

INCA

ASSESSOR MANUAL



INTERCULTURAL COMPETENCE ASSESSMENT (INCA)

Produced with support from



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1) Introduction¹

The purpose of the assessors' manual is to provide a guideline for assessors who will be assessing intercultural competence against the framework produced by the INCA (Intercultural Competence Assessment) project. This manual gives information on the project background and objectives, the theoretical framework on which the assessment centre is based and lists the various exercises. Observation, evaluation and feedback principles are also explained.

The manual is one component of the assessor training and is complemented by a one-day assessor seminar. Some of the sections of the manual contain information in addition to exercises, which should be completed by the assessors before the seminar.

In addition, if you want to be a future assessor, you should look at the on-line version of INCA before the training and complete at least two of the on-line tests in order to familiarise yourself with the different tests and exercises. Login and password will be sent to you by e-mail together with further instructions regarding the exercises.

1.1) *Project Background*

In the present climate of increasing globalisation, operations may often be carried out in an international environment, with staff from one country and social/work culture working with staff from another country and culture.

Mismatches in expectations and a lack of appreciation of, and tolerance for, difference can lead to less effective and efficient working practices. Some employers have realised the need for training to raise awareness among the workforce.

There is an urgent need for a framework to underpin training and assessment in the intercultural field. There is also a need for an effective and efficient diagnostic tool to support assessment, benchmarking, recruitment and employee development.

INCA is a three-year Leonardo da Vinci II project which developed a framework, diagnostic tool, (partly computerised) and record of achievement for the assessment of intercultural competence, linked to language competence and subject knowledge competence.

The project partners come from Austria, the Czech Republic, Germany and the UK and they are experts in:

- Intercultural learning theory
- Engineering training & assessment
- Diagnostic testing/assessment testing

¹ For the sake of conciseness and simplicity, the words "he" and "him" have been consistently used in the following. No sexism is intended: the male embraces the female.

1.2) *Project Objectives*

- To develop a framework of intercultural competence:
 - using the model of the Common European Framework;
 - on three levels;
 - defining six competences – empathy, respect for otherness, knowledge discovery, communicative awareness, tolerance of ambiguity, behavioural flexibility;
 - defining three strands of intercultural competence: openness, knowledge and adaptability.
- To develop an assessment procedure for intercultural competence using a partly computerised series of instruments:
 - linked to the framework for intercultural competence;
 - tested by pilots in all partner countries.
- To produce a portfolio-style record of intercultural competence:
 - linked to the European Language Portfolio;
 - learner-owned;
 - not needing accreditation;
 - consisting of: a passport containing a record of competence, a biography recording important experiences and a dossier of evidence of competence.
- To produce guidelines for training of the assessors and on-line guidelines for the completion of the record of competence.

1.3) *Target Audience*

Who needs intercultural competence?

Young engineers and professionals offered postings abroad, or those working in multicultural or multilingual teams in their own country.

INCA's target audience

- Employees, apprentices and trainees – to support individual mobility in a global workforce
- (Engineering) Training programme planners – to enhance the quality of training provision
- Engineering sector employers – to improve competitiveness
- Employers – who want to know how effectively their personnel can work with people from another country or culture

2) Brief Overview of the Theoretical Model

This project aims to link Byram's (1997) *Framework for Intercultural Competence Learning* to the needs of industry, and produce thereby a framework for delivery and assessment suitable for use in promoting intercultural awareness and understanding as part of a vocational languages programme. The INCA project is based on the theoretical work of Mike Byram, Torsten Kühlmann, Bernd Müller-Jacquier and Gerhard Budin (see Annex G Bibliography for more details).

2.1) Intercultural competence – what does it mean?

Intercultural competence enables you to interact both **effectively** and in a way that is **acceptable to others** when you are working in a group whose members have different cultural backgrounds. The group may consist of two or more people including yourself. 'Cultural' may denote all manner of features, including the values and beliefs you have grown up with, your national, regional and local customs and, in particular, attitudes and practices that affect the way you work.

2.2) Intercultural competence – what does it consist of?

It has been observed how people in groups of mixed cultural background recognise and deal with the differences that emerge as the group works together. From such observations, it has been possible to identify a number of 'elements' of competence that people bring to bear on the situation. These elements are not definitive. Intercultural competence can include other 'elements' of competence, but the INCA project 'elements' provide a snapshot, useful as an assessment tool, to provide a baseline to inform training programmes.

If you are interculturally competent, you may demonstrate the following characteristics:

'Tolerance of ambiguity'

Tolerance of ambiguity is understood as the ability to accept lack of clarity and ambiguity and to be able to deal with it constructively.

In other words, you find the unexpected and unfamiliar an enjoyable challenge and want to help resolve possible problems in ways that appeal to as many other group members as possible.

E Think of an example of 'tolerance of ambiguity' – some situation or behaviour you consider typical:

'Behavioural flexibility'

Behavioural flexibility is the ability to adapt one's own behaviour to different requirements and situations.

In other words, you adapt the way you work with others to avoid unnecessary conflicts of procedure and expectation. You will tend to adopt other people's customs

and courtesies where this is likely to be appreciated, accept less familiar working procedures where this will raise the level of goodwill, and so on.

E *Think of an example of 'behavioural flexibility' – some situation or behaviour you consider typical:*

'Communicative awareness'

The ability in intercultural communication to establish relationships between linguistic expressions and cultural contents, to identify, and consciously work with, various communicative conventions of foreign partners, and to modify correspondingly one's own linguistic forms of expression.

In other words, you are alert to the many ways in which misunderstanding might arise through differences in speech, gestures and body language. You may, where this helps, be prepared to adopt less familiar conventions. To be effective, you will always be ready to seek clarification and may need, on occasion, to ask other members of the group to agree on how they will use certain expressions or specialised terms.

E *Think of an example of 'communicative awareness' – some situation or behaviour you consider typical:*

'Knowledge discovery'

The ability to acquire new knowledge of a culture and cultural practices and the ability to act using that knowledge, those attitudes and those skills under the constraints of real-time communication and interaction.

In other words, you are willing both to research in advance and to learn from intercultural encounters. You will take the trouble to find out about the likely values, customs and practices of those you are going to work with, and will note carefully, as you interact with them, any additional points that might influence the way you choose to work with them.

E *Think of an example of 'knowledge discovery' – some situation or behaviour you consider typical:*

'Respect for otherness'

Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.

In other words, you are ready to regard other people's values, customs and practices as worthwhile in their own right and not merely as different from the norm. While you may not share these values, customs and practices, you feel strongly that others are entitled to them and should not lose respect on account of them. You may sometimes

need to adopt a firm but diplomatic stance over points of principle on which you disagree.

E Think of an example of ‘respect for otherness’ – some situation or behaviour you consider typical:

‘Empathy’

The ability to intuitively understand what other people think and how they feel in concrete situations. Empathic persons are able to deal appropriately with the feelings, wishes and ways of thinking of other persons.

In other words, you are able to get inside other people’s thoughts and feelings and see and feel a situation through their eyes. While this competence often draws on knowledge of how you would expect others to feel, it goes beyond awareness of facts. It often shows itself in a concern not to hurt others’ feelings or infringe their system of values.

E Think of an example of ‘empathy’ – some situation or behaviour you consider typical:

The descriptions above relate to full competence in each of the six characteristics. In reality, knowledge and experience vary considerably between people, and an individual progresses in intercultural competence as he acquires new knowledge and experience.

2.3) What levels of intercultural competence are described in the framework?

The intercultural competence framework on the following page has been designed to describe three levels of performance. The framework will help the assessor to evaluate observations or answers given by the assessee.

Level 1 – Basic Competence

You are already willing to interact successfully with people of other cultures. You tend to pick things up and learn from them as you go along, but you haven’t yet got the experience to work out any system of dealing with intercultural situations in general. *You respond to events, rather than planning for them.* At this stage you are reasonably tolerant of other values, customs and practices although you may find them odd or surprising and approve or disapprove.

Level 2 – Intermediate Competence

As a result of experience and/or training, you are beginning to view more coherently some of the aspects of intercultural encounters you used to deal with in a ‘one-off’ way. *You have a mental ‘map’ or ‘checklists’ of the sort of situations you are likely to*

need to deal with and are developing your skills to cope with them. This means that you are more prepared for the need to respond and adapt to the demands of unfamiliar situations. You are quicker to see patterns in the various experiences you have and you are beginning to draw conclusions without having to seek advice. You find it easier to respond in a neutral way to difference, rather than approving or disapproving.

Level 3 – Full Competence

Many of the competences you developed consciously at level 2 have become intuitive. *You are constantly ready for situations and encounters in which you will exercise your knowledge, judgement and skills and have a large repertoire of strategies for dealing with differences in values, customs and practices among members of the intercultural group.* You not only accept that people can see things from widely varying perspectives and are entitled to do so, but you are also able to put yourself in their place and avoid behaviour you sense would be hurtful or offensive. At this level of operation you are able to intercede when difficulties arise and tactfully support other members of the group in understanding each other. You are confident enough of your position to take a polite stand over issues, despite your respect for the viewpoint of others.

