

CFAIWS1

Develop your skills to work effectively with people from different countries or diverse cultures 1.



Overview

This unit is for anybody from any country or culture who is working with people from another country or culture.

You might use this when working with people from a different country or diverse cultures who were born, educated, work or live here or who live or work abroad. When working with individuals or groups from one or more countries or cultures. When working in the private, public or not-for-profit sectors. When working in voluntary, aid or humanitarian work. When working with people inside or outside your organisation, face to face or using telephone, letter or email. When working with your manager or colleagues at the same or a different level than you, customers, clients or students, as a member of a multicultural team, as a member of a UK-based or international project team or collaboratively with non-UK partners, when working with people long term or for one-off transactions to provide a service, information or advice or to carry out research.

The benefits and business case for doing this effectively are improved cohesive workforce relations between people from different countries and diverse cultures. Reduction in workplace racism and workplace stress and the wasted time, potential and assets resulting from it. Work produced by individuals and teams that meets or exceeds work requirements. Services delivered sensitively and appropriately to all users. Service users satisfied with the service they have received. Strengthened diversity and equality policies and procedures.

Explore your own value-base and expectations and how they are viewed by others, challenge your own and other people's stereotypes and prejudices, communicate and work with others in ways that maximise individual performance and organisational productivity.

These standards describe working with people from different countries or diverse cultures in ways that promote open and respectful interaction, better understanding and improved performance

Other useful units This unit covers the general skills needed to work with people from different countries or diverse cultures. The following units build on this and describe intercultural working in specific situations. Build working relationships with people from different countries or diverse cultures (2 from Intercultural Working standards) Appoint people from different countries or diverse cultures (3 from Intercultural Working standards) Manage a multicultural team (4 from Intercultural Working standards) Manage delivery of a service to people from different countries or diverse cultures (5 from Intercultural Working standards) Develop new markets with other countries or diverse cultures (6 from Intercultural Working standards) Recognise diversity when delivering customer service (23 from Customer Service standards)

Underpinning personal qualities These are a non-mandatory part of the

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standard but are desirable attributes and attitudes which people with different cultural experiences working together might need. They represent what people who are well disposed to intercultural working may aspire to and grow towards. You enjoy working alongside people with different cultural experiences and perspectives to your own and actively try to appreciate why differences and similarities may exist. You are able to reflect on how your own working practices might be perceived by others and are ready to negotiate new ways of working. You are open to the positive potential of cultural diversity in the generation of ideas and in developing workplace productivity. „ You are sensitive to the different levels of English language skills people have and are willing to adapt your language in the interests of mutual comprehension. „ You are sensitive to how your use of language, tone of voice and behaviour may be interpreted by others. You are able to look critically at work practices and projects and make contributions designed to enhance intercultural cooperation and understanding. You are working towards greater critical understanding of difference while appreciating that this is a lifelong process. You are aware that others subscribe to equality and human rights in different ways, but do your best to adopt an ethical outlook which reflects how you would like to be treated yourself.

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Performance criteria

- You must be able to:*
- P1 recognise your own values, beliefs and cultural conventions and how they affect your perceptions and expectations in work situations
 - P2 actively seek to understand how your values, beliefs, cultural conventions and language use appear to other people
 - P3 base your opinions of people on your own interaction with them rather than on common perception, stereotypes, their accent or their dress
 - P4 challenge and adapt your own assumptions about the behaviour of people from different countries or diverse cultures
 - P5 challenge any stereotypes, prejudice or racism expressed by other people about yourself or others
 - P6 communicate in ways that can be understood by the people from the countries or cultures you are working with
 - P7 make enough time and effort and respond flexibly and positively so that your working practice engages and includes people from different countries or diverse cultures
 - P8 work in ways that balance other people's expectations of you with the need to achieve organisational objectives
 - P9 deal constructively with situations that you find unclear or confusing when working with people from different countries or diverse cultures and maintain respect for individuals when you are unable to understand or empathise with their views or behaviour
 - P10 reflect on the impact of your behaviour and use of language when working with people from different countries or diverse cultures and adapt them to improve results in the future

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Knowledge and understanding

You need to know and understand:

Cultural influences

- K1 how differences and similarities between your own and other people's cultural behaviour may change or affect attitudes, expectations, communication and working practices (for example timekeeping, timescales, decision-making processes, perceptions of status and role, attitudes to men or women, communication styles and conventions, business relationships, business meeting conventions, attitudes to emotion and levels of hierarchy and formality)
- K2 how your own and other people's values and beliefs may change as culture evolves or you and they are exposed to a different culture (for example by growing up in a country that is not your or their parents' or grandparents' native country, by living or working abroad, by living or working with people from different countries and cultures)
- K3 how to base your opinions and actions towards people from a different country or diverse culture on them as an individual and not on common perception, stereotypes, prejudice or old information (for example by asking the person, by judging them on their work, by getting to know them)
- K4 how cultural stereotypes can be reinforced by the way you and others behave and present information about your country or culture

Communication and language

- K5 how your use of language, body language, gestures and tone of voice may appear to people from different countries or diverse cultures and how theirs may affect your perceptions of them
- K6 the possible results of a lack of understanding or ineffective communication tools (for example disagreements, misunderstanding about expectations, potential conflict)
- K7 the politeness conventions used by yourself and the people from the countries or cultures you are working with and how these may affect people's perceptions of each other (for example apparent rudeness caused by non-use, apparent insincerity caused by over-use of 'please' and 'thank you')
- K8 ways to minimise misunderstanding and improve communication with people with a different first language to you (for example taking the time to listen closely to what they are really saying, learning the conventions for introductions and greetings, not using your own fluency as a way to overpower others, learning some simple phrases in their language, gesturing, avoiding idioms, explaining acronyms, using pictures and diagrams, learning their language.)
- K9 the challenges in communicating with people from another culture who

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share the same first language with you (For example differences in vocabulary, spelling, accent, expressions and directness.)

