

The Intercultural Profession in 2007

Profile, practices & challenges

A survey conducted by

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Abstract

The Intercultural Profession in 2007 provides a snapshot of the intercultural profession based on a survey of over 200 interculturalists worldwide. It highlights such aspects as who interculturalists are, what they earn, how much they travel, what tools and approaches they are using, and what advice they have for newcomers to the profession. Specifically, it answered the following questions: (1) Who are interculturalists? (2) Where and how do they work? (3) What are the most popular and most effective tools being used in the field today? And, (4) What are the top challenges facing those who do intercultural work?

This research was conducted to help interculturalists better understand their profession as well as where they stand in comparison to their colleagues. Areas of this study may be helpful in the selling of intercultural services, the mentoring of new entrants to the field, and the development of future research and tools. The challenges of the profession identified in this study—from establishing the business value of our services to developing more up-to-date and rigorous tools and approaches—deserve careful attention and further discussion to ensure the ongoing livelihood of the intercultural profession.

Acknowledgements

This study would not have been possible without the participation of numerous intercultural organizations and groups worldwide, including the Yahoo Group Intercultural Insights, the Delta Intercultural Academy (DIALOGIN), and SIETAR organizations in the US, Canada, Japan and Europe, who generously agreed to invite their members to participate in this study. Deep thanks are also due to George Simons, a long-time mentor, friend, and colleague of the author, who helped conduct the first version of this study and who reviewed the current study prior to its distribution. Similarly, my thanks go to my close colleagues and friends Dr. Darla Deardorff and Maria Jicheva, who also lent their time and insight to the design of this study.

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Introduction

Self-awareness is a competency so necessary to working across cultures that most interculturalists in one form or another train, educate, coach, mentor and otherwise help others to develop it. The reasoning is straightforward: understanding your own cultural influences can help you to better understand the differences you will experience across cultures and what changes may be necessary for you to be more effective in different environments.

The connection between self-awareness and success applies not only to individuals working across cultures, but also to organizations, communities, professions, disciplines, and fields. If we think of self-awareness at the collective level and for those who do intercultural work ('interculturalists'), the same reasoning applies: to be successful, we must understand who we are as a collective group, how and where we work, what our challenges are, and what are the top issues facing our community¹.

Without this understanding, we risk any number of possibilities: being a group of loosely joined individuals pushing and pulling in 360 degrees of direction rather than moving effectively forward; having limited impact because the left hand doesn't know what the right hand is doing (left and right hands in this analogy possibly being the divides between academia and practitioners, Eastern and Western cultures, or even relocation versus cultural management firms); or 'treading in water' rather than being ahead of the curve because of a lack of collective understanding of how our community impacts a wider sphere and space. The list could go on.

The importance of understanding the community to which one belongs therefore cannot be underestimated. It is with this in mind that this study of the intercultural profession was conducted to address the following questions:

- 1) Who are interculturalists?
- 2) Where and how do they work?
- 3) What are the most popular and most effective tools being used in the field today? and,
- 4) What are the top challenges facing professionals who do intercultural work?

This study was conducted by Kate Berardo² and represents the 2nd edition of this profile on the intercultural field. The first survey of this kind was conducted in 2004 with George Simons under the aegis of SIETAR Europa³ as a function of the Communications & Public Relations Committee. This second study was conducted independently as a follow-up to the 2004 study. It both presents data from 2007 and when relevant makes comparisons of this data with findings from the prior study.

¹ The terms community, field and profession are used interchangeably in this text.

² Founder of Culturocity.com, www.culturocity.com

³ The European Society for Intercultural Education, Training and Research. www.sietar-europa.org

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This report should be considered part of an ongoing effort and analysis of the field, its tools and direction. The findings of this survey can be used to provide research, education, and mentorship to current and future members. It also gives a clear picture of the resources available to those who require and consume intercultural services in business, government, education, social work, volunteer organizations and the public in general.

The results of this survey, including this research paper, the raw data, and the corresponding presentations delivered at SIETAR USA (Kansas City, 2007) and SIETAR Global conference (Granada, 2008) have been made public to all respondents who requested it. All survey data is also publicly available for anyone who is interested in additional analyses and cross-tabulations of data points⁴.