3) INCA Framework (assessor version)

Level ⇔ Competence ↗	1 'Basic'	2 'Intermediate'	3 'Full'
General profile	The candidate at this level is on the ladder of progression. They will be disposed to deal positively with the situation. Their responses to it will be piecemeal and improvised rather than principled, even though mostly successful in avoiding short term difficulties. These will be based on fragmentary information.	The candidate at this level has begun to induce simple principles to apply to the situation, rather than improvise reactively in response to isolated features of it. There will be evidence of a basic strategy and some coherent knowledge for dealing with situations.	The candidate at this level will combine a strategic and principled approach to a situation to take the role of a mediator seeking to bring about the most favourable outcome. Knowledge of their own culture and that of others, including work parameters, will be both coherent and sophisticated.
i) Tolerance of ambiguity	1T Deals with ambiguity on a one-off basis, responding to items as they arise. May be overwhelmed by ambiguous situations which imply high involvement.	2T Has begun to acquire a repertoire of approaches to cope with ambiguities in low-involvement situations. Begins to accept ambiguity as a challenge.	3T Is constantly aware of the possibility of ambiguity. When it occurs, he/she tolerates and manages it.
ii) Behavioural flexibility	1B Adopts a reactive/defensive approach to situations. Learns from isolated experiences in a rather unsystematic way.	2B Previous experience of required behaviour begins to influence behaviour in everyday parallel situations. Sometimes takes the initiative in adopting/conforming to other cultures' behaviour patterns.	3B Is ready and able to adopt appropriate behaviour in job-specific situations from a broad and well-understood repertoire.
iii) Communicative awareness	1C Attempts to relate problems of intercultural interaction to different communicative conventions, but lacks the necessary knowledge for identifying differences; tends to hold on to his own conventions and expects adaptation from others; is aware of difficulties in interaction with non-native-speakers, but has not yet evolved principles to guide the choice of strategies (metacommunication, clarification or simplification).	2C Begins to relate problems of intercultural interaction to conflicting communicative conventions and attempts to clarify his own or to adapt to the conventions of others. Uses a limited repertoire of strategies (metacommunication, clarification, simplification) to solve and prevent problems when interacting with a non-native-speaker.	3C Is able to relate problems of intercultural interaction to conflicting communicative conventions and is aware of their effects on the communication process; is able to identify and ready to adapt to different communicative conventions, or to negotiate new discourse rules in order to prevent or clarify misunderstandings; uses a variety of strategies (metacommunication, clarification, simplification) to prevent, to solve, and to mediate problems when interacting with a non-native-speaker.

iv) Knowledge discovery	<p>1K Draws on random general knowledge and minimal factual research about other cultures. Learns by discovery and is willing to modify perceptions but not yet systematic.</p>	<p>2K Has recourse to some information sources in anticipation of everyday encounters with the other cultures, and modifies and builds on information so acquired, in the light of actual experience. Is motivated by curiosity to develop his knowledge of his own culture as perceived by others.</p>	<p>3K Has a deep knowledge of other cultures. Develops his knowledge through systematic research-like activities and direct questioning and can, where this is sought, offer advice and support to others in work situations.</p>
v) Respect for otherness	<p>1R Is not always aware of difference and, when it is recognised, may not be able to defer evaluative judgement as good or bad. Where it is fully appreciated, adopts a tolerant stance and tries to adapt to low-involving demands of the foreign culture.</p>	<p>2R Accepts the other's values, norms and behaviours in everyday situations as neither good nor bad, provided that basic assumptions of his own culture have not been violated. Is motivated to put others at ease and avoid giving offence.</p>	<p>3R Out of respect for diversity in value systems, applies critical knowledge of such systems to ensure equal treatment of people in the workplace. Is able to cope tactfully with the ethical problems raised by personally unacceptable features of otherness.</p>
vi) Empathy	<p>1E Tends to see the cultural foreigner's differences as curious, and remains confused about the seemingly strange behaviours and their antecedents. Nonetheless tries to 'make allowances'.</p>	<p>2E Has the beginnings of a mental checklist of how others may perceive, feel and respond differently to, a range of routine circumstances. Tends increasingly to see things intuitively from the other's point of view.</p>	<p>3E Accepts the other as a coherent individual. Enlists role-taking and de-centring skills, and awareness of different perspectives, in optimising job-related communication/interaction with the cultural foreigner.</p>

4) INCA Framework (assessee version)

A simplified framework (assessee version) has been introduced which links the six competences with three strands of competences:

- Openness
- Knowledge
- Adaptability

Openness includes *respect for otherness* and *tolerance of ambiguity*.

> To be open means to be open to the other and to situations in which something is done differently. You can tolerate your partner as being different and doing things differently.

Knowledge includes *knowledge discovery* as well as *empathy*.

> You not only want to know the 'hard facts' about a situation or about a certain culture, but you also want to know, or you know something about, the feelings of the other person. You also know how your interlocutor feels.

Adaptability includes *behavioural flexibility* and *communicative awareness*.

> You are able to adapt your behaviour AND your style of communication.

The assessee version has been designed to make the results of the assessment procedure more user-friendly. It describes three levels of performance for each of the three strands of intercultural competence and is incorporated in the Portfolio of Intercultural Competence.

During the assessment procedure the assessor will work with the 6 competences of the INCA framework, i.e. will link his observations and the answers given by the assesseees to the 6 competences and the three levels of performance. However, when agreeing on a final result for each assessee in the assessors' conference, ratings for the 3 strands of competences have to be found. The feedback given to the assessee will contain final results in openness, knowledge and adaptability.

Level ⇄ Dimension ↗	Level 1 Basic	Level 2 Intermediate	Level 3 Full
Overview of competence	I am already willing to interact successfully with people of other cultures. I tend to pick things up and learn from them as I go along, but I haven't yet the experience to work out any system of dealing with intercultural situations in general. I respond to events, rather than planning for them. At this stage I am reasonably tolerant of other values, customs and practices although I may find them odd or surprising and approve or disapprove.	As a result of experience and/or training, I am beginning to view more coherently some of the aspects of intercultural encounters I used to deal with in a 'one-off' way. I have a mental 'map' or 'checklists' of the sort of situations I am likely to need to deal with and am developing my skills to cope with them. This means that I am more prepared for the need to respond and adapt to the demands of unfamiliar situations. I am quicker to see patterns in the various experiences I have and I am beginning to draw conclusions without having to seek advice. I find it easier to respond in a neutral way to difference, rather than approving or disapproving.	Many of the competences I developed consciously at level 2 have become intuitive. I am constantly ready for situations and encounters in which I will exercise my knowledge, judgement and skills and have a large repertoire of strategies for dealing with differences in values, customs and practices among members of the intercultural group. I not only accept that people can see things from widely varying perspectives and are entitled to do so, but am able to put myself in their place and avoid behaviour I sense would be hurtful or offensive. At this level of operation I am able to intercede when difficulties arise and tactfully support other members of the group in understanding each other. I am confident enough of my position to take a polite stand over issues despite my respect for the viewpoint of others.
Openness	<ul style="list-style-type: none"> ○1.1 When uncertainty arises from cultural difference, I adopt a tolerant attitude as long as the issue is not a sensitive one for me TA ○1.2 Sometimes I may jump to conclusions about different behaviour that I later realise were not entirely correct RO 	<ul style="list-style-type: none"> ○2.1 I now see the uncertainties that can arise from intercultural encounters as an interesting challenge, provided that the issues involved are not sensitive for me TA ○2.2 I react neutrally to cultural differences, rather than hastily categorising them as good or bad RO 	<ul style="list-style-type: none"> ○3.1 I am aware of ways of coping with ambiguous situations even when these give rise to inner moral conflicts that are serious for me TA ○3.2 I fully respect the right of those from other cultures to have different values from my own and can see how these values make sense as part of a way of thinking RO
Knowledge	<ul style="list-style-type: none"> K1.1 I have some general knowledge about the cultures of those I work with. This knowledge consists of facts that are not always connected and I don't yet have an overall picture of the relevant cultures KD K1.2 I learn from intercultural experiences and add to my previous knowledge KD K1.3 Although I often find culturally different behaviour curious, I try to make allowances for it E 	<ul style="list-style-type: none"> K2.1 I take the trouble to find out about the cultures I am likely to be working with, paying attention not only to isolated facts, but to values, customs and practices common in those cultures KD K2.2 When I experience new values, customs and practices I use the knowledge to develop into an overall system of principles KD K2.3 I have developed a mental checklist of how others may perceive, feel and respond differently to, a range of routine circumstances. This supports my concern to put others at ease and avoid upsetting them E 	<ul style="list-style-type: none"> K3.1 I have a deep understanding of cultures I encounter frequently. When involved in new intercultural situations I strive to acquire the best possible available knowledge and understanding both through prior research and by seeking regular clarification within the group KD K3.2 I have acquired a system of principles that can be applied reliably to almost any intercultural encounter KD K3.3 I often imagine myself in the place of those from different cultures when trying to understand all aspects of a work problem. This supports my spontaneous concern that others in the group should receive fair treatment and consideration E
Adaptability	<ul style="list-style-type: none"> A1.1 I learn bit by bit the best ways of behaving, but have not yet arrived at underlying principles and do not have a plan for reacting to events. When a situation becomes confusing, I tend to take a passive role BF A1.2 I take events as they come, doing what seems right at the time BF A1.3 When people communicate in ways I do not understand I try in an unsystematic way to take part, but hope that they will eventually adapt to the way I communicate BF/CA A1.4 I know that others may communicate in ways I am not familiar with CA 	<ul style="list-style-type: none"> A2.1 My behaviour is now influenced by principles that guide me and I often plan for eventualities, including ambiguous situations BF/CA A2.2 I adapt my behaviour in new situations, taking account of lessons learnt in previous intercultural situations. I sometimes adopt the behaviour patterns of others, rather than waiting for them to adopt mine BF A2.3 I seek to achieve good communication both by making my own conventions clearer and by adopting those of others. When there is, or might be, a problem with communication, I quite often find ways around it, e.g. using gesture, re-explaining, simplifying etc. BF/CA A2.4 I am aware of a number of useful strategies for dealing with common communication problems. CA 	<ul style="list-style-type: none"> A3.1 When ambiguous situations arise, I can usually clarify or otherwise deal with them to the benefit of the group BF/CA A3.2 I make use of my knowledge and understanding to inform tactfully, support and encourage others in an intercultural group. I consistently adopt behaviour that minimises the risk of offending or hurting others' feelings BF A3.3 I use my communication strategies to prevent, solve and mediate problems arising from differences in language or other communication conventions BF/CA A3.4 I have a good overall understanding of the kinds of communicative difficulties that can arise in an intercultural context and of a wide range of strategies for resolving them CA

