate cultural differences of people, communities and countries where it operates.
- Promoting wellbeing and cohesion within the company by creating opportunities for young people and giving value to the experience, in compliance with the generational differences."

Interesting case study related to training initiatives carried out by ENI within intercultural education:

The case study detailed below related to training initiatives carried out by ENI within intercultural education is of great importance:

The "Comprehensive Program for Developing Intercultural Competence" at KPO in [Kazakhstan](#) was conceived as a sustainable program in corporate social responsibility ([http://www.eni.com/en\\_IT/sustainability/pages/kpo-model.shtml](http://www.eni.com/en_IT/sustainability/pages/kpo-model.shtml)). The program is a continuation of the effort begun by KPO with its sponsorship of the conference "Cultural Diversity and Intercultural Communication," held in 2007 in Astana.

The program has the following four major goals:

- To limit the cost and maximize the benefit of cultural diversity and to develop intercultural competence
- To provide basic training in intercultural communication to employees to reduce prejudice and intolerance and improve everyday cross-cultural communication
- To provide advanced educational training in intercultural competence to managers to improve their ability to lead productive multicultural teams
- To extend the development of intercultural competence to Kazakstani governmental entities, so as to create a sustainable "virtuous circle" of communication between KPO and its host.

Through this initiative, KPO has demonstrated its commitment to improving intercultural communication within its own multicultural ranks, establishing itself as a role model for how multinational joint ventures can reduce the cost of cross-cultural misunderstanding while increasing the value of cultural diversity on project teams. As it extends the training to host ministries and





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companies, KPO will also become a role model for making intercultural relations an important part of sustainable development and corporate social responsibility – in Kazakhstan and elsewhere in the world.

### Background

The most accepted understanding of how people get better at intercultural competence is the Developmental Model of Intercultural Sensitivity (DMIS), published by Milton J. Bennet in 1986 and updated several times since. The DMIS explains how people perceive cultural difference in relatively simple or more complex ways, and how more complex perception is associated with a more sophisticated experience of cultural difference. The quality of people's experience with cultural difference (intercultural sensitivity) is in turn associated with their ability to exercise competence in culturally diverse contexts. In other words, competence in dealing with cultural difference is a matter of how people perceive and experience that difference. The KPO Managers DMIS profile is based on 108 respondents. People of Kazakh and/or Russian ethnicity made up 41% of the group, with the other 59% composed of European and a few other ex-pat ethnicities. The baseline group was about 80% male and 20% female, with a median of 6-10 years experience living in other cultures. 30% had more than 10 years of experience, but another 23% had less than one year of living experience in another culture. The goal is to achieve a "critical mass" of sensitivity and potential for competence among both ex-pat and local managers, so that it becomes a sustainable condition in KPO.

### **2nd example: FIAT**

Among the company mission statements described on the company website (<http://2013interactivesustainabilityreport.fiatspa.com/en/employees/management-and-development/training#start>), "Employees" - "Management and Development", the Fiat deepens the theme of "Education" by specifying what follows.

The Group is committed to the ongoing development of its workforce through a number of alternatives, such as job rotation, coaching, mentoring, training and development. To this end, in 2013, at Fiat Group, professional development through training and skill-building initiatives continued to be one of the key elements in the Group's strategy for the development and continual strengthening of skills for its staff.

The Fiat reference center for learning activities, Fiat SEPIN, supports these efforts as needed, particularly in the rollout of required standards, regulations, and behaviors (e.g., Health & Safety, Corporate Governance), and of key techniques and skills within the automotive field (e.g., Research & Development, Manufacturing). Since 2012, the Group has utilized an e-learning platform that is designed to increase the ability to manage and monitor the entire Group training process with a common set of rules and support remote training worldwide. Investments in classroom, on-line and on-the-job training focused primarily on the Group's four core-training concepts: development of job-specific know-how (82%), managerial skills (7%), cross-cultural awareness and language skills (7%) and corporate campaigns, rules, commitments (4%).

### **3rd example: SIEMENS**

Among the company mission statements described on the company website (<https://www.swe.siemens.com/hr/it/jobs-careers/lavorareinsiemensitalia/pages/lavorare-siemens-italia.aspx>), under "Jobs & Careers" - "Working in Italy Siemens", Siemens deepens the theme of "Commitment to Diversity" by specifying what follows.



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Siemens offers the opportunity to work in different professional areas, in an international environment and with increasing attention to issues of Diversity: flexibility, Generation Y, female work, interculturalism.

Commitment to Diversity: Siemens believes that diversity, understood as acceptance and appreciation of differences, is a strength for the company and an essential factor for sustainable success.

Success factor: Siemens is a worldwide company of innovation and technology. Working in a heterogeneous team for expertise, experience and age favors the birth of ideas and innovations, creating a competitive advantage for Siemens in the world.

For each Job Opportunity Siemens chooses candidates according to its own selection criteria and in line with its own corporate values, regardless of nationality, gender, culture or ethnicity because Siemens believes in the value of diversity.

#### Diversity initiatives in Siemens Italy

Siemens has considered Diversity as a relevant part of its sustainability strategy since 2009. In Italy, Siemens has declined its principles and areas of activity by focusing on a number of local initiatives such as Interculturality: in the Italian offices, Siemens values potential candidates who recognize diversity as a value to be seized and an opportunity to be managed.

[Is interculturality a regular issue in the business press and media of your country? in a business environment in your country? Can you give examples?](#)

**1st article: "*Interculturality and Intercultural education in Italian companies*"** by Frédérique Sylvestre and Lucia Fanelli (2011)

#### Abstract

**Interculturality** in the business world refers to the dynamics among: a) people from different countries who have to work in integrated teams with shared goals; b) managers working with employees who speak a foreign language and have a different culture; c) people who need to interact with foreign customers, suppliers or partners. It also refers to people with back office roles who although do not travel abroad or work in a team with foreign colleagues must still meet the company deadlines with the support and contribution of colleagues from foreign companies. If these people are not properly prepared to face and manage intercultural dynamics, it often happens (though not always) that misunderstandings, fears, doubts and disorientation are generated in personal and professional interactions. This particular state of emotional and cognitive loss that occurs when different cultures meet (the so-called cultural shock) leads to an attitude of protection and a possible reinforcement of ethnocentrism: believing that your own country, culture, language and behavior are better than the foreign ones is a response to our need for protection. This affects the business environment as well as professional performance, working groups and organizations.

**Intercultural Education** is not only an issue on the agenda (internationalization and globalization of companies, continuous migration flows) but it also affects skills that go far beyond the mere knowledge of another language, the participation in international meetings or the belief that a foreign culture is positive, rich or interesting. By comparing the demand for Intercultural Education in Italian, European and American companies, it is evident that the intercultural education is far less important and developed in Italy. In some cases, we can state that companies behave as if the difficulties faced by people in intercultural relations (especially in the department of Human



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Resources) were not recognized. Even today, in some cases, large multinational companies create multicultural work teams but then they do not support them with adequate training to work effectively and enhance their diversity. As already stated, the risk is to generate dynamics within these groups that lead to disorientation, lack of motivation and unproductiveness.

However, in Italy we have gone from a generic demand for intercultural awareness (basic skills) to a more complex and diverse demand that is specific to each type of organization: international negotiation, intercultural leadership, intercultural team building. You can gain and develop a relationship of trust with the other and create that desired added value only by: working on the ability to overcome prejudices, stereotypes and ethnocentric and hurried perspectives; acquiring new interpretive codes / languages; recognizing the relativity of their own culture and the positivity of difference cultures; acquiring attitudes of openness towards people of other cultures. This is what the Intercultural Education has the duty to implement.

## **2nd article: Interculturando for Business**

Interculturando for Business was founded in Milan (Italy) in 2001 ([http://www.interculturando.it/index.php?option=com\\_content&view=frontpage&Itemid=1](http://www.interculturando.it/index.php?option=com_content&view=frontpage&Itemid=1)) and brought together various and consolidated professional practices (trainers, researchers, psychologists, educators, mediators, social workers, animators ...) acquired in different contexts of intervention (third sector, public administration, trade unions ...) and always in direct contact with immigrants. The members live and work in different regions of Italy (in particular the North) and come from different social, cultural and geographical areas (Italy, Somalia, Morocco, Senegal, Peru, Bolivia, Brazil).

In order to get into the action, interculturality needs "training" (i.e. support and assistance that will allow individuals to acquire new skills and to integrate in daily life as well as professional environment) and "action" that can transform changes in educational initiatives and services. In this context, the idea was born to explore the opportunity to offer services and advice to enterprises specifically related to the problems of diversity managing (especially ethnic and cultural issues) and CORPORATE SOCIAL RESPONSIBILITY.

In this sense, a working group named IFB-Interculturando was established with a common vision on how to create a stronger synergy between profit and non-profit sectors in relation to the diversity management and integration of foreign workers. The modern strands of Diversity Management (DM), the Change Management (CM) and the Corporate Social Responsibility (CSR) are the inspiration and the center of a common interest of study, research and implementation of practical and operational.

## **3rd article: "Globalization and multi-culturalism of the workforce" by Davide Barbagallo (2013)**

### **Abstract**

In global companies there are several workers differing in sex, culture, origin and nationality but united by the same working hours, bosses, rules and the place where they spend much of their day. However, the need to join and share the company's values is likely to lead to processes of cultural homogenization that dampen the differences. Foreign workers often experience feelings of anxiety and nostalgia as their high sense of adaptation leads them to abandon their origin, hiding in a world that is not theirs and estranging from their cultural identity.



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Among the intercultural management objectives, the primary condition for a stable internal management is to ensure a fruitful interaction in the company among people working with different cultural matrices. In this sense, intercultural communication has to be an attitude to resign a personal vision of the world and to make way for the interlocutor's vision (interpreting perspective) rather than a linguistic competence through which exchange words and transmit messages by trying to use a shared code (informational perspective).

**4th article: “Intercultural Education and pedagogy in enterprises (2013)” by Barbara Guidetti**

**Abstract**

This book aims to address daily communicative and social difficulties that entrepreneurs, managers and executives have to face when working in an intercultural professional environment. Through a research conducted among the leaders of some major companies operating in an international and multicultural context, it was possible to investigate situations of communicative success and failure and identify how the Intercultural Education can contribute to the training of managers and business leaders enabling them to operate effectively in their relationships with people of different culture.

Culture strongly affects entrepreneurial styles as well as marketing strategies, organization of time and space and management of interpersonal and professional relationships. In an international context, the absence of a shared cultural background enabling to accompany actions and fully understand messages can give rise to misunderstandings, which might endanger the success of negotiations, deals and economic agreements.

[Do these companies measure / validate interculturality? Do these companies use certain models \(e.g. ODIS = observe, describe, interpret, save your evaluation till the end\) or ....?](#)

The three multinational companies mentioned in question 2 (ENI, FIAT and SIEMENS) all carry out periodic training courses / seminars concerning intercultural competences for their employees foreseeing different modules with specific topics. They do not refer to any formal validation or certification system but a coaching and monitoring system in place guarantees:

- Assistance and advices services with contact persons in the HR dept.
- Evaluation / monitoring questionnaires to test the efficacy and usefulness of the training sessions / seminars held within the company.

[Make a list: which are the institutes, organizations, universities... working on intercultural competences. What are the services, trainings, coaching provided?](#)

At an institutional and academic level, the only predominant professionals in the field of intercultural competence are “Intercultural Mediators”. They have the primary task of facilitating access to public and private services for foreigners available in their territory as well as training and informing operators of those services to make them more aware of foreign users’ codes of behavior, habits and norms. They offer advice in finding the most appropriate solutions to individual problems and in planning specific interventions in the territory, suggesting ways of operating and possible solutions.

To become an intercultural mediator you must attend a training course organized by training agencies in the national territory and recognized by the Regions. The course is free, lasts about 600 hours and provides a basic knowledge of: Italian law on immigration, rights and duties of foreigners, functioning of social and health services, elements of psychology and non-verbal communication. At the end of the course there is also a practical training.



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Mediators can operate in the following areas: judiciary field (courts and prisons), welfare, social and health care fields (medical practices, clinics and hospitals) and yet in the offices of Public Administrations and private companies.

They can also collaborate with teachers of primary schools to facilitate the inclusion of foreign children and young immigrants and participate in multicultural education projects. Generally, mediators work as consultants. After passing the final exam, mediators receive a Certificate of professional specialization.

Below, there are examples of courses and seminars provided by public and private institutions in the field of intercultural training:

A) **TJ Taylor** course: it is a language school specializing in entrepreneurial training and language courses for managers and professionals, founded in 2003 (<http://www.tjtaylor.net/seminari-interculturali>)

#### Managing international teams and working with different cultures

This course helps to communicate better with other cultures and to understand how to interpret their actions and behaviors, developing a mental attitude and global intercultural competence to manage international teams, successfully participate in multicultural meetings and negotiations, socialize and establish contact networks.

People coming from different cultures understand, interpret and evaluate things in different ways. Intercultural training is related to the ability to be more objective and analyze our cultural values, our beliefs and our perceptions - how we see the world, why we do things in a certain way and how we react.

This course will teach strategies to develop sensitivity and understanding of cultural differences by:

- analyzing the impact of one's own national culture in the workplace and politics, with case studies and role plays
- understanding the role of the language: how language affects cultures and strategies to develop a "common language"
- using tools to learn about other cultures: fact sheets, checklists, videos, questionnaires and cultural maps, with particular attention to individual behaviors in the workplace and during meetings, negotiations, socializing, etc.
- analyzing models that help us to understand the dimensions of cultural differences: for example, the approach with the Values Lens of Cultural Detective, monochronic vs. polychronic cultures, high context vs. low-context cultures and Hofstede dimensions (refusal of uncertainty, individualism / collectivism, power distance, masculinity / femininity, long / short term orientation)
- considering cultural stereotypes through questionnaires and games: how the world perceives our culture and how we perceive other cultures
- examining national, individual and professional groups' differences

B) **Service of technical and scientific support to the Institutional Working Group (Gruppo di Lavoro Istituzionale-GLI) on intercultural mediation** (<http://www.cies.it/#!profilo/cjs9> Publication: "The qualification of intercultural mediators, contribution to their inclusion in the future national system of skills certification")



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**Period:** November 2013-June 2014

**Leading organisation:** Ministry of the Interior-Department for Civil Liberties and Immigration-Central Directorate for Immigration and Asylum Policies-Authority responsible for the "European Fund for the Integration of citizens of Third Countries" 2007-2013

**Partner:** CIES Onlus

As part of the European Fund for the Integration of citizens of third-countries (2007-2013) Action 7 - 2012 - "Capacity Building", the CIES provides a service of technical and scientific support to the Institutional Working Group (GIL) on intercultural mediation by: preparing materials and managing communication activities, taking minutes of the GLI meetings, providing insights / updates in the field of intercultural mediation.

**The main objective** of the GLI is to set out in a timely and unanimous way the nationwide profile of intercultural mediators, by providing indicators for the qualification of the intercultural mediators and recommendations that highlight the most appropriate procedures for the identification, assessment and certification of their skills.

**C) University of Verona - Degree in Educational Science - Methods of intercultural training (2013/2014)**

Among the educational objectives, the course program includes:

- Globalization, complexity, crisis of values and education.
- Centrality of pedagogy and education in modern society.
- Educational strategies within contexts of pluralism and diversity (transcultural, multicultural and intercultural pedagogy).
- Intercultural education as a response to a multicultural society.
- Intercultural Skills for a complex, interdependent and multicultural society.

**D) TEC - The training school of the Bosch Group in Italy**

*Our wide selection of training courses, from technical and administrative know-how to quality management and language skills moderation, allows you to continuously enrich your skills. We support you in your professional development with specialization seminars and leadership training held during working hours.*

TEC is the management and technology training school of the Bosch Group in Italy, which designs and carries out innovative and practical training courses for both Bosch employees and external participants. Thanks to a customized needs analysis, a team of qualified teachers and "learning by doing" methodologies, TEC is able to develop a management training program tailored to participants' needs.

The seminar on "Intercultural competences" aims to help participants to interact effectively with customers and colleagues around the world and offers a useful preparation on cultural diversity by learning, for example, how to express opinions of appreciation or criticism tactfully, to manage stereotypes and correctly interpret gestures and facial expressions commonly used in other countries. Participants will be more aware of cultural differences and gain more confidence in interacting with people from different cultural backgrounds.





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## E) "Studio Trevisani" - International Training

### International Trainers for International and Cross-Cultural Education

International training requires international trainers, with strong intercultural skills. The specialization of the Studio Trevisani allows developing highly efficient projects of international education, based on the Localized Intercultural Education method (ITLM-Formazione Localizzata Interculturale), organizing and carrying out international training courses for enterprises operating across multiple cultures, countries and markets.

Forse cercavi: A livello istituzionale e accademico l'unica figura predominante nell'ambito delle competenze interculturali è quella del Mediatore Culturale, che ha il compito primario di facilitare l'accesso dell'utente straniero ai servizi, sia pubblici sia privati, presenti sul proprio territorio di residenza e di formare e informare gli operatori dei servizi, per renderli più consapevoli in merito a logiche, codici comportamentali, abitudini e norme a cui l'utente straniero fa riferimento. Offre consulenza nella ricerca delle soluzioni più adeguate ai problemi del soggetto e nella programmazione di interventi sul territorio, suggerendo modi di operare e proponendo possibili soluzioni all'operatore sociale.

It also allows realizing: • training courses for intercultural teams • cross-cultural teams • support to the creation of working groups and international teams • creation of teams of international negotiators • training of international sales team, area managers and export managers • training of International technical working groups • coordination of international operations • management of international projects • coordination of human resources operating in multiple countries

#### 2.6.2 Conclusions

According to survey results, 24% of the Italian workforce is foreign and almost one enterprise out of two has at least one foreign employee. However, they are somewhat segregated in the workplace as more than half of foreign workers mainly interact with other foreigners and only 37.5% have relationships mainly with Italians.

More than half of the entrepreneurs surveyed believe that foreign employees are well integrated in the Italian culture. The main disadvantage is often the unfamiliarity with the language. This is an obstacle not only to employment but also to the use of personal and professional assistance, guidance and support services as well as to the possibility of benefiting from professional training courses.