The next section of this report contains a detailed description of the methodology and materials of this study. The results section which follows constitutes the majority of this report and is organized into a number of subsections, starting with a demographic profile of interculturalists and ending with the top cited challenges in the field. The report culminates with an expanded discussion of the implications of the survey findings.

⁴ Contact the author Kate Berardo at kate@culturocity.com for survey data or other materials associated with this study.

Methodology & Materials

This study was designed in August of 2007, with the survey instrument being piloted this same month and then distributed the following month. Responses were collected between early-September and late-October with the intention of providing at least a preliminary report on the occasion of the SIETAR USA annual conference in Kansas City, Missouri in November of the same year.

Participants & Procedure

The chief criterion for participation in the study was that one was doing work broadly defined as cross-cultural or intercultural, defined as:

'Work that focuses on the subject of culture and aims to facilitate communication and interaction across cultures. It may involve, though is not limited to, such activities as teaching, training, and consulting.'

Target respondents included members of SIETAR organizations worldwide, who were asked to invite their members to participate in the survey. An invitation to participate in the study was posted on SIETAR Europa, SIETAR USA, SIETAR Japan, SIETAR British Columbia, and Young SIETAR newsletters and/or listservs. A link to the questionnaire was additionally posted on informal networks, the Intercultural Insights Newsgroup⁵, and the Delta Intercultural Academy⁶. All were encouraged to invite other professionals of their acquaintance to respond to the survey whether or not they were affiliated to a professional intercultural organization. A copy of the distributed invitation is provided in Appendix A.

Because of the varied distribution of the invitation, the exact number of invited participants to this study is unknown, although it can be estimated to be between 2,000 and 2,500, given the membership at the various organizations where the invitation was posted and the overlap in membership between them. Similarly, it should be noted that the total population of interculturalists (those who perform intercultural work) is unknown, both because no recognized standards for the profession exist—meaning there is no entry qualification required to call oneself an interculturalist—and because a number of people in other professions may not self-select themselves as interculturalists though they deal with intercultural issues.

⁵ Intercultural Insights is a members-only resource exchange and discussion group on intercultural and cross-cultural business, training, education, research and consulting topics. At the time of writing, membership was over 1000 members.

⁶ The Delta Intercultural Academy is a knowledge community on culture and communication in international business. (www.dialogin.com)

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Instrument

A 29-item online questionnaire with built-in logic was created as the survey instrument for this study. The survey was conducted anonymously in online form, using Survey Monkey software⁷. This platform was chosen because of its accessibility, anonymity, and tabulation software. The survey was first tested with a select group of intercultural professionals for feedback.

Each survey item was designed to address at least one the four main research questions:

1. Who are interculturalists?
2. Where are how do they work?
3. What are the most popular and most effective tools being used in the field today?
4. What are the top challenges facing professionals who do intercultural work?

The 2004 survey served as the basis for the survey, with a number of modifications to both content and construction of the survey that were designed to improve its flow and function (e.g. defining 'intercultural', and building in survey logic to reduce survey fatigue and better target respondents). In addition, a series of new questions were added that explored in more detail such areas as daily training rates, time spent preparing for programs, the amount of time spent traveling for intercultural work, and advice for newcomers⁸. The full survey can be viewed in Appendix B.

Data Analysis

Quantitative data was automatically and preliminarily tabulated using Survey Monkey technology. Additional filters were performed to provide a more in-depth analysis of the survey results. Open-ended questions were sorted, grouped, and coded according to theme. When relevant, comparisons were drawn between 2004 and 2007 data.

