

**INTERCULTURAL COMPETENCIES REQUIRED BY ORGANIZATION
DEVELOPMENT CONSULTANTS**

by

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ABSTRACT

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Organization development (OD) is “a planned, system-wide change using behavioral science and humanistic values, principles, and practices to achieve greater organizational performance and effectiveness” (Ralphs, 1996). OD has progressed from a field to a profession over the past several decades. A profession requires standards to ensure that people practicing in the field are qualified. Several studies have attempted to develop a set of standards, or competencies, to ensure qualification.

While there is certainly overlap among the results of these studies, none of these attempts has been universally accepted by the profession. One reason practitioners resist standards is that they do not want to discourage innovation (Varney, 1980). Some believe that certifying bodies are not effective and suggest “let the free enterprise system operate” (Harvey & Brown, 2001, p. 465).

A review of recent OD competency research illustrates the increasing need for OD practitioners to demonstrate intercultural competence (Wigglesworth, 1995; Burke, 1997). This need stems from increasingly multi-cultural populations of organizations, and the reduction of legal and political barriers that limit international commerce. Increased international business activity fuels the need to be interculturally savvy for organizational survival. For the OD profession, intercultural skills have been added to the competency list to prevent cultural bias and ensure that their work is successful.

The purpose of this study is to survey OD practitioners about intercultural competencies required by OD practitioners and to compare the findings to previous studies. In addition, practitioners will be asked how these competencies can be developed.

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Chapter I

INTRODUCTION

Organization development (OD) is “a planned, system-wide change using behavioral science and humanistic values, principles, and practices to achieve greater organizational performance and effectiveness” (Ralphs, 1996, p. 3). OD has progressed from a field to a profession over the past several decades. A profession requires standards to ensure that people practicing in the field are qualified. Several studies have attempted to develop a set of standards, or competencies, to ensure qualification.

While there is certainly overlap among the results of these studies, none of these attempts has been universally accepted by the profession. One reason practitioners resist standards is that they do not want to discourage innovation (Varney, 1980). Some believe that certifying bodies are not effective and suggest “let the free enterprise system operate” (Harvey & Brown, 2001, p. 465).

Statement of the Problem

A review of recent OD competency research illustrates the increasing need for OD practitioners to demonstrate intercultural competence (Wigglesworth, 1995; Burke, 1997). This need stems from increasingly multi-cultural populations of organizations, and the reduction of legal and political barriers that limit international commerce. Increased international business activity fuels the need to be interculturally savvy for organizational survival. For the OD profession, intercultural skills have been added to the competency list to prevent cultural bias and ensure that their work is successful.

Purpose of the Study

The purpose of this study is to survey OD practitioners about intercultural competencies required by OD practitioners and to compare the findings to previous studies. In addition, practitioners will be asked how these competencies can be developed. The specific research questions are:

1. What general intercultural competencies are required for OD practitioners?
2. How can OD practitioners develop required intercultural competencies?

Significance of the Study

This study will add to the existing research regarding the intercultural competencies required for OD practitioners. This is important because while numerous studies have been conducted to define competencies, relatively few studies have included intercultural competencies. In addition, competency studies are also conducted to shape the curriculum for graduate-level OD programs (Varney, et al., 1999). Therefore, the findings from this research could also be used to guide the curriculums of OD graduate programs. As the OD profession continues to work towards a commonly accepted list of competencies for entry into and continued membership in the field, solid research will ensure the competencies are valid.

Limitations of the Study

The following are the limitations of the study:

1. The sample size is relatively small and therefore, the findings may not be representative of the profession.

2. In addition to the general competencies researched in this study, there are likely to be cultural and country specific information that OD practitioners would benefit from knowing when working with individuals from other country. This study does not attempt to capture country specific data.

Assumptions of the Study

The following are the assumptions associated with this study:

1. This study assumes that this study's methodology, a survey, is sufficient to assess intercultural competencies.
2. The study assumes that the respondents are all competent professionals who currently practice or previously practiced organization development.
3. Survey responses that did not comply with the criteria of the survey were not included in the survey results.

Definition of Terms

Competency – “Internal capabilities that people bring to their jobs. They may be expressed in a broad, even infinite, array of on-the-job behaviors” (McLagan, 1989, p. 77 as cited in Rothwell, 1996).

Humanism – A system of thinking in which man, his interests, and development are made central and dominant, tending to exalt the cultural and practical rather than the scientific and speculative (New Illustrated Webster's Dictionary of the English Language, 1994, p. 470).

Organization development – “a long-term effort, led and supported by top management, to improve an organization’s visioning, empowerment, learning, and problem-solving processes, through an ongoing, collaborative management of organization culture – with special emphasis on the culture of intact work teams and other team configurations – using the consultant-facilitator role and the theory and technology of applied behavioral science, including action research” (French & Cecil, 1999).

Methodology

A survey will be designed that compiles the findings from previous studies and research about the intercultural competencies required for OD practitioners. First, the survey will ask respondents to provide basic demographic information. Next, the survey will list the intercultural competencies and ask respondents to determine their importance on a 5-point scale. Respondents will be also be asked how they believe the competency can be acquired, e.g., workshop, graduate program, etc.

The review of literature that provided the basis for this research is discussed in Chapter 2. This includes a review of previous OD studies and the importance of further study of intercultural competencies. Chapter 3 describes the research methodology, selection of subjects, and data collection process. Chapter 4 reviews the findings of the study and relates them back to the previous competency studies reviewed in Chapter 2. Finally, in Chapter 5, the study is summarized, conclusions are reviewed and recommendations for further study are suggested.

Chapter II

REVIEW OF THE LITERATURE

The review of the literature included research of the following topics: definition and history of organization development, including its evolution from a field to a profession, comparison of OD to change management, models for OD work, and competencies for OD practitioners, particularly intercultural competencies.

This review of the literature is divided into the following sections: Definition of Organization Development, Development of Organization Development into a Profession, Organization Development and Intercultural Competence, Organization Development Intercultural Competencies, and Relationship between the Review of the Literature and the Research Questions and Methodology.

Definition of Organization Development

To understand what organization development is, it is helpful to briefly review the various definitions of OD, understand how OD differs from change management, understand the importance of values in OD, and understand the work of an OD practitioner.

Organization development has many definitions, including the following:

- “A long-term effort, led and supported by top management, to improve an organization’s visioning, empowerment, learning, and problem-solving processes, through an ongoing, collaborative management of organization culture – with special emphasis on the culture of intact work teams and other team configurations – using the consultant-facilitator role and the theory and

technology of applied behavioral science, including action research” (French & Cecil, 1999, p. 25 - 26).

- “Organization development focuses on assuring healthy inter- and intra-unit relationships and helping groups initiate and manage change. Organization development’s primary emphasis is on relationships and processes between and among individuals and groups. Its primary intervention is influence on the relationship of individuals and groups to effect an impact on the organization as a system” (McLagan, 1989, p. 7 as cited in Rothwell, Sullivan, & McLean, 1995, p. 7).
- “OD is a planned system-wide change using behavioral sciences and humanistic values, principles and practices to achieve greater organizational performance and effectiveness. OD uses some form of diagnosis. OD is implemented by change agents who use a variety of interventions to achieve improved organizational health” (Ralphs, 1996, p. 3).

