SIM 2013

A proposed methodology for identifying multicultural skills in heterogeneous groups

Anca-Diana Popescu [a] *

[a]Politehnica University of Timisoara, Management Faculty, 14 Remus str., 300191 Timisoara, Romania

Abstract

Starting from the conceptual framework definition (describing heterogeneous groups, benefits and risks in managing heterogeneous groups) this paper will focus on a research identifying aspects of multicultural skills in heterogeneous groups. Based on several relevant references, the proposed research methodology uses four questionnaires in order to characterize intercultural competence, communication style, the emotional intelligence level and the potential role that a person could play when he/she is part of a team. The research variables used were age, nationality, residence (urban/rural), high school graduate and profile. The four questionnaires were applied on a sample of 68 subjects (Romanian students from the Politehnica University of Timisoara, interviewed in April 2013) and on a heterogeneous sample of French students from the Université de Limoges, France; the final research results were summarized in a comparative study.

Keywords: multicultural skills; heterogeneous groups; comparative study.

1. Introduction

Globalization, international mergers, multinational companies and the increasing of the work force mobility (expatriation) have multiplied the work opportunities and the heterogeneous groups' development. Thus, international/global organizations have to be able not only to manage products and services development, but they are increasingly brought into focus the government employees from various countries and whose harmonious collaboration is to ensure the entire success of the companies (Mayrhofer, 2001), (Urban, 1999). The success of the

---

* Corresponding Author. Tel.: +40-726-269157
  E-mail address: dianapopescu_tm@yahoo.com

international/global companies depends to a large extent on the effective cooperation of the individuals concerned and their skills (Cazal & Peretti, 1992). Especially in cross-cultural situations (as the heterogeneous groups), systems of values, representations, and differing work styles can lead to misunderstandings and conflicts (Barmeyer & Mayrhofer, 2002), (Chanlat, 1990), (Chevrier, 2003), (Dupriez & Simons, 2000), (D'Iribarne, 1998), (hampden-Turner & Trompenaars, 2000), (Hofstede, 2001), (Lewkowicz, Wijnhoven & Draghici, 2008), (Mutabazi, 1994), (Barzantny, 1997). Today, faced with the internationalization and reconciliation of different cultures in the workplace (management of cultural diversity), a new challenge appears that require companies and human resources management, to know what are the strategies and solutions that could be adapted to a multicultural environment: how to connect the interactions between cultures, cooperation and performance? What management tools can be used for maximizing staff efficiency in the case of a multicultural work environment? What are the roles of managers and the human resources management in this process? In a world where intercultural exchanges are in a continuous growing, people must be prepared to interact with others that have different values, are guided by other rules of behaviour and of different ways of perceiving reality. Thus, international experience and intercultural competence development are important aspects for the performance management.

1.1. Theoretical researches on cultural dimensions approach

Many researchers have tried to identify and to understand the cultural differences problems. Some representative researches are:

Hall's High Context and Low Context Cultural Approach - Hall's (1976) is a simple model to understand the differences between national cultures. In low-context cultures (Germany or Canada), the speaker focuses on explicit and written messages for better understand the persons and situations. In high-context cultures (China, Korea or Japan), body posture, voice tone, detailed rituals, and personal title and status are characteristics that determine the person behavior (Nahavandi, 2006).

Schwartz's Cultural Values – (Schwartz, 1992) and (Schwartz & Sagiv, 1995) described two cultural values: Openness to Change versus Conservation and Self-Transcendence versus Self-Enhancement.

Hofstede's Five Cultural Dimensions – (Hofstede, 1984) developed five cultural dimensions: Power Distance (PD), Uncertainty Avoidance (UAI), Individualism (IDV), Masculinity (MAS), and long term orientation (LTO). For Hofstede "the combination of these five dimensions lends each national culture its distinctiveness and unique character" (Nahavandi, 2006).