Italian countries show that interculturality is important to them by referencing diversity in their mission statements, people policy or code of ethics. However, some also go beyond that. For example, ENI has developed the "comprehensive program for developing intercultural competence" at KPO in Kazakhstan. This program was created to reduce the cost of cross-cultural misunderstandings in multinational joint-ventures. Another good example is FIAT, who have an e-learning platform for their staff which includes training in cross-cultural awareness and language skills.

These companies all carry out periodic training courses and seminars, but do not refer to any formal validation or certification system.

Similar to Greece, the concept of "Intercultural mediators" is developed in Italy. After following a training course, these people can facilitate access to public and private services for foreigners as well



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as offer training to make others more aware of foreign user's code of behaviour, habits and norms. They are active in many professional areas such as the judiciary field, welfare, social and health care fields and the offices of Public Administrations and private companies.

Many courses and seminars are organised by public and private institutions in the field of intercultural training, however no tools for measurement or validation seem available.

## 2.7 Portugal

### 2.7.1 Results

How important do interculturality and social inclusion seem important in your country?

The period between 1965 and 1973 was especially important in Portugal in terms of emigration. Main destinations included: France and Switzerland in addition to other non-European countries. Although the immigration to Portugal before 1980 was not relevant, between 1986 and 1997 the number of incoming foreign citizens doubled (to 175.000). A major proportion of these immigrants were from EU countries, especially from the UK, Spain and Germany. They moved to the country for foreign investment purposes and for others including a significant number of pensioners that decided to live in Portugal. There is also a large number of Spanish doctors that have chosen Portugal to work. Despite these flows, still the main countries that emitted emigrants to Portugal are those of the former Portuguese colonies in Africa (called also PALOPS) with Cape Verde the leading one. These groups, unlike the ones arriving from the EU, had lower qualifications and were largely employed in construction works.

The active population in Portugal in the 1st quarter of 2014 estimated at 5 215.0000 people, decreased 1.3% over the same quarter of the previous year (covering 66 400 persons) and 1.2% (61 800) from the previous quarter. Current immigration flows of the beginning of the 21st century are especially linked to strong movement of Eastern European workers to Portugal. These immigrants are generally highly qualified and employed mainly in construction works. Another recent immigrant community is from Brazil working in restaurants, cafés, construction works and shops. The motivation for immigration of both groups is purely economic.

Immigrants contribute positively to the Portuguese demographics. In the last 10 years the population grew 2% (206,061 individuals), mainly as a result of the net migration (which explains 91% of the growth). Foreigners have been responsible not only for the increase of the effective working age, but also the increase of births in Portugal. The population of resident foreign nationality in Portugal tends to be younger than the population of Portuguese nationality.

The main challenges immigrants face in Portugal are mostly related to linguistic difficulties, as well as social integration. The understanding of the host country's language is a fundamental requirement in the immigrant integration process, and thus increasing the supply of training courses in the host language all over Europe. The **Portuguese for All Program** has also increased since 2008 the number of trainees covered: between 2008 and 2012, there was an increase of trainees at + 224% (3,385 students in 2008 and 10,982 students in 2012). Immigrant associations have a key role in the integration of immigrants. There are about 131 associations of immigrants whose representative was recognized by ACM. Recognized associations are scattered all over the country and develop their work in many different areas (e.g. cultural, legal, Portuguese language classes, anti-discrimination, political intervention in the context of immigration issues).





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In terms of integration in the labour market, and it is especially true for the immigrant groups arriving from Eastern Europe with higher or medium level (secondary) qualifications, they do not usually turn to formal structures of local employment (eg. employment centres) but use the so called social networks (eg. family members and friends residents in Portugal). Another challenge is the type of work they do (cleaning, construction works, etc) that frequently does not correspond to their qualification levels.

#### How do companies show that interculturality is important to them?

According to Migrant Integration Policy Index (MIPEX) released in 2011 (comparative analysis of 31 countries), Portugal is the country with the best immigrant integration policies in the areas of family reunification and access to Portuguese nationality and the second country with the best policy in terms of integration of immigrants in the labour market (ACIDI, 2011). This good result is mainly due to the legal developments implemented in the last three years (nationality act; Plan of Integration of Immigrants for 2010-2013; improved Immigrant Act [New Act of Foreigners] especially in relation to residence; launching of programmes for integration of immigrants in the labour market, etc).

There are several **associations (public and non-public)** that develops projects of social inclusion and integration for immigrants together with **Portuguese enterprises**:

The government had created "**Simplex Migrant**" and a **label for companies that value diversity** – a strategy for dealing with migration that include measures to support immigrants and Portuguese people living abroad to return. The plan is to put Portugal competing with other countries by "the talent" - whether national or not. Aiming to catch highly qualified foreigners and accelerate the entry procedures of immigrants in the country. With regard to the creation of "**Cultural Diversity of Enterprises Label**" aiming to focus its attention on companies, so that they realize the added value of cultural diversity.

**Rede Portuguesa de Cidades Interculturais** (Intercultural Cities Portuguese Network) is a joint project of the Council of Europe and the European Union. In 2008, European Year of Intercultural Dialogue, the Council of Europe established a network of European cities that have adopted intercultural policies in favour of a proper integration of migrants and respect for diversity. The network currently has 21 cities. National networks have also been created in Spain, Norway, Italy and Ukraine. This project understands the Intercultural and Diversity as a philosophy of governance, management and decision making. Diversity transfers competitive benefits to companies, organizations and communities and promote social inclusion. Companies should benefit from a multicultural workforce that, besides being ethically correct, brings many advantages to promote equal opportunities to people of diverse backgrounds.

On the other hand, the entrepreneur must understand, promote and take advantage of the diversity in his business: cultural and economic skills of the individual, his personal network of contacts and his knowledge of the native market: an asset to increase flow of commercial transactions between countries. Thus diversity can contribute to the company's success in the global marketplace.

The **ENGAGE - Mentoring Program for Immigrants** - is an initiative developed by **GRACE** - Group of Reflection and Support to Corporate Citizenship in partnership with ACM - High Commissioner for



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Migration, to create a network of volunteer mentors to support the integration of immigrants in Portuguese society. The mentors are volunteers from member companies of GRACE. Main objectives are:

- To provide support, assistance and guidance for solving problems or concerns of immigrants with a view to their integration.
- To promote equal opportunities, including in Portuguese society immigrants who for some reason might be on the side-lines - capitalizing on the resources.
- To promote volunteering as part of Corporate Social Responsibility.

Is Interculturality a regular issue in the business press and media, in the business environment?

Being Portugal a welcoming country of many immigrants, it is common to see news on social inclusion of immigrants. However, interculturality is not regularly referred to as such, but rather in terms of diversity and integration. The question of integration is regularly debated in the media. Below some recent articles:

<http://www.acidi.gov.pt/noticias/visualizar-noticia/55145837357d1/fami---bruxelas-aprova-programa-portugues-de-acolhimento-e-asilo>

<http://www.acidi.gov.pt/noticias/visualizar-noticia/550c8f936a784/promocao-da-diversidade-cultural-premiada>

<http://www.publico.pt/sociedade/noticia/governo-cria-simplex-migrante-e-selo-para-empresas-que-valorizem-diversidade-1675627>

[http://economico.sapo.pt/noticias/conheca-a-cidade-alema-que-quer-contratar-portugueses\\_137512.html](http://economico.sapo.pt/noticias/conheca-a-cidade-alema-que-quer-contratar-portugueses_137512.html)

Do companies measure/validate interculturality? Do they use certain models?

It is generally agreed that integration is easier when the host society adopts an open attitude towards the immigrants. Many Portuguese companies are aware of the importance of interculturality in business. However, these issues are addressed mainly in large companies. Given the fact that most companies in Portugal are SMEs, intercultural competences is put in the background. Due to the large difficulties that these companies are facing to survive, while knowing the importance and benefits of intercultural, this is not a priority for its strategy and corporate culture and there is really no time to "lose" when hosting someone from another country in the team. However, even when they give importance to intercultural competences, companies does not measure/validate it.

Make a list of institutes, organizations or universities working on intercultural competences. What are the services, trainings, coaching provided.

Several university courses offer training and support in intercultural skills. No specific support systems at local and national levels were found that are dedicated to career councilors or career guidance practitioners. Nevertheless, there are websites dedicated to migrant communities (both immigrants and emigrants) providing useful information for them :



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### **PPT - PROGRAMA PORTUGUÊS PARA TODOS (Portuguese for All Programme)**

<http://www.acidi.gov.pt/es-imigrante/servicos/portugues-para-todos>

PPT is a good practice and a key-tool for the integration of immigrants. It's a new technological tool, available to teachers and trainers who teach Portuguese language to immigrants under the Portuguese for All Program (PPT), created in 2008, managed by ACM and co-funded European Social Fund, through the European Human Potential Programme (POPH).

### **ACM – ALTO COMISSÁRIO PARA AS MIGRAÇÕES**

<http://www.acm.gov.pt/>

Public institute which aims to collaborate in the definition, implementation and evaluation of public and sectoral policies on migration issues relevant to the attraction of migrants in national, international and Portuguese-speaking contexts, for the integration of immigrants and ethnic groups.

### **PEI – PROMOÇÃO DO EMPREENDEDORISMO IMIGRANTE**

Rua Álvaro Coutinho, 14, 1150-025 Lisboa

[https://www.facebook.com/empreendedorismoimigrante/timeline?ref=page\\_internal](https://www.facebook.com/empreendedorismoimigrante/timeline?ref=page_internal)

PEI aims to foster entrepreneurship among immigrant communities. Created in 2009. PEI focuses on the training of immigrants who wish to structure a business idea and to require technical support, guidance and counseling. It is a project where the local context, the entrepreneurial environment, initiative and commitment of the entities involved are perceived as central to fostering the creation of businesses and allow close monitoring of the entrepreneur.

### **MOVING ON - PROFESSIONAL MOBILITY**

Av. 24 de Julho 3, 1200-161 Lisboa, Portugal

<http://www.moving-on.co/en/>

Moving-ON is a leading global mobility specialist company with 100% national capital and headquartered in Lisbon, Portugal and offices in Mozambique. Moving-ON is constantly moving forward to anticipate new trends, identify challenges in the market and offer an innovative approach to customers. Having been the first relocation company worldwide to launch an online relocation services e-shop in 2013, Moving-ON guide's performance by ambitious quality and compliance objectives. The company has a customer portfolio that covers diverse sectors of activity. It's mission is to offer an integrated support service for the professional mobility of human resources and their families.

### **CENTROS NACIONAIS DE APOIO AO IMIGRANTE (CNAI) (Immigrant Support Centres)**

<http://www.acidi.gov.pt/es-imigrante/servicos/centros-nacionais-de-apoio-ao-imigrante---cna>

The CNAI (National Immigrant Support Centres) (CNAI) were created in 2004 to address some of the difficulties experienced by immigrants in their integration process in Portugal. ACIDI had created a center that would bring together in the same space different services, institutions and Immigrant Support. This is a space especially designed for immigrants.



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## SOLIDARIEDADE IMIGRANTE - ASSOCIAÇÃO PARA A DEFESA DOS IMIGRANTES

Rua da Madalena, 8 – 2º Andar - 1100-321 Lisboa - Phone: 21 887 07 13

<http://www.solimigrante.org/>

Solidariedade Imigrante is a national, not-for-profit organisation, created in 2001 in order to defend the rights of immigrants in Portugal. The association belongs to various national and international organisation networks: Plataforma de Associações de Imigrantes, Rede de Combate a Exclusão Social e Pobreza, a Plataforma artigo 65 – Habitação para tod@s and the No-Vox network. They are also part of the Portuguese social forum. Provide information and legal support concerning regulations (residence permit), family reunification, political asylum and rights of education, health, living space plus social and working insurance. The association help and accompany workers in the resolution of their problems at work. The association also organizes language courses (portugues, english, russian, crioulu ánd arabain) and computer courses, intercultural get togethers and concerts in order to defense the human rights with the aim to give access to different cultures and to debate ideas and experiences.

### 2.7.2 Conclusions

Immigration in Portugal is a recent phenomenon. In the last ten years, the population grew 10%, mainly as a result of net migration. Current immigration flows are linked to Eastern European workers, but also immigrants from Brazil and the former Portuguese colonies are highly represented.

The main challenges are linguistic difficulties and social integration. Furthermore, especially Eastern Europeans perform types of work which do not correspond to their qualification levels.

Several organisations (public and private) develop projects of social inclusion and immigration together with Portuguese enterprises. However, measuring or validating interculturality is usually not performed.

Many university courses are available in Portugal which offer training and support in intercultural skills.

**No conclusions available**

## 2.8 Spain

### 2.8.1 Results

How important seems interculturality and social inclusion for companies in your country?

<http://www.empleo.gob.es/estadisticas/bel/EPA/index.htm>

Sources: <http://www.ine.es/jaxiT3/Tabla.htm?t=4049>

Recent statistics about labour market (2013-2014)

- **Immigrants vs. natives** : Spanish (natives): 19.704 ; Immigrants: 2793  
[http://www.empleo.gob.es/estadisticas/bel/AEX/aex2\\_top\\_EXCEL.htm](http://www.empleo.gob.es/estadisticas/bel/AEX/aex2_top_EXCEL.htm)
- **Young vs. 50-plus** : Young (16-30 years old): 3860 ; People over 50 years old: 5982
- **Man vs. woman** Men (Spanish): 10.677 Men (foreigners): 1454 ; Women(Spanish): 9027 ; Women (foreigners) 1333

	Spanish	Foreigners: Total
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	2014T4	2014T4
<b>Men</b>		
16 - 24 years old	667,3	135,6
25 - 34 years old	2.286,8	401,4
35 - 44 years old	3.155,5	535,1
45 - 54 years old	2.874,3	278,0
55 +	1.693,6	109,7
<b>Women</b>		
16 - 24	603,1	118,5
25 - 34	2.034,6	445,1
35 - 44	2.735,3	436,0
45 - 54	2.390,8	238,2
55 +	1.263,3	95,3

As of 2010, there were over 6 million foreign-born residents in Spain, corresponding to 14% of the total population. Of these, 4.1 million (8.9% of the total population) were born outside the European Union and 2.3 million (5.1%) were born in another EU Member State.

Because of its location in the Iberian Peninsula, the Canary Islands and two exclaves in Northern Africa, the territory comprising modern Spain has always been at the crossroads of human migration, having harboured many waves of historical immigration. The Spanish Empire, one of the first global empires and one of the largest in the world, spanned all inhabited continents and throughout the year's people from these lands immigrated to Spain in varying numbers.

In migration terms and after centuries of net emigration, Spain has recently experienced large-scale immigration for the first time in modern history. According to the Spanish government, there were 5,598,691 foreign residents in January 2010.] Of these, well over one million and a half were from Latin America (especially from Ecuador, Colombia, Bolivia, Argentina and Brazil), three quarters of a million were Moroccan, while immigrants and expatriates from the European Union member states amounted more than two million (especially from Romania, United Kingdom, Germany, Italy and Bulgaria). Chinese are estimated to number 145,425, while South East Asian groups such as Filipinos—whose country was a former Spanish possession—created a small community in Spain. Immigrants from several sub-Saharan African countries have also settled in Spain as contract workers, although they represent only 4.08% of all the foreign residents in the country.



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The population of Spain doubled during the 20th century due to the spectacular demographic boom in the 1960s and early 1970s. The birth rate then plunged by the 1980s, and Spain's population became stagnant, its demographics showing one of the lowest sub-replacement fertility rate in the world.

During the early 21st century, the average year-on-year demographic growth set a new record with its 2003 peak variation of 2.1%, doubling the previous record reached back in the 1960s when a mean year on year growth of 1% was experienced. This trend is far from being reversed at the present moment and, in 2005 alone, the immigrant population of Spain increased by 700,000 people.

According to the statistics: enterprises in Spain prefer to hire Spanish people than to hire foreigners. Also as we can see in the table: The active men rate is higher than the active women rate in every age range. In Spain people above 50 years old do have jobs and remain active.

How do companies in your country show that interculturality is important to them?

In Spain **La Caixa** (BANK) is running projects related to interculturality and cohesion:

- Encouraging the growth of projects that back diversity: projects that directly respond to social needs arising from cultural diversity and migratory movements, the social relations established among groups of different origins, and situations derived from the coexistence of these groups.
- Appreciating the music of other cultures tends to be the first step towards getting to know them in greater depth. On this premise we created Diversons, música para la integración
- Training initiatives and assign resources aimed at professionals with a view to improving their cultural skills and providing them with the keys to good diversity management. Intercultural mediation therefore plays an important role in the health sector, which is why we remain committed to the mediator figure and their professionalisation and recognition.
- Community project to be implemented in local neighbourhoods, the basic value of which is the coordination of strategies that encourage civil coexistence among cultures from a grassroots level. The project is focused on all the people who live in the neighbourhood: children, young people, families, associations, professionals, and institutions, etc. Their involvement is the key to its success.  
[http://obrasocial.lacaixa.es/laCaixaFoundation/interculturalismandsocialcohesion\\_en.html](http://obrasocial.lacaixa.es/laCaixaFoundation/interculturalismandsocialcohesion_en.html)

**From Santander Bank;** module online to learn how to work in an international environment, which nowadays is very important.

<https://www.bancosantander.es/es/empresas-advance/formacion/formacion-online/aprende-a-desenvolverte-en-entornos-internacionales>

It is logic that many fashion Spanish enterprises as Inditex Group have developed an intercultural approach in line with their international development.



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The examples of companies that promote interculturality cohesion in Spain are very few; it is not a trend topic. The cultural awareness in our country is something that needs to be developed through courses, media etc.

### **Is interculturality a regular issue?**

Actually the interculturality in Spain has become a regular issue for the past 10 years.

Spain started receiving immigrants 10 years ago, these immigrants were mainly from South America, where the language is the same as in our country (Spanish) and the culture is similar. At that time Spain was having a high economic situation where the employment rate was above the employment rate in South America.

The jobs immigrants were having were the ones without any study requirement, while the Spanish people used to get the ones that required studies. At that point Spain was considered as an immigrant receiver country.

But from 2009, when the crisis hit Spain, the labour situation changed and the employment rate started to lower down, the unemployment rate became an important issue in our country.