There are several key points about the definition of OD that further refine and distinguish OD from other related disciplines (Rothwell, Sullivan, & McLean, 1995, p. 7). Specifically, OD:

- Has a long-range perspective. It is not a “quick-fix” strategy. It is often combined with strategic business planning.
- Is supported by top managers.
- Effects change through education.

- Emphasizes employee participation in the entire process of diagnosing a problem through evaluating the results of the intervention. Employees, rather than solely managers or consultants, are responsible for the success of the change.
- Emphasizes that “everyone in an organization who is affected by change should have an opportunity to contribute to – and accept responsibility for – continuous-improvement process” (Rothwell, Sullivan, & McLean, 1995, p. 8).

The definitions of OD have evolved over time, reflecting the evolution of OD “from a field that was focused on group and human relations to the adoption of more holistic and integrated models of organization” (Farias & Johnson, 2000, p. 376).

A current source of discussion among OD practitioners is the ability to measure the success of OD work using business measures that historically has not been a high priority. At this year’s Organization Development Network (ODN) national conference, the plenary speaker, Linda Anderson Ackerman, discussed this in her presentation (Ackerman, 2001). She said that change management, which emerged from large consulting firms approximately 10 years ago, provided a wake up call for the OD profession. Change management, unlike traditional OD, focuses on translating the human performance work into business language, and business results. She went on to say that change management is struggling because it is missing what OD brings to the table – a perspective that change happens from the inside out, not from the outside in. Also, a deeper understanding of culture, change, etc. is needed. She recommends that OD practitioners ask, “What is the business context of my work?” so that they can then speak about their work and its impact in business terminology. This discussion of the

differences between OD and change management has been a catalyst for the field to further define itself and the value it brings.

Another important aspect of OD is its emphasis on values (Burke, 1997). OD's foundation is on humanistic values, which includes a "firm belief in human rationality, human perfectibility through learning, and the importance of self-awareness" (Rothwell, 1995 p. 17). This humanistic perspective means that OD practitioners believe that "change without a people focus does not have a great chance for success" (Farias & Johnson, 2000, p. 278). Farias goes on to express a commonly held OD belief that "addressing the people-related issues without humanistic values would be nothing short of manipulation" (Farias & Johnson, 2000, p. 378).

OD values are included in the International Organization Development Code of Ethics drafted at the 1984 O.D. World Congress. Since then 200 people from 15 countries have contributed (Cole, 1991). There are ten values: 1) quality of life, 2) health, human potential, empowerment, growth and excellence, 3) freedom and responsibility, 4) justice, 5) dignity, integrity, worth and fundamental rights of individuals, organizations, communities, societies, and other human systems, 6) all-win attitudes and cooperation, 7) authenticity and openness in relationships, 8) effectiveness, efficiency and alignment, 9) holistic, systemic view and stakeholder orientation, and 10) wide participation in system affairs, confrontation of issues leading to effective problem solving and democratic decision making. While values similar to these have provided a foundation for OD practitioners since its inception, there is a renewed emphasis on the importance of practitioners living these values and relating them to OD work. Linda

Ackerman suggested that OD practitioners ask, “What do values produce in business?” (Ackerman, 2001).

Finally, to understand OD, it is helpful to review the model used by many OD practitioners. This model, called the Model of Action Research, has eight steps: Entry, Start-up, Assessment and Feedback, Action Planning, Intervention, Evaluation, Adoption, and Separation (Rothwell, Sullivan & McLean, 1995). Entry occurs when a problem is identified in an organization and an OD practitioner is contacted. Start-up includes gathering more information about the problem and contracting with the client to continue. During the Assessment and Feedback phase, detailed information is gathered through surveys, interviews or other data collection methods. The data is analyzed by the OD practitioner and is discussed with the client, including the practitioner’s feedback. During the Action Planning phase, the OD practitioner works with the stakeholders and decision makers to determine what will be done to address the problem. Next, the intervention is implemented (Intervention phase.)

After implementation, the intervention is evaluated (Evaluation Phase) to determine how successful it was in resolving the problem as identified in the previous phases. In the Adoption phase, the organization assumes ownership for the change and it is implemented to the entire organization. Finally, in the Separation phase, the OD practitioner exits the organization, ensuring that there has been sufficient knowledge and capability development with the client that they can continue to support the new state (Rothwell, Sullivan & McLean, 1995).

In summary, organization development practitioners facilitate large- scale change, supported by executive management and often conducted in conjunction with

strategic business planning, to improve organizational performance. OD practitioners typically have a humanistic perspective and believe in a code of ethics to ensure respectful and fair treatment of people involved in OD interventions. They often use the Action Research model as a guide for their work.

Development of Organization Development into a Profession

Organization development has progressed from a field to a profession over the past several decades. One important requirement for a profession is standards to ensure that people practicing in the field are qualified. Many attempts have been made to develop a set of OD competencies (Eisen, Steele, and Cherbneau, 1990; Eubanks, Marshall & O'Driscoll, 1990; Eubanks, O'Driscoll, Hayward, Daniels & Connor, 1990; McDermott, 1984; McLagan, 1989; O'Driscoll & Eubanks, 1990; Rothwell, Sullivan & McLean, 1995; Shepard & Raia, 1981; Sorenson, Head, Yaeger, & Cooperrider, 2001; Varney, 1980; Varney, Worley, Darrow, Newbert, Cady, & Guner, 1999; Warwick & Donovan, 1979; Wigglesworth, 1995.).

For a variety of reasons, none of these attempts have been universally accepted by the profession. In some cases, practitioners resist standards because they do not want to discourage innovation (Varney, 1980). Some believe that certifying bodies are not effective and suggest "let the free enterprise system operate" (Harvey & Brown, 2001, p. 465). In summary, the OD field continues to work towards defining a set of standards and competencies for practitioners.

Lack of standards and competencies has negatively impacted the perception of the field and of OD practitioners. For example, the general population lacks an understanding of how OD practitioners can add value. In 1976, Varney stated, "OD

practitioners are often thought of as magicians who sprinkle potions of love and cooperation on organizations and make an organization's problems disappear" (Warrick, 1976, p. 36). Clients have "no clear expectation of what a consultant should be doing and how the consultant/client relationship should be structured" (Eubanks & O'Driscoll, 1990, p. 90). Also, without recognized qualifications, poorly qualified individuals portray themselves as competent but do not perform OD work based on relevant theory, values, and ethics (Church, Waclawski, & Seigel, 1999). In addition, OD can be considered unprofessional or unscientific by academia. Finally, graduate programs experience difficulty in designing curriculum that will produce qualified, competent graduates (Varney, Worley, Darrow, Newbert, Cady, & Guner, 1999; Shepard & Raia, 1981). It is also difficult for prospective students to evaluate and compare OD programs.

While there is no standard set of competencies, there have been numerous studies to define them, which have been relevant and/or widely circulated in the field. This review of literature will describe and compare four frequently cited studies, listed in chronological order.

The first is a study conducted by Warrick and Donovan in 1979 whose respondents included Richard Beckhard, Wendall French, and Gordon Lippitt, who are OD experts. Their research found forty skills, categorized into four areas, needed by OD practitioners: knowledge, consulting, conceptual, and human skills.

Seven skills were identified as knowledge skills, including knowledge of OD, organization behavior, behavioral sciences, general business, training technology, and an awareness of current developments in OD. Fourteen consulting skills were identified including proposal writing, marketing programs and ideas, diagnosing organizations,

report writing, and the ability to quickly establish client trust and rapport. Five conceptual skills were identified including a “sound philosophical base concerning human behavior, management, organization behavior, and organization development” (Warrick & Donovan, 1979, p. 23). Also included was a systems view of organizations and the environment in which they operate.