Global Leadership and Organizational Behavior Effectiveness (GLOBE) Research - Based on some of Hofstede's studies, the GLOBE model is a large-scale analysis of cultural dimensions and conducted in 1991 by Robert J. House, expert in management. Initially, that study was focused on leadership, then extending it to other elements of national and international culture. Some dimensions of GLOBE model are similar to those presented by Hofstede: power distance, uncertainty avoidance, and future orientation. Other new elements are: Institutional Collectivism (culture values degree and practices to collective action), Collectivism in Group (individual degree to express pride and cohesion in group), Assertiveness (individual degree to express straightforwardness, and confrontational level), Gender Egalitarianism (spread of gender differences), Humane Orientation (underlines a culture values fairness, generosity, caring, and kindness), Performance Orientation (culture values degree that encourages performance) (Nahavandi, 2006).

- *The Multi-Level Model of Culture* by (Erez & Gati, 2004) explains the interaction between various culture levels. Global culture is the macro level. Culture is considered to be influenced by globalization. National culture presents the common values, beliefs, norms, and behavior models. Organizational culture is defined as a set of beliefs and values shared by members of the same organization. Next, the shared values by team members reflect a group culture. "Conceptualization of culture at the individual level reflects the cultural values as they are represented in the self" (Erez & Gati, 2004).
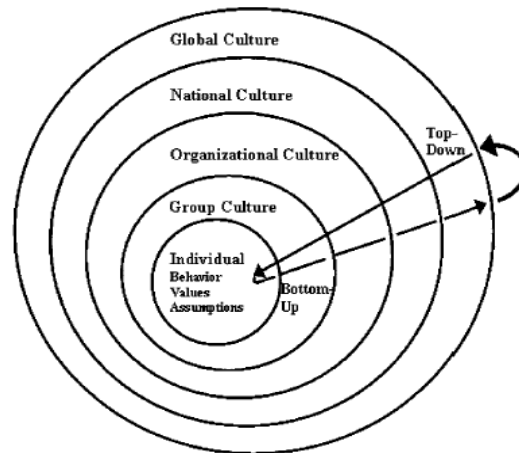
Fig. 1: The dynamic multi-level model of culture from: "A dynamic, multi-level model of culture: From the micro level of the individual to the macro level of a global culture", (Erez, M. & Gati, E., 2004)

1.2. Heterogeneous groups

A team is small group of people with complementary competencies, having a common purpose, goals and accomplishing in the same time a joint work or a common action (Katzenbach & Smith, 1999). Nowadays, multicultural, intercultural effectiveness and interpersonal processes in multicultural work teams has become a central issue of contemporary management research (Adler, 1991). Regarding the professional field, the team is the core activity, for many organizations today; teams have become the primary unit of performance (Adler, 1991).

How to form a group or a team? How does it work? First, there must be a purpose to anime and bring together a number of individuals. It takes a common interest in a field, a similar emotional bias in a conjuncture or another to start a line with the same group of people (Avolio et al., 2001). Fundamental element of cohesion and sense of forming a group is to identify the individual with the group leader. Communication, sharing of knowledge, confidence in the ability of others is key elements for a successful team.

Multicultural groups are some strategic force. They allow combining and developing synergies with a view to progress. Multicultural group has become a necessity because they have advantages for improved competitiveness. *Multicultural skills and characteristics* generate a lot of creativity, original solutions in terms of strategies and skills. And innovation and anticipating changes are the heart of achievements of multicultural groups (Aoun, 2004), (De Leersnyder, 2002) has concluded that intercultural management practice is to understand otherness and taken into account the management decisions. This quote shows how the management should now be aware of the other and provide tools to manage the interaction between culture and management.

1.3. Benefits and risks in heterogeneous groups

To manage cultural difference, we must begin by recognizing it. According to (Cuche, 1996), culture is largely unconscious processes, identity, it returns to a standard membership necessarily conscious, because it is based on symbolic oppositions. As social beings, individuals construct their identity and taking into account the social and cultural world in which it operates (Guerraoui & Troadec, 2000). The current integrationist particularly supports the hypothesis that the subject develops in a pre-structured cultural space, helps to change it by the incessant play of its active and interactive constructions with other group members. The concept of cultural identity is an important factor for understanding the cultural difference. To create cooperation (construction of a common share) between

people from different cultures, it is necessary to take into account cultural identities interact in a well-defined location (identification of the action context). The most important benefit of heterogeneous groups is performance increasing, but there are also other positive issues as:

- Varied skills and a universal vision with better local knowledge;
- Creative and innovative ideas;
- The ability to manage the complexities of diversity (collective intelligence);
- Better group service;
- The multicultural interaction giving motivation and personal satisfaction;
- Sharing of strategic information with people from different cultures;
- An image of modernity and openness;
- The transfer of experience and expertise;
- The development of specialized expertise;
- A stimulating and supportive environment;
- More comprehensive solutions;
- An overview.

