

Lund, A. D., & O'Regan, J. P. (2010). National occupational standards in intercultural working: models of theory and assessment. In M. Guilherme, E. Glaser & M. C. Mendez-Garcia (eds.), *The Intercultural Dynamics of Multicultural Working*. Clevedon: Multilingual Matters. 41-58.

National Occupational Standards in Intercultural Working:

Models of Theory and Assessment

1 Introduction

Our aim in addressing the theme of this chapter is to report on a UK government-funded project to develop National Occupational Standards in Intercultural Working (NOS IW). These are standards which may be used as benchmarks for activities requiring a framework for work-based intercultural competence: activities including recruitment, team working, leadership, business development, marketing and service delivery, training and assessment. The standards may also be used as a reference framework for the monitoring of diversity and equality policies and procedures in the workplace. As participants in this project, we, the authors, came to it from slightly different angles, one as the chair of the project steering group (Lund), and the other as an academic consultant (O'Regan). The NOS project, which was led by the National Centre for Languages (CILT), took place over a period of two years, 2006-08, and was grounded upon formative work which had begun in 2001 (see below). At the outset of the project a steering group was established, which met on a regular basis to guide and advise the project team. In addition to the discussions of the steering group and the project team, and informing them, several rounds of consultation took place with relevant stakeholders in business and in the intercultural skills training sector as consecutive drafts of the standards were produced. The stakeholder consultations occurred through focus group meetings UK-wide and via online surveys and questionnaires. Forming a backdrop to these activities, an extensive review of theoretical approaches in intercultural communication and of the tools which have been used for its assessment was undertaken, and from this desk-study two reports were produced.¹ It is therefore in the context of the development of the NOS project and its review of models of intercultural communication theory and assessment that this paper is presented. We begin by outlining the background to the NOS project and then move to a summary and discussion of the models themselves.

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2 Background to the NOS

In 2001 the then Languages National Training Organisation (LNTO) led a 4-country partnership project to develop a means of assessment for intercultural competence.

At the time the LNTO was funded to help build the UK's capacity in all languages other than English in and for the workforce. The LNTO was also the UK's national occupational standards-setting body for languages, translation and interpreting.

The LNTO merged in 2003 with CILT, the Centre for Information on Language Teaching and Research, to form CILT, the National Centre for Languages (CILT). One team at CILT continues the work of the former LNTO. It is concerned with the creation and promotion of tools that help raise awareness and understanding about languages and intercultural skills among employers, employees, employer representatives and social partners, and providers of education and training, whether state-subsidised or commercial, to improve workforce effectiveness and profitability in a competitive international and multicultural trading and recruitment environment.

The LNTO had identified a need among employers for intercultural skills. Many major UK employers were investing in training to address the need, and there was a requirement for a form of underpinning, a benchmark to support the review of the quality of such training and any related materials, modules and assessment.

The need was recognised very clearly by the Engineering sector across Europe and the Intercultural Assessment Project (INCA) was developed and piloted in that sector.

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2.1 The INCA project

The 3-year project involved partners from business, industry and universities in Austria, the Czech Republic, Germany and the UK. The main products are archived on the website www.incaproject.org.

2.2 Objectives

Young trainees in the engineering professions need to develop intercultural competence in order to be employable and work effectively in an international industry, and to give their employer a competitive advantage. Engineering companies need engineers and managers capable of working in international teams, capable of being aware of, appreciating and working productively with cultural assumptions, environments and attitudes different from their own. The INCA project was funded to develop a framework against which training programmes and training materials might be evaluated. The associated diagnostic tool would be designed to assess the young engineers' skills in intercultural competence, producing results for use in recruitment and benchmarking, and to evaluate the effectiveness of a training intervention. The record of competence would offer a means for the individual to record experiences, learning, achievements and reflection.

In the Council of Europe Common European Frameworkⁱⁱ it was acknowledged that

... all aspects of sociocultural competence are, however, very difficult to scale for a number of reasons. ... This is not to say that a scale for sociocultural competence cannot be produced, but that its production is likely to be most successful if it is undertaken in a separate project set up for that purpose.

INCA was set up for that purpose.