Finally, in the human skills area, fourteen skills were listed. Human skills included a genuine, caring for people, a positive attitude, self-awareness, self-discipline, and helping skills. The researchers concluded that this category was the most important. This aligns with the strongly held OD belief that the use of and understanding of “self” is very important. The researchers believe that the ability to model and practice healthy behavior is the most important of the human skills.

In the next study, Varney (1980) suggests three areas of competency: self-awareness and personal impact awareness, conceptual, analytical and research skills and change influence skills. Self-awareness includes awareness of one’s own values, beliefs, personality theory and organizational theory. Conceptual, analytical, and research skills includes application of theory to the organization, system analysis and organizational diagnosis, and data processing. Finally, organizational change and influence skills include intervention skills, persuasion/power, and facilitation/process skills.

In 1990, Eubanks and O’Driscoll’s article “A Competency Model for OD Practitioners” reported the results of their study to determine what effective and ineffective OD practitioners do using the “critical incident” method. The following competency categories emerged: Interpersonal skills (8% of all incidences), client relationship (8%), contracting (14%), using data (21%), group process (21%), and

implementation (28%). They identified three skills of OD professional competence: data skills, people skills (e.g., using interpersonal skills), and managing group processes delivery skills, (e.g., contracting, implementing the intervention and maintaining the client relationship). Similar to previous studies, people skills were determined to be very important.

The final competency study in this review of the literature is perhaps the most comprehensive. This ongoing study has been conducted by a committee from the Organization Development Institute led by Roland Sullivan. It began twenty years ago and has involved more than 2,500 people from around the world. The committee continues to solicit feedback on this list. As of March 2001, the list contained 141 skills grouped into the following categories: marketing, enrolling, contracting, mini-assessment, data gathering, diagnosis, feedback, planning, participation, intervention, evaluation, follow-up, adoption, separation, self-awareness, interpersonal, and other (Sullivan, Rothwell, & Worley, 2001).

To summarize, the review of the literature suggests that general competencies for OD practitioners include knowledge of self, contracting and marketing skills, organization and behavioral theory, and the ability to implement OD interventions. Typically the list of competencies is quite long and varied.

Organization Development and Intercultural Competence

In addition to the skills and competencies discussed previously, intercultural skills and competencies have been discussed recently from two perspectives: a general business/leadership perspective (Rosen & Digh, 2001) and an OD perspective (Eisen,

Steele, & Cherbeneau, 1990; McLagan, 1989; O'Driscoll & Eubanks, 1990; Rosen & Digh, 2001; Sorenson, Head, Yaeger, & Cooperrider, 2001; Wigglesworth, 1995.)

From a business perspective, several drivers have created a global business community, including “technological advances, the knowledge explosion, globalization, and the rapidity of change” (Rosen & Digh, 2001, p. 72). Their research of the critical competencies needed to succeed in the global economy revealed two main findings: 1) there are leadership universals, referred to as “global literacies,” that all leaders and managers must possess and 2) in the global economy, culture matters more, not less. The global literacies are divided into four areas: 1) personal, e.g., humility, decisiveness, and optimism, 2) social, e.g., pragmatic trust, and listening, 3) business, e.g., chaos navigator, technology steward, and economic integrator, and 4) cultural, e.g., cultural bridger, and global capitalist.

Although there has been significant discussion for quite some time regarding the impact of globalization on professional competencies, this has not been the case in the organization development field (Sorenson, Head, Yaeger & Cooperrider, 2001).

Vandererlaan noted that most OD competency studies have focused on domestic rather than global practitioners (2001). More recently, attention has been focused on practicing OD internationally and intercultural competencies have begun to emerge. This review of the literature will focus on three studies that include intercultural OD competence.

The first study was conducted to determine the competencies OD consultants would need in the future. Respondents were asked their opinion regarding trends that will have an impact on OD consultants' work and how they perform it (Eisen, 1990). One of the themes that emerged was “broadened frameworks in a global environment” (p. 2).

The trends associated with this are an expansion of OD into cross-cultural and international work and awareness that individuals are paying a high price for ethnocentrism.

Another study that includes intercultural competency is the previously mentioned study led by Roland Sullivan. There are four intercultural competencies included in the “Other” category:

- Interpret cross-cultural influences in a helpful manner
- Handle diversity and diverse situations skillfully
- Apply skills of international OD effectively
- Be aware of the influences of cultural dynamics on interactions with others.

Interestingly, “apply skills of an international OD effectively” was not included in the version that appeared in *Practicing OD: A Practitioner’s Guide*, published in 1995, but did appear on the most recent version of the list, as of March 2001 (Sullivan, Rothwell, & Worley, 2001). One conclusion is that intercultural OD has been given more emphasis by respondents.

Also included in *Practicing OD* is a chapter titled “*International OD*” by David Wigglesworth. In the first section of the chapter, he describes the following fundamental competencies for practicing OD internationally:

- Linking skills, refers to the ability to link theory and practice.
- Self-awareness, refers to be aware of one’s own culture and limitations.
- Understanding of others includes practicing empathy, respecting other cultures and avoiding stereotypes.

- Interaction skills include the ability to communicate, relate to people, listen and demonstrate flexibility.
- Tolerance of ambiguity.

Similar to previous studies, interpersonal skills, application of theory, and awareness of self are included as important competencies.

In the second half of the chapter, Wigglesworth discusses the key factors that affect international OD, including an organization's financial strength, quality of products, and dedication to making its international venture succeed. He also emphasizes the significance of cultural determinants on the success of international/intercultural OD. He describes cultural determinants as cultural factors that impact the effectiveness of an OD intervention and/or affect productivity, organizational growth and profitability (p. 431). Examples of cultural determinants, which are based on values and belief systems, include "styles of doing business, perceptions of others' behavior, or fundamental acceptance or rejection of some aspect of another's cultures" (p. 431).

In contrast to other competency studies, Wigglesworth suggests reviewing the work of noted authors/researchers of culture, intercultural communication, etc., including Edward T. and Mildred Reed Hall (American anthropologists), Geert Hofstede (Dutch industrial psychologist), and Fons Trompenaars (Dutch social-systems scientist).

Wigglesworth concludes his chapter by offering the following advice to international OD consultants whose techniques may not align with the local values: understand the cultures of their clients so that consultants can adapt their own values and preferred techniques, and compromise and improvise in a synergistic way.

To summarize, the OD field continues to work towards establishing a universally accepted set of standards, values and competencies. Due to the globalization of business, technological advances that enable international communication and commerce, and the lessening of government trade restrictions, intercultural skills are becoming increasingly important for an organization's competitive advantage. The response from the OD community has been research and discussion regarding how well OD can be exported to other areas of the world and what intercultural competencies OD practitioners must possess.

Relationship between the Review of the Literature and the Research Questions and Methodology

The review of the literature illustrates that there is no specific set of agreed-upon OD competencies. Intercultural competence and global OD are emerging topics in the field and create the need for OD intercultural competencies. Recent competency studies have included some intercultural competencies, however, they included only limited suggestions for developing those competencies. This study's research questions will contribute additional research in these two areas by soliciting input from OD practitioners using a survey instrument.