People from different cultures can bring: enrichment in our lives and group by bringing new ideas and way of being, doing and acting; a better understanding of others; and another way of seeing things (Aoun, 2004).

Risks in heterogeneous groups that are multicultural and/or diversity based could be:

- Unsuitability for a group member to different cultures;
- Inability of the manager to exploit cultural differences;
- Predominance of only one single culture;
- Exclusion of one or more people because of language difficulties;
- Different rhythms;
- Retention of information;
- Cultural misunderstandings.

To counter the risks and ensure harmony within the group and the necessary integration, you must:

- Anticipate possible risks;
- Avoid a situation to become worst;
- Take courses of cultural differences management and learn details about this field;
- Provide language training to group members who need, in order to ensure excellent communication between them;
- Determine precisely the role of each team member;
- Keep in mind that each personality type possesses its own strengths and limitations;
- Create common values within the team;
- Give the group a competitiveness sense.

1.4. Multicultural skills in heterogeneous groups

Skill concept has been defining and approach from different perspective in the references (Cadin, Guerin & Pigeyre, 2002), (Courpasson & Livian, 1991), (Defelix, 2001), (LeBoterf, 1994), (Peretti, 2003), (Pichault & Nizet, 2000), (Retour, Defelix & Martin, 2001), (Zarifian, 1999), (Zarifian, 2001). Several sciences have contributed to better understand the meaning of this concept, such as psychology, sociology and management, which explains the difficulty of unified definition. The existing definitions, from the social sciences perspectives, have associate skill concept and its development with: knowledge in action, operational knowledge validated situation, ability to control a professional situation (Lichtenberger, 2003). Also, skills can be considered as directories of behaviors that some people have more control than others, which makes them effective in a given situation. These behaviors are observable in the daily reality of work, and also in test situations. They implement an integrated manner, skills, personality traits, and knowledge gained".

Competence is the ability to integrate diverse and heterogeneous knowledge, to finalize the implementation of activities. The manager, for example, does not always apply the same behavior: he knows adjust its strategy according to the situation he encounters. And beyond the traditional distinction between structural knowledge,

expertise and know-be, (Martory & Crozet, 2003) add yet another dimension: knowledge evolve. Indeed, knowledge concerning all general or specialized knowledge, expertise, mastery of specific tools and methods, know-being, attitudes and behaviors and skills evolve, opportunities for progress. These definitions are therefore having at least two common elements: the report action competence as an operating constructs (Cadin, Guerin & Pigeyre, 2002), (Le Boterf, 1994) and the combination of different components dynamically, to meet the requirements adaptation. Being competent is to be able to learn continuously through a process theory of experiential learning. Because of globalization and the increasing intensity of contact employees and managers from different countries, professional skills must be amended and supplemented by multicultural skills.

Multicultural skill is a set of analytical and strategic competences that expand the range of individuals' interpretations and actions in their interpersonal interaction with members from other cultures. These skills include general knowledge about other cultures resulting in an effect of changing attitudes and behavior and initial awareness regarding the difference benefits. Specifically, it consists of (Dinges & Baldwin, 1996): (a) *Emotional attitudes* (cultural sensitivity): intercultural competence is primarily associated with social competence. It therefore affects the personality traits and the propensity to be interested in others (it should be noted that this skill is also in mono-cultural contexts); (b) *Cognitive knowledge*: there is specific knowledge about the culture, history, the value orientations, structure and functioning of the economic, social and organizational systems in partner cultures; (c) *Behavioral skills*: cognitive and affective skills must be combined effectively in multicultural situations, so a person cannot demonstrate intercultural competence only in the case when it is able to apply this knowledge and adapt to a foreign cultural situation. He/she has: to raise awareness and encourage evaluation and behavior patterns, assimilate and systematize knowledge and develop and assimilate skills practices.