5) Operational Guide for each of three types of tests

The INCA assessment comprises three different types of tests; all of them test either one or various of the six INCA competences:

- **Questionnaires:** There are two questionnaires which can be filled out either on-line or as pencil and paper questionnaires. These questionnaires help the assessors to gain information on the professional background of the assessee and his personal experience in intercultural situations.
 - > *Biographical Information*
 - > *Intercultural Profile*

- **Scenarios:** There are text-based scenarios and one video-based scenario. Assessee either read a text about an intercultural situation or see a video showing such a situation and have to answer questions – multiple choice questions as well as open-ended questions. All scenarios can be completed as pencil and paper or as on-line tests. Each question covers one aspect of intercultural competence.
 - > *Intercultural encounters (text-based scenarios)*
 - > *A Business Trip to China (video-based scenario)*

- **Role plays:** Assesseees have to play a certain role and communicate and interact with role play partners (either assessors or actors). Assessors will observe the role play, take notes and evaluate the assesseees' behaviour. The role play *Construction* tests all six elements of intercultural competence.
 - > *Intercultural encounter role play Explaining Procedure (one-to-one role play)*
 - > *Construction* (simulation involving various role players)

<i>Type of test</i>	<i>Description</i>	<i>Role of assessor</i>
Questionnaires	assesseees fill in questionnaires either on-line or as pencil and paper tests	read and gain information on intercultural background of assesseees
Scenarios	assesseees watch a video or read a text about a situation of intercultural overlap and have to answer various questions by typing their responses into the programme (if no internet access is available, these tests can also be carried out as pencil and paper tests)	read and evaluate the answers given by the assesseees
Role plays	assesseees have to play a certain role and communicate and interact with role play partners in a live group setting	observe and evaluate the assesseees' behaviour

6) Briefing of Assessors

The assessment process consists of the generation and collection of evidence of a candidate's performance, and of judging that evidence against defined criteria (the six intercultural competences). Both the assessee and the assessor have a joint responsibility for generating and collecting the evidence; the assessor is then responsible for describing the evidence and relating it to the competences.

The role of the assessor includes:

- observation;
- evaluation;
- agreeing on an overall rating in the assessors' conference.

One lead assessor will lead through the assessment process; he will be responsible for the organisation of the assessment, the implementation, the assessors' conference and for giving feedback to the assessee and the company.

The INCA assessment can either be carried out as pencil and paper tests plus interactive exercises (role plays) or as blended learning using INCA On-line plus interactive exercises.

INCA On-line (<http://www.incaproject.org/incaonline/>) provides four different assessment task packages:

- two questionnaires covering the assessee's intercultural experience, attitudes and beliefs
- two packages with scenarios from everyday business life.

The tasks accomplished by an assessee are scored on a three-point-scale. Two different scoring procedures are used:

- automatic scoring for 'closed' tasks, i.e. tasks with given response options
- manual scoring with on-line Assessment Sheets for 'open' tasks, i.e. tasks with free text responses

All scores are transferred to the INCA web-base from where the assessor can access them via different Results Views. Assessors can view and print all answers and results, and proceed with the evaluation process.

6.1) *Observation and Collection of Evidence*

The most important task of the assessor is to observe behaviour and collect evidence. Observation is a key form of evidence gathering and means observing the assessee while he is carrying out activities (role plays) defined in the assessment procedure. Observation should aim to collect evidence of all components of competences, including both verbal and non-verbal behaviour.

The first step in the assessment process is to observe, the second to make notes, the third to relate certain observations to one or more of the six dimensions of intercultural competence. The fourth step, *which is strictly separated from the first steps*, is to evaluate the observations made.

For the observation process *checklists or observation sheets* can be used, which are extremely useful for structuring observations. Every assessor has to find a format for his observations, to which he should stick for the entire assessment day. One example of an observation sheet is given in Annex B.

What is being observed? What is evidence?

Evidence is defined as 'information gathered which, when matched against the performance criteria, provides proof of competence'.

There are different ways of describing and categorising evidence. One way is to distinguish between:

- direct evidence (observed or witnessed by assessors);
- indirect evidence (written tests or exercises);
- supplementary evidence (additional evidence presented to the assessors, e.g. intercultural journals).

6.2) *Evaluation*

Evaluation means looking at something an assessee has done or produced (evidence) after the activity has been completed and rating it as 'full competence', 'intermediate competence' or 'basic competence'. There is no zero level of competence, as we assume that every assessee will demonstrate at least a certain level of willingness, competence or progression.

After a role play, or after assessees have given their responses to scenarios, assessors have to look at every single observation they have made and recorded on the observation sheets and at the answers given by the assessees, and rate them as full, intermediate or basic of one of the six competences. A certain kind of observation may even indicate full competence in one dimension and at the same time only basic competence in another dimension. E.g. Somebody may show high behavioural flexibility by offering various solutions to a problem, but at the same time, the solutions he offers do not take into consideration the special requirements and values of the person he is dealing with.

Every assessor has to come to a total result for each dimension for each exercise and record these results on an *assessment sheet*. There are separate assessment sheets for each test or exercise which will help the assessor in the evaluation process, as the assessment sheets will give examples of answers or behaviour which would stand for basic, intermediate or full competence in the respective dimensions. One example for an assessment sheet is provided in Annex C.

6.3) Assessors' Conference

At the end of the assessment process the assessors meet in an assessors' conference and discuss the various results of the individual exercises for each assessee. As assesseees will be observed by different assessors in the course of the assessment, assessors will need to agree on an overall rating for each strand for every single assessee. The assessors' conference will be led by the chief assessor. The final rating will then be recorded in the INCA Assessment Results (see Annex D).

6.4) Feedback

There are two kinds of feedback for the INCA assessment. On the one hand, the participant is made aware of how he performed on the assessment. On the other, the client and/or company receives feedback on the results for all of the participants.

Feedback for the participant

The participant receives his INCA assessment feedback after the assessor conference. Feedback is given in a semi-standardised manner on all three strands of intercultural competence. First the participant is asked what he thought of his participation in the assessment, which exercises he liked best and which he liked least.

Then the three strands of intercultural competence are described, and these descriptions are underpinned using examples from each exercise. The feedback is structured according to these three strands.

It is important that the participant is told if feedback on his results from the assessment is to be passed on to the client and/or company.

Some rules for giving feedback

> Never criticise someone personally, as this is hurtful. It is better to introduce your comments from your own point of view. Begin statements with 'I feel...' 'I think ...' etc. and avoid saying 'You did ...' 'You said...'

> Tie the feedback into the specific exercise and avoid generalisations. (e.g. 'We noticed during the exercise that you adopted the cultural rules of the Banlera.'

The wrong approach would be to say: 'You are interculturally incompetent.' 'You are unable to tolerate ambiguity.' 'You are dominant.'

- > The participants receive feedback on each of the three strands of intercultural competence. First, the participants are given their overall score (whether they have a basic, intermediate or full competence level). Behaviours observed during the exercises are then used to explain the score. An explanation is also given if some scores contradict each other. It is always important to describe the specific behaviour (e.g. 'in exercise X'). Remember that the behaviour is only to be described, not interpreted or judged!
- > The participants should receive positive feedback first before being given their less positive results.
- > Remember not to make any comments on the participant's personality traits or characteristics, like 'You're more extroverted.' or 'You are a bad listener.'
- > Always give constructive feedback. (Feedback is meant to encourage behaviour modification and reinforce positive behaviours. Therefore it should describe specific behavioural patterns.)
- > It would be wrong to say: 'You are selfish'. (This comment refers to a personality trait, is hurtful and would not encourage behavioural modification.)
It would be better to say: 'It was noticeable that you did not participate in the exercise.'
- > Do not compare participants with each other. Feedback is only given on an individual basis.
- > Feedback is offered to the participants, not forced on them. Feedback describes your subjective evaluation and is never an objective statement.
- > Be alert to your recipient's signals and feelings. Some people are more sensitive to comments than others.
- > Feedback should be given in a private context. This means that as few persons as necessary are present (one-to-one situation), there is no one else listening in, and it is confidential.
- > Don't forget your obligation of secrecy!