⁷ Survey Monkey, www.surveymonkey.com

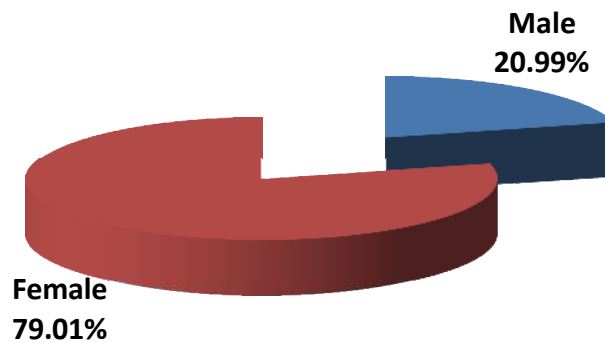
⁸ Feedback from participants in the first survey as to what else they might like the study to cover—as well as the author's reflections having conducted the study in 2004—served as the primary impetuses for these additional questions.

Results & Discussion

I. Demographic Profile of Interculturalists

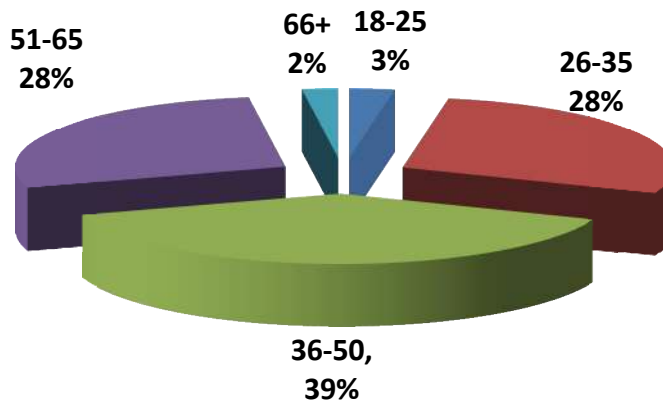
A total of 237 individuals who do intercultural work took the survey, with 186 completing the entire questionnaire, for a completion rate of 78%. The majority of interculturalists surveyed were women (79.01%) [Figure 1.1] and were between 36-50 years of age (39%). An equal percentage (28%) were either 26-35 years old or 51-65 years old [Figure 1.2].

Figure 1.1: Gender of the Participants⁹



n=181

Figure 1.2: Age Range of Professionals, in Years



n=184

⁹ The number in the bottom right corner of each figure (e.g. n=181) indicates the number of respondents for each particular question.