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2.3 Process

The INCA project brought together engineering professionals and trainers with academic experts in intercultural competence and diagnostic testing and assessment from a range of disciplines.

Taking as a starting point the Common European Framework and existing lists of competences (e.g. Byramⁱⁱⁱ, Kühlmann & Stahl), the project team created a draft framework for the assessment of intercultural competence. Engineering professionals were consulted on the framework and its integration into existing assessment processes in each project partner country and setting. Using the model developed by Kühlmann & Stahl^{iv}, the experts drew together a bank of tests and linked them to the framework to create a part-computerised diagnostic tool. The diagnostic tool was piloted and evaluated for the effectiveness of both its process and its content. The portfolio-style record of competence was developed for use with the framework and tool and was also tested with pilot groups. While designed for the engineering sector, the INCA products had the potential to be adapted for wider use.

2.4 Products

The INCA project developed

- a framework for the assessment of intercultural competence
- a part-computerised suite of assessment tools
- an Assessor Manual and an Assessee Manual and guidelines for their use
- an Assessor training programme
- a record of competence for use with the framework, similar in style to the European Language Portfolio.

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There was also produced a theory paper, setting out the underpinning theoretical model

developed by three of the project's team members, Professors Byram, Kühlmann and Müller-Jacquier.

2.4.1 A definition of intercultural competence

The partnership developed a definition of intercultural competence for the INCA project:

Intercultural competence is the range of knowledge and skills an individual needs to interact with colleagues from other countries, cultures, language backgrounds and social identities.

- the aims of Intercultural Competence are effectiveness and mutually accepted practices
- we only deal with situations of cultural overlap where people with specific sets of values, beliefs and behaviours interact and thereby try to create an Interculture
- a definition of Culture (whether corporate, national, gender/job-role related or other) is therefore: a specific set of values, beliefs and behaviours
- Intercultural competences are skills, knowledge *and* attitudes
- Intercultural Competence comprises four main activities: to perceive - to interpret - to act - knowledge (to know). Knowledge includes both knowledge about culture and knowledge about intercultural situations

2.4.2 The INCA framework

It was accepted that while theory was essential, for intercultural competence to be accepted as a skill alongside other skills of use to employers, to be developed through education, training and work-based learning, it would need to be assessed, and a transparent framework

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would be needed against which training materials, programmes, even qualifications, might be calibrated. The framework drew on the model of the Common European Framework and the UK National Occupational Standards (NOS) in Languages^v. The intention of the INCA team was to produce something similar: to define a limited number of component skills within the overall definition of intercultural competence, then define, through an iterative process, levels of competence¹ in each skill.

Six component skills were identified (see left-hand column in table below). It was agreed that competence in each component would comprise an individual's motivation, skill and knowledge, and behaviour.

	A) Motivation	B) Skill/Knowledge	C) Behaviour
i) Tolerance for ambiguity	Readiness to embrace and work with ambiguity	Ability to handle stress consequent on ambiguity	Managing ambiguous situations
ii) Behavioural flexibility	Readiness to apply and augment the full range of one's existing repertoire of behaviour	Having a broad repertoire and the knowledge of one's repertoire	Adapting one's behaviour to the specific situation
iii) Communicative awareness	Willingness to modify existing communicative conventions	Ability to identify different communicative conventions, levels of foreign language competences and their impact on intercultural communication	Negotiating appropriate communicative conventions for intercultural communication and coping with different

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			foreign language skills
iv)			
Knowledge discovery	Curiosity about other cultures in themselves and in order to be able to interact better with people	Skills of ethnographic discovery of situation-relevant cultural knowledge (including technical knowledge) before, during and after intercultural encounters	Seeking information to discover culture-related knowledge
v)			
Respect for otherness	Willingness to respect the diversity and coherence of behaviour, value and belief systems	Critical knowledge of such systems (including one's own when making judgements)	Treating equally different behaviour, value and convention systems experienced in intercultural encounters
vi)			
Empathy	Willingness to take the other's perspectives	Skills of role-taking de-centring; awareness of different perspectives	Making explicit and relating culture-specific perspectives to each other