Chapter III

METHODS AND PROCEDURES

The methods and procedures used in this study of intercultural competencies for OD practitioners are explained in this chapter under the headings of Research Design, Sample Selection, Instrumentation, Procedures Followed, and Method of Analysis.

Research Design

The review of the literature revealed that some OD competency research, particularly recent research, has included intercultural competencies. For this study, a survey will be designed that compiles the findings from several previous research studies about the intercultural competencies required for OD practitioners. First, the survey will ask respondents to provide demographic information. Next, the survey will list the intercultural competencies and ask respondents to rate, on a 5-point scale, how important it is for OD practitioners to possess the competency. Respondents will be also be asked how the skill can be acquired, e.g., workshop, graduate program, graduate class, internship/practicum.

Sample Selection

The survey was distributed to a convenience sample of 32 OD practitioners, including colleagues of the researcher, contacts developed at the Organization Development Network (ODN) conferences of 2000 and 2001, and other members of the Minneapolis, Minnesota ODN chapter. The sample included practitioners with varying levels of both intercultural experience and experience in the OD field.

Instrumentation

A survey instrument was chosen as a way to obtain the research data due to its limited cost, ability to reach the sample population in geographically dispersed locations, and ease of use by the respondent. The survey questions were developed by analyzing competency studies that included intercultural competencies.

Development of Survey Questions

The survey begins with 5 demographic questions regarding current employment position, size of the respondent's employer if an internal consultant, size of organization typically worked with if an external consultant, and length of time as an organization development consultant. The final question in the first section asked their opinion on the importance of OD practitioners building intercultural competence. The survey also asks if the respondent has worked with multicultural audiences.

The next section of the survey (questions 7 – 16) lists intercultural competencies that were extracted from previous intercultural competency studies. (Table 3 - 1 summarizes the questions and which studies they were included in.) Respondents are asked to rank the importance of this competency on a 5-point scale: 1 = Not Important, 2 = Somewhat Important, 3 = Neutral, 4 = Important, and 5 = Very Important. The respondent is also asked how OD practitioners can become competent in this area, e.g., workshop/seminar, formal study, self-study, experience, or other. Respondents are then asked to circle the option that provides the best opportunity to develop this competency.

Table 3-1: Survey Question Sources

Question/Competency	Rothwell, Sullivan, & McLean 1995	Wigglesworth, 1995	Eisen, Steele & Cherbeneau 1990	Shepard and Raia, 1981
7 Aware of and can interpret the influences of cultural dynamics on interactions with others.	X			
8 Proficient in relevant language(s) and non-verbal cross cultural skills.				X
9 Understand others through use of empathy, respect of other cultures, and being non-judgmental.		X		
10 Interact well with others by listening, demonstrating flexibility, and adjusting approach accordingly.		X		X
11 Understand basic differences among world cultures (i.e., cross-cultural theory), such as time orientation, communication practices, etc.		X		
12 Can apply knowledge of other cultures and value systems to core OD work (e.g., specific interventions) by modifying them to be cross-culturally appropriate.			X	
13 Tolerant of ambiguity.		X		
14 Possess a deep self-awareness of own cultural heritage, bias, and prejudices.		X		
15 Can facilitate understanding among culturally diverse groups.			X	
16 Persistent		X		

The final section of the survey (questions 17 – 18) provides an opportunity for the respondent to comment on other necessary intercultural competencies (question 17) and to provide additional suggestions for OD practitioners who wish to develop intercultural competencies (question 18). A copy of the survey instrument is included in Appendix A.

Pilot Test

A colleague of the researcher piloted the survey instrument. The tester was provided with the same information the respondents will receive: the cover page explaining the study and the survey instrument. The tester provided feedback that she was not sure if she was qualified to complete the survey because she had not worked

overseas. The researcher's intent was that people both with and without intercultural skills respond to the survey so that the results could be compared. However, on the pilot version of the survey, there were no demographic questions that would allow the researcher to separate the findings from the two groups. As a result, an additional question was added that asks if respondents have intercultural experience.

Procedures Followed

The survey was emailed to the convenience sample of 32 organization development practitioners, including colleagues of the researcher, contacts developed at the national Organization Development Network (ODN) conferences in 2000 and 2001 and other members of the Minneapolis, Minnesota ODN chapter. The sample included practitioners with varying levels of experience in the OD field. Approximately half of the surveys were distributed on December 6, 2001 and the remainder were sent on December 7, 2001. (See Appendix B for a copy of the email text.) The respondents were provided with three methods of returning the survey: email, fax or postal mail. They were asked to return the survey by December 14, 2001.

A reminder email was sent on December 14, 2001. Thirteen surveys were returned, which is a response rate of 41 percent.

Method of Analysis

The findings from the survey were analyzed by first compiling the data from questions 1 – 16 into tables. For the demographic questions, the tables include the number of responses and percentage of responses. For each of the intercultural competencies, the results were reported in two types of tables: number of responses and

percentage of responses for the level of importance and number of responses and percentage of responses for the best method of developing this competency. There are two tables that summarize findings: the average level of importance of each of the competencies and the best opportunities to develop the competencies in rank order. Next, the comments from the open-ended questions were compiled and analyzed to identify any themes. Finally, the research questions were then answered based on the findings of the study.

Chapter IV

RESULTS AND DISCUSSION

Chapter 4 begins with a review of the methods and procedures used. Next, the findings from the survey, including tables and narrative explanation, are explained. The results are presented in the same order as the survey: demographic data, intercultural competencies, and themes from the open-ended questions. Finally, the research questions are answered based on the survey results.

A survey was designed that compiled the findings from several previous research studies about the intercultural competencies required for OD practitioners. (Refer to Appendix A for a copy of the survey.) First, the survey asked respondents to provide demographic information. Next, the survey listed the intercultural competencies and asked respondents to rate how important it is for OD practitioners to possess the competency. Respondents were also asked how the skill could be developed.

The survey was emailed to a convenience sample of 32 organization development practitioners. The sample included practitioners with varying levels of experience in the OD field. Thirteen surveys were returned, which is a response rate of 41 percent.

Demographic Questions

Question 1 asked respondents to indicate their current employment position. The majority of respondents were external consultants (64%), followed by students (14%), other (14%), and one internal consultant (7%). Refer to Table 4-1.

Table 4-1: Respondents Current Position

Current Position	Number of Responses	Percentage of Responses
External Consultant	9	64%
Other	2	14%
Student	2	14%
Internal Consultant	1	7%
General HRD practitioner	0	0%
Totals:	14	99%

Question 2 asked internal consultants to select the size of their organization. The majority of respondents stated that the question did not apply to them. The only internal consultant reported working for an organization with over 1,000 employees. Refer to Table 4-2.

Table 4-2: Size of Organization – Internal Consultant

Current Position	Number of Responses	Percentage of Responses
0 – 100 Employees	0	0%
100 – 500 Employees	0	0%
500 – 1000 Employees	0	0%
Over 1000	1	8%
NA	7	54%
No response	5	38%
Totals:	13	100%

Question 3 asked external consultants to select the size of their organization. There were a variety of sizes of organizations represented with approximately 27% of respondents in each of these categories: 0 – 100 employees, 100 – 500 employees and over 1000 employees. Refer to Table 4-3.