Literature (mostly North American) processes for many years, the constituent qualities of intercultural competence accepted as representative (Beamer, 1992), (Bennett, 1993), (Bolten, 2001), (Dinges, 1983), (Hammer, 1998), (Hannigan, 1990), (Muller, 1993), (Sptzberg, 1991), (Wiseman et. al., 1989). There are indicators for predicting an action intercultural competence should be used to facilitate the process of individual adaptation and integration. The main skills in heterogeneous groups are: to have knowledge and self-control; to have a cultural sensitivity; and establish relationships.

2. Group relationships

An adjustment period is necessary for the heterogeneous groups to optimize the working relationship. According to [48], time is an important factor in determining the operation mode of the group. According to her, the expatriates in heterogeneous groups are effective only after a year. And here lies the question duration legitimacy of the expatriation and adaptability in the management of these groups. Time is a variable that Hofstede not considered but which becomes very important since the emergence of Asia: time and time consciousness. And Westerners often take a strategy with a view to short and medium term while Asians only remember the long-term dimension of project.

2.1. The spirit of good heterogeneous group

What is the spirit of good heterogeneous groups? This is done for members of various cultures get used to sharing their experiences, their ideas and skills to succeed. This means: support, mutual respect, solidarity, sharing experiences, and acceptance of different cultures. The result is that the members, all cultural backgrounds, are working together in perfect harmony. It is essential to create a good group, which is the basis of all success.

2.2. Development of successful relationships

The development of successful relationships in heterogeneous groups has the following purposes: provide a harmonious environment that enables each team member to flourish and be effective, help get things done, and best serve the company and contribute to its success.

3. The research methodology

Intercultural competence evaluation may relate to measure the following components: cognitive, affective and aptitude. The research was conducted in our University and it will be also made in Université de Limoges, France. All subjects operating in the technical field and work in collaborative activities or projects. From the beginning, the subjects were informed about the research and the data confidentiality. For data collections were used four questionnaires. Statistical processing will be performed with the specific version of Microsoft Office Excel 2003 and Sphinx Plus²- Lexica Edition - V5.

3.1. Research context

The experiment itself was conducted in a natural environment; students are evaluated at the university, where they studied. The research process was done in several stages. As a research strategy was used inductive strategy. This type of analysis begins with the observation and data collection, continues with generalizations and aims to establish control and the possibility of using them to explain the events occurrence or changes. The methods used consist of applying a *psychological test battery* that consists of the following questionnaires:
1. MPQ questionnaire; MPQ is a tool developed to measure the effectiveness of relevant features intercultural behavior. This questionnaire measures intercultural competence using the following personality traits: cultural empathy, open-mindedness, social initiative, emotional stability, and flexibility.
2. Questionnaire to assess communication style (identify the four communication styles: action oriented, process-oriented, people-oriented or oriented ideas),
3. Questionnaire to assess the level of emotional intelligence (analysis of personal and social competencies),
4. Belbin test (assessing the potential role on the team).

The research variables used in the questionnaires: age, nationality, residence (urban / rural), high school graduate and profile. The four questionnaires were used in Politehnica University of Timisoara on a sample of 68 subjects interviewed in April 2013. A research study will be made also in Université de Limoges, and the final data being summarized in a comparative study between the two countries. Based on the results interpretation obtained from the analysis results at Timisoara, can be drawn conclusions regarding the intercultural competence training level of students, as: the existence and development of multicultural/intercultural competence depends not only on cognitive knowledge, but are closely related to personal experience, so individual learning; multicultural/intercultural skills can be structured and measured using the four questionnaires; specificities and differences in learning styles (related to multicultural competence) depend on contexts of socialization and on national cultures. Behavior (active experimentation) is also the result of the experience already lived (practical experience) and knowledge (abstract conceptualization). The main aims activities, in Université de Limoges, are related to knowledge, skills and competences development in the context of cultural sensitivity and awareness in order to expend knowledge in the field of cross-cultural teams and their impact on collaborative activities. Using the four questionnaires already mentioned, it was made an investigation of project teams (individual and group behavior) that belong to the host organization and their cross-cultural skills development activities.