(extract from INCA THEORY, AN OVERVIEW, July 2004, paper included with final report to

LdVII)

Three 'levels' of competence were agreed: Basic, Intermediate and Full, and descriptors for each level of each component were created, tested and refined. The Assessor framework begins thus:

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INCA FRAMEWORK (ASSESSOR VERSION)

Level ⇔ Competence ↗	1 'Basic'	2 'Intermediate'	3 'Full'
General profile	The candidate at this level is on the ladder of progression. They will be disposed to deal positively with the situation. Their responses to it will be piecemeal and improvised rather than principled, even though mostly successful in avoiding short term difficulties. These will be based on fragmentary information.	The candidate at this level has begun to induce simple principles to apply to the situation, rather than improvise reactively in response to isolated features of it. There will be evidence of a basic strategy and some coherent knowledge for dealing with situations.	The candidate at this level will combine a strategic and principled approach to a situation to take the role of a mediator seeking to bring about the most favourable outcome. Knowledge of their own culture and that of others, including work parameters, will be both coherent and sophisticated.

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i) Tolerance of ambiguity	1T Deals with ambiguity on a one-off basis, responding to items as they arise. May be overwhelmed by ambiguous situations which imply high involvement.	2T Has begun to acquire a repertoire of approaches to cope with ambiguities in low-involvement situations. Begins to accept ambiguity as a challenge.	3T Is constantly aware of the possibility of ambiguity. When it occurs, he/she tolerates and manages it.
ii) Behavioural flexibility	1B Adopts a reactive/defensive approach to situations. Learns from isolated experiences in a rather unsystematic way.	2B Previous experience of required behaviour begins to influence behaviour in everyday parallel situations. Sometimes takes the initiative in adopting/conforming to other cultures' behaviour patterns.	3B Is ready and able to adopt appropriate behaviour in job-specific situations from a broad and well-understood repertoire
iii)

(extract from INCA Assessor Manual, 2004)

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While it was possible to posit a theoretical framework, there was a need to verify its reliability through testing in the field. A series of assessment tasks was designed.

2.4.3 A part-computerised suite of assessment tasks, handbooks and guidelines

The assessment tasks comprised a number of different exercises. Each was designed to assess an individual's competence in one or two components of the INCA framework and guidelines were provided for assessors. A number of the exercises were computerised. An Assessor Handbook and an Assessee Handbook were developed and trialled, also an Assessor Training Programme.

2.4.4 The INCA Portfolio

The final product of the project was the Portfolio. Based on the model of the European Language Portfolio (ELP), as developed by the LNTO in the UK for use by adults and in work-related education and training, the INCA Portfolio is a means for an individual of recording his/her developing intercultural competence.

Since the project finished in 2004 CILT has continued to pursue the goal of an assessment benchmark. The principal reason for this has been the requirement to respond to developing British government and European Union policy in respect of education and training.

3 The context

In 2002 the government in England published its Skills Strategy^{vi}. It seeks to develop the UK's capacity to respond to global economic trends. It underpins radical measures to restructure the publicly-supported education and training system, and is premised on the belief that employers know what skills needs they have and will have in future, and can articulate those for providers of education and training to respond accordingly. It is therefore essential to engage with employers to achieve changes and improvements in the UK system and/or provision.

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Employers are articulating a need to deal with diversity, and there is an urgent need to align this with work on intercultural competence, to set standards for intercultural competence and to ensure their inclusion in all the skills- and standards-related developments which will colour much of the UK's education and training for the future.

4 National Occupational Standards (NOS) in Intercultural Working

4.1 Feasibility study

UK NOS provide a quality framework against which performance in the workplace can be measured. They can be used for a variety of purposes such as designing qualifications, devising training materials, recruitment, assessment and benchmarking skills. Although there is growing awareness of the need for intercultural skills, and training programmes are on the increase, there have to date been no NOS, nor is there a nationally recognised definition of what it is to be interculturally competent.

In 2004-05 CILT researched the feasibility of developing NOS in intercultural competence and reviewed the INCA framework as a potentially appropriate basis for the development of such NOS. The research recommendations were adopted and work began in 2006.