Table 4-3: Size of Organization – External Consultant

Current Position	Number of Responses	Percentage of Responses
0 – 100 Employees	4	27%
100 – 500 Employees	4	27%
500 – 1000 Employees	1	7%
Over 1000	4	27%
NA	0	0%
No response	2	15%
Totals:	15	103%

Question 4 asked how long the respondents had been practicing organization development. The responses ranged from 0 – 2 years of experience to more than 20 years of experience. The category with the most responses was 5 – 10 years of experience. Refer to Table 4-4.

Table 4-4: Length of Time as Organization Development Practitioner

Current Position	Number of Responses	Percentage of Responses
0 – 2 years	1	8%
2 – 5 years	2	15%
5 – 10 years	5	38%
10 – 20 years	1	8%
Longer than 20 years	2	15%
No response	2	15%
Totals:	13	99%

Question 5 asked respondents how important it is for organization development practitioners to develop intercultural competencies. A large percentage of the respondents felt that developing intercultural competencies is either important (58%) or very important (25%). Refer to Table 4-5.

Table 4-5: Importance of Developing Intercultural Competencies

Current Position	Number of Responses	Percentage of Responses
Not Important	0	0%
Somewhat Important	2	17%
Neutral	0	0%
Important	7	58%
Very Important	3	25%
No response	1	25%
Totals:	13	100%

Question 6, which is the final question in the first section, asked respondents if they have worked in the US with audiences from other countries or if they have worked overseas. There were seven responses for each category. Refer to Table 4-6.

Table 4-6: Multicultural Experience

Level of Multicultural Experience	Number of Responses	Percentage of Responses
Worked in US with audiences from other countries	7	50%
Worked overseas	7	50%
No	0	0%
Totals:	14	100%

In summary, the demographic questions indicate the respondents were primarily external consultants, with varying years of OD experience, working with various sized organizations. All of them have worked either overseas or in the US with multicultural audiences. A large majority believe that intercultural competencies are important for OD practitioners.

Findings by Competency

The second section of the survey asked respondents two questions for each of the ten proposed intercultural competencies. The first question asked how important the competency is to an OD practitioner. There were five possible responses: 1 = Not Important, 2 = Somewhat Important, 3 = Neutral, 4 = Important, and 5 = Very Important. The second question asked what is the best method to develop this competency. There were five possible responses: 1 = Workshop/Seminar, 2 = Formal Study, 3 = Self-study, 4 = Experience, and 5 = Other. (Refer to Appendix C for detailed results for each question, including the number of responses and percentage of responses for each question.)

The results for the first question, regarding the importance of intercultural competency, indicate that the average level of importance of eight of the ten competencies is 4.0 or higher. This means that the respondents identified these competencies as important or very important. Refer to Table 4-7. The competency with the highest average level of importance was “Interact Well with Others by Listening, Demonstrating Flexibility, and Adjusting Approach Accordingly” (4.8). It was followed closely by “Tolerant of Ambiguity” (4.75) and “Understand Others Through Use of Empathy, Respect of Other Cultures, and Being Non-judgmental” (4.6).

In contrast, the average for each the two competencies with the lowest scores was 3.5 or below, meaning they are not considered important by this sample. They were “Proficiency in relevant languages(s) and non-verbal cross-cultural skills” and “Persistence.”

Table 4-7: Average Importance by Competency

Competency	Average Level of Importance
Interact Well with Others by Listening, Demonstrating Flexibility, and Adjusting Approach Accordingly	4.8
Tolerant of Ambiguity	4.75
Understand Others Through Use of Empathy, Respect of Other Cultures, and Being Non-judgmental	4.60
Can Facilitate Understanding Among Culturally Diverse Groups	4.50
Can Apply Knowledge of Other Cultures and Value Systems to Core OD Work	4.33
Aware of and Can Interpret the Influences of Cultural Dynamics on Interactions with Others	4.3
Possess a Deep Self-awareness of Own Cultural Heritage, Bias, and Prejudices	4.25
Understand Basic Differences among World Cultures	4.2
Proficient in Relevant Language(s) and Non-verbal Cross Cultural Skills	3.5
Persistent	3.40

To summarize, many of the intercultural competencies found to be important in the review of the literature were also identified as important by the respondents.

The results for the second question indicate that the majority of the respondents think that experience is the best way to develop these competencies (51%). Refer to Table 4-8. Workshops were a distant second (24%), followed by self-study (13%), formal study (7%), and other (5%). Under “Other,” one respondent wrote “Gestalt Organization and Systems Development (OSD) 2-year program.” Gestalt programs focus on personal growth of participants through greater awareness of self and relationships with others. It is important to note this response because participating in a Gestalt program is perceived to be very important training for OD practitioners.

Table 4-8: Summary of Best Opportunities to Develop OD Intercultural Competencies

Opportunity to Develop OD Competencies	Number of Responses	Percentage of Responses
Experience	50	51%
Workshop	24	24%
Self-study	13	13%
Formal Study	7	7%
Other	5	5%
Totals:	99	100%

Themes from Open-ended Questions

The last two survey questions were open-ended. Respondents were asked what other intercultural competencies an OD practitioner should have to practice successfully (question 16) and what other suggestions they had for OD practitioners who wish to develop intercultural competencies (question 17).

Three main themes emerged from a qualitative analysis of the responses. First, respondents recommended working with others who have intercultural experience, either in a mentoring relationship or peer group. A related suggestion was to develop a multi-cultural study group. The second theme was the importance of self-awareness and interpersonal communication skills, e.g., patience, listening, flexibility, higher level of self-awareness, openness and the ability to suspend one's own view in order to listen to, analyze, and reflect upon another's view. The third theme that emerged was the suggestion that people seek opportunities to increase their understanding of other cultures by becoming involved in multi-cultural activities and relationships, e.g., develop multicultural friendships, visit and live in different countries, and learn the language.

Research Questions and Results

The first research question was "What general intercultural competencies are required for OD practitioners?" The findings from the survey indicate that eight out of

the ten intercultural competencies had an average level of importance of 4.0 (Important) or higher. This suggests that OD practitioners should have those competencies.

The second research question was “How can OD practitioners develop required intercultural competencies?” Experience was clearly the preferred method (51%) followed by workshops (24%). Relatively few people thought that self-study (13%) or formal study (7%) would be the best methods. Formal study (7%) was clearly considered the least effective way to build intercultural competencies. Note that respondents were asked to select only the best method of developing the competency. They were not allowed to select multiple methods.

In summary, the results show that the majority of the competencies identified by the literature as important for OD practitioners were supported by the results of the survey. Also, experience was chosen as the best way to develop intercultural competencies, particularly if the inexperienced OD practitioners are paired with professionals with intercultural experience.

Chapter 5 includes three sections: summary of the study, conclusions that can be drawn from the results of the study, and recommendations, including both recommendations related to this study as well as recommendations for further study.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This chapter is divided into three sections. The first section, Summary, includes the statement of the problem, methods and procedures and the major findings. The second section, Conclusions, contains conclusions that can be drawn from the results of the study. The final section, Recommendations, includes both recommendations related to this study as well as recommendations for further study.

Restatement of the Problem

A review of recent OD competency research illustrates the increasing need for OD practitioners to demonstrate intercultural competence (Wigglesworth, 1995; Burke, 1997). This need stems from increasingly multicultural populations of organizations, reduction of legal and political barriers that limit international commerce, and increased international business activity that fuels the need to be interculturally savvy for organizational survival. For the OD profession, intercultural skills have been added to the competency list to prevent cultural bias and ensure that their work is successful.