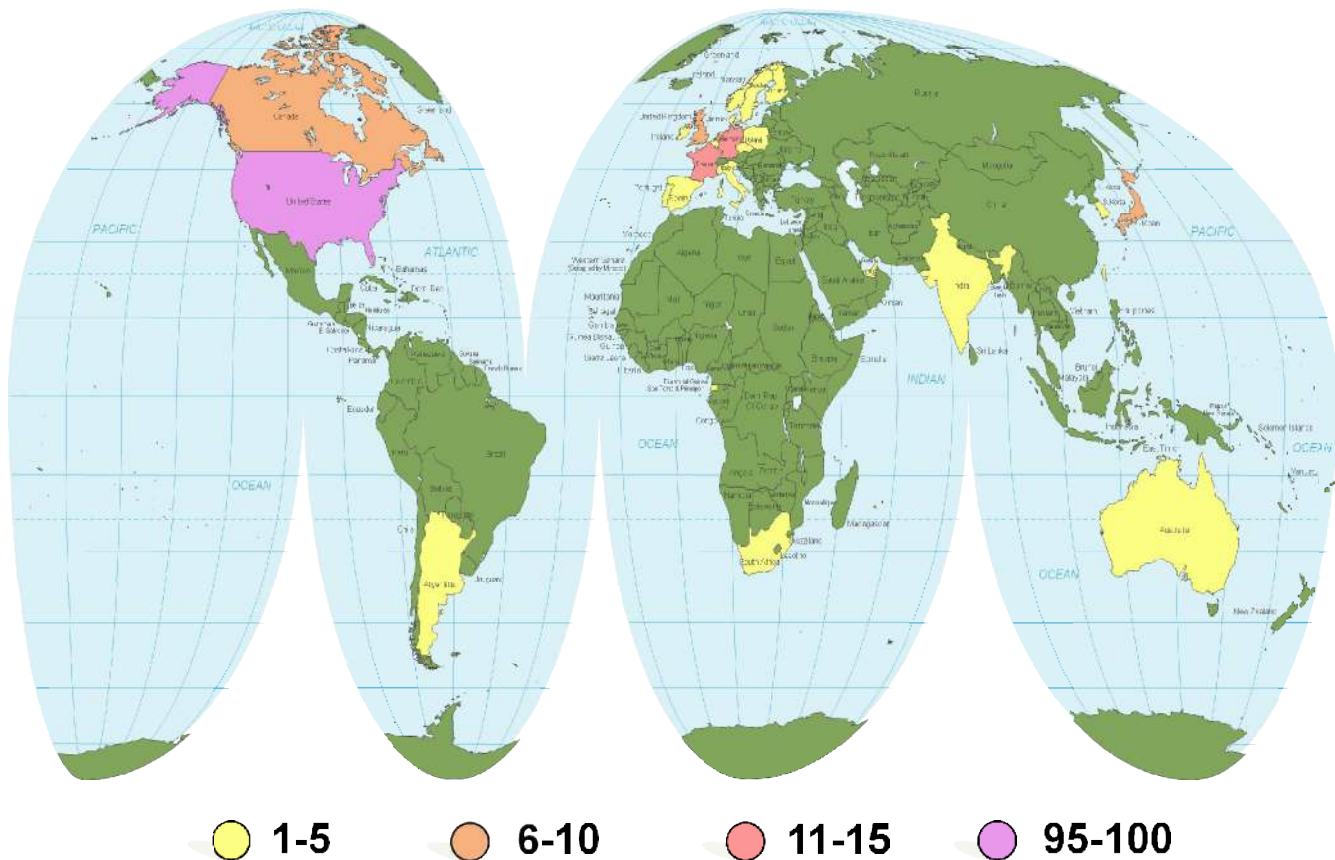
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Figure 1.3 shows where interculturalists surveyed lived, showing that vast majority were from the United States, with France and Germany following, and Canada, Japan, the Netherlands, and the UK following that. When it came to nationality, 22% of those surveyed held dual nationality, with similar countries being heavily represented: the US, Germany, France, and the UK being the most common countries of nationality [Figure 1.4].

What is perhaps most striking in looking at these maps is the great number of countries where there was no representation. This reflects in part the distribution channels of the survey (e.g. given the participation of SIETARs in the USA, Canada, Europe, Japan, the higher representation of these countries would be expected) and the fact that the survey was in English, limiting potential respondents. However, it may also reflect what is a significant overrepresentation of interculturalists in some countries and underrepresentation in others. It is therefore important to keep in mind the heavy concentration of European and North American representation when interpreting other findings from this study.

Figure 1.3: Where Interculturalists Live



n = 181

Over half of interculturalists surveyed had been working in the field for 7 or more years. One in 10 had been working in the field for over 20 years and an equal percentage of respondents had been working for 4-7 years as had been working for 11-20 years. Twenty-eight percent were new entrants, having worked in the intercultural field for 3 years or less. [Figure 1.5]

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Figure 1.4: Countries of Primary and/or Dual Nationality