4.2 The NOS in Intercultural Working

The NOS project had the following objectives:

- a. to raise awareness and consult on the development of National Occupational Standards in intercultural skills with employers and key providers
- b. to research the latest approaches and thinking in intercultural skills
- c. to re-evaluate the draft NOS framework developed in the feasibility study in light of new research
- d. to develop detailed full occupational standards in the requisite format to meet the needs of employers and providers

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Early on, the term 'intercultural skills' was replaced by the term 'intercultural working' in order to reflect better the principal orientation of the NOS and to capture the fluidity as well as the dynamic nature of the concept to which the standards were to be applied. An important concern of the project has been whether INCA ought to continue to be the main point of reference for developing the NOS. Of significance here were the initial responses of employers to the INCA framework. Consultation revealed that the definitions and descriptors which the INCA framework used were considered to be 'too academic' to be understood and easily applied. Since a primary purpose of NOS is to assist employers in developing and embedding intercultural awareness competences within their own workforces, this finding seemed to call into question INCA's usefulness for this purpose. It was therefore considered essential that the NOS should seek to meet the expectations and requirements of this constituency in particular. In the research which then followed, the perspectives of employers towards INCA therefore formed a point of reference in examining and evaluating them, in addition to the INCA model itself.

4.2.1 Paradigms in intercultural communication theory and research

The desk research undertaken for the NOS (Humphrey, 2007; O'Regan and MacDonald, 2007) identified three theoretical paradigms as being current to intercultural communication theory and research:

a. The social science approach

This type of approach is most often associated with authors such as Edward T. Hall, Geert Hofstede, William Gudykunst and others, who have applied social-psychological understandings to the study of culture and cultural difference. In this perspective culture is viewed as a complex phenomenon which is not easily generalisable, and where cultural variation is not simply confined to differences *between* national groups, but is an *intra*-national and *intra*-cultural phenomenon as well. Despite this recognition the social science approach

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has for the most part been applied to cross-cultural rather than multicultural encounters; that is, intercultural communication as it occurs across borders when a person or persons from one country come into contact with those in another. Aspects of the social science approach have been criticised, however, for being over-generalised and too focused on the nation, leading to problems of cultural stereotyping as well as ethnocentrism. The undifferentiated view of culture which the focus on cross-cultural difference has encouraged is still to be found in a wide range of intercultural communication training programmes, coursebooks and materials.

b. The critical approach

The critical approach takes a more politicised view of culture, concerning itself with the socio-historical contexts of cultural identity formation and the ideological perspectives which are brought to bear upon social communities in making them cohere. Issues of power and exclusion are salient to this approach particularly in respect of questions concerning race, gender and social inequality. The approach is associated with an interdisciplinary range of authors within intercultural, applied linguistic, and critical pedagogical traditions, such as Paulo Freire, Henry Giroux, Norman Fairclough and Catherine Wallace. The critical approach may be described as having a modernist/enlightenment view of intercultural communication due to its strong ethical character and the emancipatory vision which underlies much of its thinking.

c. The interpretative approach

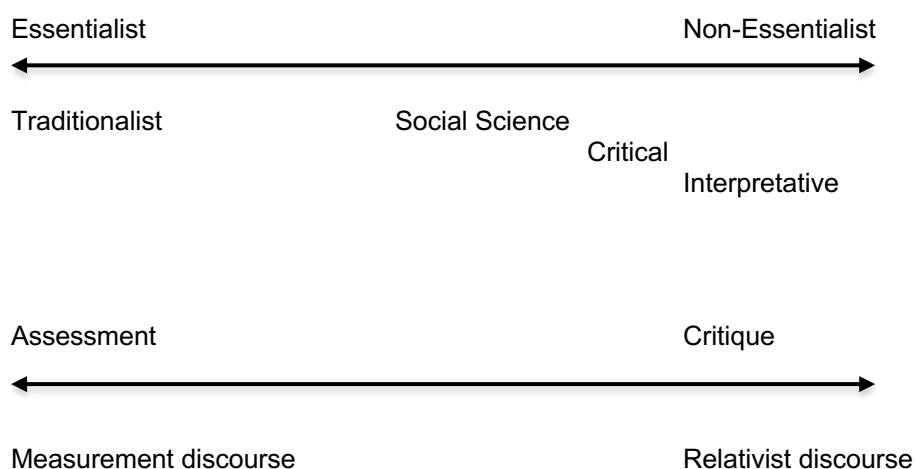
The interpretative approach is closely linked to the critical approach by adopting a similarly politicised perspective of intercultural communication, particularly on questions of power and ideology in the construction of identities. That said, it can be much more radical and individualist, viewing culture as multidimensional and always in flux. As its name suggests, this approach is openly interpretational, with the consequence that it questions modernist critical perspectives, particularly regarding the nature of knowledge and truth. Relevant