Feedback for the client and/or company

Feedback is provided to the company after consultation. It is important to tell the participants ahead of time that the company will be receiving feedback on their results and what this feedback will look like. There are several different ways of providing this feedback: an oral summary of the results, a statement in writing, or result profiles on each individual participant. Always make sure that you uphold your obligation of secrecy and keep the results confidential!

ANNEX

A) Copy of each test

Annex A contains a copy of each exercise plus guidelines for the various exercises. The guidelines contain information on:

- > *objectives of the exercise;*
- > *competences to be assessed;*
- > *technical requirements;*
- > *necessary material;*
- > *duration of the exercise;*
- > *evaluation guidelines.*

1) *Biographical information*

1.1 *Guidelines: Biographical information*

This is a short questionnaire that helps each individual assessee to reflect on his potential for developing intercultural skills based on his personal background.

The questions are included in the INCA Portfolio and can be consulted at any time.

The questionnaire helps the assessor obtain background information on the assessee and his experiences to date, and place the assessment results from each exercise into the appropriate context.

Objective of the exercise:

The assessee reflects on his personal background; the assessor gains valuable information about the assessee.

Dimensions tested:

None

The questionnaire provides information on the assessee's intercultural experiences to date, his language skills and time spent abroad either for professional or personal reasons, etc.

Technical requirements, necessary material:

Questionnaire

Depending on the available infrastructure, the questionnaire can be filled out on the computer at INCA On-line or printed out to be completed in the paper and pencil version.

Duration: ca. 15 min

Preparation and administration:

Hand out the questionnaire or provide the assessees with access to INCA On-line by giving them their own username and password. The questionnaire can be filled out at the assessment centre itself, at home or even at work.

1.2 Instructions: Biographical information

Name:

Age:

Profession/Studies:

Company/University:

How many years have you worked for your company?

Citizenship:

The rest of this information will provide a first overview of your intercultural contacts and experiences

How many friends from abroad do you have?

How many languages do you speak well?

Where and how did you learn these languages?

How often have you dealt with people from other countries in your professional life?

Have you ever worked in a work group with members from various cultures?

How often do you read books that are written in foreign languages?

How often have you been abroad?

0–2 times 3–5 times 6–10 times more than 10 times

Which countries have you been to?

How often have you been abroad while carrying out your job?

How long did your longest stay abroad last?

one or two days 2 days–1 week 1 week–1 month 1–5 months
 more than half a year

How many different countries have you visited already?

0–1 2–3 4–6 more than 7

Additional intercultural experiences:

2) Intercultural profile

2.1 Guidelines: intercultural profile

This is a questionnaire containing 21 statements on intercultural situations. The assessee crosses off his answer depending on whether the statement is fully applicable, maybe applicable or not applicable.

Objective of the exercise:

The questionnaire helps the assessee reflect on his intercultural experiences to date.

Dimensions tested:

The questionnaire contains statements on all of the dimensions, but is not to be evaluated by the assessor. It is only to provide the assessor with additional information on the assessee and his intercultural attitudes and experiences to date.

Technical requirements, necessary material:

Questionnaire

Depending on the available infrastructure, the questionnaire can be filled out on the computer at INCA On-line or printed out to be completed in the paper and pencil version.

Duration: 15-20 min

Preparation and administration:

Hand out the questionnaire or provide the assessee with access to INCA On-line with his own username and password. The questionnaire can be filled out at the assessment centre itself, at home or even at work.

2.2 Instructions: intercultural profile

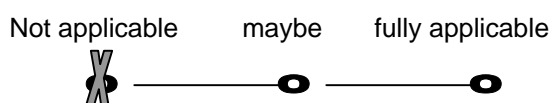
It is certain that you will have experienced many situations where you have had contact with people from other cultures, for example at your workplace, in your country, or in other countries. You will find below some statements that are related to such situations. Please tick those statements that are valid for you and that best describe your experiences.

Maybe these statements are related to situations that you have not yet experienced. Please try to imagine such a situation and tick those situations that correspond best to your possible behaviour and reaction.

Through this questionnaire you can record your own behaviour and past experience. The questionnaire is supposed to give you feedback on your strengths and weaknesses in this area of intercultural competence.

Example:

'In the supermarket I prefer to buy products from abroad.'



This section is about encounters with other people in your home country

1. In restaurants I often eat dishes with ingredients that I don't know.
2. I often seek contact with other people in order to learn as much as possible about their culture.
3. When other people don't feel comfortable in my presence, I notice it.
4. I find it difficult to adapt to people from diverse origins.
5. When other people behave in a way that I don't understand, I ask them why they are doing this.
6. When I hear about a catastrophe happening in another country I think about the people there and their fate.

7. When I am a newcomer in a group with people from a different country, I try to find out the rules in this group by observing their behaviour.
8. When a conversation with people from different countries fails, I ask all persons involved to explain their positions.
9. When conversation partners use gestures and expressions that are unknown to me, I ignore them.
10. When talking to other people I always watch their body language.
11. In conversations with speakers of other languages I avoid unclear or ambiguous words.

Now we deal with situations where you meet people in their home country (e.g. when on holiday in other countries and cultures)

12. I get confused when there are no reliable transport timetables in the country where I spend my holiday.
13. When I observe people in other countries, I often guess how they are feeling.
14. I often change my plans when I am on holiday abroad.
15. When the behaviour of people from other cultures alienates me, I avoid making contact with them.

The following statements are related to work situations with colleagues from different cultural backgrounds.

16. I don't have problems in suddenly changing to one of my other languages during a conversation.
17. I always follow the rules of my own culture if I am not sure of how to behave properly when dealing with people from other cultures.
18. When colleagues from other cultures in my work group come to work later and/or take longer breaks, I adopt their work habits.
19. If I have behaved inappropriately towards a colleague from another culture, I think of how to compensate for it without further hurting him.
20. When there are colleagues in my work area who constitute an ethnic minority, I try to involve them in the majority group.
21. When colleagues or superiors from abroad criticise my work, I consider changing my work habits accordingly.

3) Intercultural encounters including role play 'Explaining a Procedure'

3.1 Guidelines: Intercultural encounters

The exercises 'Intercultural Encounters' present a number of scenarios which might arise when a young person is working away from home in a different cultural environment, or when colleagues from another culture arrive in the workplace.

In all exercises except the final one, the participant answers the open-ended questions which follow each scenario on an individual basis. All exercises except the final one can be carried out on-line at any convenient time and be evaluated by an assessor using the assessment sheets provided (also available on-line). Alternatively they can be done as pencil and paper exercises in any convenient location.

The final exercise consists of a role play in which a work-related procedure is explained to the assessor, playing the role of a colleague who does not speak the assessee's native language very well. The check list provided in the assessment sheet enables the assessor to analyse the communicative awareness of the assessee.

Objective of the exercises:

The objective of the exercises is to guide young employees towards a better understanding of the knowledge and skills needed in intercultural situations. By completing the tests and discussing the results during a feedback session, they can become aware of intercultural competence in their everyday lives.

The *dimensions of intercultural competence* to be assessed are knowledge discovery, respect for otherness, tolerance of ambiguity and empathy. The role play assesses communicative awareness. Results of the tests may also show evidence of behavioural flexibility, although this does not appear in the assessment sheets.

Technical requirements, necessary material:

If necessary, a computer with the system requirements as indicated by INCA On-line. If the role play is to be recorded for training purposes, a video camera will be needed.

Duration:

The time needed to complete the questions on-line or in assessment conditions is left to the discretion of the assessor. Time should be allowed for reflection and some detail in the answers and extra time should be allowed for assessees who are reading or writing in a second language. The role play should take no more than five minutes.

Preparation and administration:

Either access INCA On-line with a username and password or use pencil and paper to answer the questions. Either prepare a camera to video the role play or use the check list provided in the assessment sheets while watching and listening to the assessee who performs the role play.

Evaluation Guidelines

The assessment sheets contain a number of sample responses or outcomes. The assessor should study the assessment sheets in order to find a correspondence between the examples and the responses on the assessee's paper and award marks accordingly. The

assessor is also free to award marks for alternative responses which, in his judgement, fit the appropriate category.

To obtain an overall score, the marks should be totalled and divided by the number of tests taken in each category. The assessee will then be assigned to a category (basic, intermediate or high) for each test.

It should be emphasised that the tests are a training tool, allowing discussion of working examples of intercultural competence in practice. They allow for effective feedback and personal development as part of the process. Scores cannot be regarded as a reliable guide to the intercultural competence of an individual. Firstly, because only observation of behaviour in real time allows us to know whether an individual would act as stated and secondly, because longer and more detailed answers will tend to score more highly in some cases.

Example assessment: To invite or not?