3.2. Partial results of research

The four questionnaires were used in Politehnica University of Timisoara on a sample of 68 subjects interviewed in April 2013. The subjects' average age was 21 years old and all of them were Romanians, as nationality. 82% from subjects were male and 18% female. Regarding their residency 74% are living in an urban residency and only 26% are living in a rural residency (Figure 2). A sample of 50 students was interviewed in Université de Limoges, in May 2013. In this case, the subjects' average age was 25 years old and 88% had a French nationality, 8% had a Cameroon nationality and 4% had a Tunisian nationality. 74% from subjects were male and 24% female. Regarding their residency 92% are living in an urban residency and only 8% are living in a rural residency (Figure 3).

Fig. 2 Subjects and residency in Romanian group

Fig. 3 Subjects gender and residency in French group

The four questionnaires results the final research results were summarized in a comparative study (Table 1). From the data reading through table, it follows that:

- Regarding the MPQ questionnaire results, in the Romanian group, most of the subjects had a high score for Cultural Empathy (CE), Open-mindedness (O) and Social Initiative (SI), mid-range scores or low scores for Emotional Stability (ES) and Flexibility (F);
- In the French group, using the MPQ questionnaire, the results showed us subjects had a high score for Open-mindedness (O), Social Initiative (SI) and Flexibility (F), mid-range scores for Emotional Stability (ES) and low scores for Cultural Empathy (CE);
- Using the Communication Style Questionnaire, in both groups, the results underlined the fact that the majority of the subjects had a specific communication style: action oriented, process-oriented, people-oriented or oriented ideas. Only a small part of Romanian subjects had also a complex communication styles;
- Using the Emotional Intelligence Questionnaire, the subjects from both groups had a higher level of personal and social competencies;
- Using the Belbin Test, in both groups were identified the leaders, trainers, creators, assessors, resource investigators, team workers, implementers and completer finishers. In both cases, a part of the subjects have a combination between several styles.

Table 1. Comparative study: Romanian group versus French group

Romanian group	French group
1. MPQ Questionnaire:	1. MPQ Questionnaire:
CE = high scores, O + SI = mid-range scores, ES + F = low scores.	CE = low scores, O + SI + F= high scores, ES = mid-range scores.
2. Communication Style Questionnaire:	2. Communication Style Questionnaire:
The majority of the subjects had a specific communication style: action oriented, process-oriented, people-oriented or oriented ideas. Other subjects had a complex communication styles.	The majority of the subjects had a specific communication style: action oriented, process-oriented, people-oriented or oriented ideas.
3. Emotional Intelligence Questionnaire:	3. Emotional Intelligence Questionnaire:
All the subjects had a higher level of personal and social competencies.	All the subjects had a higher level of personal and social competencies.
4. Belbin Test:	4. Belbin Test:
16 subjects = leaders,	11 subjects = leaders,
8 subjects = trainers,	6 subjects = trainers,
4 subjects = creators,	3 subjects = creators,
7 subjects = assessors,	6 subjects = assessors,
3 subjects = resource investigators,	4 subjects = resource investigators,
3 subjects = team workers,	5 subjects = team workers,
6 subjects = implementers,	7 subjects = implementers,
4 subjects = completer finishers.	5 subjects = completer finishers.
The rest of the subjects have a combination between several styles.	The rest of the subjects have a combination between several styles.

4. Conclusions

The presence of multiculturalism in the twenty-first century organization is a success factor, provided that creates a favorable environment for the development of cultural diversity. Intercultural conflicts can arise only in a human organization whose infrastructure is vitiated by prejudice.

Tomorrow's leaders must then communicate and motivate more effectively than in the past in a new language, adapting to different cultures of the world and to new technology (Aoun, 2004).

From a more operational perspective, this study offers a new way to indirectly understand the intercultural skills. In addition, it can more effectively bring prominent skills in heterogeneous groups, including the specific challenges. For example, it allows a better match between the dominant emotional profiles and cognitive profiles dominant, individual specificities aside. However, it is difficult to measure multicultural skills. The extent depends on at least two factors: how defines the purpose and the elements to be measured (indicators prediction); how does one measure (method and instruments)?