The situation now in 2015 is critical, Spanish do not only perform jobs that require studies, and so many of the immigrants that came to Spain had to return to their original country due to the unemployment they were facing here in Spain.

Now the younger Spanish people tend to leave Spain to find a job in other European countries (Germany, UK...) developing sometimes jobs that require studies or any other kind of job. Now we can say Spain is an emigrant country again (as it was back to the 50's).

Articles related to immigration, social cohesion and interculturality in Spain:

<http://agenciasanluis.com/notas/2015/03/17/nuevo-trayecto-de-formacion-para-docentes-de-ingles/> : training for English teachers where they can learn how to prepare their classes focusing always in the cultural awareness.

[http://politica.elpais.com/politica/2015/03/17/actualidad/1426603652\\_749779.html](http://politica.elpais.com/politica/2015/03/17/actualidad/1426603652_749779.html) Spanish people protest about the Spanish sanitary policies, which is not public to everyone, now is only at the disposal of legal immigrants and Spanish citizens.

Do these companies measure / validate interculturality? Do these companies use certain models (e.g. ODIS = observe, describe, interpret, save your evaluation till the end) or ....?

Institutional discrimination corresponds to practices in where public norms discriminate directly or indirectly. The most well-known example is the legal framework that determines the possibilities for immigrants' entry into the labor market. The Spanish Foreigners' Law is discriminatory because contracting TNC's is legally only possible in their country of origin and only for occupations that cannot be filled by unemployed Spanish (or EU workers) in the same sector and region. In the private sector discrimination in hiring is therefore enforced by the legal principle of primacy for (Spanish and EU) nationals. In order to channel immigration flows to those sector and jobs in the labor market that are unattractive to Spanish (and EU) nationals (generally in agriculture, domestic services and construction), the government has since 1993 establishes annual 'labor entry quotas' (contingents) that bypass a check on the national employment situation. These yearly established quota define the need for temporary and permanent foreign workers by sector, autonomous community and





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nationality and have resulted in yet another type of institutional discrimination, as some countries of origin are favored over others.

Other forms of institutional discrimination faced by TCN's that have managed to come to Spain with a work permit (or have obtained it later) are the limits put on sector and territorial mobility. Each time a foreign worker (without a permanent work permit) changes employer he/she must obtain a new work permit from the government and for the renewal he/she must show a social security card.

In daily practice, the fight against the exploitation of foreign workers in the underground economy is largely a matter of workplace inspections that focus on the law incompliance of companies. These inspections are not limited to immigration law enforcement, but focus on all kinds of violations, including non-payments, health and safety violations, working hours etc

Make a list: which are the institutes, organizations, universities... working on intercultural competences. What are the services, trainings, coaching provided?

**La Caixa (Bank):** Projects, year reports etc

[http://obrasocial.lacaixa.es/ambitos/inmigracion/intervencionintercultural\\_es.html](http://obrasocial.lacaixa.es/ambitos/inmigracion/intervencionintercultural_es.html)

<http://www.gloobal.net/iepala/gloobal/fichas/ficha.php?entidad=Textos&id=5336&opcion=documento#s27>

**UNED (university):** modules, training and courses

[http://www.uned.es/grupointer/interalfa\\_book+espanol.pdf](http://www.uned.es/grupointer/interalfa_book+espanol.pdf)

**Interculturality in Spanish education by the government:** <http://www.mecd.gob.es/dms-static/c6d799f0-c2e2-4a8c-b351-6a5a56f6e1f6/europa-respuestas-educativas-interculturalidad-pdf.pdf>

**Fundación Bancaja (Bank):** Projects and year reports:

[http://www.fundacionbancaja.es/archivos/publicaciones/MANUAL\\_EDUCACION\\_af\\_2.pdf](http://www.fundacionbancaja.es/archivos/publicaciones/MANUAL_EDUCACION_af_2.pdf)

### 2.8.2 Conclusions

In 2010, there were over 6 million foreign-born residents in Spain, corresponding to 14% of the total population. According to the statistics, enterprises in Spain prefer to hire Spanish people than to hire foreigners.

Companies such as La Caixa show that interculturality is important to them by running projects related to interculturality and cohesion. Examples include training initiatives to improve cultural skills and diversity management, but also community projects in local neighbourhoods and cultural initiatives such as appreciating foreign music. However, such examples in Spain are very few and the topic is still something that needs to be developed further.

Interculturality has become a regular issue in the past ten years. Many economic immigrants had arrived in the past to perform manual labor, but due to the economic crisis these jobs are also necessary to employ native Spaniards. Now, younger Spanish people tend to go abroad to seek employment in other EU countries and Spain has become more of an emigrant country once again.

## 2.9 United Kingdom

### 2.9.1 Results

#### Current Employment statistics UK

The Office for National Statistics (ONS) in the UK publishes estimates of employment by both nationality and country of birth [1]. The estimates relate to the number of people in employment rather than the number of jobs. Changes in the series therefore show net changes in the number of people in employment, not the proportion of new jobs that are taken by non-UK workers.

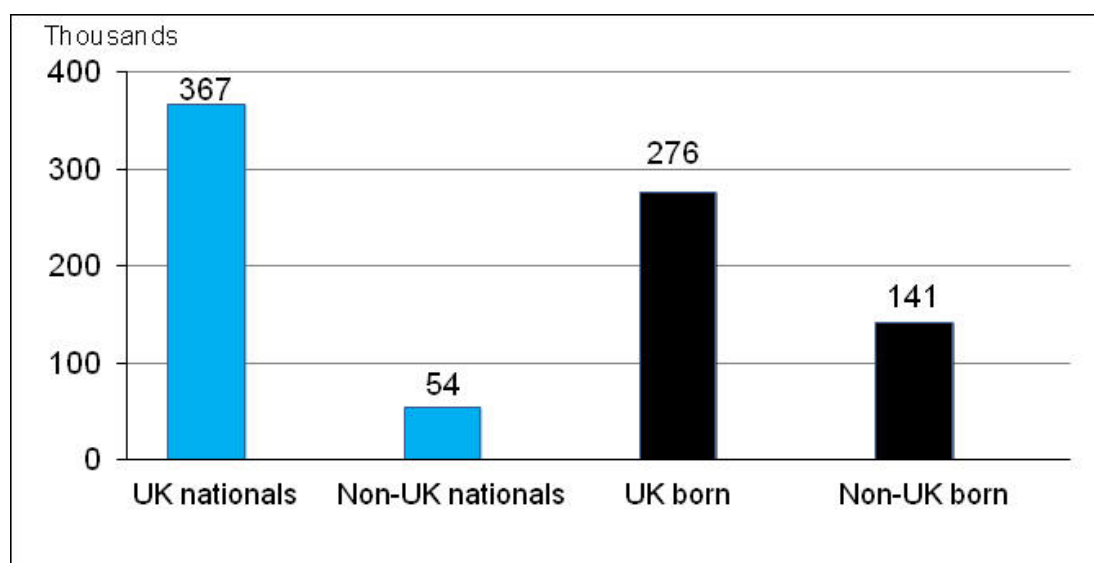
- the number of people in employment in the UK increased by 425,000 to reach 30.24 million,
- the number of UK nationals in employment in the UK increased by 367,000 to reach 27.54 million, and
- the number of non-UK nationals in employment in the UK increased by 54,000 to reach 2.70 million.

These UK and non-UK estimates do not sum exactly to the total number of people in employment because some people do not state their nationality in their Labour Force Survey interviews.

The number of people in employment who were foreign born is higher than those who were foreign nationals as some people born abroad are UK nationals. For October to December 2013, 4.46 million people in employment were born abroad, 1.76 million higher than the number of non-UK nationals in employment. Looking at the estimates by country of birth, between October to December 2012 and October to December 2013:

- the number of people in employment in the UK increased by 425,000 to reach 30.24 million,
- the number of UK born people in employment in the UK increased by 276,000 to reach 25.77 million, and
- the number of non-UK born people in employment in the UK increased by 141,000 to reach 4.46 million.

#### Employment by nationality and Country of birth

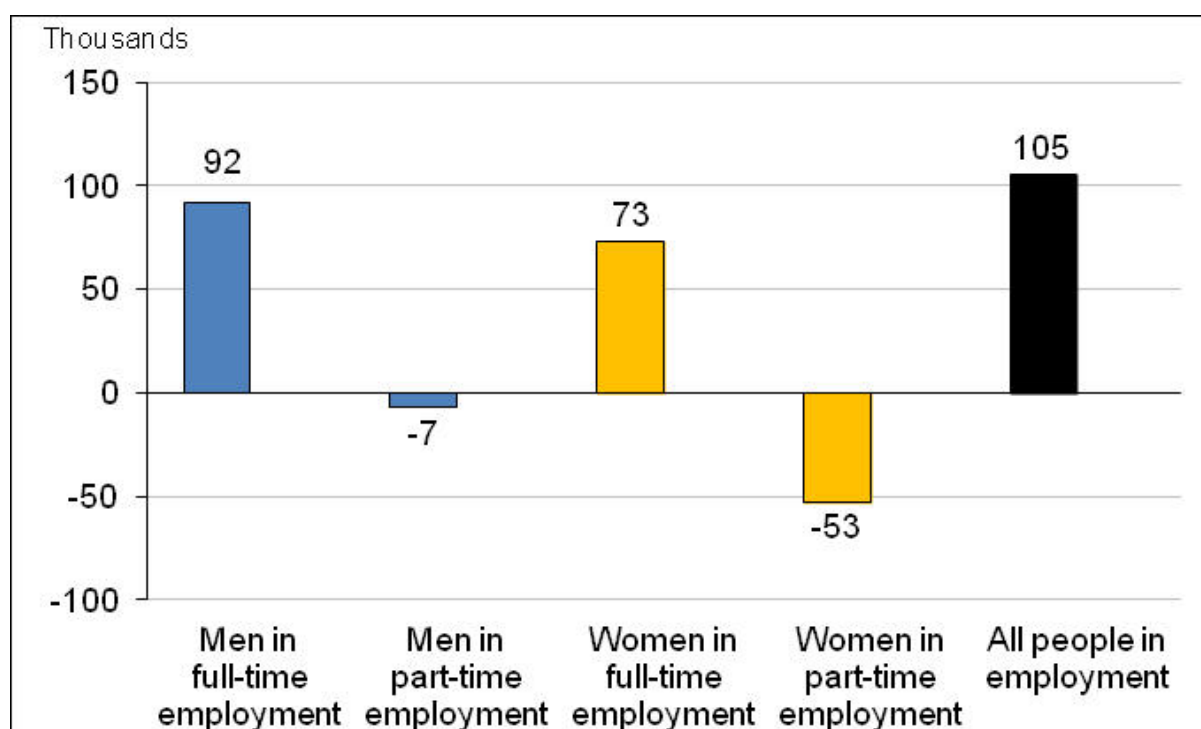


### Employment rate (aged 16 to 64) for Men and Women

The employment rate for men aged from 16 to 64 was 77.3% for November 2013 to January 2014, up 0.3 percentage points from August to October 2013. The corresponding employment rate for women was 67.2%, up 0.2 percentage points from August to October 2013.

There were 30.19 million people aged 16 and over in employment for November 2013 to January 2014, up 105,000 from August to October 2013 and up 459,000 on a year earlier.

Between August to October 2013 and November 2013 to January 2014, as shown in the chart below:



- The number of men working full-time, **increased** by 92,000 to reach 14.03 million.
- The number of men working part-time, **fell** by 7,000 to reach 2.16 million.
- The number of women working full-time **increased** by 73,000 to reach 8.08 million.
- The number of women working part-time **decreased** by 53,000 to reach 5.92 million.

### Young People in Employment

For November 2013 to January 2014:

- There were 3.69 million 16 to 24 year olds in employment (22% of whom were in full-time education), **up** 43,000 from August to October 2013.
- There were 2.60 million economically inactive 16 to 24 year olds (74% of whom were in full-time education), **down** 20,000 from August to October 2013.
- There were 912,000 unemployed 16 to 24 year olds (31% of whom were in full-time education), **down** 29,000 from August to October 2013.
- The unemployment rate for 16 to 24 year olds was 19.8% for November 2013 to January 2014, down 0.7 percentage points from August to October 2013.

## Numbers of National Insurance registrants (in thousands) from the EU – 2013-2014

Romania - 103.9	France 22.7
Spain 45.6	Hungary 21.3
Poland 97.6	Slovak Republic 11.1
Italy 45.5	Lithuania 19.3
Bulgaria 31.5	Republic of Ireland 16.7
Portugal 28	Germany 10.8

The enlargement of the EU has fundamentally changed migration patterns to the UK. Since May 2004 an estimated 1.5 million workers have moved to the UK from new EU member states. That year, 10 new states joined the EU, eight of which were eastern European countries with income levels well below the western European average. Romania and Bulgaria joined the Union in 2007. Not only have eastern Europeans made up about half of labour immigration in recent years, they also differ substantially from the UK's previous immigrant groups. Many come without knowing how long they will stay, while some move between the UK and their home country on a regular basis. A large proportion has found work in unskilled occupations, often in areas that have not typically attracted substantial immigration. Though employment rates for these new EU citizens are high, areas of concern remain because their wages are low and the workers, often despite significant education, are concentrated in unskilled labor sectors. While the overall experience of eastern European immigration has been a positive one, there has been substantial research to suggest a number of current problems and future risks. During the coming years, migration patterns are likely to change and fluctuate due to shifting economic conditions throughout Europe. Different kinds of workers may migrate, and the balance among sending countries may shift [2].

#### The Importance of Interculturality and Social Inclusion for UK Businesses

The above statistics (the latest available) give a general picture of the employment situation in the UK. In terms of interculturality and social inclusion recent research by the British Council [3] highlights the real business value in employing staff who have the ability to work effectively with individuals and organisations from cultural backgrounds different from their own.

The research shows that HR managers associate intercultural skills with significant business benefits. Overall, the organisations surveyed were most interested in intercultural skills for the benefit they

bring to keeping teams running efficiently. Other significant benefits are seen as building trust with clients and developing relationships with new clients. These benefits also carry significant monetary value to employers.

Private sector employers cite bringing in new clients, building trust and relationships with new clients and reputation-building as the most positive business benefits of employees possessing intercultural skills. Employers in the UAE, India and Brazil are more likely than employers in other countries to consider ability to work with a diverse set of colleagues as a benefit of intercultural skills.



The research also suggests that while organisations in South Africa and the US are generally less likely to identify significant business value in having employees with intercultural skills, one in five employers identify team efficiency and workplace harmony as benefits. UK employers are also less likely than those in many other countries to recognise the benefits of intercultural skills. However, nearly half of UK employers think that these skills help build trust and relationships with clients.

Employers also see significant risk to their organisations when employees lack intercultural skills. Approximately one third of employers see organisational risks such as miscommunication and conflict within teams as top risks. More than a quarter of organisations surveyed were concerned about a loss of clients and damage to brand and reputation. Roughly one in five organisations was also concerned about cultural insensitivity and project mistakes. Private sector organisations are much more likely than their public sector counterparts to cite loss of clients and sales as risks. One in four employers in the public sector considers themselves more susceptible to mistakes when employees do not possess intercultural skills.

The research further demonstrated that in comparing the requirement for intercultural skills among different types of employees, employees in client-facing roles tend to require intercultural skills more than non-client-facing employees. Additionally, employers in the private sector place more value on intercultural skills for client-facing roles (64 per cent) than public sector and NGO employers (40 per cent and 46 per cent, respectively), who generally have a stronger recognition of the benefits of these skills for internationally-facing roles.

In this survey Employers were asked to prioritise intercultural skills, more general soft skills and technical skills against each other. This exercise was done to gauge how employers perceive the relative value of these skills with regards to the needs of their organisation. By far the most highly valued skill was demonstrating respect for others, followed by working effectively in diverse teams. These skills rank narrowly above qualifications related to the job and expertise in the field. The most prioritised skills in this exercise also correlate with the top three intercultural skills valued by employers.

The report concludes with a number of comments pertinent to our Needs Analysis. These may be summarised as follows:

- A common challenge shared by employers around the world is finding employees with adequate intercultural skills.
- Employers place a high value on intercultural skills in the workplace and associate having workers with strong intercultural skills with business benefits, such as increased productivity and sales.
- They associate a lack of intercultural skills with business risks, such as miscommunication and team conflict.
- While employers universally value intercultural skills, they do not often assess these skills in the application or interview process. This lack of skills assessment in the recruitment process may indicate that HR recruitment processes and staff are not always aligned with the needs of the teams that interact internationally.
- This also implies that employers could benefit from improving their ability to identify and assess intercultural skills in prospective employees. Employers also generally feel that



education systems in their countries could do more to provide students with intercultural skills.

- To mitigate the risk of having a workforce that is unprepared for the global work environment, employers often provide training for their employees to develop intercultural skills.

The research suggests that there is significant opportunity for employers, policy makers and education providers to work together to strengthen the development of intercultural skills to meet the needs of an increasingly global workforce which augers well for the EILEEN project.

### Commitment to Interculturalism

Our desk research has not revealed any direct mention of commitment to interculturalism in the mission statements or year reports of large corporate organisations. However these companies do express as a matter of course their policy on Equality and Diversity which often embraces the values associated with interculturality. In the UK as in other EU nations, Equality and Diversity are enshrined in law to ensure an inclusive workplace – one where ‘difference’ is never an obstacle to getting a job or progressing in a career.

In the UK, practices and procedures are in place to ensure all workers are treated equally and given the same opportunities regardless of their age, race, sexuality, gender, disability or culture – or indeed anything else that could be discriminated against. Large UK based multi-nationals such as BP for instance typically couch their values in overarching mission statements such as *‘We aim to create long term value for shareholders .....We strive to be a world class operator, a responsible corporate citizen and a good employer.....’*

Where companies express a commitment to interculturalism as part of their business culture they tend to be SMEs or Voluntary sector groups with a specific interest in cross-cultural activities. This finds particularly fertile ground in the Arts as is exemplified by the London Hub, a charity committed to sustained theatre - <http://thelondonhub.com/>. Companies such as these are definitely trendsetters rather than mainstream. Also as can be seen from the press reports below, companies that consistently employ migrant workers such as Agriculture, Construction, Health and Social Care, tend to address intercultural issues in an individual and not necessarily overt way owing to the political sensitivity. For instance in order to avoid the wrath of the tabloids and headlines such as ‘Migrants rob young Britons of jobs’ (The Sun), the NHS recently conducted a recruitment drive in Portugal and has plans to conduct similar operations in Italy and Romania.