This assessment has been designed to show an example of the dimension of empathy. The overall tenor of the response is judged according to three possible outcomes. If the response only indicates moves towards offering an invitation, they probably show only low empathy. Responses which involve the decision to offer an invitation, despite possible social difficulties, can be judged as intermediate. Those which show that the assessee has considered the question from the perspective of others, both visitor and friends, in order to issue the invitation and deal with difficulties, can be judged to be high.

3.2 Instructions: Intercultural encounters

SCENARIO 1: FINDING INFORMATION

You have been selected to take part in an international work project with an associate European company. This will involve you spending 3–4 months in a country which you have not visited before (although it is possible that you learnt some of the language at school). Answers to the following questions will help us to judge how quickly you might come to understand your new environment, its culture and its people.

Please answer the following questions:

- 1 What kind of information do you think you would need before departure?

- 2 How would you obtain that information?

- 3 During the placement what would you do to find out information in the workplace?

- 4 During your spare time, if you wanted to find out more about the country, what would you do?

5 Any other comments:

SCENARIO 2: ACCOMMODATION

Given the fact that one of the stated aims of your work placement abroad is that you would be able to find out more about another country and its way of life, please study the options for your accommodation. There is no one correct answer, as each option would offer some advantages and some disadvantages. Rank the options in the order in which you yourself would choose, and then write a paragraph in which you explain why you chose your **first** option.

- a) A place in a young workers' hostel, together with some of your fellow nationals
- b) Living with a local family, half board
- c) A small flat where you would cater for yourself

a - b - c -

The reasons for my choice are as follows:

SCENARIO 3: FINDING YOUR PLACE IN THE TEAM

You have been appointed to a placement in another country for training purposes. Early in your placement, you discover that the system of hierarchy is totally different from that practised in your own country. For example, you are used to people dressing informally, using first names, eating in the same canteen. Here there is much more formality, rules and regulations, and people don't even speak the same way to each other. It is very strange and you cannot help feeling that your own way is much better.

Write a few lines, which could be part of a letter/email explaining this, and your reaction to it, to a colleague at home.

SCENARIO 4: UNDERSTANDING UNEXPECTED BEHAVIOUR

One disadvantage of your work placement is that the weekends are rather lonely. You normally spend time with friends and family and you miss this social side of your life. At work you become friendly with a colleague who can speak your language. This colleague says that he will telephone to invite you to the house during the weekend. The telephone does not ring. There could be a number of explanations for this.

1 On the Monday morning you decide to talk to a local colleague about this. How would you explain what had happened and how would you find out from the colleague what the explanation could be?

2 Later in the morning you meet the colleague who did not phone. He/she tells you he/she could not phone because 'My mother asked me to go shopping for her'.

Write a few lines as part of a letter/email to your family telling them about this incident and explaining why it happened.

Some more intercultural encounters

Scenario 'To Invite or Not'

A young person from country x comes to work at your firm for 6 months. You are aware that he is rather isolated and you consider the idea of inviting him to join you and your friends. The problem is that your group of friends have known each other for a long time and a stranger would find it difficult to fit in.

Write down in a few lines what you think you would do in this situation (and why).

Scenario 'A Social Occasion'

Your supervisor at work has asked you to socialise with a young foreign worker of the same age and gender as yourself, who speaks your language quite well. Say:

- a) What topics of conversation you would choose;
- b) What kind of activities you would choose to do and why?

Scenario 'Feeling Confused (1)'

You have been working in a foreign country for six months and you speak the language well enough for everyday needs. At work, difficult procedures are explained to you in your own language, so there are no problems here. However, it is almost impossible to understand your colleagues when they talk to each other as they talk quickly about situations you do not understand. It is also difficult to understand jokes and casual remarks where people seem to speak in a local dialect. Therefore you often feel out of your depth and confused.

In your reply to this question:

- a) Say whether you would find such a situation particularly difficult and why.
- b) Suggest what you might do in order to feel more comfortable in this situation.

Scenario 'Feeling Confused (2)'

You have been working for six months among people from a different country. In the workplace you do not have language difficulties as such, but you notice that people often seem to say things they don't really mean and that they exaggerate the way in which they speak. For example when somebody is working too slowly, a supervisor might say 'you take all the time you need' instead of 'hurry up'. In your culture people are very straightforward and say only what they mean.

Imagine that you are writing or e-mailing to a friend in your own country.

Write down the thoughts you might have on this situation.

Imagine what your reactions might be and how you would deal with the situation.

Role play 'Explaining a Procedure'

This would be a role play in which the assessor asked the assessee to describe a familiar but complicated task involving the use of a piece of machinery as if to a foreigner who did not speak the language very well. There would be a checklist of items (gesture, eye contact, slower, clearer speech, checking for understanding etc.) which could be used to judge the level of competence.

4) A Business Trip to China

4.1 Guidelines: A Business Trip to China

The exercise 'China' is made up of a video film and a questionnaire and is an exercise each participant completes individually. It can be completed on-line or as a pencil and paper test. First, the participant watches a video portraying an interactive situation between an English and a Chinese businessman. Then he answers questions based on this scenario, explains the problems that arise and suggests solutions.

The video film is available on CD or VHS; the questionnaire can be completed either via INCA On-line or as a print out. A script of the extract of dialogue accompanies the questions, so that the assesseees can see all of the details of the interaction in writing. The exercise can also be carried out during an assessment centre or completed by the assessee during working hours. The pencil and paper version comprises eight open questions testing the three competences mentioned below. Evaluation is done, as explained below, by an assessor using an assessment sheet.

The on-line version comprises six multiple choice questions with automatic scoring, each testing one of the six competences.

Objective of the exercise:

This exercise is for assessing capability to interculturally analyse a given interactional situation.

Competences to be assessed

1	Tolerance of ambiguity	
2	Behavioural flexibility	
3	Communicative awareness	x
4	Knowledge discovery	
5	Respect for otherness	x
6	Empathy	x

Technical requirements, necessary material:

Video film 'China' (available as CD or VHS – you have to organise the proper video equipment)

Questionnaire

If necessary, a computer with the system requirements as indicated by INCA On-line

Duration: At least 30 min

Video presentation: ca. seven minutes. The time needed to answer the questionnaire depends on the participant. (This can vary greatly but at least 20 minutes.)

Preparation and administration: Prepare the video presentation (rewind the film, check the volume), present the film. Afterwards, the texts with the questions are handed out, or the assesseees answer the questions in INCA On-line which they can access with their username and password.

Comment: The aim of this exercise is not to find out what knowledge the assessee already has about the cultures in England and China, but rather to examine the participant's intercultural awareness and how he views interactions from the point of view of both cultures. For that reason it is important when evaluating the answers, to assess the extent to which the participant can acquire knowledge about both cultures, displays understanding for both

persons and their culturally-guided behaviour, avoids prejudices and suggests solutions that would be satisfactory to both sides (both Chinese and English). If the participant fails to empathise with one or the other side (either English or Chinese), his score will then reflect his negative cultural competence.

Evaluation Guidelines

The exercise evaluates three intercultural skills according to the INCA model.

The assessment sheets contain basic, intermediate and full level examples describing the participant's skill level. Each written answer is assigned to one of the skills levels and ticked off to indicate frequency (next to 'full competence' if the answer indicates that the participant possesses that particular skill, or next to 'basic competence' if the answer indicates a low level of that particular skill). The total scoring for all of the answers is marked on the assessment form by putting an 'X' on the skill level score (1, 2, 3).

The overall skill level is determined by reading all of the answers marked on the assessment form and assigning a total score for each of the skills. The assessor assesses the participant's level for each skill, depending on whether the assessor deems the participant to have a basic skill level, an intermediate skill level or a full skill level. Here, only the answers actually given by the participant count; any further personality traits the participant may show, have no bearing on the score. It is possible for a participant to score differently on each of the various skills.

Example assessment:

The question: How should the English manager have behaved differently in this situation in order to achieve his goal?

Participant's answer: 'On the one hand Mr Parker should have been more and better alert to the other person. He didn't give a satisfactory answer to the question about his family. For Mr Parker to have been better able to pursue his business objectives, he should have addressed the importance of the business deal more clearly. Maybe he should have threatened to leave the country earlier without worrying about his business partner's reaction. He could have put more pressure on the other businessman that way. His boss in England certainly wouldn't have blamed him for that.'

Respect for Otherness basic	
<ul style="list-style-type: none"> ▪ Addresses only one culture ▪ Describes the behaviour of one person as negative (e.g. Mr Parker is focused on pursuing his own interests) ▪ Criticises one culture (e.g. 'The Chinese can't do business') ▪ Sees one attitude towards work as the only correct attitude (e.g. Mr Parker's attitude 'business is business' is correct) ▪ Uses negative attributes to describe a person (e.g. 'Mr Wang is not a good businessman') ▪ Mr Parker should have addressed the importance of the business deal more clearly ▪ He should have made threats to leave the country without the deal ▪ 	/
Respect for Otherness intermediate	
<ul style="list-style-type: none"> ▪ Mostly addresses one culture, sometimes addresses both ▪ Describes the behaviour of both persons as neutral ▪ Does not criticise the two cultures involved ▪ Sees one attitude towards work as better than the other, but also sees the other attitude ▪ Does not use negative attributes for one or both of the persons involved ▪ Mr Parker should have been better alert to the other person ▪ He didn't give a satisfactory answer to the question about his family ▪ 	/
Respect for Otherness full	
<ul style="list-style-type: none"> ▪ Describes both cultures (e.g. both persons come from different cultural spheres with different but equal rules) ▪ Identifies rules from both cultures (e.g. typically direct way of speaking in English vs. typically indirect way of speaking in Chinese; pocketing the business card right away is seen by Mr Wang as impolite) ▪ Appreciates and respects the values and norms of both business partners (e.g. both should show more respect for the other person's culture) ▪ 	
Total score: RO 1-----2-----3	
X	

4.2 Instructions: A business trip to China

Mr Parker, a department director of a company in Southern England, has travelled to China in order to conduct negotiations. He is welcomed by the Managing Director of the Chinese company. But Mr Parker is not satisfied with the way the negotiations are going ...