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authors in this tradition include Flavia Monceri, Bruno Latour, Alistair Pennycook, and Fred Casimir.

The three paradigms are usefully understood as being located on a continuum (see graphic below). At the one extreme there is 'essentialism'. It is towards this end that traditionalist, nation-based perspectives on intercultural communication are to be found. At the other extreme is 'non-essentialism', and it is more towards this end that the social science, critical and interpretative approaches are located, and approximately in that order. While principally heuristic, this illustration also presents assessment and critique as existing on the same continuum. The more mechanistic and epistemologically static the approach, the more readily it is able and willing to orient itself to determining measurable outcomes. On the other hand, the more fluid and epistemologically differentiated the approach, the less it is able or willing to do this, and the more it critiques fixed and generalisable views.

The Intercultural Communication Theory/Research Continuum



The two extremes of the continuum articulate contrasting discourses – one of measurement and another of relativism - in which measurement assumes the possibility of certainty and precision, and relativism assumes the reverse. This divergence between discourses thus highlights the issue which lies at the heart the intercultural assessment debate, of whether intercultural competence can in fact be assessed.

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4.2.3 Models of intercultural communicative competence and assessment

Assessment tools in intercultural communication are for the most part referenced to a range of conceptual competence models in the social science and critical research traditions. They include:

- Ruben's Seven Dimensions of Intercultural Communicative Competence (1976)
- Spitzberg and Cupach's Component Model (1984)
- Bennett's Developmental Model of Intercultural Sensitivity (1993)
- Fantini's Awareness Attitudes Skills Knowledge (A-ASK) framework (1995)
- Byram's '*Savoirs*' for the Council of Europe (1997)
- Van den Boom's Model of Individual Intercultural Communicative Competence (2003)

To these can be added the theoretical competence model of INCA (2004). What these models all have in common is that they each identify a set of knowledge attributes and behavioural competences as being significant to the development of intercultural competence and which persons who wish to be considered interculturally competent would to some extent be expected to have. For example, Spitzberg & Cupach place emphasis on effectiveness and appropriacy in communication, such that interculturally competent persons are expected to be able to identify goals, assess resources, predict responses, choose workable strategies, and recognise and understand cultural expectations and constraints; Ruben, Bennet, and van den Boom point to qualities such as respect for others, the ability to be non-judgemental, empathy, the acceptance of the non-universality of cultural values, motivation, and the ability to deal with uncertainty; and Fantini and Byram draw attention to attributes of curiosity, openness, flexibility, patience, interest, humour, and awareness, while also echoing at several points the competences identified by the others. There seems to be considerable agreement across the conceptual models as to what the significant competences are.

There are over 100 assessment tools available for measuring intercultural competence and most of these are attached to commercial providers of intercultural training. For the desk

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research sixteen models of assessment were compared and their predominant themes identified. Within the time constraints of the project a more thorough comparative study was not practicable. The selection which was made is therefore only indicative of the range of tools employed.

The first observation was that in broad terms assessment tools are either 'behavioural psychometric' or 'behavioural performative', although the two approaches are also occasionally combined. Behavioural psychometric tools tend to be based on questionnaires, with discrete items to check off and scenarios to respond to. Performative tools, by comparison, are more qualitative by being based on the observation of individuals' behaviour in the context of real-time tasks or interviews. Examples of psychometric tools include the Intercultural Development Inventory (Bennett & Hammer), the International Profiler (WorldWork Ltd.), the Language On-Line Portfolio Project (LOLIPOP), the Intercultural Readiness Check (Trompenaars, Hampden-Turner), and the Discovery Personal Profile (Insights Group). Performative tools include the INCA Framework (also partly psychometric), The Pro-Group Tolerance Scale (Pro-Group Inc.), and the International Management Assessment (LTS Training & Consultancy – also partly psychometric).