### Press Features/Articles on Interculturality.

Other than the kind of adverse headlines quoted above, features that focus on issues concerned with interculturalism tend to appear in specialist HR magazines rather than the mainstream press. This is possibly because the UK is very much a multicultural society with large migrant population in employment. As mentioned previously, the main issues that appear in the business press tend to be economic – i.e. the Impact of Migration on the UK workforce and issues of displacement. Much research has been done around these issues and a number of government commissioned, influential reports such as those published by the Migration Advisory Committee are available [4]. In terms of Interculturalism in a business context we have found the following articles:

The ‘New’ British Workforce. [5] This article appears in the February edition of People Management, a monthly magazine published by the Chartered Institute of Personal Development (CIPD). The

essence of this article highlights the fact that EO migration has reshaped the UK labour market and questions whether HR is ready for the organisational challenges. One employer states *'On a practical level managing several different nationalities can be a challenge. In the past [we] experienced some issues with foreign nationals grouping together and talking in their own language. We have addressed this by insisting that English is spoken on the factory floor. That way we have a more collaborative environment. If you promote someone to a supervisory role and they slip back to their mother tongue that can make it difficult for others so we've worked hard to ensure that people speak in English'* it is clear in this instance that the main barrier to intercultural harmony is linguistic.

However that is not always the case and some employers do take positive steps to address potential issues. For example, a UK based construction company makes a conscious effort to pre-empt any problems around divisions in the workforce. In addition to employing people from a wide range of backgrounds many of its supply chain partners also employ migrant workers so teams on site can often be a diverse ethnic mix. All line managers attend a workshop on including people from different cultures, backgrounds and faiths. Staff are regularly invited to share something from their culture with their team at specially organised group gathering. The management feel that this builds understanding and help break down barriers. The Vice President of the company believes very much in a diverse workforce stating that it can lead to a wider approach to problem solving and fresh ideas, providing real commercial benefit.

Aspects of interculturalism often appear in the press under the banner of racial integration. For example a recent article in 'The Independent' [6] cites the Labour leader accusing the UK of being one of the few EU nations not to have an integration strategy. "A proper One Nation strategy for integration needs to revolve around issues that are central to people's lives including language, housing, and the workplace." These issues are likely to form part of the forthcoming election manifestos and may well have positive effects on employers and their commitment to interculturalism

### Measuring Interculturality

Within the limits of this remit, we have contacted HR representatives from a number of large UK based companies in the UK and have found that none that measure or validate interculturality. However they do have measures in place with respect to their Equality and Diversity policies. The effectiveness of their policies (of which interculturalism is a part) is often recognised through nationally awarded kitemarks such as Investors in People.

### Intercultural Competences: Provision in the UK

Almost all major universities and higher education institutions in the UK offer undergraduate courses with modules focused on Interculturalism. Similarly, many offer post graduate MA courses that focused specifically on intercultural communication. In addition there are many private organisations and training institutions providing bespoke training and or coaching for companies. These usually take the form of workshops designed to raise awareness of intercultural differences and teach essential communication and problem-solving skills. Companies such as '3600 Cultural Training' provide programmes that equip international assignees and their family members with the critical cultural information necessary to succeed both personally and professionally in their new country. In a similar way the Centre for Intercultural Development (CI-CD) specialises in coaching, e-learning modules and training in skills of cross-cultural communication.

### Measuring Intercultural Competences

It is evident from research available that a thriving industry has grown up around the development of instruments for assessing intercultural competence, many of which appear to be targeted at



commercial and business contexts. 'A few examples from an extensive list include: the Intercultural Development Inventory (Hammer et al., 2003), based on the earlier Developmental Model of Intercultural Sensitivity; the Intercultural Conflict Style Inventory, which measures conflict style in relation to levels of directness and emotion (Hammer, 2005); the Multicultural Personality Questionnaire (Van der Zee and Van Oudenhoven, 2000), designed to measure relevant traits for people working in international and multicultural environments; the Cross-Cultural Adaptability Inventory, a self-assessment tool that measures cultural intelligence and adaptability (Kelley and Meyers, 1999); and the Intercultural Sensitivity Inventory, measuring cultural constructs and exploring cultural identity (Bhawuk and Brislin, 1992, 2000). Lundgren (2009), however, questions whether the attainment of intercultural competence can be quantified. Similarly Byram (1997, p. 108) maintains that competences "require a shift of perspective, not a movement along a scale", while Van de Vijver and Leung (2009, p. 413) claim that "most often the assessment instruments that are used in intercultural competence research are based on self-reports, which have well-documented limitations". Trompenaars and Woolliams (2009) argue that there are many poorly constructed tools lacking in rigorous development and evaluation, and in some cases literally made up. Because each instrument defines its own measures, the attainment of these measures naturally provides the learning outcome of the training intervention' [7].

### 2.9.2 Conclusions

From the desk research conducted in the UK we can draw the following conclusions:

- Interculturality and social inclusion are important at a political level but less well entrenched in British Business Culture. However, that is not to say that some employers do not recognise the business benefits of a diverse workforce.
- Some employers have developed strategies for dealing with multicultural issues. Many of these are associated with use of foreign languages amongst ethnic groups and attempts to overcome the problems that this poses on the shop floor.
- In terms of intercultural skills the most highly valued are **demonstrating respect for others** followed by **working effectively in diverse teams**.
- SMEs (especially those working with EU funding or grants) are the most likely to have developed a policy or mission statement that includes a commitment to interculturality.
- Large Corporate Organisations typically include their commitment to interculturalism under the umbrella of their Equality and Diversity policies.
- Articles in the mainstream press tend to focus on the pros and cons of EU migration and its effect on the UK economy.
- Niche publications targeted at HT professionals are more likely to produce articles on Interculturalism.
- To the best of our knowledge there are no companies that measure or validate interculturality specifically. However, elements of these competences can be validated via nationally recognised kitemarks.
- Many major universities and institutions offer courses or modules on intercultural competences. In addition there are many private organisations that offer bespoke programmes for business clients.
- There are a huge number of instruments commercially available that measure intercultural competences. However, there is a persuasive argument (supported by research) that many of these are 'poorly constructed tools lacking in rigorous development and evaluation'.

These observations suggest that the EILEEN is addressing important issues and responds to a clear gap in the market.



### 2.9.3. References

- [1] ONS Labour Market Statistics, March 2014
- [2] The UK's New Europeans – Migration Policy Institute 2010
- [3] Culture AT WORK The value of intercultural skills in the workplace [www.britishcouncil.org](http://www.britishcouncil.org). This survey was conducted with large private, public and NGO/charity sector employers in Brazil, China, India, Indonesia, Jordan, South Africa, the UAE, the UK and the US. In total, 198 private sector, 86 public sector and 83 NGO/charity sector employers took part. In the UK companies includes 20 private, 10 public 10 NGO/charity £30 million per year or 250+ employees.
- [4] Analysis of the Impacts of Migration (Migration Advisory Committee January 2013)
- [5] People Management (CIPD) February 2015
- [6] The Independent - UK Politics - Thursday 12 February 2015
- [7] Training and assessment in intercultural competence: a critical review of contemporary practice in business education Matthew Hall, Kathryn Ainsworth and Selena Teeling, Aston Business School Oct 2012

### 2.10 Conclusion

An increase in interculturality is observed in all participating EU societies. Only Spain reports to have become a predominantly emigrant country due to the recent economic crisis. Immigrants mostly come from developing countries. They are confronted with some barriers to entry in the labor market, mostly communication problems due to the language barrier and a (perceived) lower education level. This leads to a higher unemployment or employment mainly in unskilled labor even for those with decent education levels (e.g. Eastern European workers in Portugal). The only exception is Germany, who have taken active measures to recruit foreign talent in the framework of a 'Welcome culture'.

In all regions, there is a general preference for indigenous workers among employers. The need for measures concerning interculturality is therefore mostly a political issue and less present in business culture. In some countries the government has taken some initiatives to promote diversity such as the 'Diversity charter' in France,

Many regions report that especially large (international) corporations strive for diversity and interculturality in their mission statements. The SME's which make up the bulk of the companies aren't actively working on interculturality as they allocate their scarce assets to other priorities. Some exceptions exist such as the development of practical tools to optimize communication on the factory floor in Belgium. In the UK, especially SME's working on EU funded projects are most likely to have developed a policy for interculturality specifically, while larger corporations tend to include this under the umbrella of diversity and equality.

Some impressive large scale initiatives by companies were also reported in this desk research such as the case study of ENI in Italy, who have developed a comprehensive program for the development of intercultural competences within their company.



In each region, there are courses available related to intercultural competences at universities or commercial institutions. Furthermore, there are a large number of tools commercially available, but these are considered to be poorly constructed.

Overall, while often claims were made that interculturality is important to the European companies, no tools to measure and validate such efforts were found. This reveals a true need to evidence the impact of these concepts and mission statements with rigorously developed and validated tools.

### 3. Quantitative questionnaire

#### 3.1 Introduction

In each participating country, a quantitative survey was performed to obtain a deeper insight in interculturality in the workplace. This included characterising the intercultural momentum, the perceptions of oneself and the other European regions in the context of professional encounters. Furthermore, through the use of intercultural statements, it was examined how participants from each region experience interculturality.

The 5 statements we are examining are linked to the first 5 stages of the Developmental Model of Intercultural Sensitivity (DMIS). It was created by Milton J. Bennett, Ph.D., (1986, 1993) as a framework to explain the reactions of people to cultural difference. In both academic and corporate settings, he observed that individuals confronted cultural difference in some predictable ways as they learned to become more competent intercultural communicators. Using concepts from cognitive psychology and constructivism, he organized these observations into six stages of increasing sensitivity to cultural difference.

The underlying assumption of the model is that as one's *experience of cultural difference* becomes more complex and sophisticated, one's competence in intercultural relations increases. Each stage indicates a particular cognitive structure that is expressed in certain kinds of attitudes and behavior related to cultural difference. By recognizing the underlying cognitive orientation toward cultural difference, predictions about behavior and attitudes can be made and education can be tailored to facilitate development into the next stage.

The first three DMIS stages are ethnocentric, meaning that one's own culture is experienced as central to reality in some way.

- DENIAL of cultural difference is the state in which one's own culture is experienced as the only real one. Other cultures are avoided by maintaining psychological and/or physical isolation from differences. People at Denial generally are disinterested in cultural difference, although they may act aggressively to eliminate a difference if it impinges on them.
- DEFENSE against cultural difference is the state in which one's own culture (or an adopted culture) is experienced as the only good one. The world is organized into "us and them," where "we" are superior and "they" are inferior. People at Defense are threatened by cultural difference, so they tend to be highly critical of other cultures, regardless of whether the others are their hosts, their guests or cultural newcomers to their society.
- MINIMIZATION of cultural difference is the state in which elements of one's own cultural world view are experienced as universal. Because these absolutes obscure deep cultural differences, other cultures may be trivialized or romanticized. People at Minimization expect similarities, and they may become insistent about correcting others' behavior to match their expectations.

The second three DMIS stages are *ethno-relative*, meaning that one's own culture is experienced in the context of other cultures.

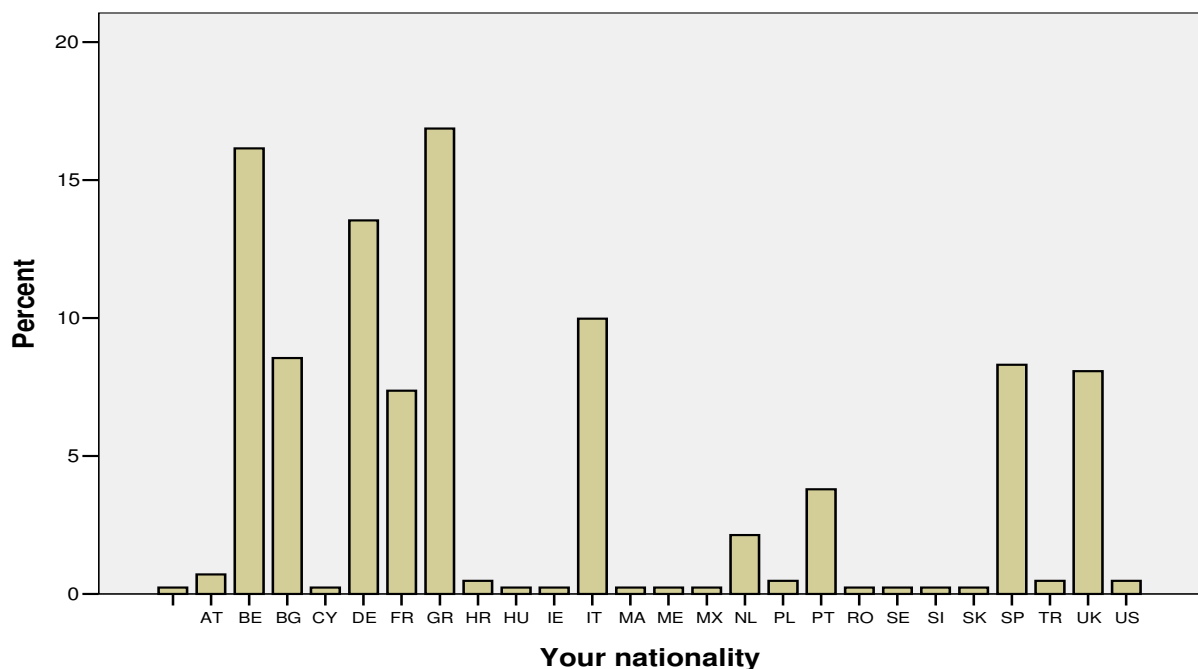
- ACCEPTANCE of cultural difference is the state in which one's own culture is experienced as just one of a number of equally complex worldviews. Acceptance does not mean agreement—cultural difference may be judged negatively—but the judgment is not ethnocentric. People at Acceptance are curious about and respectful toward cultural difference.

ADAPTATION to cultural difference is the state in which the experience of another culture yields perception and behaviour appropriate to that culture. One's worldview is expanded to include constructs from other worldviews. People at Adaptation are able to look at the world "through different eyes" and may intentionally change their behaviour to communicate more effectively in another culture.

Finally, the competences viewed as essential to interculturality are investigated. This lead to the following results.

### 3.2 Personal records

In total, 421 people filled in the questionnaire. They were mostly female (58.9%). A good balance of ages was obtained with 27.8% of the participants younger than 35, 39.7% between 35 and 50 and 32.5% older than 50. The nationality of the participants is shown in the following graph:



Thus, there was some imbalance in the number of respondents from the East (9.7%), North (8.6%), South (39.7%) and West (39.9%) of Europe. This can be explained by the fact that the project consortium consists of 4 partners from the South, 3 from the West and only one in both other regions.

Most of the participants defined their role as team leader / project manager (34.7%), followed by CEO (14.5%) and HR (11.9%). They are employed in local companies (32.1%), international companies

(22.6%), local social organisations or NGO's (13.1%) or international social organisations or NGO's (6.9%).

The majority of participants claimed to be in constant contact with other Europeans (33.5%) or at least once per week (17.3%). For 16.6% this occurs at least once per month, for 17.6% at least once per year and for 15% even less frequently.

### 3.3 The intercultural momentum

The participants were divided into their respective regions:

- South: Greece, Italy, Croatia, Portugal, Spain, Slovenia and Cyprus
- North: Ireland, United Kingdom and Sweden
- West: Belgium, Germany, France, the Netherlands and Austria
- East: Bulgaria, Hungary, Poland, Romania and Slovakia

The opinions of each region on the other regions show some clear tendencies, as shown in the following table:

	South (%yes)				North (%yes)				West (%yes)				East (%yes)			
	South	East	West	North	South	East	West	North	South	East	West	North	South	East	West	North
Q1	27.8	19.0	54.8	66.7	28.3	34.8	47.8	63.0	17.4	17.4	60.6	48.6	14.0	27.9	60.5	48.8
Q2	33.3	27.8	57.9	57.1	19.6	34.8	43.5	60.9	15.6	22.0	59.6	50.5	7.0	27.9	62.8	60.5
Q3	35.7	18.3	34.1	42.1	26.1	32.6	39.1	56.5	8.3	11.0	53.2	37.6	16.3	27.9	44.2	39.5
Q4	47.6	30.2	47.6	36.5	39.1	39.1	37.0	52.2	31.2	29.4	38.5	37.6	27.9	30.2	48.8	39.5
Q5	39.7	17.5	32.5	36.5	19.6	23.9	32.6	45.7	15.6	14.7	37.6	27.5	30.2	41.9	44.2	32.6
Q6	23.8	23.0	28.6	27.8	21.7	28.3	21.7	34.8	22.9	16.5	21.1	16.5	34.9	34.9	20.9	16.3
Q7	64.3	31.7	15.9	15.9	34.8	37.0	23.9	26.1	43.1	26.6	24.8	21.1	58.1	55.8	14.0	2.3
Q8	63.5	29.4	28.6	25.4	39.1	39.1	28.3	39.1	29.4	20.2	32.1	23.9	48.8	48.8	34.9	18.6
Q9	68.3	26.2	11.9	10.3	41.3	41.3	26.1	30.4	46.8	28.4	16.5	11.9	48.8	44.2	18.6	4.7
Q10	57.1	44.4	28.6	27.0	37.0	41.3	37.0	39.1	39.4	32.1	42.2	29.4	39.5	60.5	41.9	25.6
Q11	27.8	16.7	30.2	24.6	23.9	32.6	34.8	37.0	16.5	11.9	27.5	20.2	25.6	25.6	34.9	30.2
Q12	11.1	8.7	42.9	29.4	13.0	26.1	34.8	52.2	10.1	8.3	36.7	24.8	25.6	23.3	48.8	18.6
Q13	34.1	21.4	29.4	21.4	23.9	32.6	26.1	32.6	33.0	28.4	12.8	7.3	32.6	48.8	11.6	7.0
Q14	34.1	22.2	48.4	61.1	19.6	30.4	41.3	50.0	12.8	17.4	39.4	53.2	20.9	34.9	46.5	48.8
Q15	29.4	10.3	24.6	36.5	17.4	28.3	28.3	50.0	14.7	7.3	44.0	44.0	23.3	32.6	27.9	34.9
Q16	11.1	16.7	11.9	7.9	23.9	26.1	10.9	19.6	8.3	14.7	10.1	7.3	25.6	25.6	20.9	16.3
Q17	8.7	13.5	20.6	18.3	23.9	23.9	17.4	17.4	5.5	11.9	11.0	9.2	7.0	16.3	18.6	23.3
Q18	28.6	20.6	27.0	24.6	26.1	39.1	17.4	28.3	11.0	22.0	23.9	17.4	39.5	51.2	16.3	9.3
Q19	27.0	19.8	42.9	43.7	23.9	30.4	30.4	43.5	10.1	13.8	39.4	34.9	16.3	14.0	53.5	44.2
Q20	15.9	17.5	33.3	29.4	26.1	34.8	34.8	43.5	25.7	28.4	24.8	25.7	18.6	23.3	37.2	30.2
Q21	31.0	16.7	34.1	49.2	23.9	30.4	30.4	47.8	12.8	7.3	41.3	39.4	9.3	18.6	53.5	51.2
Q22	46.0	28.6	15.1	16.7	21.7	34.8	23.9	30.4	22.0	22.0	22.0	19.3	27.9	32.6	46.5	25.6
Q23	55.6	41.3	36.5	42.9	32.6	39.1	34.8	41.3	25.7	25.7	33.9	27.5	25.6	27.9	30.2	32.6

Table 1. Percentage of respondents who answered yes to the question (colors indicate range from high (green) to low (red))

The questions investigate the among others the concepts of dealing with time (Q1-6), the willingness to negotiate (Q11-12), the differences in leadership (Q13-15), the openness to other cultures (Q16, 17, 23) and the friendliness and hospitality (Q7-10).