In both groups, the analysis was focus on cultural values and cultural dimensions. And using the method of observation, it was observed the human orientation, performance orientation and the collectivism in group.

However, we can assume that in the future, with the development of international relations at all levels, marginalization and low self-esteem offered to multicultural skills will disappear. However, willingness to resolve conflicts, to recognize personal weaknesses or worry preventively skills development is also dependent on the motivation of people interacting. The complexity of intercultural competence lies in the fact that every person in this interaction presents other individual characteristics whose foundation is first in his personality and then based on the context and multicultural experiences he had till now.

References

Adler, N.J. (1991). *International Dimensions of Organizational Behavior*, Kent Publishing, Boston, MA.

Aoun, J. (2004). *Manager une équipe multiculturelle: faire de la diversité une clé de la performance*, Editeur Issy-les-Moulineaux.

Aoun, J. (2004). *Gérer les différences culturelles*, éditions MultiMondes, Québec.

Avolio B. et al. (2001). *Virtual Teams: Implications for E-Leadership and Team Development in London*, M., How People Evaluate Others in Organizations, Lawrence Erlbaum Associates, Mahwah, NJ, ISBN 0-8058-3612-8.

Barmeyer, C. and Mayrhofer, U. (2002), *Le management interculturel: facteur de réussite des fusions-acquisitions internationales?*, Gérer et Comprendre. Annales des Mines, n° 70, 2002, p. 24-33.

Barzantny, C. (1997). *La prise de décision en management multiculturel à travers le processus budgétaire*, thèse de Doctorat ès Sciences de Gestion de l'Université Toulouse.

Beamer, L. (1992). Learnig Intercultural Communication Competence, *The Journal of Business Communication*, vol. 29, n°.3, pp. 285- 295.

Bennett, M. J. (1993). Towards Ethnorelativism: A developmental Model of intercultural Sensitivity, dans M. Paige (dir.), *Education for the Intercultural Experience, Yarmouth, Intercultural Press*, pp.21-71.

Bolten, J. (2001). *Interkulturelle Kompetenz, Thüringen, Landeszentrale für politische Bildung*.

Cadin, L., Guérin, F. & Pigeyre, F. (2002), *Gestion des Ressources Humaines. Pratique et éléments de théorie*, Paris, Dunod.

Cazal, D. & Peretti, J.-M. (1992). *L'Europe des Ressources Humaines*, Paris, Liaisons.

Chanlat, J.-F. (dir.). (1990). *L'individu dans l'Organisation*, Québec, Les Presses de l'Université de Laval.

Chevrier, S. (2003). *Le management interculturel*, Paris, PUF.

Courpasson, D & Livian, Y.-F. (1991). Le développement de la notion de compétences, glissement sémantique ou idéologie, *Revue de gestion des ressources humaines*, n°1, Octobre 1991, pp.3-10.

Cuche D. (1996). *La notion de culture dans les sciences sociales*, La Découverte.

Defelix, C. (2001). Les systèmes de gestion des compétences: des systèmes d'information à gérer avec prudence, *Revue de Gestion des Ressources Humaines*, n°4, pp.33-45.

Dinges, N. (1983). Intercultural Competence dans Brislin, R. W. et H.C. Triandis, (dir.), *Handbook of Intercultural Training*, New York, Pergamon, pp.176-202.

Dinges, N. & Baldwin K. (1996), Intercultural Competence. A Research Perspective, dans D. Landis et R. Bhagat (dir.), *Handbook of Intercultural Training*, London, Sage, pp.106-123.

D'Iribarne, P. (dir.). (1998). *Cultures et Mondialisation. Gérer par-delà les frontières*. Paris, Seuil.

De Leersnyder J.-M. (2002). Préface in Dupriez P. et Simons S., *La résistance culturelle, fondements, applications et implications du management interculturel*, Bruxelles, De Boeck.

Dupriez, P. & Simons S. (dir.). (2000). *La résistance culturelle. Fondements, applications et implications du management interculturel*, Bruxelles, De Boeck Université.

Erez, M. & Gati, E. (2004). A dynamic, multi-level model of culture: From the micro level of the individual to the macro level of a global culture, *Applied Psychology: An International Review*, 53(4): 583-598.

