

### Overview

This unit is for anybody from any country or culture who is managing a multicultural team.

You might do this:

1. when managing a multicultural or international team made up of people from two or more different countries or cultures in the UK or abroad
2. when managing people from other countries or cultures whether they were born, educated, or work here
3. when managing a team within a department, across departments within an organisation or across organisations
4. when managing a team face to face or remotely whether you have direct line management responsibility or not
5. when working in the public, private or not-for-profit sectors
6. when working in voluntary, aid or humanitarian work

The benefits and business case of doing this effectively

1. an effective team that works to the desired quality and achieves team objectives to required timelines
2. an effective and cohesive team that values and supports all team members
3. reduction in workplace racism and workplace stress and the wasted time, potential and assets resulting from it
4. a team that is managed fairly and efficiently
5. a team that operates and solves problems in a more creative and innovative way
6. a team that functions with greater synergy and which enables all team members to contribute to their full potential
7. a team whose members communicate effectively with one another
8. strengthened diversity and equality policies and procedures

Develop a shared team culture, encourage mutual respect, equality and inclusiveness, make sure communication, work processes and training can be followed by all team members, deal with conflict and racism.

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.

This unit covers specific aspects of working with people from different countries or diverse cultures. The general skills needed to work with people from different countries or diverse cultures are covered in the following unit.

1. Develop your skills to work effectively with people from different countries or diverse cultures (1 from Intercultural Working standards)

The following units describe team management and team development in more detail.

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1. Make sure people can do their work (OP5 from Business Enterprise standards)
2. Allocate and check work in your team (D5 from Management and Leadership standards)
3. Allocate and monitor the progress and quality of work in your area of responsibility (D6 from Management and Leadership standards)
4. Develop people's skills (OP6 from Business Enterprise standards)
5. Provide learning opportunities for colleagues (D7 from Management and Leadership standards)
6. Promote equality of opportunity and diversity in your area or responsibility (B11 from Management and Leadership standards)
7. Deal with workplace problems or disputes (OP7 from Business Enterprise standards)

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### Performance criteria

*You must be able to:*

- P1 expect team members to respect each other's values, beliefs and cultural conventions and to value the contributions of all team members.
- P2 motivate the team to work as a team, explore common ground and achieve an atmosphere of mutual acceptance and purpose
- P3 develop a working culture that maximises productivity while balancing the cultural needs and expectations of all team members
- P4 make sure all team members are inducted into the working culture and have the skills and encouragement to continually assess their interaction with their colleagues from different countries or diverse cultures.
- P5 manage the team in a way that meets team objectives while showing flexibility towards team members' cultural needs
- P6 use the skills, experiences and contributions of all team members to the benefit of the team when planning and carrying out work
- P7 make sure inter-team communication is carried out in ways that can be understood and applied by all team members
- P8 apply equality of opportunity to all team members and make sure no team members are excluded from any work-based or non work-based team activities because of race or cultural background
- P9 challenge any stereotypes, prejudice or racism expressed by other people about yourself or others in the team
- P10 get the support you need to resolve issues caused by intercultural tension or misunderstanding

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### Knowledge and understanding

*You need to know and understand:*

#### **Cultural influences**

- K1 how differences and similarities between team members' cultural behaviour may change or affect team dynamics 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 people's values and beliefs may change as their own culture evolves or they are exposed to a different culture. (For example by growing up in a country that is not their parent's or grandparent's native country, by living or working abroad, by living or working with people from different countries and cultures.)

#### **Communication and language**

- K3 how team members' use of language, body language, gestures and tone of voice may appear to people from different countries or diverse cultures and may affect their perceptions of each other.
- K4 how team members who are fluent but not native speakers of a team language can still frequently construe different connotations, meanings of words or concepts derived from their own culture.
- K5 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.)
- K6 the challenges in communicating with people from different countries or diverse cultures who share the same first language with you. (For example differences in vocabulary, spelling, accent, expressions and directness.)

#### **Training and support**

- K7 What to consider when deciding whether to use or develop your own or other people's cultural, local or community knowledge, interpersonal skills, language awareness or foreign language skills or whether to use external services or specialists. (For example quality and accuracy required, cost of buying in a service compared with cost of training staff, actual competence of people involved, long-term benefit of having skills in-house.)