#### Participants from the South

- Consider themselves very open and hospitable
- Have a culture of compromise and aren't dominant in meetings, similar to the East
- Have a generally negative opinion about the East of Europe, being somewhat hospitable but very unprofessional (not efficient or well-prepared)
- Have similar preconceptions about the West and North of Europe, as they are considered very professional but less open and sociable
- They consider people from the West of Europe to be especially dominant in meetings and least willing to compromise



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#### Participants from the North

- Consider people from the South hospitable and as having good listening skills, but less efficient and with less gender equality and freedom to disagree with superiors
- Have the same preconceptions about the East, but less outspoken.
- Consider themselves to be most efficient and professional, but also least willing to compromise

#### Participants from the West

- Have similar opinions about the South and East: less professionalism, gender equality and especially in the South more hospitable
- The North is considered similar to their own region but with somewhat lower scores for professionalism and dominance. This is a similar trend as in the North, where the West received positive, but lower scores for these traits

#### Participants from the East

- Believe the South to be similar to their own region, but with lower scores for professionalism
- Consider it their own nature to attempt to make a quick profit in business
- Hold the same general ideas about the North and West as the other regions

#### Conclusion:

Thus, some of the most striking results are that the general preconceptions about each of these regions are confirmed in this study, even within the regions themselves. The North and West are considered less open, friendly and hospitable but very professional and dominant, while the opposite characteristics are attributed to the South and East. Within these preconceptions, each region (North vs West, and South vs East) feels they follow the same stereotype but have a more positive perception than their counterpart. No significant differences related to openness towards other cultures were observed.

#### 3.4 Intercultural statements

A total of 307 participants indicated which of the statements seemed the most appropriate to them.

A total of 6.8% of the participants agreed with statement 1: “There are no differences between the different European cultures while working together”. This was answer was more popular among those over 50 (10.8%) than in other age groups (around 5%). Especially respondents from the North chose this statement (20.5%) while it was nearly absent in the West (1.9%). Both other regions showed similar frequencies (4.9 – 6.7%). This state of denial of cultural differences is thus associated with increasing age, and most frequent in the North of Europe.

The smallest number of respondents (2.3%) indicated that they agreed most with statement 2: “It is clear that our way of working gives the best results”. None of the participants from the West gave this answer. It was most often responded in the East (9.8%). In regards to age, the group op 35 to 50-year olds seem the least culturally defensive as only 0.8% agreed in contrast to around 3% in the other age groups.



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Statement 3: “I treat the others like I want to be treated” was given by 22.1% of the participants. It was the most popular answer in the North (36.4%) with a frequency that was more or less double than in the other regions. In terms of age there are no significant differences. The existence of cultural differences are thus most frequently minimized in the Northern countries, who also scored significantly higher on the denial of cultural differences.

In contrast, statement 4: “I am aware that people of other countries have different values and are acting differently” was the most frequently given overall (44.0%) in the other regions individually. In terms of age there are also no significant differences. Almost half of the respondents throughout Europe thus are accepting of other cultures, with a curious and respectful attitude.

Finally, statement 5: “I intentionally adapt my perception and behavior appropriate to the involved culture” was given by 24.8% of the respondents. From the results it seems that people from the South (28%) and West (29%) are most willing to adapt to other cultures. This observation also corresponds to the higher tendency of the South to compromise and be less dominant in business situations as observed in the study of the intercultural momentum. However, this conflicts with the preconceptions about the West as this region is seen as most dominant.

#### Conclusion:

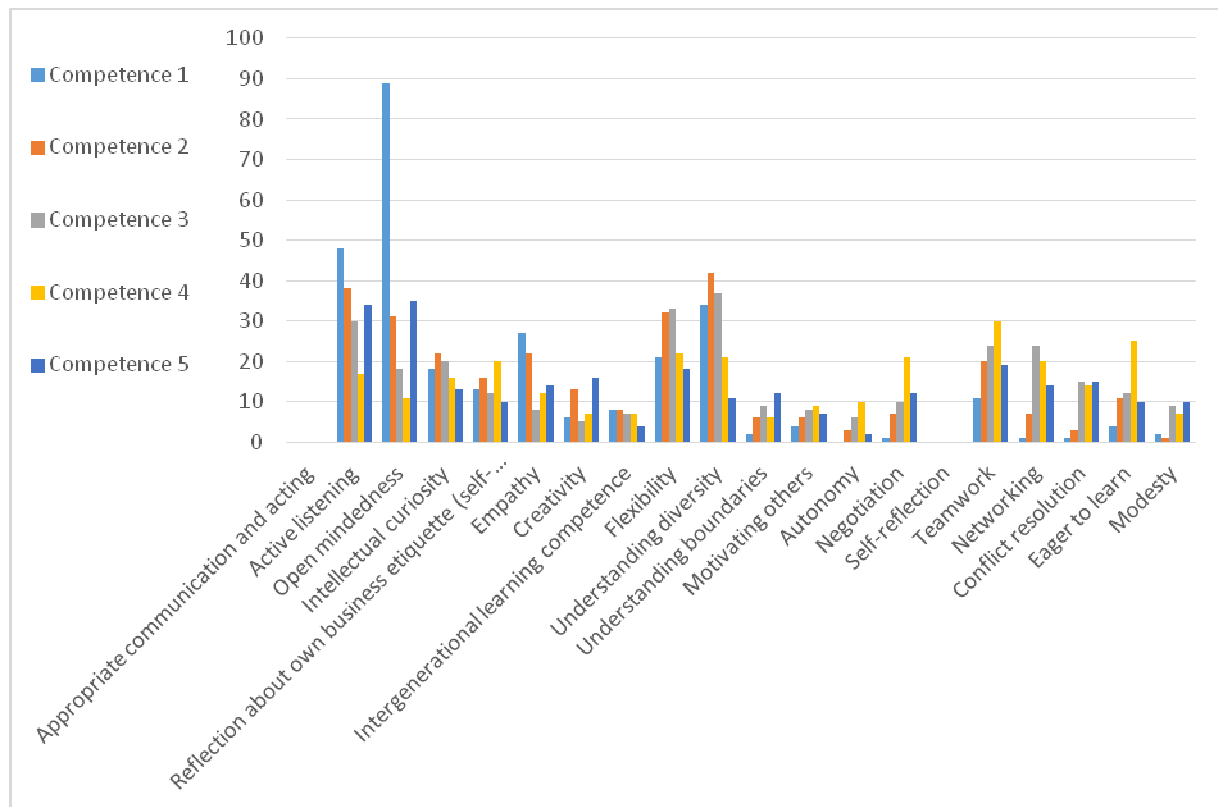
In terms of age, 35 to 50-year olds were less convinced that their own approach is the best way (statement 2) and were thus less defensive and more open for other cultures and methods. The tendency to deny cultural differences was most striking for over-fifties.

Respondents from the North mostly tended to minimize cultural differences and were significantly more likely to deny the existence of such differences. Throughout the rest of Europe, most are accepting of other cultures, while people from the South and East are most likely to adapt to others.

#### 3.5 Intercultural competences

The respondents were asked to choose five competences from a list of 20 options and rank them in order of priority. The results are shown in the following graph:





By weighing the rank each competence was assigned by the respondents an overall score could be calculated (5 points for competence 1, 4 points for competence 2, 3 points for competence 3, 2 points for competence 4 and 1 point for competence 5).

Competence	Score
Open mindedness	680
Active listening	550
Understanding diversity	502
Flexibility	394
Teamwork	286
Empathy	285
Intellectual curiosity	283
Reflection about own business etiquette (self-awareness, self-reflection)	215
Eager to learn	160
Networking	159
Creativity	127
Negotiation	117

Intergenerational learning competence	111
Conflict resolution	105
Motivating others	93
Understanding boundaries	85
Modesty	65
Autonomy	52
Appropriate communication and acting	0
Self-reflection	0

Not surprisingly, open mindedness is viewed as the most important competence by far to deal with other cultures, followed by active listening and understanding diversity. It is, however, somewhat strange that skills related to the own image such as self-reflection and using appropriate communication were never chosen. This indicates that dealing with other cultures is perceived as being tolerant rather than evaluating and adjusting your own attitude and behavior.

When these results are broken down by region, we get following graph:

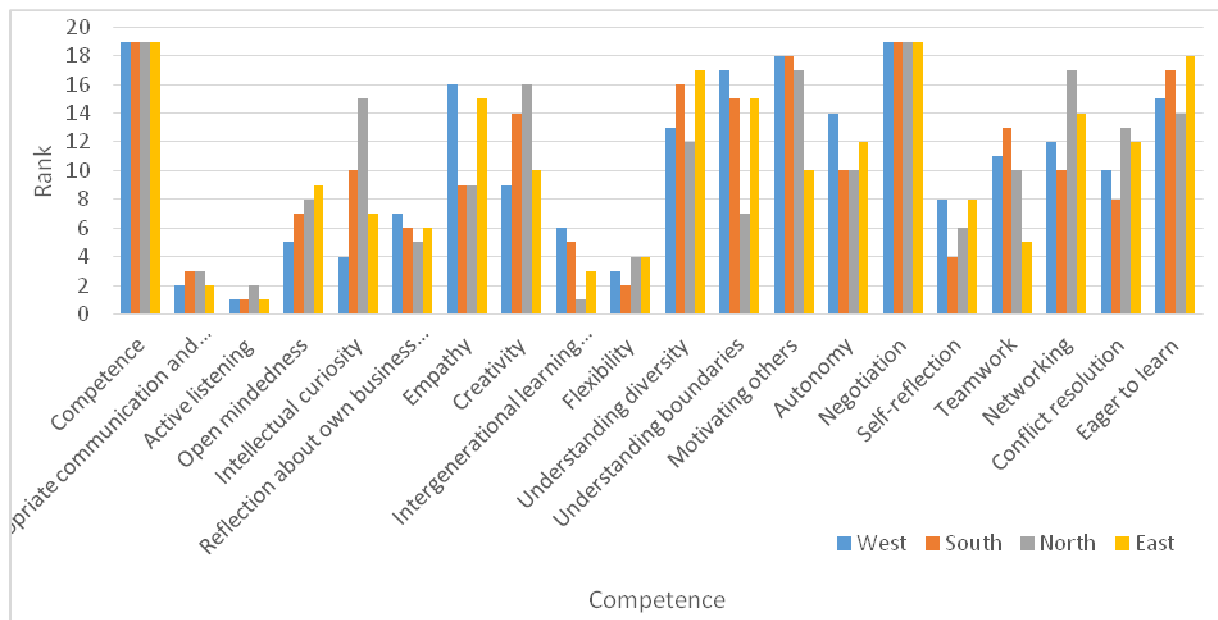


Figure 1. Ranking of intercultural competences in each region (lower scores indicate more important competences)

These results show relatively small interregional differences. An interesting observation is that understanding boundaries is considered drastically more important in the North, corresponding to the more distant and professional perception by the other regions in seen in the intercultural momentum. However, overall, all European regions value the same competences to deal with other cultures.

### Conclusion:

Throughout Europe, the same competences are viewed as important in dealing with other cultures. These relate to being open and tolerant towards others rather than evaluating and adjusting the own behavior.

### 3.6 Intercultural competences in your company

Finally, the experience of the respondents with the validation of intercultural competences was investigated by posing five questions:

- Q1: Is there any kind of (individual) intercultural competence evaluation of employees / colleagues in your company?
- Q2: Have you come across any standardized tool or validation technique to evaluate cultural competences?
- Q3: Are you interested in trainings in intercultural competences for your company?
- Q4: Are you interested in a standardized tool for assessing intercultural competence development for your company?
- Q5: Would you be interested to participate in an in depth interview about the advantages of intercultural competences in companies?

Following results were obtained:

	% in agreement				
	All	East	South	West	North
Q1	18.4	19	19.6	19.6	11.9
Q2	12.6	11.1	13.1	15.2	7.1
Q3	63.5	58.3	73.8	66.3	35.7
Q4	65	50	78.5	67.4	38.1
Q5	50	44.4	60.7	53.2	21.4

From this table, it is clear that only a minority of companies has a means to perform an intercultural competence evaluation (Q1) of their employees. Especially in the North, this number is significantly lower than in other regions.

Companies that do measure intercultural competences often do so with their own methods as even less respondents know of a standardised tool to make this assessment. Once again, in the North this number is significantly lower than in the other regions.

While there is a shortage of tools, Q4 reveals that the demand for such a solution is indeed very high. Nearly 2/3 of respondents indicate their interest in such tools and trainings in intercultural competences. This interest is much more outspoken in the South and drastically lower in the North, which explains the significantly lower availability of tools in this region.

### 3.7 Conclusion

There is a growing interest in the development of intercultural competences, but the current offer of tools is lacking.



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## 4. Qualitative questionnaire

### 4.1 Belgium

#### 4.1.1 Results

##### Intercultural Statements

Number of respondents and statements	Answers 12
1. There are no differences between the different European cultures while working together	2
2. It is clear that our way of working gives the best results	
3. I treat the other like I want to be treated	1
4. I am aware that people of other countries have different values and are acting differently	5
5. I intentionally adapt my perception and behaviour appropriate to the involved culture.	4

### Motivations

- Regarding Statement 1: DENIAL of cultural difference (2)
  - We see that our customers even from different origins have the same expectations
  - We don't have employees from different origin
- Regarding Statement 3: MINIMIZATION of cultural difference (1)
  - Treating people like you would be treated is showing respect
- Regarding Statement 4: ACCEPTANCE of cultural difference (5)
  - Am aware that people of diff cultures have other values. Important you show understanding but important as well that you keep your cultural identity
  - To be aware that there are differences in culture is important condition for cooperation. But adapting own behaviour is not necessary , is not authentic and credible.
  - Even if differences in Europe are not strongly pronounced, it remains important to take them in account
  - According to Symone Veil: Our values are not defined by the future but by the past
  - I want to learn to adapt. Am reading do'and don't's, their history, culture, behaviour
- Regarding Statement 5: ADAPTATION to cultural difference(4)
  - Important to know the cultural background in order to frame
  - My experience in working together with other cultures I noticed the importance of taken in account the different values, sensitiveness and conventions
  - To understand others make you more aware from your own values and limits.
  - I am taking in account the differences. To the point or taking time

### Intercultural Competences & Societal Benefits

	Statement 1	Statement 3	Statement 4	Statement 5
Validation of acquired/improved competences for individual	x		x	X



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professional purposes (career development)				
Better teamwork			x	xx x
Contribution to corporate social responsibility of the company	x		x x x x	X
More profit	x		x	X
Improving the quality of work			x x xx	

## Motivations

- Regarding Statement 1: DENIAL of cultural difference (2)
  - Knowing more will probably make cooperation easier
  - Intercultural competence will increase cooperation. 20% of our society are people from another origin.
- Regarding Statement 3: MINIMIZATION of cultural difference (1)
  - Intercultural competence offers more perspective to teams, company, society
- Regarding Statement 4: ACCEPTANCE of cultural difference (5)
  - The more contact and knowledge, the more tolerance and acceptance will increase
  - Social innovation demands cultural understanding
  - Intercultural competence make that partners are more willing to work together and this increase benefits ( not only financial)
  - A company that works internationally needs intercultural competence
  - Working together with people from different cultural backgrounds gives a company more opportunities
- Regarding Statement 5: ADAPTATION to cultural difference(4)
  - How more diverse people and competences are , how opener for more idea
  - Knowing better the cultural and religion background of your colleagues will improve teamwork
  - Intercultural competence will improve empathy
  - Important to get a broader view on the world



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### Experience with validating Cultural experience

	Statement 1	Statement 3	Statement 4	Statement 5
Familiar Yes	x	X	xxx	Xx
Familiar No	x		xx	xx
Interested Yes	x		xxx	Xxx
Interested No	x	X	xx	X

### Motivations

- Regarding Statement 1: DENIAL of cultural difference (2)
  - Don't know if it useful
  - Am interested.
- Regarding Statement 3: MINIMIZATION of cultural difference (1)
  - Interested, but not applicable
- Regarding Statement 4: ACCEPTANCE of cultural difference (5)
  - Interested, experience with living stone model
  - Heard about it , but interested due to our transnational activities.
  - Give more opportunities
  - Am not familiar with these, in our company we share continuous information and experiences
  - Am not familiar with these, but interested because we are working on European projects.
- Regarding Statement 5: ADAPTATION to cultural difference(4)
  - No experience, but interested
  - Experience with living stone model
  - No experience, more sensitization is needed
  - Know models of Hofstede & Lewis, but as we work with Flemish people it is not a priority



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Interested to get external expertise for assessing intercultural competence development for my company. Explain why.