This scenario consists of:

Part A: 'Visiting the Managing Director'

Question 1

Part B: 'Initial conversation and first steps'

Questions 2-4

Part C: 'Culture and tradition'

Questions 5-8

Part A: Visiting the Managing Director

We are in the reception room of Mr Wang, the Managing Director, who is waiting with his interpreter for Mr Parker. Both sides are intending to conclude a co-operation contract. For three days Mr Parker has been negotiating with Mr Li, Mr Wang's department director. These negotiations have been quite difficult and tiring. So Mr Parker is looking forward to this meeting and wants to seize the opportunity to clarify a few issues face to face with the director of the company.

Welcome

Parker: I am delighted to meet you.

Wang/Interpreter: (takes his business card and hands it over to Mr Parker) Here is Mr Wang's business card.

Parker: (takes Mr Wang's card and puts it in his pocket) And here is mine. (he hands Mr Wang his card)

Wang/Interpreter: (Wang reads the card very attentively) Oh, you have even got Chinese characters on your visiting card! That's most kind of you. We have a saying in China: 'When a friend has come from very far away, then that is a very joyful event.' Mr Wang is therefore very glad to be able to welcome you here today.

Mr Parker, what would you like to drink? Tea or coffee?

Parker: Coffee please.

Wang/Interpreter: Mr Wang would like to know how you have spent the past few days in Shanghai. Have you been able to settle in and get used to the climate?

Parker: Thank you for asking. I do have a few problems with my hotel. The air conditioning doesn't really work, so I've caught a cold. And also there are ...some problems with the negotiations with your company...

Wang/Interpreter: Mr Parker, if you should have any problems whatsoever, please let Mr Wang know. We will do our best.

Parker: Thank you very much.

Question 1

Mr Parker is interrupted in his description of the problem:

Wang/Interpreter: Mr Parker, if you should have any problems whatsoever, please let Mr Wang know. We will do our best.

What could Mr Wang mean by this?

Part B: Initial conversation and first steps

Wang/Interpreter: Mr Parker, are you married?

Parker: (slightly surprised) Yes.

Wang/Interpreter: Have you any children yet?

Parker: No, I don't have any children yet ... You know, with all this travelling I have to do... (forces a smile)

Wang/Interpreter: Mr Parker, Mr Wang has been reading your business card. And he has noticed that you are sales director, and you are still so very young. There is, as we say in China, a bright future lying ahead of you.

Therefore Mr Wang hopes that our ... that the negotiations will take place on the basis of mutual trust and that they will be fruitful as a result of our joint efforts.

Parker: So do I. You know that our company has a high level of expertise in technological products. Since we are convinced that our Chinese partners will appreciate this, I hope that we will be able to conclude our negotiations successfully and soon.

Wang: (laughs)

Parker: What I would particularly like to know, Mr Wang, is how your company performs on delivery dates? Will you manage to keep to deadlines?

Wang/Interpreter: Oh, Mr Parker, there is your coffee. It is getting cold.

Parker: Thank you. (drinks) But what about the delivery dates?

Wang/Interpreter: You are welcome to discuss these questions tomorrow with Mr Li in more detail.

Question 2

Why is Mr Wang interested in Mr Parker's family situation?

Question 3

Mr Wang makes the following remark on Mr Parker's age and his position:

Wang/Interpreter: Mr Parker, Mr Wang has been reading your business card. And he has noticed that you are sales director, and you are still so very young. There is, as we say in China, a bright future lying ahead of you.

What do you understand by Mr Wang's remark?

Question 4

Mr Parker asks Mr Wang about the delivery dates of his company:

Parker: What I would particularly like to know, Mr Wang, is how does your company perform on delivery dates? Will you manage to keep to deadlines?

Wang/Interpreter: Oh, Mr Parker, there is your coffee. It is getting cold.

Why does Mr Wang turn his attention to the coffee at this point?

Part C: Culture and tradition

Wang/Interpreter: Mr Wang would like to know why you have not brought your wife with you this time?

Parker: Well, my wife is not all that interested in my business, and then she doesn't really like long journeys.

Wang/Interpreter: Mr Wang thinks that is a pity, since Shanghai is a very nice city. There are many beautiful sights in the Shanghai area. So you really must bring your wife next time.

Parker: I will try to convince her. But that is going to be very difficult.

Wang/Interpreter: Mr Parker, have you had a chance to get to know the Chinese culture in more detail yet?

Parker: No, I'm afraid not. But I am not here on holiday. This is strictly a business visit.

Wang/Interpreter: Mr Parker, I am sure you have heard that the Chinese have a very long cultural tradition. So Mr Wang will tell Mr Li to take you to the 'Yuyuan' tomorrow for a visit. There you will find also many shops that sell objects of cultural interest.

Parker: (growing rather impatient) Thank you very much, Mr Wang. But ... perhaps we can return to that later?

Wang/Interpreter: Mr Wang has been very glad to welcome you here today. He hopes that our co-operation will be fruitful. The car that we have ordered for you has just arrived. Mr Wang would like to show you out.

Parker: Now, that's a bit sudden. We haven't talked about business yet.

Wang/Interpreter: As Mr Wang just said, you will be able to talk business with Mr Li tomorrow.

Parker: (disappointed) All right.

Question 5

Mr Wang asks Mr Parker the following question:

Wang/Interpreter: Mr Parker, have you had a chance to get to know the Chinese culture in more detail yet?

Parker: No, I'm afraid not. But I am not here on holiday. This is strictly a business visit ...

Why does Mr Parker react in this way?

Question 6

Why does the Chinese executive director repeatedly tell the English manager to discuss business issues with Mr Li?

Please watch the three parts of the conversation between Mr Parker and Mr Wang one more time and then answer the following questions 10–12.

Question 7

What are the communication problems between Mr Parker and Mr Wang? Please give a brief description and explanation.

Question 8

How could Mr Parker and Mr Wang improve their communication? Please make some suggestions.

5) Role play Construction

5.1 Guidelines: Construction

'Construction' is a role play in which several assessees interact in a group, while assessors or specially designated role playing partners make up the second group.

A machine, a lorry to be specific, is to be built by this mixed cultural group. The assessees (= development engineers) are visiting members of the Banlera culture (= assessors). They are to construct the lorry together. The engineers contribute the required lorry parts, while the Banleras provide the necessary tools and screws.

Objective of the exercise:

This exercise is to aid in evaluating the behaviour the assessees display in an intercultural group situation. Unlike text-based scenarios and videos, which evaluate the participant's intended behaviour, this exercise observes and assesses behaviour the participants actually display.

Dimensions tested:

1	Tolerance of ambiguity	✓
2	Behavioural flexibility	✓
3	Communicative awareness	✓
4	Knowledge discovery	✓
5	Respect for otherness	✓
6	Empathy	✓

Technical requirements, necessary material:

Number of participants: Four assessees and four assessors (or specially designated role playing partners) act as participants in the role playing game, four assessors as observers (one assessor observes one assessee each).

Number of rooms: Two. The assessees prepare for the game in one room, while their role playing partners prepare in the other; the game takes place in the assessors' room (at a table with enough chairs for eight people).

Necessary materials: Construction box (equipped with different screws, metal pieces and black wheels, as well as tools for building a lorry). If no lorry construction box is available, another box (e.g. for building a car, etc.) can be used instead. In this case, the rules laid out in the instructions would have to be modified accordingly (e.g. 'car' instead of 'lorry', 'red' instead of 'black', etc.). Stopwatch, instructions, post-exercise questions, paper and pencil for the assessee (in case they would like to jot something down, e.g. construction plans, etc.).

Duration: 80 min

(From preparation to administration, including the answering of a short questionnaire at the end by the assessee).

Preparation and administration:

The assessees go into the next room and familiarise themselves with the instructions. In the meantime their counterparts discuss their game strategy in the room where the game is to

take place. The 'Banlera' partners should have some time to practise their roles before the assessment begins. The assessors prepare the materials (separating the screws from the remaining materials, putting the tools in a separate place).

After 15 minutes of preparation, the assessee meets the members of the fictitious culture of the Banleras (= role playing counterparts). Participants' intercultural skills are observed throughout the entire construction of the lorry (50 minutes). After the exercise is over, the participants are asked questions on what they observed about the other culture (questionnaire).

Commentary:

A very involved exercise that covers all skill dimensions and can give the assessors a very good idea of the assessee's intercultural skills. For the role playing partners, this exercise requires persons adept at playing such games and who behave consistently in their role and make no 'cultural' mistakes. It also requires well-trained observers (see assessors manual, section 6), who are capable of observing non-verbal cues.