In psychometric models questionnaire responses may be used for self-reflection and evaluation purposes or to produce a profile for an assessor to score. The self-reflection tools are more common to educational settings, and the profiling tools are more common to business settings. Psychometric tools seem to find favour with employers because of their capacity to produce clearly defined and targeted outcomes.

In working with WDG [Workforce Development Group], I came to respect the science of cultural assessment work. They create surveys that are highly usable and pinpoint root causes. The analysis is simple and straight forward and the recommendations are actionable. WDG really helps you focus your energy on the areas that will have the biggest impact on the business.

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Kristi McFarland, Senior Manager, Global Diversity, Gap. Inc. (WDG website)

In performative models on the other hand, where precise measures and causes are less of an issue, assessment can involve role playing, individual and team activities, problem solving, and in some cases interactions with specially-trained actors. In educational and commercial training both types of tool are used, with the main difference being that in the commercial sector much greater emphasis is placed on intercultural communication for business, and on using psychometric tests for employee profiling and evaluation.

The second theme which the desk research highlighted is that most of the available assessment models seem to be predicated upon the assumption that intercultural communication is principally a cross-cultural and corporate concern. That is to say that intercultural communication is assumed to occur in international contexts in which employees from one culture have been required to cross into another for work-placement or other business purposes, and that where this is not the case that intercultural communication is then a function of a company's existence as a multinational concern. Either way, where intercultural communication is assumed to occur, it is business communication for professionals which the assessment tools and their users typically consider to be at issue. The following statement from a commercial website is representative of this type of assumption:

We help our clients to think and operate on an international scale, and we provide intercultural skills and competencies for leaders, managers, global teams, expats and employees. We support clients in managing international and domestic diversity and help safeguard valuable ideas by promoting multinational synergy in cross-border innovation. We adapt our training and coaching programs to the local context for branches in domestic and foreign markets. We make sure that our clients feel confident that their employees are appropriately prepared to manage their global business.

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(Intercultural Communication b.v. website)

Since the great majority of assessment tools have their origins in commercial training environments like this one, such attitudes and assumptions are to be expected. Nevertheless, a constriction of approach inevitably ensues. In addition to the ideological narrowness of the platform of operation, concomitant with this is a universalisation of the competences which are viewed as relevant to assess, and of approaches to their assessment. By this we mean that intercultural competence assessment has become over-generalised and too narrowly defined. That is, there has been a 'backwash' effect on assessment tools so that what they assess is over-determined by the contexts in which it is presumed they will be used. In the process, local non-corporate contexts of intercultural communication and the particular skills and tools these call for – for example in mediation, negotiation, tolerance, empathy, team-working, openness, pragmatics, and flux – have been neglected or even ignored.

In the last 20 years in the UK for example, in sectors such as retail, transport, leisure, building, manufacturing, services, agriculture, hospitality, healthcare, aviation and elsewhere – that is, in local sectors and contexts rather than international ones – intercultural communication between workers has become an everyday reality. These are sectors which are familiar for having increasingly heterogeneous, multiply-identified and culturally-diverse workforces. Within these sectors in towns and cities across the UK, it is increasingly the norm that workers such as shop assistants, bus drivers, beauticians, builders, heating engineers, farmhands, waiters, nurses and cleaners lead intercultural working lives. These are not peripatetic border-crossers or corporate professionals engaged in global business, but ordinary people in extraordinary circumstances. They might be migrant workers or indigenes, but they are not working to the internationalist format which most intercultural assessment models generally assume, although they are working together. For this reason not only do assessment tools have little to say about the intercultural working relations of such groups, it is debatable whether they are relevant to them at all.