	<b>Statement 1</b>	<b>Statement 3</b>	<b>Statement 4</b>	<b>Statement 5</b>
External assessment of competence development				<b>X</b>
Assessment of participants by staff members				
Self-assessment by participants using specific tools			<b>x</b>	<b>X</b>
Combination of external and self-assessment methods			<b>x x x</b>	<b>X</b>
Consultancy				
Intercultural training / workshop	<b>x</b>		<b>x x x</b>	
Other:.....			<b>x</b>	

## Motivations

Expressed in pt 2.3

### 4.1.2 Conclusions

The respondents showed a general tendency towards acceptance, with a high score for adaptation also. However, adaptation was sometimes seen as too much, as the own identity is essential for credibility. Those who leaned towards denial either had no experience with interculturality or saw expectations of product properties as the determining factor in their customer relations.

In addition to the important contribution to CSR, attention for interculturality also leads to a higher quality of work and better teamwork as this improves empathy and opens your eyes for new ideas.

There is a general interest in validating cultural experiences but there is a limited knowledge of available models. Respondents are most interested in intercultural trainings/workshops or a combination of external and self-assessment methods

## 4.2 Bulgaria

### 4.2.1 Results

The intercultural statements (2.1) are the most important part in this survey. How many respondents did choose:

1 – 0 respondents

2 – 0 respondents

3 – 0 respondents





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4 – 6 respondents

5 - 4 respondents

What were the main reasons they gave for their choice?

- Statement 5 is needed for the person to be integrated and to feel comfortable in intercultural organization. You increase the awareness first and after that learn to be flexible and to adapt our own behavioural style to the style of the others. It's extremely important in intercultural environment.
- Statement 5: They teach us from child to be flexible and we need to adapt our behaviour in order for us to provoke a successful interaction with people from different culture.
- Statement 5: In order to have synergy in the communication we need to identify and adapt our strengths towards others.
- Statement 5: To better performance at work; we are large multinational company and we communicate daily with Europe and we work on common projects.
- Statement 4: the awareness is the most important part in becoming an effective colleague in international organization. We develop our own communication style after we realize that everybody is different and we need a different attitude.
- Statement 4: To be successful interacting with other cultures, I need to be fully aware of the differences and to modify my behaviour, according to these differences in the perception/understanding.
- Statement 4: working with other cultures in business context, person needs to investigate what is the difference between the values, rather than intuitively to adapt. Each culture has specific manners and behaviours (nonverbal and verbal communication, business ethics, etc.) and we need to know them.
- Statement 4: I consciously think about the differences and take them into consideration.
- Statement 4: Everybody reacts and has different perception. Communication's success is to be aware of this and to regulate our own behaviour.
- Statement 4: Rational Information Processing for what and how we say.

What did your respondents find the most important benefits of intercultural competences for companies and society in your country? How did they explain that?

Validation of acquired/improved competences for individual professional purposes (career development) - 6

Better teamwork\_6

Contribution to corporate social responsibility of the company\_5

More profit - 4

Improving the quality of work – 7

tolerance to differences - 1

- As an international company we are familiar with the difficulties we met in the communication with foreign people and our job is to promote learning like this.
- Developing different competences which has helped in better interaction with other cultures, our partnerships and customer relations might improve = better career development and team work.



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- The person need to be able to cooperate with different people/ age, nationalities, specialties/ and this will leads him to his personal development, part of his career development.
- The business is growing and we work more with European (and not only) partners. We can provide career development to our Bulgarian employees in some of our offices worldwide.
- Working smoother with colleagues from other countries will allow us (the Bulgarian) to believe more in our own skills and knowledge. Working with large multinational companies I know how important is to understand the diversity in order to have better team work and to exhibit tolerance for others.
- Increasing the awareness of the company.
- The differences are all around us – gender, age, way of thinking, etc. The benefits are all those opportunities.
- All those benefits are connected, because improving the interculturality we increase the career development opportunity, which increase the desire for team work and this bring for the company profit, etc.
- All of them are relevant when one company work with international companies and want to expand the business abroad.

Are the respondents in your country interested in assessing and validating intercultural competences in their company. Why (not)? What do they expect?

YES – 5

- The employees will improve the communication with the other representatives;
- The employees will provide better customer service, especially to the international customers;
- Increasing awareness;
- External assessment of competence development – 4
- Combination of external and self-assessment tools – 3
- I can exchange experience with other countries – 2
- The benefits would be that we can assess our employees on some important competences; we can receive some external consultancy and we can join intercultural workshop, beneficial for company like ours, which operates with international clients;
- Collecting interesting materials, who may help me to develop the interculturality in our clients (HR trainer/consultant in HR Company);
- I can evaluate and develop my employees on these competences.

NO - 5

- Our team is too small and we don't have capacity to invest (time and people) in activity like this;
- I am part of a small consultancy company for HR services. I might suggest this opportunity to some of my clients;
- I find it useful and necessary, but our management team is rigid about this kind of things.
- We are big company with very small HR team – no time and people resources to implement a practice like this.
- No direct communication with the mother company and little interaction with foreigners.



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#### 4.2.2 Conclusions

There is a general tendency towards acceptance and adaptation. This mostly improves the quality of work, however career development, better teamwork and CSR are also seen as important benefits of intercultural competences.

About half of the respondents are interested in tools and those who aren't mostly see practical issues. Most suitable would be an external assessment of competence development or the combination of this with tools for self-assessment.

### 4.3 France

#### 4.3.1 Results

Compilation of 10 interviews :

1. There are no differences between the different European cultures while working together	1
2. It is clear that our way of working gives the best results	
3. I treat the other like I want to be treated	4
4. I am aware that people of other countries have different values and are acting differently	4
5. I intentionally adapt my perception and behaviour appropriate to the involved culture.	1

The statements are classified according to the number of votes.

#### **Nr 3 - I TREAT OTHERS LIKE I WANT TO BE TREATED**

- It's only normal to do so in society.
- Because it's a question of good social manners. Mutual respect is an essential value for me
- This means taking into account other people's beliefs and traditions and accepting them the way they are.
- This may mean giving other people more time to react the way I would expect my peers to react under given conditions. I would allow a foreigner more time to react to certain conditions and to do things that people from my own culture would do intuitively. I understand that I should make allowances for them. I shouldn't criticise them, but give them more time, allowances and maybe explain what intercultural differences are.
- As the boss, I should explain, even « teach » those intercultural differences. I think it's my responsibility to make sure that cultural differences are accommodated.
- For the proper functioning of the work team, equal treatment is essential.
- This relates to the principle of equal treatment in the workplace. This is a matter of mutual understanding and respect
- I agree and disagree at the same time : I agree because I treat others with the respect I expect and I disagree because we don't have the same culture and expectations, so I would adapt my behaviour when I am with people from a different culture.
- I think that there may be differences, but we have to take them into account.
- All individuals have to bring things to the company and I would like to be perceived positively for what I can bring
- I would like to learn from exchange and I would like to share things



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#### **Nr 4 - I am aware that people from other countries have different values and are acting differently**

- I agree and could have chosen this statement as my favourite instead of Nr 3. However, Nr 3 was the most encompassing answer. I know and understand why people from other countries act differently.
- People from other cultures may have different values, language systems, inflexions of meaning, religion that may lead to different ways of social organisation (e.g. a male-dominated society as opposed to parity in a European society). This will necessarily lead to different behaviour and attitudes at work.
- I agree, but instead of focusing on differences, it's important to point out those essential features that are common to our cultures in order to build a community around shared values. This is essential at work.
- We don't have the same culture and there are many differences, we have a different education, nationality... This means we must adapt to others to avoid upsetting them or generating discomfort and misunderstandings.
- I am able to observe different values.
- I know that, but at work, everybody must follow the same rules.

#### **Nr 5 – I intentionally adapt my perception and behaviour appropriate to the involved culture.**

- I didn't choose this statement because that would mean adopting a self-effacing attitude towards the newcomer. You would not be doing that person a service because (s)he would not learn anything new about my society.
- If I did that, I wouldn't help a foreigner integrate into my society. Example: If I went to go and live with Aborigines in Australia, and I requested corn flakes for breakfast, they would obviously not adapt to my demands. Adaptability is necessary to fit into an existing organisation.
- A company has its own culture and everybody must recognise and respect it for the positive values it conveys.
- The newcomer must adapt to our way of doing things. « When in Rome, do as the Romans do ». It's up to the newcomers to adapt to an existing organisation, but the management and staff of the organisation must set ways to accommodate and host them by making sure the person is properly tutored. You should appoint a tutor to help the person make a successful transition. It's an ongoing process. The will power of both parties will determine the success of the collaboration.
- This is not the right way to proceed. Acceptation must come from both sides. Both parties must want integration to succeed.
- I agree with this statement because adaptation is the basis for intercultural dialogue. When working with foreigners, we must always adapt to them to obtain the desired results.
- I would adapt, but I would expect reciprocity.

#### **Nr 1 – There are no differences between EU cultures when working together**

- There are differences, but they are minor compared with more distant cultures.
- There are differences. Understanding them requires open-mindedness, comprehension and communication.
- It is probably easier because in Europe, we mostly have a judeo-christian culture, the same religion, beliefs and values.



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- We believe in the same things and have the same forms of social organisation and behaviour, so the differences are not so important
- When working on the same project, we have the same values and background, so things are somehow easier.
- I disagree with this statement. Even if we are Europeans, there are differences and it's important to take them into account. For example, Scandinavians do not kiss, they don't speak with their hands like Italians. They are really different....
- As an employer, we have different legislations and the perception of social dialogue is different in France, Germany or the UK. It's not only in behaviour, but our perception of things is different. We may have different rhythms as well. There are differences, but for me it's not a problem. We can have different perceptions, but sharing them is enriching.

## **Nr 2 - It's clear that our way of working gives the best results**

- This is not obvious. That would mean that you've always got the best answer, which is not true.
- "Many roads lead to Rome". In the work sphere, there are different ways to solve a problem.
- This statement reflects a superiority complex, which is the wrong way to start intercultural relations. How can you cooperate with others if you think your culture is above others?
- Intercultural relations question all parties involved.
- Being open-minded, tolerant and always acting in a pedagogical role towards others is essential. As the director, I must pay attention to allowing for tolerance in the workplace. This statement is based on intolerance.
- I disagree. Each country has examples of good practices to learn from and exchange should allow us to work better.
- If you think like this, you despise other cultures and do not take into account other people's values.
- How could I say that we have the best results? It's a very restrictive perception.

What are the most important benefits of intercultural competences for companies and society in France:

- Most voted for : For improving the quality of work
- The major benefit is better team work, reciprocity and positive output from all workers.
- Better team work - This is essential to understand each other for "good social living"
- This is a source of wealth. Different skills and competences can all lead to progress and success; This can also lead to economic benefits because results are better.
- If well-managed, an intercultural approach leads teams to try and understand the others and develop new skills. This necessarily contributes to the company's corporate social responsibility.
- Better contribution to corporate social responsibility
- Our nation's motto is "Liberty, Equality Fraternity", the values of our republic
- A company with a good social atmosphere and a good social image is more successful in business
- If workers understand each other better, they will collaborate more successfully
- Now companies include this intercultural approach as part of their social responsibility
- We can learn a lot from others. We must analyse and understand the positive sides of their culture and integrate those to our culture. We must also be able to identify risks conveyed by cultural differences.



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Are you interested in assessing and validating intercultural competences in your company? Why (not)?

- What do you expect?

- I don't know of any such training schemes. I also think that in France, Intercultural skills are not so important and valued in companies. I think companies have neither time nor the will to do so.
- I perceive French people as rather individualistic and they think that it's up to foreigners to adapt and not the opposite
- This is necessary. It will not be simple, but a guide on soft skills can help determine an evaluation system
- The purpose is to work on all skills that can help develop migrants' employability or reduce obstacles to employment
- Once people are in the company, it's important to work on supporting them to value a foreign diploma sometimes, to help them work towards recognition of all their skills.

I would be interested to have external expertise for the evaluation of intercultural competences within my company

- Combination of external and self-assessment methods would be nice.

- Intercultural training or workshops.

#### 4.3.2 Conclusions

The most frequent attitudes of the respondents are minimization and acceptance. However, the reasons of those who chose statement 3 also indicate motives rather important to acceptance or even adaptation, which is seen as a sign of mutual respect.

Adaptation itself is rather unlikely as it is considered the other's task to integrate in French culture or at the very minimum, reciprocity of adaptation is expected.

The benefits of intercultural competences are mostly higher quality of work, but also better teamwork and through these factors also economic benefits.

The interest in tools is perceived as lower than in other regions as the French are more individualistic and regard it the job of others to adapt. Those who are interested prefer a combination of external and self-assessment tools or intercultural trainings and workshops.

## 4.4 Germany

### 4.4.1 Results

#### Intercultural Statements

The intercultural statements (2.1) are the most important part in this survey.  
How many respondents did choose?

Intercultural Statements	Respondents
1. There are no differences between the different European cultures while working together	-

2. It is clear that our way of working gives the best results	-
3. I treat the other like I want to be treated	3
4. I am aware that people of other countries have different values and are acting differently	6
5. I intentionally adapt my perception and behaviour appropriate to the involved culture.	3

### What are the reasons you put your 5 selected competences on top? Explain

#### Respondents, who chose the third statements, said:

- *I treat other with respect, so I would like to be treated with respect too.*
- *Everyone is a foreigner almost everywhere. We need to recognise and accept this simple fact. This means that one needs to adapt the behaviour and perception. We need to be open for other people with their different behaviour, their way of life, their values, different eating and clothing habits – but I would not say that we also need to accept everything. If I think of the behaviour of men in some cultures towards women I simply cannot accept this. But these are decisions everyone has to make for themselves. It might be sometimes a balancing act to find the right way to interact with people from other cultures.*
- *I would have wanted to combine statement 3 with statement 4. Against the background that I am aware of cultural differences, I treat others like I wanted to be treated. I think we need to meet each other as equals and at same eye level. I believe that compromises are necessary from both sides. I did not select 5, because this would mean that there is one side that dominates the other or that would kind of impose his/her values and background on the other. In an intercultural setting it is important that both sides are willing to adapt to the other. This implies to re-think one's own behaviour and position.*

#### Respondents, who chose fourth statements, said:

- *The decisive factor is to perceive that the other culture is different and to learn about it. In the working world, people are faced with constraints, since they are not always aware of dealing with different cultures. People that come to Germany for work often despair, since working processes are different from the ones they know from their home countries.*
- *Everyone has the right to live out their own culture and to maintain it. I am aware that people from different cultures have their own norms and values. They are educated and socialized in this way. That is what they have learned and this is they way they act. So I respect it.*
- *-The prerequisite for interculturality is to treat others without prejudices.*
- *I am aware that people do have different values and cultural norms – even in the same country. This becomes all the more evident if you go abroad and work in a multicultural team.*
- *To work in a cross-cultural context, means perceiving the people and their values and appreciate them. This is a prerequisite for the successful cooperation. The first two statements are nonsense. The statement no. 5 requires enormous rethinking and not everyone is able to do this.*
- *Understanding that there are actually cultural differences is a prerequisite for accepting these differences. Mutual trust and respect are the most important things here – they are for me the basis for building relationships among people, be it among people with different cultural backgrounds or with the same background. Many people see only black and white, but it is crucial to differentiate. The human being is in the centre.*





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#### Respondents that selected the fifth statement stated:

- *Against the background of my own experiences that I made in different countries, I know that people act differently in each country. To be able to work well in the respective country, I adapt my behaviour to the different culture. This requires interest, flexibility and certain knowledge of the culture.*
- *I think that it is necessary to consciously adapt one's behaviour to the involved culture, since people do have different values. This consequently influences the way people work. In an intercultural team it is good to take this into account when e.g. distributing tasks according to people's strengths in order to have the tasks done successfully. Also, we should not see the world only through our eyes – which would be the case if we treated all people the way we would want to be treated.*
- *It is not sufficient to be aware of the differences between the cultures – or even of the diversity of human beings – but we need also to see how we can best communicate, interact and work with people. So it is important to also adapt one's own behaviour accordingly and adequately. What if I know that it is not well perceived to eat with my left hand in India? If I know it, then I should also act accordingly and use only my right hand in order e.g. not to offend someone.*

#### Intercultural Competences

##### What are the reasons you put your 5 selected competences on top? Explain

- *Openness, flexibility and empathy are good terms to summarise the attitude that is needed towards other cultures or diversity. This individual attitude is very important. This is the way also to signal interest for the other person/culture. For successfully communicating with each other, active listening is paramount for avoiding misunderstandings arising from cultural differences.*
- *The most important thing for me is the mutual respect. Moreover, we need to be open and accept that people are different. All the same we need to meet as equals.*
- *The most important competences in any kind of group that shows diversity are: open mindedness and respect. Open mindedness describes the interest in finding out how someone is and the respect is necessary to then accept that he/she might be different than me. But these two are not enough – you need also e.g. creativity to cope with the differences and to find solutions to problems.*
- *The three competences: openness, flexibility and conflict resolution are for me the most important ones to find one's way in a multicultural society. They allow you to reflect on another culture and to gain a broad perspective for interaction.*
- *As I specified before, for me the mutual trust is crucial in any kind of relationship. Without trust a relationship cannot work. This means we need to be open to build this mutual trust. This includes also that we are able to say 'no' in certain situations – but in a way that is neither offending nor hurting. Open-mindedness is yes and no, please and thank you, hello and goodbye – these pairs, and there are many more of this kind, go always together. We need to be creative to deal with diversity. We don't need necessarily to understand the reasons for diversity but we need to respect it. Multipartiality is another important aspect – it means for me that I need to try to be fair to everybody, maybe I fail, but all the same I try. It means creating feelings together, esteem, being sensitive for the needs of the others.*
- *Understanding diversity and empathy are prerequisites for intercultural understanding. When one deals with people from abroad, one should hold back one's own approach and try to understand how things are done in other culture. Active listening is a tool to become more*