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- K8 the range of language and cultural awareness training and development that is available, how to encourage its use, where and how to access it and the benefits for different people within the team. (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.)
- K9 the benefits of mentoring, coaching and work-shadowing, what they involve and how to implement them with people from different countries or cultures
- K10 where your knowledge of multicultural management ends, when you need to seek advice or support for yourself or your team members and where to get it. (For example community groups, self-help groups, intercultural counselling, intercultural mediators.)

### **Team management**

- K11 what you should consider when developing a working culture. (For example decision making processes, working methods, co-ordination and communication norms.)
- K12 the benefits of encouraging team members to share their intercultural knowledge and learn from and support each other. (For example more inclusive working practices, better understanding of each other's needs.)
- K13 the complexities involved in managing a multicultural team and what practices can cause disagreements, misunderstanding or conflict. (For example lack of language skills, team socialising that excludes some team members because of cultural background, team members speaking different languages so that other team members feel left out, non-transparent processes that lead to a feeling of unfairness, use of humour which reinforces stereotypes, religious practices.)
- K14 ways to meet different team members' cultural needs whilst maintaining fairness for all. (For example scheduling work to allow time for prayer but expecting that time to be made up, allowing larger blocks of holiday for all.)
- K15 the areas of your work where you will need to take team members' different cultural perspectives into account. (For example developing work processes, giving instructions and feed back, discipline and grievance, team development, coaching and training.)
- K16 ways to improve working relationships between team members. (For example managing conflicts or disagreements, teasing out common values from seemingly diverse views, building a respect for diversity, breaking down segregation between groups, assuring all team members of team processes that are fair to all, allocating time for people to get to know each other, organising sports or social events.)

### **Equality laws and regulations**

- K17 the laws, regulations and company guidelines that dictate how you are

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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.)

K18 what to do or who to approach if you or one of your team feel unfairly treated at work. (For example relevant manager, trade union representative.)

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### Additional Information

#### Behaviours

Underpinning personal qualities:

These are a non-mandatory part of the 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.

1. 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
2. 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
3. you are open to the positive potential of cultural diversity in the generation of ideas and in developing workplace productivity
4. 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
5. you are sensitive to how your use of language, tone of voice and behaviour may be interpreted by others
6. you are able to look critically at work practices and projects and make contributions designed to enhance intercultural cooperation and understanding
7. you are working towards greater critical understanding of difference while appreciating that this is a lifelong process
8. you are aware that others understand 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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**Original URN** [ORIGINURN]

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**Relevant occupations** Agriculture, Horticulture and Animal Care; 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; Animal care and veterinary science; Environmental conservation; Professional Occupations; Managers and Senior Officials; Information and Communication Technology; Research Professionals; Librarians and Related Professionals; Engineering Professionals; Science Professionals; Database Administration; Software Development; Systems Support; Local Area Archives; Associate Professionals and Technical Occupations; Corporate Managers and Senior Officials; Microsoft Certified Professional; Application Support; Business Analyst; Managers and Proprietors in Hospitality ; ICT for practitioners; ICT for users; Science and mathematics; Science; Engineering and manufacturing technologies; Engineering; Manufacturing technologies; 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; Crafts, creative arts and design; Media and communication; Publishing and information services; History, philosophy and theology; Archaeology and archaeological sciences; Theology and religious studies; Social sciences; Geography; Sociology and social policy; Politics; Economics; Language,



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literature and culture; Languages, literature and culture of the; Other languages, Linguistics; Education and training; Teaching and lecturing; Direct learning support; Preparation for life and work; Foundations for learning and life; Preparation for work; Accounting and finance; 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 Distribution, Storage and Retail; 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; Draught persons 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; Finance; 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; Animal Care 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 Construction Operatives

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### Suite

Intercultural Working: Standards For Working With People From Different Countries And Diverse Cultures

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### Key words

language, communication, culture, multicultural, intercultural, migrant, foreign, international, other country, difference, racism, prejudice, stereotype, misunderstanding, conflict, diversity, equality, ESOL, English, training, team building, management, efficiency

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