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4.2.5 Conclusion

More research is required into the cultural demography of national workforces and how these are changing, but it does seem that intercultural assessment tools have yet to take these developments into account. New tools are required for local intercultural contexts as much as they are for global ones, and this is why the National Occupational Standards in Intercultural Working are important. They attempt to move the focus away from differences between national cultures and the development of universalised competences within international groups, towards multiple identities and particular competences within local groups. It is perhaps their unique contribution that they seek to redress the balance by making the local and the everyday central to their purpose. In this way the NOS highlight a significant reality amongst the advanced nations of the world today – that where intercultural competence and its assessment is concerned we need to look within national borders as much as we look outside them.

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Links

NATIONAL OCCUPATIONAL STANDARDS IN INTERCULTURAL WORKING

<http://www.cilt.org.uk/standards/intercultural.htm>

RUBEN'S INTERCULTURAL BEHAVIORAL ASSESSMENT INDICES

http://cart.rmcdenver.com/instruments/intercultural_behavior.pdf

DEVELOPMENTAL MODEL OF INTERCULTURAL SENSITIVITY & THE INTERCULTURAL DEVELOPMENT INVENTORY

http://www.mdbgroupinc.com/idi_background.htm

INCA PROJECT

<http://www.incaproject.org/>

INTERNATIONAL PROFILER (TIP)

<http://www.worldwork.biz/legacy/www/docs2/tip.phtml>

GLOBAL INTELLIGENCE MODEL

<http://www.yinyangamerica.com/>

PROCESS COMMUNICATION MODEL

<http://www.taibikahlerassociates.com/index.phtml>

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INTERCULTURAL READINESS CHECK

<http://www.ibinet.nl/cat.htm>

TROMPENAARS-HAMPDEN MODEL

http://changingminds.org/explanations/culture/trompenaars_culture.htm#ind

LOLIPOP

<http://lolipop-portfolio.eu/>

ICOPROMO

<http://www.ces.uc.pt/icopromo/index.php>

INTERNATIONAL MANAGEMENT ASSESSMENT

<http://www.synergy-associates.com/synergy/ima.htm>

BF/M INSTITUTE ASSESSMENT CENTERS:

<http://www.bfm@uni-bayreuth.de>

PROGROUP TOLERANCE SCALE

http://www.progroupinc.com/site/page/pg4527-pn_Diversity_Terms_Definitions.html

INTERCULTURAL COMMUNICATION b.v.

<http://www.intercultural.nl/index.html>

INSIGHTS DISCOVERY PERSONAL PROFILE

<http://www.insights.com/LearningSolutions/Tools/PersonalProfile.aspx>

BEHAVIOURAL ASSESSMENT SCALE FOR INTERCULTURAL COMPETENCE

<http://www.ala.org/ala/aasl/aaslpubsandjournals/kqweb/kqarchives/volume31/315Abilock.cfm>

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THE CROSS-CULTURAL CAPABILITY INVENTORY

http://www.jmu.edu/assessment/wm_library/ccai.pdf

TELOS LANGUAGE PARTNER

<http://www.sprachlernmedien.de>

ⁱ See Humphrey, D., 2007. *Intercultural Communication Competence: The State of Knowledge*. (CILT) The National Centre for Languages., also O'Regan, J. P. & MacDonald, M. N. (2007). *Consultation Report on the Development of National Occupational Standards in Intercultural Working: Phase I*. (CILT) The National Centre for Languages.

ⁱⁱ Education Committee, Council for Cultural Cooperation, 1996, *Modern Languages: Learning, Teaching, Assessment. A Common European Framework of reference (Draft 2)*, Strasbourg: Council of Europe. (pp. 140 - 141)

ⁱⁱⁱ Byram, M. S. (1997) *Teaching and Assessing Intercultural Communicative Competence*, Clevedon: Multilingual Matters (pp. 57 – 64).

^{iv} Mendenhall, M, Kühlmann, T M & Stahl, G K, (Eds) (2000) *Developing Global Leaders*, Quorum Books: Westport.

^v CILT, 2005, *National Language Standards (revised)*, London, CILT.

^{vi} Treasury/DTI/DfES/DWP, 2003, *21st Century Skills: Realising our Potential: Individuals, Employers, Nation*, London, HMSO.