*sensitized towards another culture. Modesty is a virtue that prevents us from simply imposing our approach on others.*

- *To perceive another culture and to understand it, requires a high degree of empathy and active listening. You can not work without intercultural teamwork and network.*
- *One needs to be willing to understand the diversity of people and to put oneself in the shoes of others. So the willingness is a prerequisite for dealing with other cultures. Then the competences needed to actually interact with other cultures are: openness, understanding diversity, intellectual curiosity, active listening and empathy.*
- *A prerequisite for interculturality is to treat others without prejudices.*
- *To bridge cultural differences, tools and competences are needed. The competences are: intercultural curiosity, as far as the cognitive level is concerned, and open-mindedness, flexibility, empathy and active listening, as far as the emotional is concerned.*
- *Open-mindedness is the pre-requisite for being able to recognise that someone is different and thus has different values and behaves differently. Once I have recognised that I have to listen carefully and actively to find out in how far this person is different and what it needs to get along with the person. Empathy is needed to put myself in the shoes of the other and flexibility to act and react adequately. Also I need to understand diversity – other cultures, other values. One needs to be willing to engage with other cultures without judging – being different does not mean being worth.*
- *The five competences: reflection on own business etiquette (Self-Reflection), active listening, openness, teamwork, understanding diversity are essential in order to create a successful working culture. This is the way how to design workplace communication between employees. This includes self-perception and perception.*

### **What did your respondents find the most important benefits of intercultural competences for companies and society in your country. How did they explain that?**

The most important benefits of intercultural competences for companies and society in my country are:

- Validation of acquired/improved competences for individual professional purposes (career development)
- Better teamwork
- Improving the quality of work
- Tolerance to differences

### **How did they explain that?**

- *Basically, I see advantages in the communication, in direct contact with customers or in a team.*
- *Benefits of intercultural teams: different perspectives, working and learning cultures, perceptions, other backgrounds, educational systems etc. enrich the team and lead to more creative results – even if the process to reach the result might be longer. You would not get the same result from a culturally homogeneous group than from a diverse group, even if you have very good team members that are absolutely apt for doing the work.*
- *Validation automatically leads to visualisation of competences and make people aware of the competences they have and the ones they might lack or need to improve. It also shows that many problems and errors stem from intercultural misunderstandings.*
- *Systematic validation would promote self-reflection. It also implies that I can note down something that I can read again. I can remember things.*



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- *Using a specific framework or reference system would promote training.*
- *Having intercultural competences is a prerequisite to understand people with different values. Intercultural competences are enriching when it comes to human interaction and collaboration.*
- *To sensitize people to cultural differences and to motivate them to travel abroad and to prepare them to cooperate with people from different cultures.*
- *It is to sensitise people for intercultural topics in order to overcome fears towards what is new, diverse or strange. Prejudices and stereotypes are a threshold to enter into communication. Intercultural competences is key to working and cooperating in intercultural teams.*
- *Solve conflicts, do away with prejudices.*
- *Through reflection, assessment, perception of intercultural competences without judgment, everyone experiences possible action options. Intercultural competences are an asset for each society and for enterprises. Employers should be aware of this and create room for diversity in workplaces and make use of the potentials of diversity.*
- *From a business perspective, it is very important to know that employees who are sent abroad are prepared. They need to be aware that they will have to interact in a foreign culture. They need to know the local culture. The people should acquire intercultural competences in order not to ruin business abroad and also not to get frustrated, when they realize that things are being done differently abroad than in Germany.*
- *A tool would be useful that would define cultural borders. One should be well aware of what should be assessed and evaluated.*
- *People need to understand that diversity is important and that it challenges the tolerance.*
- *Improvement of cooperation.*
- *Unfortunately, I don't have any colleagues with a different cultural background. I really regret this. When I worked in the HR department I tried in vain to convince my superior of the benefit of having people with different cultural backgrounds, said that it would be enriching. I believe that we need to get more engaged in supporting people from other countries to find their place in our society. Now with the increase in refugees we need to engage ourselves more. I would wish that people from politics and churches (irrespective of the religious orientation) would show more support.*
- *Esteem*

Are the respondents in your country interested in assessing and validating intercultural competences in their company. Why (not)? What do they expect?

**YES: 7 respondents**

Their reasons:

- *Out of interest in the methods. I am sure that such a tool can show tendencies.*
- *Out of curiosity.*
- *I am familiar with the official tools, such as the mobility tool (Leonardo da Vinci or Erasmus+) that we are obliged to use. We organise mobilities for our trainees and I am interested in seeing whether there is any impact in terms of self-esteem and (professional) orientation. We are actually using questionnaires for assessing whether our mobility actions have an effect. I am interested in validating competence development before and after the mobility.*
- *I would be interested in trying new approaches. As I am interested in seeing the development, I could imagine that we could implement a first assessment in our preparatory courses and the second assessment in the follow-up course. Also I would like to see in how far the impact is sustainable. I would be ready to pilot a new procedure with a pilot group and, if it works, adopt it. I would need support for developing and applying assessment tools.*

- *As I mentioned already I believe that validation would make us reflect on what we learn and what we achieve.*
- *We use simple questionnaires for our young people that go abroad for an internship. After the mobility we ask them what they think they have achieved in general. But I am interested in using a standardised tool. I believe that validation is a good tool to actually reflect on what I have learnt and achieved through a certain learning activity.*
- *We don't use any kind of validation for our team or staff. In our organisation, the fear of what is different prevails. I would want to see an increase in the level of openness here. We would need to be more open in our organisation – open to other cultures. Maybe an external information and training workshop would help increase awareness of the benefits of intercultural teams.*
- *We see a huge need for action here. We don't have any validation tools.*
- *I am not familiar with validation, but I am interested in it. It would help make competences visible and thus could be a start for a learning and development process.*
- *Validation would make competences visible and promote a reflection and learning process.*

#### **NO: 4 respondents.**

##### **Their reasons:**

- *No need, since I already work in a multicultural team.*
- *There is no need for such a procedure in our social institution. First, we have a very large fluctuation in our team – people often leave after (half) year, so the training is difficult to design and would involve budget.*
- *The decision is on the board, so we can only support the idea.*
- *I am sceptical: I think you cannot measure intercultural skills.*

##### **Validation tools that I know:**

- In international classrooms we simply use the feedback of the international students concerning their professors.
- There are a number of tools both on cultural standards and on cultural dimensions. 360°C feedbacks for different aspects
- Psychology also offers some certifies assessment tools.
- We also use case studies and have students prepare a cultural assimilator, i.e. they choose a practice example where the intercultural cooperation did not work well and try to find alternative solution how the situation could have been solved differently.
- Also the cultural dimensions are easy to use – but, on the other hand, culture has more than 6 dimensions.

##### **How should a validation procedure should look like?**

- External assessment of competence development
- Self-assessment by participants using specific tools
- Combination of external and self-assessment methods
- Intercultural training / workshop

Nine in 12 interviewees have expressed their interest in a specific training on intercultural competences and their validation.

#### 4.4.2 Conclusions

The German respondents showed a general tendency towards acceptance, closely followed by minimization and adaptation. Similar to the other countries, the reasons of those adhering minimization are similar to those of acceptance or even adaptation, which is seen as a sign of mutual respect.

Career development is seen as an important benefit of intercultural competences, in addition to better teamwork, a higher quality of work and tolerance of differences.

There is some interest in tools for measuring and validating interculturality. Some are already known such as Erasmus+ or Leonardo da Vinci or currently simple questionnaires developed in-house. There is still a need perceived for new tools. These could take any form such as the external assessment of competence development, self-assessment by participants, a combination of both, or intercultural trainings and workshops.

#### 4.5 Greece

##### 4.5.1 Results

Compilation of 12 interviews :

##### Intercultural statements

1. There are no differences between the different European cultures while working together	2
2. It is clear that our way of working gives the best results	2
3. I treat the other like I want to be treated	2
4. I am aware that people of other countries have different values and are acting differently	4
5. I intentionally adapt my perception and behaviour appropriate to the involved culture.	2

##### **Nr 1 – There are no differences between EU cultures when working together**

- There are differences. We have grown up in different countries and with different cultures.
- The differences are not important because we have things in common such as social behaviour.
- When working on the same project, we have the same values and purposes.  
Since we all are people with the same needs and emotions, we can set common goals and express similar sentimental points of view, through our interaction within working groups, no matter our different cultural background
- All men and women have their own distinctive personality
- Different cultures seem to have some red lines and barriers that cannot be crossed easily due to their alternative cultural backgrounds
- The difficult goal is to understand and accept the diversity of the other and to
- There are differences. But by focusing on the differences you lose the whole picture that consists of the similarities we have because we are human beings.



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- When people are working together for performing the same goal they should set their differences aside and cooperate with each other, using their common skills, thoughts and competences

#### **Nr 2 - It's clear that our way of working gives the best results**

- I don't agree with this.
- I disagree. There are techniques and that allow us to work better.
- You must respect other people's values. Only by finding a way to collaborate our different working methodologies in order to approach a common one can we reach the best results possible. Even thinking that our way is the best one we must leave space to the other ways to be expressed in order to gain from each other.
- There is no such thing as our own way of working. This is a way of thinking that produces selfishness and conflicts. We all work together as a group, despite our differences, so that we can find the best solutions to our collaboration problems and to manage the best results
- Egoistic and selfish point of view that do not at all promote entrepreneurship and cooperation
- Having this opinion and that point of view is the only way to provoke and break bonds with other partners and that perception causes, in my opinion the projects to collapse and break down.

#### **Nr 3 - I TREAT OTHERS LIKE I WANT TO BE TREATED**

- It's a way of living and behaving in general, a basic rule for life.
- It's a matter of respect, especially when you are in the same working environment.
- I would like to learn from different cultures.
- In my everyday life I use this as a motto. I try to use it in my personal and professional life
- Respecting each other.
- Being kind and cooperative.
- Listening to each other
- Trying to empathize with each other can lead the road to reach a mutual understanding, high level of communication and interaction with respect
- I want to be treated with respect, I want people to try and be open-minded and hear and listen their interlocutor and leave space for their fellow co-worker to express themselves (emotions and opinions) and that is the way I treat other people.
- The only way to gain respect from the others is first of all to respect yourself and to embrace your own differences and controversies. After gaining such a point of self-awareness and esteem you can treat the others in a respectful way.
- Respect can either be gained or inspired by a person and can be mirrored throughout our mutual engagement and relationship. To gain respect you have to inspire respect.

#### **Nr 4 - I am aware that people from other countries have different values and are acting differently**

- People from other cultures have different values, language, religion and this leads to different behaviour.
- This is true but at work, everybody should be able to behave according to the rules.
- The important thing is to create a common network based on the similarities and not only the differences.
- I try to respect and to be aware of these different values and if it is possible to know more about





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- No matter the country people are born and raised, we all share the same anxiety, fears, needs and emotions in general and we all speak the same language, the sentimental one. Despite our differences (that we realise that they exist) we can embrace each other's diversity and walk along towards our common goals
- I am aware completely, that's why I try to respect their different values and not try to impose my opinion on a subject that we maybe differ. Through dialogue and mutual retreats we can agree on a matter that we oppose
- It is an aspect and a part of the Theory of The Mind that people have different values, thoughts and emotions. No one can act the exact same way like ourselves, so to have in mind that other people act, think and estimate circumstances differently is a starting point to reach a common ground of understanding
- I do not believe that anyone has a different opinion on that matter. Although , we all have things in common (like same needs and sentiments) and on that framework we can build a fruitful working and communicating relationship
- For a successful cooperative work you have to respect the other's principles and believing
- Everyone is different from the other, much more if they come from different countries and cultures

#### **Nr 5 – I intentionally adapt my perception and behaviour appropriate to the involved culture.**

- If I did that, I wouldn't help a foreigner integrate into my society
- The newcomer must adapt to our way of doing things.
- When working with foreigners, we must always adapt to them.
- It's a wrong perception
- I am not a chameleon and I do not adapt any behaviour. I just try to keep my own perception of things and gain as much information and interaction with the new culture that I involve myself in, in order to understand it and harmonically cooperate with the fellow co-operators.
- Trying to conform myself into the new background I find myself in, and maybe sometimes it feels a bit awkward
- Trying not to hold on to my personal, social and cultural stereotypes
- Trying to communicate both by language and emotion with the partners that come from another culture
- Trying to find the things that mostly connect me with the other people and not things that separate us
- I have found a way to interact with people that come from different cultural background without losing my individuality.
- I only try to lower my ego in order to adjust to the new circumstances I am involved in. I do not change my whole personality in order to be liked or accepted.
- By being open to new stimulus and data, sounds and smells, flavours and personalities can I profit from contacting and getting in touch with different cultures. Open to new experiences

#### **Intercultural Competences**

**- What are the most important benefits of intercultural competences for companies and society in Greece:**

- For improving the quality of work.
- The major benefit is better team work and being cooperative.
- New skills developed based on the exchange of different cultures and ideas





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- We can learn through a social environment and we can learn from others! We should integrate them to our culture.
- If workers understand each other better and are respectful, they will collaborate more successfully and with better results. We interact with people from different cultural backgrounds and statuses and by embracing each other's diversities we learn to embrace our own controversies and becoming more capable of interacting with other people
- Learn new things; learn to accept the different and the unknown, broaden our capacities of understanding and our level of empathy.
- Communicating with each other although our differences can show us a more peaceful and humane way to collaborate with each other.
- Intercultural exchange of opinions, aspects and ideas, involvement and collaboration with people from unfamiliar cultures and gaining a competence to engage the different, can ultimately lead to an open-minded and more comprehensive and understanding society, that can accept and not marginalize anything that seems different from us.
- Better teamwork because collaboration is based on understanding each other.
- Improving the quality of work

Are you interested in assessing and validating intercultural competences in your company? Why (not)?  
- What do you expect?

- It would be very good but I would need a framework.
- Despite the difficulties it would be interesting and efficient. One of the greatest social problems in Greece nowadays is to learn to accept the diversity of the other, no matter their country, culture or skin colour. We want to try and lead the way into a social transformation that can accept the strange and the different
- We have in Greece many refugees (political, financial etc) and we have to learn how to accept them and treat them as human beings, as we want to be treated, because we do not have anything that separates us.
- It is time to start focusing on the point that people from other countries are not our enemies or that they can "pollute" our social construction. We should learn and get educated on the matter that by blending with people from other backgrounds of culture and exchange feelings, ideas, conversations and cooperate can we promote a wider society of common understanding and cooperation
- In Greece we seem to be in lack of competences that would help us engage the different in general. Getting to know people from other countries and different cultures would help us be more receptive and accessible and to understand each other with greater capability.
- Active listening, open mindedness and flexibility are all you need for dealing with other cultures. With these competences you can accept and understand the multicultural diversity
- I am not familiar with validation models regarding intercultural competences so I am interested in. I think that we can learn many things from the others.
- Active listening and open mindedness are needed for successful communication and understanding diversity and boundaries for intercultural team work.
- I am always open to new tools and methods that will help me to do my work better.

I would be interested to have external expertise for the evaluation of intercultural competences within my company

- We could use external guidance from an expert on these matters



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- Our organization has already a great amount of experience on this subject and would be glad to exchange ideas and opinions with an expert from another organization
- Off course, any help would be really valuable and sometimes needed
- We could more use someone who would be an experiential expert and can perform workshops and experiential seminars than someone who can provide us with theoretical knowledge, but we could use any help provided.

- Intercultural training or workshops.

-Seminars and evaluation sessions as well as consultants.

#### 4.5.2 Conclusions

In Greece, all statements are equally popular, with a small preference towards acceptance. Those choosing statement 1 corresponding to denial explain that differences exist but should be set aside when working on a project with common goals. Therefore, there is a need to focus on similarities rather than differences.

While 2 people agree with statement 2, only arguments against the statement are given.

Similar to other regions, acceptance is the most popular attitude. Adaptation is seen as counterproductive for integration and a risk to lose your own individuality.

The biggest benefits of intercultural competences are better teamwork and a higher quality of work.

The interest in tools is high as Greece has problems dealing with many immigrants and a higher risk of a negative attitude towards immigrants as seen in the desk research. New tools, methods and frameworks would be welcomed. There is the most interest in external guidance, e.g. through workshops and seminars.



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## 4.6 Italy

### 4.6.1 Results

#### Intercultural statements

**5 respondents** chose **n° 4** ("I am aware that people of other countries have different values and are acting differently") giving the following reasons:

- 1) differences do affect human and professional relationships (the respondent stressed out that statement 3 is complementary to n° 4).
- 2) the precondition of every intercultural exchange is to be open to other people considering that their past, their experiences and their habits are different from ours and that they can't be leveled out.
- 3) the precondition for a fruitful personal and professional growth and enrichment when dealing with foreign cultures is the awareness that different cultures imply different points of view, approaches and appraisals.
- 4) taking into account cultural differences as the first step when working with different countries causes actions and reactions and can modify the way of thinking, which means that nothing can be taken for granted. The different way of interpreting things is also very important and it is something that cannot be translated.
- 5) working in teams with other European cultures allows sharing different points of view, professional and human approaches to topics and issues that can only enrich all participants and produce positive outcomes.

**2 respondents** chose **n° 3** ("I treat the other like I want to be treated") giving the following reasons:

- 1) this statement expresses the correct way of collaborating with different cultures based on the respect of deadlines, tasks and goals, which everyone should expect and share.
- 2) in a professional environment abilities, passion and personal involvement really count.

**2 respondents** chose **n° 5** ("I intentionally adapt my perception and behaviour appropriate to the involved culture") giving the following reasons:

- 1) since the respondent is aware of the different cultural values, sometimes he tries to adapt his behaviour to the culture involved while trying to keep the relevant and important elements of his own background.
- 2) it is the most exhaustive statement implying respect for foreign interlocutors and flexibility needed when dealing with European cultures.

What did your respondents find the most important benefits of intercultural competences for companies and society in your country. How did they explain that?

**8 respondents** chose "**Better teamwork**" giving the following reasons:

- 1) given the daily relationship with foreign cultures, it is crucial to be able to compare ideas and methods without being arrogant or rigid.
- 2) an open team works better because it is able to understand that other people have different cultures, needs and habits. Thanks to empathy and creativity in finding new solutions and options, the intercultural competences can create a better workplace. The intercultural competences give values to different points of view, which of course enrich the whole team and the company itself.