Methods and Procedures

A survey was designed that compiled the findings from previous studies about the intercultural competencies required for OD practitioners. First, the survey asked respondents to provide demographic information. Next, the survey listed the intercultural competencies and asked respondents to rate how important it is for OD practitioners to

possess the competency. Respondents were also asked how the skill can be acquired, e.g., workshop, graduate program, graduate class, and internship/practicum.

The survey was emailed to a convenience sample of 32 organization development practitioners, including colleagues of the researcher, contacts developed at the national Organization Development Network (ODN) conferences in 2000 and 2001 and other members of the local ODN chapter. The sample included practitioners with varying levels of experience in the OD field. Approximately half of the surveys were distributed on December 6, 2001 and the remainder were sent on December 7, 2001. (Refer to Appendix B for a copy of the email text.) The respondents were provided with three methods of returning the survey: email, fax or postal mail. They were asked to return the survey by December 14, 2001.

A reminder email was sent on December 14, 2001. Thirteen surveys were returned, for a response rate of 41 percent.

Major Findings

The first research question was “What general intercultural competencies are required for OD practitioners?” The findings from the survey indicate that eight out of the ten intercultural competencies had an average level of importance of 4.0 (Important) or higher. This suggests that OD practitioners should possess those competencies.

The second research question was “How can OD practitioners develop required intercultural competencies?” Experience was the clearly preferred method (51%) followed by workshop (24%). Relatively few people thought that self-study (13%) or formal study (7%) would be the best methods. Formal study (7%) was clearly considered the least effective way to build intercultural competencies.

Three main themes emerged from a qualitative analysis of the responses. First, respondents recommended working with others who have intercultural experience, either in a mentoring relationship or peer group. A related suggestion was to develop a multicultural study group. The second theme was the importance of self-awareness and interpersonal communication skills, e.g., patience, listening, flexibility, higher level of self-awareness, openness and the ability to suspend one's own view in order to listen to, analyze, and reflect upon another's view. The third theme that emerged was the suggestion that people seek opportunities to increase their understanding of other cultures by becoming involved in multicultural activities and relationships, e.g., develop multicultural friendships, visit and live in different countries, and learn the language.

Conclusions

The following conclusions are drawn from the results of the survey. Note that these conclusions are limited to the sample of this study:

1. It is important for OD practitioners to build intercultural competencies.
2. Experience is the preferred method of developing intercultural competencies.
3. Formal study was not considered an effective way to build intercultural competencies.

Recommendations

Recommendations related to this study as well as recommendations for future studies are discussed in this section.

Recommendations Related to This Study

The following recommendations are based on the findings and conclusions of this study. If this study were replicated, the following recommendations should be considered:

1. Verify that the explanations for each of the competencies are clear. Several respondents expressed confusion about the definition of “persistence” in this context.
2. Allow a longer response time. Due to time constraints, respondents were given only one week to respond.
3. Distribute the survey on-line using the Internet. This would make it easier for Internet-enabled respondents to complete the survey. It also enables fast and efficient compilation of the results.
4. Emphasize the instructions for selecting only the *best* opportunity for developing the specific intercultural competencies. Some respondents selected multiple methods, presumably to indicate all of the methods they thought would develop this competency.
5. Conduct focus groups with a subset of the respondents to further explore the comments from the survey.

Recommendations for Further Study

The following are recommendations for further study:

1. Expand the sample size using a random, rather than convenience, sample. It would be interesting to analyze the results of a larger study by demographic factors such as length of OD experience.
2. Distribute the survey in multiple countries to compare the responses by country.
3. Further categorize the types of overseas and cross cultural experiences people have had and then compare their responses with those who have not worked cross culturally.
4. Respondents were asked to choose only the best method of developing intercultural competencies. An opportunity for further study is to investigate whether a variety of methods would be an optimal method of developing intercultural competencies, e.g., a formal class followed by structured cross cultural work experience.
5. The respondents clearly felt that experience is an important way to develop the competencies. An opportunity for further study would be to explore what types of experiences would most effectively develop these competencies. For example, perhaps working with a mentor or more experienced colleague would be a better approach than working independently while building intercultural competence.
6. The finding that experience is an important way to develop the competencies is also relevant information for graduate schools that offer OD programs. An opportunity for further study is to determine the optimal mix of instructional strategies, such as classroom lectures and on-the-job experience.

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Appendix A: Survey Instrument

The survey instrument used in the survey is below. The font size and pagination has been adjusted to comply with the margin specifications of this paper. All text is identical to the original survey.

Organization Development Intercultural Competency Survey

**Developed by Teresa Kothbauer,
Graduate Student, University of Wisconsin – Stout**

Purpose of the Study

The purpose of this study is to survey OD practitioners about intercultural competencies required by OD practitioners and to compare the findings to previous studies. In addition, practitioners will be asked how these competencies can be developed. The specific research questions are:

1. What general intercultural competencies are required for OD practitioners?
2. How can OD practitioners develop required intercultural competencies?

Confidentiality and Participation

Your participation in this study is voluntary and all responses will be kept confidential. You will not be required to provide information such as name, employer name or email address that would allow responses to be linked to individual respondents. For more information, please feel free to contact Teresa Kothbauer at (651)494-0278 or tkothbauer@hotmail.com.

Results

The results will be analyzed by the researcher and documented in the final paper prepared for field problem. Individuals will not be identified. Results can be obtained by contacting Teresa Kothbauer at (651)494-0278 or tkothbauer@hotmail.com or through the University of Wisconsin - Stout Library Learning Center after December 2001.

Organization Development Intercultural Competency Survey

Developed by Teresa Kothbauer, Graduate Student, University of Wisconsin – Stout

The purpose of the survey is to gather input from organization development (OD) practitioners regarding the general intercultural competencies required to successfully practice OD. The competencies are based on a review of studies of global literacies and OD competencies.

This study is being conducted as part of the field problem to fulfill the requirements for the Master of Science degree in Training and Development from the University of Wisconsin – Stout. The findings will be reported in the final research paper.

Directions: Please respond to the following questions by circling your answer. If “other” is chosen, please write your response in the appropriate box:

1. What is your current position?	External Consultant	Internal Consultant	Student	General HRD practitioner	Other
2. If you are an internal consultant, what is the size of your organization?	0 – 100 employees	100 – 500 employees	500 - 1000 employees	Over 1000	NA
3. If you are an external consultant, what size organization do you typically work with?	0 – 100 employees	100 – 500 employees	500 - 1000 employees	Over 1000	NA
4. How long have you been an OD practitioner?	0 – 2 years	2 – 5 years	5 – 10 years	10 – 20 years	Longer than 20 years
5. How important is it for OD practitioners to build intercultural competencies?	Not Important	Somewhat Important	Neutral	Important	Very Important
6. Have you worked with multicultural audiences? (Circle all that apply.)	Yes, I've worked in the US with audiences from other countries.	Yes, I've worked overseas.	No		

	How important is this intercultural competency to an OD practitioner? Circle your answer.					How can OD practitioners become competent? Circle the option that would provide the best opportunity to develop this competency.				
Intercultural Competency	Not Important	Somewhat Important	Neutral	Important	Very Important	1 Workshop/Seminar	2 Formal study (e.g., university courses)	3 Self-study	4 Experience	5 Other Please specify .
7. Aware of and can interpret the influences of cultural dynamics on interactions with others.	1	2	3	4	5	1	2	3	4	5
8. Proficient in relevant language(s) and non-verbal cross cultural skills.	1	2	3	4	5	1	2	3	4	5