Guidelines for assessment

1. Observe the participants' role playing behaviour, as well as their verbal and non-verbal communication throughout the construction activity. The assessors can decide for themselves whether they prefer to jot down their observations on a separate sheet of paper and enter them onto six intercultural skill dimensions listed on the assessment sheet, or if they would rather write their observations directly onto the assessment sheet. Additional observations not listed on the assessment sheet are to be jotted down to the respective intercultural dimension, either as basic, intermediate or full competence.
The assessment sheet contains examples for all three skill levels. Each behaviour observed is to be assigned to one of the six skill dimensions and recorded by making a mark next to 'full competence', 'intermediate competence' or 'basic competence', or written in on the side.
2. The exercise is over after 50 minutes or after the lorry has successfully been built; the lorry is then tested to see if it works properly (see the assessee's instruction sheet).
3. Hand out and collect the written question on the exercise. The assessee's answers provide clues on their knowledge level and understanding skills, and primarily on which of the other culture's rules the assessee was able to identify.
4. Evaluate the assessee's behaviour and how they answered the questions on the assessment questionnaire; cross off each assessee's skill level.
The assessee's skill level is determined by re-reading all of the observations made and making an overall evaluation. Here, the observer assesses the assessee's skill level for each skill dimension, depending on whether the assessor believes the assessee has only a basic skill level, an intermediate skill level or a full skill level. Only the behaviour observed during the game, and the answers provided to the questions on the questionnaire, form the basis for the assessment. No conclusions as to any further personality traits the assessee may have may be made. It is possible for a participant to show varying skill levels on each of the six skill dimensions in the context of the same exercise.

Example for the skill 'knowledge discovery':

1. **Observed behaviour:** The participant asks a member of the Banlera why he rejects the colour black, and later, whether he can explain why. The participant asks about the significance of bridges in the other culture and explains the meaning of the colour black in his own culture (mourning). The participant does not answer the Banleras' question of what kind of things a lorry can transport in his culture.
2. **Rules identified on the questionnaire:**
They don't like the colour black. (+) / Men are dominant. (-)

Knowledge Discovery basic	
<ul style="list-style-type: none"> ▪ Hardly recognises any rules or recognises wrong rules ▪ Does not recognise the reasons for the other's actions (e.g. does not recognise that the colour black is taboo in the other culture; nor that the oldest person in the other culture enjoys a special status) ▪ Does not ask for the reasons for the other person's behaviour (e.g. for the 'colour problem') ▪ Does not ask for any background information about the other culture ▪ Does not answer the question of what kinds of things can be transported in a lorry in his culture. ▪ 	I
Knowledge Discovery intermediate	
<ul style="list-style-type: none"> ▪ recognises some Banlera rules ▪ indicates at least some different sources of information (such as verbal and non-verbal clues) ▪ poses some questions ▪ starts to explain rules of own culture and working style ▪ ▪ ▪ ▪ 	I
Knowledge Discovery full	
<ul style="list-style-type: none"> ▪ Recognises reasons for the other's approach (e.g. that the oldest person in the other culture enjoys a special status; absorbs knowledge about the other culture and applies it) ▪ Asks the other person to explain the reasons for his behaviour (e.g. asks about the reasons for the 'colour problem') ▪ Explains the rules and approaches of his culture (e.g. explains the work process to members of the other culture) ▪ Asks for cultural background information, e.g. purpose of the lorry, whether there are bridges. ▪ ▪ ▪ 	II
Total score: KD 1-----2-----3 X	

5.2 Instructions: Construction

The objective of this exercise is to build a vehicle in a mixed cultural group.

The 'assesseees' (=development engineers) are visiting members of the Banlera culture (=assessors).

They are to build a lorry together.

The engineers provide the parts necessary to build the lorry, while the Banleras provide the tools and screws.

Group 1: Assesseees (Development Engineers)

Your company has selected you to be a development engineer to build a lorry together with members of the Banlera culture. As they've never seen a lorry like this before, this is the first project of its kind in the target culture.

Your company has provided all of the parts necessary for building this lorry that are not available in the Banlera culture. In return the Banleras have provided all of the required tools and screws. Your job is to draw up a plan for building this lorry with the available parts before meeting the Banleras. Please think about how you would like to go about building the lorry and what the lorry is to look like. After that you will build the lorry together with the Banleras.

Time allotted for planning: 15 minutes

Building the lorry

You are now going to meet people from another culture. You have two minutes to observe the Banleras. Then you will have a total of 50 minutes to build a lorry together. The criterion for evaluation is how the lorry functions. The lorry is deemed acceptable if it can go a distance of two meters fully loaded.

Please be alert to, and respect, the cultural peculiarities of the other culture while working together in the group.

After you have finished building the lorry together, you will be asked to answer a few questions.

Construction (as a group exercise)

The objective of this exercise is to build a vehicle in a mixed cultural group.

The 'assesseees' (=development engineers) are visiting members of the Banlera culture (=assessors). They are to build a lorry together.

The engineers provide the parts necessary to build the lorry, while the Banleras provide the tools and screws.

Group 2: Assessors (Members of the Banlera Culture)

You have been selected to represent the Banlera culture to build a lorry together with development engineers. This is an entirely new project in your culture, and you are completely unfamiliar with vehicles of this kind. For that reason, you don't know how to construct anything like this, nor do you have the proper parts to build the lorry. However, your culture can provide enough tools and screws to complete the project.

The development engineers have this know-how and have just finished drawing up a plan for building the lorry. First of all, your job is to get used to and practice the norms and behavioural rules inherent to the Banlera culture. Afterwards, you will assist the engineers in building the lorry.

As you are participating as members of the Banlera culture it is important that you adhere to some of the prevailing cultural rules and norms:

In your culture, the group is very important. It is vital that the final result reflects the joint effort of the team and that everyone can identify with it. Before you perform a task when building the lorry, ask the others what they think. If the assesseees are working alone, ask them politely, but firmly if you can help them, e.g. by asking 'Can we help you?' or 'Let's do this together.'

In addition you must always ask the eldest person in your culture his opinion. The eldest person is the oldest person among the Banleras present. Because of his age, he does not participate in the actual construction, but is only asked his opinion and gives advice. In order to make his position clear, this person should push his chair a short distance away from the table.

Always address the engineers with their title, for example 'Engineer Smith' or 'Engineer Jones'.

Many people in your culture belong to a religion that forbids its members to touch the colour black. Black had a very negative connotation for the founders of this religion and has been taboo ever since. For this reason you should avoid coming into contact with black parts when building the lorry. Do not touch the black lorry parts.

As the Banleras' religion does not openly reveal the rules of its faith, don't actively point these out. However, if you are asked directly, explain that it is against your religion to touch the colour black.

In your culture, material objects are very important. Everyone must make an effort to handle objects with care so that there is no danger of them being damaged.

The building materials are very sensitive, so please handle them with care so that they do not lose their shape or get scratched. In addition, please always think before you touch a part about whether it is even necessary to do so.

Should a part fall to the floor, the eldest is then to admonish the guilty person by saying 'No, please don't do that! Please be careful!'

The importance of the group is reflected in the way the work is divided up. If possible, never work alone, but complete all tasks together. For this reason it is customary among the Banleras to tighten screws together; while one person holds the part, the other uses the tool.

If you notice that a development engineer is participating only minimally, make several attempts to draw him into the project and motivate him to work together with the others ('Could you help me?' or 'Why don't we do this together?'). If this person still refuses to take part, ask him, 'May I assume that you are the eldest in your group?'

If someone hands you a part or a tool, grasp it only with your left hand. In your culture the left side is the taking side, and the right side the giving side. Use only your right hand to pass objects to another person.

To make this clear only accept items from others if they offer them to you with their right hand, otherwise pull your hand away. Apply this rule analogously to passing items on to other people.

Instruction (for the Banleras):

You now have 20 minutes to learn and practice the communication rules of your culture.

Following:

In the next two minutes the Banleras are to select tools and screws from a box together. Select the tools and screws that you think are best suited for building the lorry. Try to display as many typical behavioural patterns from your culture as possible.

Following:

Joint construction project.

After the end of the joint construction phase:

To the following questions the assessesees have to give written answers:

What are the rules of behaviour in the other culture?

What evidence do you have of this?

How did you react when the Banleras behaved differently than you expected?