Guerraoui, Z., Troadec, B. (2000). *Psychologie interculturelle*. Publisher: Armand Colin.

Hammer, M.R. (1998). *A measure of intercultural sensitivity: The Intercultural Development Inventory*, dans S. Fowler et M. Fowler (dir.), The intercultural sourcebook, Yarmouth, Interculturtal Press.

Hampden-Turner, C. & Trompenaars A. (2000). *Building Cross-Cultural Competence*, London, Yale University Press.

Hannigan, T. (1990). Traits, Attitudes, and Skills that are related to Intercultural Effectiveness and their Implications for Cross-Cultural Training: a Review of the Literature, *International Journal of Intercultural Relations*, vol. 14, pp.89-111.

Hofstede, G. (1984). *Culture's consequences: International differences in work-related values*. Newbury Park, CA: Sage.

Hofstede, G. (2001). *Culture's Consequences. International Differences in Work-Related Values*, London, Sage.

Katzenbach, J.R. & Smith, D.K. (1999). *The Wisdom of Teams: Creating the High-Performance Organization*, Harper Collins Publishers, New York, NY.

Le Boterf, G. (1994). *De la compétence, essai sur un attracteur étrange*, Paris Éditions d'organisation.

Lewkowicz, M., Wijnhoven, F. & Draghici, A. (2008). Misunderstandings in Global Virtual Engineering Teams: Definitions, Causes, and Guidelines for Knowledge Sharing and Interaction. In: Bernard, A., Tichkiewitch, S., editors. *Methods and Tools for Effective Knowledge Life Cycle-Managemen*t, Springer, 2008: 145-150.

Lichtenberger, Y. (2003). Compétence, compétences, dans J. Alouche et al. (dir.). *Encyclopédie des ressources humaines*, Paris, Vuibert, 2003, pp.203–215.

Martory, B. & Crozet, D. (2003). *Gestion des Ressources Humaines. Pilotage et performances*, Paris, Dunod.

Mayrhofer, U. (2001). *Les rapprochements d'entreprises, une nouvelle logique stratégique? Une analyse des entreprises françaises et allemandes*, Berne, Peter Lang.

Müller, B.-D. (1993). *Interkulturelle Kompetenz. Annäherung an einen Begriff , Jahrbuch Deutsch als Fremdsprache*, n° 19, pp. 69-70.

Mutabazi, E. et al. (dir.), (1994), *Management des ressources humaines à l'international*, Paris, Éditions Eyrolles.

Nahavandi, A. (2006). *The Art and Science of Leadership*, New Jersey: Pearson Education, Inc. 3-15.

Peretti, J.-M. (2003). *Ressources Humaines*, Paris, Vuibert.

Pichault, F. & Nizet, J. (2000). *Les pratiques de gestion des ressources humaines*, Paris, Seuil.

Retour, D., Defèlix C., & Martin, D. (2001), *La gestion des compétences, entre concepts et applications*, n°39, pp.73-79.

Schwartz, S. H. (1992). Universals in the content and structure of values: theoretical advances & empirical tests in 20 countries. In: Zanna MP, editor. *Advances in experimental social psychology*, 25, San Diego: Academic Press: 1-65.

Schwartz, S. H., & Sagiv L. (1995). *Identifying culture-specifics in the content and structure of values*, J Cross-Cult Psychol, 26(1): 92–116.

Spitzberg, B. H., (1991). Intercultural Communication Competence dans R. Porter et L. Schneider, S. et J.-L. Barsoux (1997), *Managing across borders,* London, Prentice Hall.

Urban, S. (dir.), (1999). *Relations of Complex Organizational Systems. A Key to Global Competitivity*, Wiesbaden, Gabler.

Wiseman, R.L, et al. (1989). Predictors of intercultural communication competence, *International Journal of Intercultural Relations*, n° 13, pp. 349-370.

Zarifian, Z. (1999). *Objectif compétence*, Paris, Éditions Liaisons.

Zarifian, Z. (2001). *Le modèle de la compétence, Trajectoire historique, enjeux actuels et propositions*, Paris, Éditions Liaisons.