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- 3) the only way to achieve one's goals is to be able to interact effectively with others.
  - 4) being able to work with others in a more enthusiastic and productive way is the immediate benefit of intercultural competences.
  - 5) this is the immediate and natural benefit.
  - 6) by working in team with different cultures people can benefit in terms of human and professional growth.
- 2 respondents didn't provide specific explanations.

**2 respondents** chose **"Validation of acquired/improved competences for individual professional purposes (career development)"** giving the following reasons:

- 1) since intercultural competences are soft skills, a validation system would be essential to validate them.
- 2) a team of people from different cultures surely increases the economic potential of a company.

**1 respondent** chose **"Improving the quality of work"** explaining that "when interacting with people from foreign cultures, a person with intercultural competence understands the culture-specific concepts of perception, thinking, feeling and acting and it leads up to create a better work environment and consequently better quality of work."

**1 respondent** chose **"Contribution to corporate social responsibility of the company"** without providing specific explanations.

**1 respondent** chose **"More profit"** believing that "a team of people from different cultures surely increases the economic potential of a company."

[Are the respondents in your country interested to get external expertise for assessing intercultural competence development for their company. Why \(not\)? What do they expect?](#)

**5 respondents** chose **"Combination of external and self-assessment methods"** giving the following reasons:

- 1) self-assessment is important as much as external assessment as intercultural competences and soft skills have similar characteristics.
- 2) it is always useful to have a mix of reflective assessment (when the participants try to reflect on their own condition) and external assessment that can guarantee an objective evaluation.
- 3) since the respondent is not aware of any assessment models, she would like to be trained first, to get relevant expertise and then to be enabled to transfer it to her staff/co-workers.
- 4) an external expertise could be essential, especially if the company has never had such experience and combining it with self-assessment methods is important too since each company has its own organizational culture effecting the way people and groups interact with each other. That is something relevant in assessing intercultural competences.
- 5) this would allow going straight to the core of the problems as long as the context created and the method used allow to achieve a real open mindedness and the external methods help the company to find immediate and efficient solutions.

**4 respondents** chose **“Intercultural training / workshop”** giving the following reasons:

- 1) any type of competencies analysis and validation is effective and intercultural training / workshop would also allow training trainers and making this system sustainable.
- 2) intercultural training / workshops represent the most involving, motivating and effective tool to reach the goal.
- 3) since the respondent is not aware of any assessment model, she would like to be trained first, to get relevant expertise and then to be enabled to transfer it to her staff/co-workers
- 4) if well structured, intercultural training and/or workshops can help to improve intercultural competences and change the perception of other cultures if needed by the company.

**2 respondents** chose **“External assessment of competence development”** and only one explained that “this option represents the most useful tool to assess intercultural competences and it’s necessary because it is neutral and objective whilst self-assessment is itself subjective and linked to one’s own culture.”

**1 respondent** chose **“Self-assessment by participants using specific tools”** believing that “any type of competencies analysis and validation is effective and intercultural training / workshop would also allow training trainers and making this system sustainable.”

#### 4.6.2 Conclusions

The Italian respondents mostly leaned towards acceptance. Those who chose minimization stressed the importance of common values such as deadlines, tasks and goals in the business environment. When adapting, the importance of keeping elements of the own background is stressed.

The most important benefit is better teamwork. The other advantages are also chosen but are perceived as far less prominent.

New tools ideally combine external and self-assessment methods or intercultural trainings and workshops.

### 4.7 Portugal

#### 4.7.1 Results

During the second phase of the EILEEN’s survey 10 interviews were collected.

Interviewed entities:

- *Sociedade Portuguesa de Inovação;*
- *SPI Ventures;*
- *Adecco Portugal;*
- *IEFP – Lisboa;*
- *Pre-Build;*
- *Shoes Closet;*
- *ISS Portugal;*
- *BP Portugal;*
- *Azkar Portugal;*
- *Inova+*



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1. The intercultural statements (2.1) are the most important part in this survey. How many respondents did choose 1, 2, 3, 4 or 5? What were the main reasons for their choice?

Most of the respondents choose **option 5** – “I intentionally adapt my perception and behaviour appropriate to the involved culture” – although **option 4** - “I am aware that people of other countries have different values and are acting differently” - and **option 3** - “I treat the other like I want to be treated” - were also relevant choices. Below some of the most relevant comments:

*“In labour context there are usually formal procedures and/or informal work approaches that must be common, even when team members come from different cultures. Thus, with regard to the relationship with colleagues from other cultures, the aspects that seek to take into account are the requirements of the project/activity, and factors to teamwork: knowing how to communicate, listen and respect different opinions, take decisions by consensus that most benefit the company.”*

*“I'm conscious that people in other countries have different values and act differently but it's important to exercise the behaviour adaptation to other countries' cultures. This is the right attitude to take and it involves having a prior awareness that people in other countries have different values and act differently, but taking a step ahead.”*

*“Different countries have different cultures and we need to learn how to deal with these differences in a business environment.”*

*“It is important to be aware of the differences so that multicultural relations can result better and to obtain the best possible results. Different ways of acting, when mutually understood, may even lead to more fruitful results through different approaches and evaluation of different perspectives.”*

*“The company in which I am responsible of HR department works with several different countries and cultures. As the leading company we have defined strategies but we adapt the procedures and behaviours with staff from the countries with which we interact because there are differences at religious, protocol and food level and we cannot neglect these issues for the project to be successful.”*

2. What did your respondents find the most important benefits of intercultural competences for companies and society in your country? How did they explain that?

Benefits of intercultural competences pointed out as the most important were:

1. Better teamwork;
2. More profit;
3. Improving the quality of work;

Below some of the most relevant comments:

*“Working in the International Project Management department, having the input of employees from different nationalities helps to have a broader view of the project and enriching the activities and results.”*

*“It's important to promote intercultural skills because it can contribute significantly to the improvement of the teamwork and consequently for higher productivity. Simultaneously, investing in the improvement of the intercultural skills also improves the perception allowing to ensure the most effective exercise of freedom and human rights and strengthening social cohesion.”*

*“It is important to have different types of employees with different cultures and visions in a way that there can be an exchange of knowledge and mutual learning resulting in a beneficial contribution to the projects development.”*



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*“Working with different cultures allows working with better quality because the dumbbell that is brought to the group allows other approaches and also greater innovation and creativity. In addition, it can enable greater social responsibility”*

*“There are several benefits of working with people from different cultures. Sometimes it is not so visible the productivity’s improvement at an early stage but with the development of projects it comes naturally”*

### 3. Are the respondents in your country interested to get external expertise for assessing intercultural competence development for their company? Why (not)? What do they expect?

There were several respondents who expressed interest to get external expertise for assessing intercultural competences and to get further information on the validation of models. However, some of the respondents said that intercultural competencies are not a priority for Portuguese companies. Most of the respondents choose:

- External assessment of competence development
- Intercultural training/workshop

*«The employees’s assessment is based on the overall objectives of the project/company and do not focus on the individual skills.»*

*«I’m interested because we have frequent contacts with colleagues from different countries but I will have to analyze the advantages to the company and the way the assessment is performed»*

*«Right now the company do not seek external expertise but in the future if we need I would say we would need on External assessment of competence development »*

*« We are interested in the modules’s validation concerning intercultural competence because we work with employees, partners and customers from different cultures, given the international nature of the company.»*

*«At the moment I think that Intercultural skills are not so important and valued in Portuguese companies and they don’ t have the time to do so.»*

#### 4.7.2 Conclusions

In Portugal, the most popular opinion concerning interculturality is the most advanced stage of adaptation, followed by acceptance and also minimization.

The perceived benefits were mostly better teamwork, more profit and a higher quality of work.

While interculturality is not seen as a priority by most Portuguese companies, some showed interest in getting external expertise. Their preferred methods were an external assessment of competence development or intercultural training/workshops.

## 4.8 Spain

### 4.8.1 Results

#### Intercultural Statements

The intercultural statements (2.1) are the most important part in this survey.

How many respondents did choose?



Intercultural Statements	Respondents
1. There are no differences between the different European cultures while working together	-
2. It is clear that our way of working gives the best results	-
3. I treat the other like I want to be treated	2
4. I am aware that people of other countries have different values and are acting differently	8
5. I intentionally adapt my perception and behaviour appropriate to the involved culture.	2

### What are the reasons you put your 5 selected competences on top? Explain

#### Respondents, who chose the third statements, said:

- *I always try to be nice to people so I expect the same from others. Respect should be the main target in a work environment, otherwise the productivity decreases and the tension increases. We should all avoid these kind of situations, even in our ordinary life, but it is true that sometimes work can make us tense. Stress at work also doesn't help in avoiding it.*
- *If I respect you, you should respect me. If we follow that statement we will not have any misfortune at work.*

#### Respondents, who chose fourth statements, said:

- *Each culture is different, that it is a fact that every person working in an intercultural environment should be aware of. We should not take everything the other person says in a personal way... Each person is different.*
- *People from different cultures have their own values, sometimes the religion plays a key role, but I think during work we must be professionals and avoid conflict topics, be impartial in our statements and don't judge others.*
- *It is important that we all learn from each other, instead of judge the cultural values of the other person we can learn from them.*
- *Having an open mind is very important in this field.*
- *Cooperation among each other is decisive, cooperation as a replacement for judgement.*
- *I work in Advertisement and I love to collaborate with people from different countries, it helps me a lot in my career, it gives me new ideas, and I can perceive the world in a different way.*
- *When a face an issue with a person from a different culture I always try to breathe and think before I act or say something that can offend the other person, it is a lot easier discuss an issue with a person from your same nationality than with a person from another country, but It is not impossible to reach an agreement among cultures.*
- *We have to be more careful with expressing our ideas if we are treating with a person with a different culture. Improve and promote cultural awareness it is essential in an intercultural work atmosphere. Courses and training meetings should be carried out among the employees; this would help to avoid many of the issues produced.*

#### Respondents that selected the fifth statement said:



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- *When I travel to a different country for work, I make the effort to learn about the culture and their values. In my personal experience this has always helped me in the past.*
- *We can try to act accordingly to the cultural traditions of the country I am, or of the people I work with, show them respect and understanding. This point really makes a difference.*

What did your respondents find the most important benefits of intercultural competences for companies and society in your country. How did they explain that?

The most important benefits of intercultural competences for companies and society in my country are:

- Validation of acquired/improved competences for individual professional purposes (career development)
- Better teamwork
- Improving the quality of work
- Tolerance to differences
- Inclusion of different cultures
- Learning from the others
- Some answers were related to CSR
- Necessity of such inclusion because of the large number of immigrant workers that arrived to Spain in the last 15 years.
- The change of mentality from exporting migrants to importing them...
- Spanish workers were not used to the competence of foreign workers

**How did they explain that?**

- Open minded people that can provide important values to the society.
- Rise creativity
- Different perspectives, working and learning cultures, perceptions, other backgrounds, educational systems etc. enrich the team and lead to more creative results
- Better understanding of the working situations.
- Solve conflicts
- Tolerance, patient people

Are the respondents in your country interested to get external expertise for assessing intercultural competences development in their company. Why (not)? What do they expect?

- Only workers of multinational companies admitted that they knew some models concerning intercultural competences
- Workers of SMEs are not aware of the necessity of having intercultural competences and have no formal opinion about.
- Many managers explained the interest of develop better intercultural skills in order to improve the employability of immigrant workers.
- Accreditation of studies is an important issue for foreigners' workers.
- Concerning the interest for external advice, the majority of the respondents showed interest in short time training courses, but not a real external consultancy, they do not consider it a priority.



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- The size of the company affects with the answers concerning the necessity of developing intercultural skills, because the SMES do not consider it a priority and the large ones, would like to have it included in the Human Resources department policy but it is not so common.

#### 4.8.2 Conclusions

The Spanish results are very similar to all other regions, with most respondents in agreement of statement 4 indicating acceptance. Some even agree with adaptation, indicating this is most important when going abroad.

Perceived benefits of intercultural competences include career development, teamwork and a higher quality of work.

Models related to interculturality are only available in multinational companies. A significant interest is identified in new tools, especially in the form of short term training courses.

### 4.9 United Kingdom

#### 4.9.1 Results

**Conclusions drawn from the focus group meeting held at ATM offices – Tuesday 24<sup>th</sup> February, 4.30 p.m.**



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**Group overview:** 12 individuals took part in the focus group from a variety of commercial backgrounds. Personnel included HR and Sales professionals, Marketeers, SME owner/directors and an export administrator.

#### Intercultural Statements - Response Summary:

Three participants selected statement 5; three participants selected statement 4; three participants selected statement 3; two participants selected statement 1; one participant selected statement 2.

The spread of choices therefore suggests no predominant DMIS response.

#### Intercultural Competences:

The comments as to why certain choices were made produced a range of reactions ranging from a high awareness of and interest in interculturalism in the working environment to a largely dismissive approach to the concept. In summary it can be said that individuals with a background in HR working in larger organisations and employees working directly with overseas colleagues/clients showed greater awareness of and sensitivity to intercultural issues. Others, especially individuals working in SMEs, do not see interculturalism as a specific factor to be considered in the way they conduct their business. Only one respondent considered that their way of working was successful in achieving their business objectives and saw no reason to change their behaviour.

#### Experience with validating Cultural experience

All respondents (apart from one) recognised the value of intercultural competences. Larger companies responded more positively highlighting at least 4 – 5 benefits from the list with one company highlighting all six. Smaller companies, in particular SMEs, have less time to focus on the concept of interculturalism and would only consider it if it was perceived to be an issue that impacted on their bottom line. However, all respondents recognised the importance of dealing appropriately and diplomatically with their overseas colleagues and clients.

#### Familiarity with validation models

None of the respondents were familiar with validation models and (in the case of larger companies) were not aware of whether or not they were used as part of their company's HR practices. Approximately 30% of the respondents were neither familiar with nor interested in validation models for intercultural competence. Some respondents were not really sure of what these were or how they would work, particularly in terms of assessment. They also dismissed the idea of external assessment for competence development. One participant felt that these would be better developed and assessed internally and another commented that although they had no immediate interest in adopting a validation model it may be something they would consider if their overseas client portfolio increased - but this would have to be a significant increase! In terms of developing intercultural

competences, most respondents were receptive to the idea of workshops possibly facilitated by an external expert. It was also mentioned that training in intercultural competences could become an option on a corporate CPD programme.

#### Interest in getting external expertise for assessing intercultural competence

The responses to this suggestion produced 5 positive replies, two tentative 'Yes' replies and five negative responses indicating no interest at this stage. Some participants who expressed an interest in finding out more needed persuading that it would improve their profit margins and/or reduce costs. In other words they would need convincing that any investment of time and/or or money would add tangible value to their business.



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We can conclude that over 50% of respondents expressed some interest in the concept of interculturalism but had probably not given it much thought in terms of developing competences with the aim of improving their business performance. All participants would need further convincing of the value of training in these competences. They were not familiar with any validation models but were not necessarily opposed to the idea of exploring the concept further.

#### 4.10 Conclusion

In the participating regions, the interviewed HR professionals generally leaned towards acceptance. Only in Greece and the UK no predominant DMIS response could be observed.

Those respondents who chose adaptation stressed that it is more suitable when going abroad. Furthermore, it is essential to keep elements of their own background to maintain credibility. In France, adaptation is seen as not suitable because it is instilled in the French culture that it is the task of the others to integrate. Similarly, in Greece, adaptation is seen as counterproductive towards the integration of the others.

Respondents who chose the ethnocentric responses explained their point-of-view by stating the importance of common goals in projects of individual differences.

Throughout all regions, better teamwork and a higher quality of work are seen as the most important benefits of intercultural competences. Logically, those two factors result in economic benefits or higher profits. Furthermore, these skills are sometimes seen as an added value for career development.

The interest in new tools is highest in Germany, Greece and Spain. In contrast, respondents from France, Bulgaria and the UK were least enthusiastic about such tools. Here, intercultural competences are often not seen as a priority, or participants were not familiar but not opposed to the idea.

The new tools would ideally be developed in the form of a (short) training or workshop, or a combination of external and self-assessment tools for competence development.

### 5. General conclusions

All regions have to cope with increasing amounts of workers with a foreign origin. Spain is the main exception as it has become more of an emigrant country because of the economic crisis. In all regions, a foreign origin is a disadvantage for employability, mainly due to practical problems such as language barriers.

Some countries have developed a set of measures to stimulate interculturality such as the Welcome culture in Germany or diversity labels in France. However, these do not always help the most vulnerable groups of migrant such as unskilled workers. Furthermore, positive quota have the risk of increasing cultural tensions.

While practical solutions to everyday problems or general training courses on interculturality are widespread, no tools for the measurement and validation of interculturality and intercultural competences exist.



Despite the general idea that cultural differences within the EU are a thing of the past, our quantitative survey confirms that each region has its own set of preconceptions. These stereotypes are even present in the regions themselves. The North and West are seen as more time-efficient and well-prepared, possessing a more dominant leadership style. However, on a personal level they are less open and less hospitable. The South and East are seen as less efficient and professional and more compromise oriented towards others but with less democratic decision making within the company and less gender equality. However, they are also seen as more open and hospitable. Within these two subdivisions, each region attributes more positive properties to themselves than to their partner region.

In terms of intercultural statements, acceptance is the most common attitude towards interculturality, followed by adaptation and minimization. Denial is much less frequent and is mostly present in over-fifties and people from the North.

Open-mindedness, active listening and understanding diversity are seen as the most important intercultural competences. There are only very small interregional differences in these priorities.

Only a minority of the companies has a means to perform an intercultural competence evaluation at the moment. Those that do use their own methods as a standardized tools is lacking. Nearly 2/3's of respondents, however, indicate their interest in such a tool.

The qualitative interviews confirm the quantitative results and give some deeper insight. For example, the reasons given for choosing statement 3 (minimization) are mostly more applicable to acceptance, re-enforcing its status as the most prominent attitude throughout Europe.

Over all regions, the interest in tools for measuring and validating interculturality was confirmed, with a preference for (short-term) intercultural trainings and workshops or the external assessment of competence development and tools for self-assessment.