B) Example of observation sheet for role plays

<i>Description of behaviour</i>	<i>Setting</i>	<i>Personal Impression</i>
<i>e.g. Assessee leans back</i>	Is told that the Banleras cannot accept black wheels	Seems frustrated and does not know what to make of the situation

C) Example of assessment sheet

Assessee: EXERCISE: Construction	Assessor: Date:
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Ambiguity Tolerance basic	Behavioural Flexibility basic	Respect for Otherness basic
<ul style="list-style-type: none"> ▪ mostly reacts in a calm manner, but displays discomfort, restlessness (e.g. is constantly looking at his watch) ▪ expresses dissatisfaction with working together ▪ no open body posture (crosses arms in front of his body, clearly leans back) ▪ ▪ ▪ ▪ ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ frequently ignores reactions from the other culture (such as 'please handle the parts with care') ▪ announces guidelines from which he refuses to deviate ▪ insists on sticking with an approach once it has been selected (e.g. continues working alone despite being asked to do something else) ▪ is not alert to signals from others (e.g. makes no suggestion for resolving the 'colour problem') ▪ ▪ ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ displays prejudices ▪ tends to criticise the others' culture ▪ criticises the others' values (e.g. 'but black is such an attractive colour') ▪ ▪ ▪ ▪ ▪ ▪ ▪
Ambiguity Tolerance intermediate	Behavioural Flexibility intermediate	Respect for Otherness intermediate
<ul style="list-style-type: none"> ▪ reacts in a calm and collected manner ▪ pays some attention to differences ▪ ▪ ▪ ▪ ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ sometimes pays attention to signals of others ▪ points out only one solution to a problem (e.g. makes a suggestion to improve the lorry) ▪ pays attention to reactions of the other culture, but not constantly ▪ ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ values and respects the values and norms of the other culture in most cases ▪ has a neutral approach towards the other culture ▪ ▪ ▪ ▪ ▪
Ambiguity Tolerance full	Behavioural Flexibility full	Respect for Otherness full
<ul style="list-style-type: none"> ▪ participates though tasks are not clearly assigned ▪ reacts in a calm and collected manner ▪ expresses satisfaction with working in teams ▪ clearly pays attention to differences ▪ ▪ ▪ ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ modifies approach ▪ copies behaviour of other culture (e.g. picks objects up with one hand and passes them on with the other) ▪ points out various solutions (e.g. to improve the lorry) ▪ pays attention to signals of others and modifies his own reactions (e.g. makes suggestions as how to deal with the 'colour problem': painting the wheel with another colour, covering the colour, etc.) ▪ handles parts with care ▪ 	<ul style="list-style-type: none"> ▪ values and respects values and norms of the other (e.g. praises good teamwork, asks members of his own culture to be patient) ▪ makes positive statements about the other culture (e.g. praises the other culture's technical skills) ▪ recognises and accepts the values and norms of the other culture (e.g. I understand that black wheels are taboo) ▪ ▪ ▪ ▪
Total assessment: AT 1-----2-----3	Total assessment: BF 1-----2-----3	Total assessment: RO 1-----2-----3

Empathy basic	Knowledge Discovery basic	Communicative Awareness basic
<ul style="list-style-type: none"> ▪ shows that he does not recognise others' feelings (e.g. 'I do not understand why we are supposed to handle the parts with care') ▪ does not identify with others ▪ 'you don't have to get insulted so quickly...' ▪ tendency to identify only his own feelings ▪ ▪ ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ hardly recognises any rules or recognises wrong rules ▪ does not recognise the reasons for the other's actions (e.g. does not recognise that the colour black is taboo in the other culture; does not recognise that the oldest person in the other culture enjoys a special status) ▪ does not ask for the reasons for the other person's behaviour (such as reasons for the 'colour problem') ▪ does not ask for any background information about the other culture 	<ul style="list-style-type: none"> ▪ continuously ignores misunderstandings ▪ does not recognise problems as being cultural but being personal (problems with a certain person) ▪ ▪ ▪ ▪
Empathy intermediate	Knowledge Discovery intermediate	Communicative Awareness intermediate
<ul style="list-style-type: none"> ▪ partly identifies with the other persons ▪ recognises the feelings of the others ▪ asks about the others' point of view (e.g. asks how they would feel about wheels in a different colour; after a task has been completed asks the others if they like the result) ▪ mostly shows understanding for the other (no black) 	<ul style="list-style-type: none"> ▪ recognises some Banlera rules ▪ indicates at least some different sources of information (such as verbal and non-verbal clues) ▪ poses some questions ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ recognises some misunderstandings as being cultural ▪ is able to address some misunderstandings ▪ ▪
Empathy full	Knowledge Discovery full	Communicative Awareness full
<ul style="list-style-type: none"> ▪ asks about others' feelings and pays attention to these (e.g. is alert to fears concerning safety/colour) ▪ shows understanding for feelings (no black) ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ recognises reasons for the other's approach (e.g. recognises that the oldest person in the other culture enjoys a special status; absorbs knowledge about the other culture and applies it to the interaction) ▪ asks the other person to explain the reasons for his behaviour (e.g. asks about the reasons for the 'colour problem') ▪ explains the rules and approaches of his culture (e.g. explains the work process to members of the other culture) ▪ asks for cultural background information, asks about the purpose of the lorry, whether there are bridges. 	<ul style="list-style-type: none"> ▪ addresses misunderstandings ▪ tries to solve misunderstandings ▪ negotiates a third-way, rules for the interculture ▪ recognises misunderstandings as being cultural ▪ ▪ ▪ ▪ ▪ ▪ ▪
<p style="text-align: center;">Total assessment: EM 1-----2-----3</p>	<p style="text-align: center;">Total assessment: KD 1-----2-----3</p>	<p style="text-align: center;">Total assessment: CA 1-----2-----3</p>

D) INCA Assessment Results



Name of Assessee: _____

Date of Assessment: _____

Place of Assessment: _____

Elements of Intercultural Competence	Basic	Intermediate	Full
Openness			
Knowledge			
Adaptability			

Name(s) of assessor(s):

Date:

Signature:

E) INCA On-line Technical Specification

Some of the INCA tests can be made either as pencil and paper tests or as web-based tests on the INCA On-line website (<http://www.incaproject.org/incaonline/>). If you choose to use the website you have to make sure that the following requirements are met:

Browser

The platform runs only with Internet Explorer version 5.5 or higher.

Browser settings

Cookies and Javascript must be enabled.

Screen resolution

To get best viewing results, we recommend a screen resolution of 1024x768.

Multimedia

To use the multimedia features, you need to have a soundcard and Realplayer installed on your system. The basic version of RealOne Player is free and can be downloaded from the platform (click 'Technical Requirements' at the blue navigation bar at the top of the page, a separate window opens, at the bottom of the page you will find the link to RealOne Player).

F) Glossary of Terms

Terms	Definition
Assessee	A person who is assessed for their intercultural competence
Assessment Centre	A process of assessment where trained assessors assess the intercultural competence of assessees in a concentrated form over a short period
Assessment sheet	A written or electronically completed record of the results of the assessment tasks
Assessment task	An exercise (such as a role play, scenario or questionnaire etc) to be completed by the assessee
Assessor	A person who assesses the performance of the assessee
Assessor guidelines	The guidance document for the assessors on the INCA theoretical model, definitions, tasks, observation process, assessment procedures, feedback process.
Blended assessment	Combination of a variety of assessment modes e.g. pencil and paper tasks, on-line tasks, role plays, scenarios etc
Continuous assessment	Assessment which takes place over a period of time and is linked to an iterative process of feedback and further learning
Decentring	The capacity to take a perspective other than your own customary viewpoint
Dossier	A collection of evidence that an assessee keeps and updates in support of his claim to intercultural competence.
External assessment	Assessment conducted by an assessor who is external to the organisation with which the assessee is associated.
Framework	A chart setting out the elements and levels of intercultural competence in the form of descriptive statements
INCA	Intercultural competence assessment (the brand name for the project and its products)
Intercultural Biography	A record of an assessee's background and experiences relevant to intercultural competence
Internal Assessment	Assessment conducted by an assessor within the organisation to which an assessee belongs (e.g. in the workplace).
Intercultural Competence	The range of knowledge and skills an individual needs to interact with colleagues from other countries, cultures, language backgrounds and social identities
Lead assessor	The assessor who is appointed to co-ordinate the activity of all assessors in a given assessment process
On-line assessment	Assessment tasks accessed via a computer or computer network
Passport	An assessee's record of results of external, continuous or on-line assessment.
Portfolio	An assessee's record of development in intercultural competence
Role play	An assessment task in which the assessee is required to

	play a role in an intercultural situation
Scenario	A written description of a sequence of intercultural events about which an assessee is asked questions
Witness Statement	A written account by an individual who has witnessed at first hand, the behaviours of an assessee in an intercultural situation
Six intercultural competences	
Tolerance of ambiguity (TA)	Tolerance for ambiguity is understood as the ability to accept ambiguity and lack of clarity and to be able to deal with it constructively.
Behavioural flexibility (BF)	Behavioural flexibility is the ability to adapt one's own behaviour to different requirements and situations
Communicative awareness (CA)	The ability in intercultural communication to establish relationships between linguistic expressions and cultural contents, to identify and consciously work with various communicative conventions of foreign partners and to modify correspondingly one's own linguistic forms of expression.
Knowledge discovery (KD)	The ability to acquire new knowledge of a culture and cultural practices and the ability to act using that knowledge, those attitudes and those skills under the constraints of real-time communication and interaction
Respect for Otherness (RO)	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own
Empathy (E)	The ability to intuitively understand what other people think and how they feel in concrete situations. Empathic persons are able to deal appropriately with the feelings, wishes and ways of thinking of other persons
Three overarching strands of intercultural competence	
Openness	Respect for other cultures and tolerance of ambiguity
Knowledge	Knowledge discovery and empathy
Adaptability	Behavioural flexibility and communicative awareness

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