	How important is this intercultural competency to an OD practitioner? Circle your answer.					How can OD practitioners become competent? Circle the option that would provide the best opportunity to develop this competency.				
Intercultural Competency	Not Important	Somewhat Important	Neutral	Important	Very Important	1 Workshop/Seminar	2 Formal study (e.g., university courses)	3 Self-study	4 Experience	5 Other Please specify .
9. Understand others through use of empathy, respect of other cultures, and being non-judgmental.	1	2	3	4	5	1	2	3	4	5
10. Interact well with others by listening, demonstrating flexibility, and adjusting approach accordingly.	1	2	3	4	5	1	2	3	4	5

Organization Development Intercultural Competency Survey

Page 2

	How important is this intercultural competency to an OD practitioner? Circle your answer.					How can OD practitioners become competent? Circle the option that would provide the best opportunity to develop this competency.				
Intercultural Competency	Not Important	Somewhat Important	Neutral	Important	Very Important	1 Workshop/Seminar	2 Formal study (e.g., university courses)	3 Self-study	4 Experience	5 Other Please specify .
11. Understand basic differences among world cultures (i.e., cross-cultural theory), such as time orientation, communication practices, etc.	1	2	3	4	5	1	2	3	4	5
12. Can apply knowledge of other cultures and value systems to core OD work (e.g., specific interventions) by modifying them to be cross-culturally appropriate.	1	2	3	4	5	1	2	3	4	5
13. Tolerant of ambiguity.	1	2	3	4	5	1	2	3	4	5
14. Possess a deep self-awareness of own cultural heritage, bias, and prejudices.	1	2	3	4	5	1	2	3	4	5

	How important is this intercultural competency to an OD practitioner? Circle your answer.					How can OD practitioners become competent? Circle the option that would provide the best opportunity to develop this competency.				
Intercultural Competency	Not Important	Somewhat Important	Neutral	Important	Very Important	1 Work-shop/ Seminar	2 Formal study (e.g., university courses)	3 Self-study	4 Experience	5 Other Please specify .
15. Can facilitate understanding among culturally diverse groups.	1	2	3	4	5	1	2	3	4	5
16. Persistent	1	2	3	4	5	1	2	3	4	5

17. What other intercultural competencies should an OD practitioner have to practice successfully?

18. What other suggestions do you have for OD practitioners who wish to develop intercultural competencies?

Thank you for completing this survey.

Appendix B: Survey Email

The following is the email that was sent to the sample:

As part of my graduate studies, I am conducting research on intercultural competencies for organization development practitioners. As a part of this research, I am conducting a survey designed to capture respondents' opinions about 1) intercultural competencies and 2) how intercultural competencies can be developed by organization development practitioners.

I would appreciate it if you would complete the attached survey and return it to me via one of the following methods:

- 1) Open the attachment, complete the survey, save, and send it back to me as an email attachment. My email address is tkothbauer@hotmail.com.
- 2) Print the survey, complete it and fax it back to me. My fax number is (651) 229-1812.
- 3) Print the survey, complete it and mail it back to me at the following address:
Teresa Kothbauer, 2617 Rosetown Court, Roseville, MN 55113.

If you cannot read the attached survey, here are several other methods of receiving it:

- 1) Either via email or phone, request a hard copy be faxed or mailed to you.
- 2) Click on this link to retrieve a PDF version of the survey:
<http://www.chking.com/survey.pdf>.
- 3) Click on this link to retrieve a Microsoft Word version of the survey:
<http://www.chking.com/survey.doc>. If you are asked for a password, click Cancel. A password is not required to access the document.

Your response by December 14, 2001 would be greatly appreciated. Please refer to the survey cover page for more information about the study and the voluntary and confidential nature of your participation. Please contact me if you have any questions or concerns.

Sincerely,
Teresa Kothbauer
Email: tkothbauer@hotmail.com
Cell: (651)492-0434
Fax: (651)229-1812
2617 Rosetown Court
Roseville, MN 55113

Appendix C: Survey Results by Competency

The following tables present the data gathered for survey questions 7 – 16.

Information about the results can be found in Chapter 4.

Table A-1: Level of Importance - Aware of and Can Interpret the Influences of Cultural Dynamics on Interactions with Others

Importance to an OD Practitioner	Number of Responses	Percentage of Responses
Not Important	0	0%
Somewhat Important	1	8%
Neutral	0	0%
Important	6	46%
Very Important	6	46%
Totals:	13	100%
Average	4.3	NA

Table A-1.1: Aware of and Can Interpret the Influences of Cultural Dynamics on Interactions with Others - Best Opportunity to Develop This Competency

Best Opportunity to Develop This Competency	Number of Responses	Percentage of Responses
Workshop	2	20%
Formal Study	0	0%
Self-study	0	0%
Experience	8	80%
Other	0	0%
Totals:	10	100%

Table A-2: Level of Importance – Proficient in Relevant Language(s) and Non-verbal Cross Cultural Skills

Importance to an OD Practitioner	Number of Responses	Percentage of Responses
Not Important	0	0%
Somewhat Important	2	15%
Neutral	4	31%
Important	5	38%
Very Important	2	15%
Totals:	13	99%
Average	3.5	NA

Table A-2.1: Best Opportunity to Develop This Competency - Proficient in Relevant Language(s) and Non-verbal Cross Cultural Skills

Best Opportunity to Develop This Competency	Number of Responses	Percentage of Responses
Workshop	1	10%
Formal Study	5	50%
Self-study	0	0%
Experience	3	30%
Other	1	10%
Totals:	10	100%

Table A-3: Level of Importance – Understand Others Through Use of Empathy, Respect of Other Cultures, and Being Non-judgmental

Importance to an OD Practitioner	Number of Responses	Percentage of Responses
Not Important	0	0%
Somewhat Important	0	0%
Neutral	0	0%
Important	4	33%
Very Important	7	58%
No response	1	8%
Totals:	12	99%
Average	4.6	NA

Table A-3.1: Best Opportunity to Develop This Competency - Understand Others Through Use of Empathy, Respect of Other Cultures, and Being Non-judgmental

Best Opportunity to Develop This Competency	Number of Responses	Percentage of Responses
Workshop	3	30%
Formal Study	0	0%
Self-study	3	30%
Experience	3	30%
Other	1	10%
Totals:	10	100%

Table A-4: Level of Importance – Interact Well with Others by Listening, Demonstrating Flexibility, and Adjusting Approach Accordingly

Importance to an OD Practitioner	Number of Responses	Percentage of Responses
Not Important	0	0%
Somewhat Important	0	0%
Neutral	0	0%
Important	3	23%
Very Important	10	77%
Totals:	13	100%
Average	4.8	NA

Table A-4.1: Best Opportunity to Develop This Competency – Interact Well with Others by Listening, Demonstrating Flexibility, and Adjusting Approach Accordingly

Best Opportunity to Develop This Competency	Number of Responses	Percentage of Responses
Workshop	0	0%
Formal Study	0	0%
Self-study	1	10%
Experience	8	80%
Other	1	10%
Totals:	10	100%

Table A-5: Level of Importance – Understand Basic Differences among World Cultures