Working relationships

K10 how finding shared ground can contribute to good working relationships between people from different countries or diverse cultures

Training and support

K11 what training or support to develop your skills for working with people from different countries or diverse cultures might be relevant to you and who to approach to access it (For example language awareness training, language training, ESOL (English for Speakers of Other Languages), EFL (English as a Foreign Language), intercultural skills training, training courses about specific cultures)

Equality laws and regulations

K12 the laws, regulations and company guidelines that dictate how you are expected to behave with people from different countries or diverse cultures, how to apply them in relation to your work and where to get further information and advice about them (For example equality legislation, company policies and values, codes of practice)

K13 what to do or who to approach if you or a colleague feel unfairly treated at work (For example relevant manager, trade union representative)

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Relevant occupations Business, Administration and Law; Information and Communication Technology; Arts, Media and Publishing; Health, Public Services and Care; Medicine and Dentistry; Nursing and Subjects and Vocations Allie; Health and Social Care; Public Services; Child Development and Well Being; Agriculture; Agriculture; Professional Occupations; Managers and Senior Officials; Information and Communication Technology; Research Professionals; Librarians and Related Professionals; Engineering Professionals; Systems Support; Local Area Archives; Associate Professionals and Technical Occupations; Corporate Managers and Senior Officials; Business Analyst; Managers and Proprietors in Hospitality ; Engineering and manufacturing technologies; Engineering; Transportation operations and maintenance; Construction, planning and the built environment; Architecture; Building and construction; Urban, rural and regional planning; Retail and commercial enterprise; Retailing and wholesaling; Warehouse and distribution; Service enterprises; Hospitality and catering; Leisure, travel and tourism; Sport, leisure and recreation; Travel and tourism; Performing Arts; Media and communication; Publishing and information services; History, philosophy and theology; Theology and religious studies; Social sciences; Geography; Sociology and social policy; Politics; Language, literature and culture; Languages, Other languages, literature and culture; Linguistics; Education and training; Teaching and lecturing; Direct learning support; Preparation for life and work; Foundations for learning and life; Preparation for work; Administration; Business management; Marketing and sales; Law and legal services; Production Managers; Functional Managers; Quality and Customer Care Managers; Financial Institution and Office Manager; Managers in

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Distribution, Protective Service Officers; Health and Social Services Officers; Managers in Farming, Horticulture, Forestry; Managers and Proprietors In Other Services; Health Professionals; Teaching Professionals; Legal Professionals; Business and Statistical Professionals; Architects, Town Planners and Surveyors; Public Service Professionals; Science and Engineering Technicians; Draughtpersons and Building Inspectors; IT Service Delivery Occupations; Health Associate Professionals; Therapists; Social Welfare Associate Professionals; Protective Service Occupations; Artistic and Literary Occupations; Design Associate Professionals; Media Associate Professionals; Sports and Fitness Occupations; Administration and Secretarial Occupations; Government and Related Organisations; Communications; General; Secretarial and Related Occupations; Skilled Trades Occupations; Skilled Agricultural Trades; Metal Forming, Welding and Related Trade; Metal Machining, Fitting and Instrument ; Vehicle Trades; Electrical Trades; Construction Trades; Building Trades; Textile and Garment Trades; Printing Trades; Food Preparation Trades; Skilled Trades NEC; Personal Service Occupations; Healthcare and Related Personal Services; Childcare and Related Personal Services; Leisure and Travel Service Occupations; Hairdressers and Related Occupations; Housekeeping Occupations; Personal Services Occupations NEC; Sales and Customer Services Occupations; Sales Assistants and Retail Cashiers; Sales Related Occupations; Customer Service Occupations; Process, Plant and Machine Operatives; Process Operatives; Plant and Machine Operatives; Assemblers and Routine Operatives; Construction Operatives; Transport Drivers and Operatives; Mobile Machine Drivers and Operatives; Elementary Occupations; Elementary Agricultural Occupations; Elementary Construction Occupations; Elementary Process Plant Occupations; Elementary Goods Storage Occupations; Elementary Administration Occupations; Elementary Personal Services Occupations; Elementary Cleaning Occupations; Elementary Security Occupations; Elementary Sales Occupations; Transport Associate Professionals; Legal Associates; Farmer; Farm Worker; Agricultural Machinery Operator; Tractor Driver; Supervisor; General Farm Worker; Farmer

Suite

Intercultural Working: Standards for working with people from different countries and diverse cultures; Livestock Production; Agricultural Crop Production

Key words

language, communication, cohesion, racism, prejudice, stereotype, culture, multicultural, diversity, equality, respect, ESOL, intercultural, respect, training, international, other countries, interpersonal skills