Importance to an OD Practitioner	Number of Responses	Percentage of Responses
Not Important	0	0%
Somewhat Important	1	8%
Neutral	0	0%
Important	7	58%
Very Important	4	33%
Totals:	12	99%
Average	4.2	NA

Table A-5.1: Best Opportunity to Develop This Competency – Understand Basic Differences among World Cultures

Best Opportunity to Develop This Competency	Number of Responses	Percentage of Responses
Workshop	7	70%
Formal Study	0	0%
Self-study	0	0%
Experience	3	30%
Other	0	0%
Totals:	10	100%

Table A-6: Level of Importance – Can Apply Knowledge of Other Cultures and Value Systems to Core OD Work

Importance to an OD Practitioner	Number of Responses	Percentage of Responses
Not Important	0	0%
Somewhat Important	1	8%
Neutral	0	0%
Important	5	42%
Very Important	6	50%
Totals:	12	100%
Average	4.33	NA

Table A-6.1: Best Opportunity to Develop This Competency – Can Apply Knowledge of Other Cultures and Value Systems to Core OD Work

Best Opportunity to Develop This Competency	Number of Responses	Percentage of Responses
Workshop	4	40%
Formal Study	1	10%
Self-study	0	0%
Experience	5	50%
Other	0	0%
Totals:	10	100%

Table A-7: Level of Importance – Tolerant of Ambiguity

Importance to an OD Practitioner	Number of Responses	Percentage of Responses
Not Important	0	0%
Somewhat Important	0	0%
Neutral	0	0%
Important	3	25%
Very Important	9	75%
Totals:	12	100%
Average	4.75	NA

Table A-7.1: Best Opportunity to Develop This Competency – Tolerant of Ambiguity

Best Opportunity to Develop This Competency	Number of Responses	Percentage of Responses
Workshop	1	10%
Formal Study	0	0%
Self-study	1	10%
Experience	8	80%
Other	0	0%
Totals:	10	100%

Table A-8: Level of Importance – Possess a Deep Self-awareness of Own Cultural Heritage, Bias, and Prejudices

Importance to an OD Practitioner	Number of Responses	Percentage of Responses
Not Important	0	0%
Somewhat Important	1	8%
Neutral	1	8%
Important	4	33%
Very Important	6	50%
Totals:	12	99%
Average	4.25	NA

Table A-8.1: Best Opportunity to Develop This Competency – Possess a Deep Self-awareness of Own Cultural Heritage, Bias, and Prejudices

Best Opportunity to Develop This Competency	Number of Responses	Percentage of Responses
Workshop	3	30%
Formal Study	0	0%
Self-study	5	50%
Experience	1	10%
Other	1	10%
Totals:	10	100%

Table A-9: Level of Importance – Can Facilitate Understanding Among Culturally Diverse Groups

Importance to an OD Practitioner	Number of Responses	Percentage of Responses
Not Important	0	0%
Somewhat Important	1	8%
Neutral	0	0%
Important	3	25%
Very Important	8	67%
Totals:	12	100%
Average	4.50	NA

Table A-9.1: Best Opportunity to Develop This Competency – Can Facilitate Understanding Among Culturally Diverse Groups

Best Opportunity to Develop This Competency	Number of Responses	Percentage of Responses
Workshop	3	30%
Formal Study	1	10%
Self-study	0	0%
Experience	5	50%
Other	1	10%
Totals:	10	100%

Table A-10: Level of Importance – Persistence

Importance to an OD Practitioner	Number of Responses	Percentage of Responses
Not Important	0	0%
Somewhat Important	1	8%
Neutral	4	33%
Important	5	42%
Very Important	0	0%
No response	2	17%
Totals:	12	100%
Average	3.40	NA

Table A-10.1: Best Opportunity to Develop This Competency – Persistence

Best Opportunity to Develop This Competency	Number of Responses	Percentage of Responses
Workshop	0	0%
Formal Study	0	0%
Self-study	3	33%
Experience	6	67%
Other	0	0%
Totals:	9	100%

Appendix D: Comments from Survey Responses

Question 17: What other intercultural competencies should an OD practitioner have to practice successfully?

Number of people who provided comments = 7

- Flexibility and openness
- Technical competency to hold global meetings and virtual teams through the internet
- All of our traditional OD competencies in addition to the above
- Ability to suspend one's own views in order to listen to, analyze, and reflect upon another's views. I would also emphasize patience and flexibility.
- The ability to facilitate others' understanding of basic cultural differences.
- Not working alone, but willingness to partner with consultants who have insights, competencies and experiences different than their own – AND must be actively working in multi-cultural settings of some sort, even if it is an unrelated role for example. Nothing beats actually having to interact face to face with people of other cultures, etc.
- For the most part – when I bolded and blue'd the 5s, this is to represent other learning channels. I think it is VERY important for working professionals to be able to get point of need training/knowledge. The delivery format is also VERY important. Workshops are effective if people are centrally located and the subject matter dictates the need for a group to interact.

I believe a combination of learning tools could be effective in intercultural education and think various methods should be used in conjunction for a particular goal. University classes would most likely be my last choice for most needs. I have found that workshops, seminars, multimedia, and other methods seem to work better for a working professional both from a time and location standpoint and also from a delivery of information standpoint. Universities/colleges seem to be a little more philosophical and less practical. They also have many students with little business world experience. If these specifics are different in a Univ/Coll setting, I might recommend them. The other learning methods can be molded to the needs of a particular group a little easier than fighting the politics of a big organization.

FYI – I didn't understand question 16. What does persistent mean in this context? So I didn't answer it.

I think Intercultural knowledge is very lacking in the business world today – Since I am an American Citizen, I can only speak for myself and the individuals I've worked closely with, but in the US, it seems as if we are VERY US centric and many businesses don't do their cultural homework when working with individuals from other countries.

I have a feeling the countries of Europe have more intercultural skills because of their location, size of their countries and fluid travel. Many individuals that I've worked with from Europe tend to have much better intercultural skills.

In general, I wish there were more simple little ad-hoc trainings that individuals could take to heighten their intercultural knowledge and support more of a pull from people rather than a push from industry.

Question 18: What other suggestions do you have for OD practitioners who wish to develop intercultural competencies?

Number of people who provided comments = 9

- Learn the language and listen
- Many of these competencies come from a higher level of self awareness, the more you can understand yourself, the easier it is to understand and communicate with others.
- Get involved in intercultural/multicultural activities; develop multicultural friendships; immersion in multi-cultural values/celebrations; self-assessment; visit different countries, live in different countries, etc.
- Develop a personal plan for improving cultural competencies. Have at least 2 overseas experiences spaced at least six months apart/debrief and improve competencies between 1st and 2nd experiences. Use a peer group if possible.
- Work closely with someone or people who has a recognized proficiency in working in different or multi-cultural contexts.
- I think these competencies are hard to develop in a classroom. Work experience and learning by doing are the best ways.
- Understanding what OD means in the environment in which you will be practicing is critical. Being aware of where the expectations lie as well as the limits that may be imposed is also important. Figuring some of this out along the way is ok, but can be destructive to the initiatives at hand, or undermining of one's authority if sponsorship and clear understanding are not established up front.
- Mentoring relationships with OD practitioners of different cultural persuasions.
- See #17, and travel as much as you can outside the US. Also, creating a multi-cultural study group would probably help a lot so that peers can share and challenge each other, even if it is only in the form of an email chat room or something like it if you cannot participate in one in person.