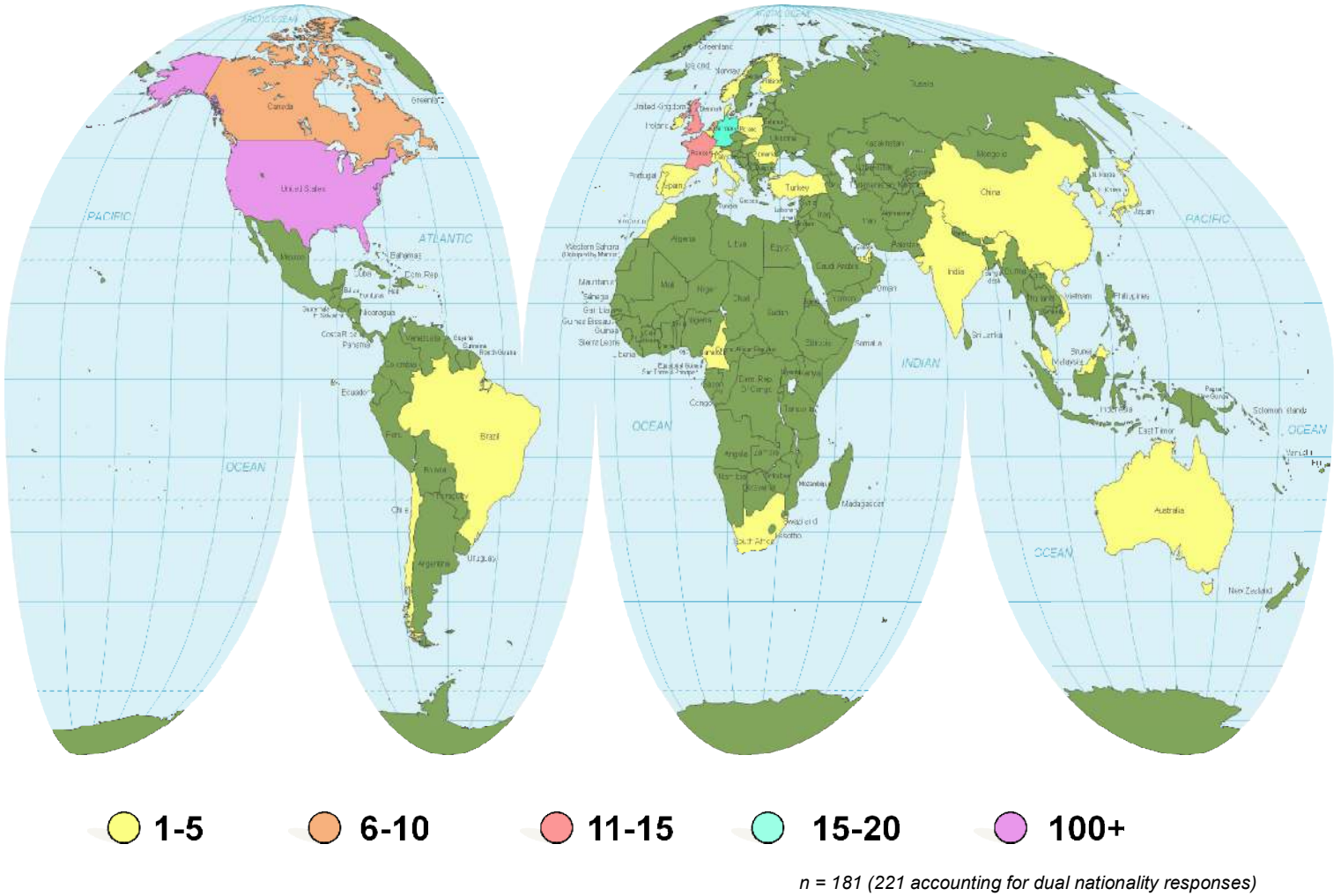
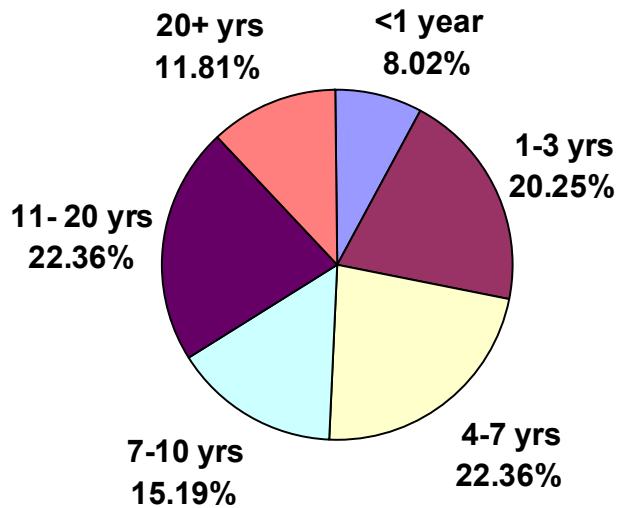


Figure 1.5: Years Working in the Intercultural Field



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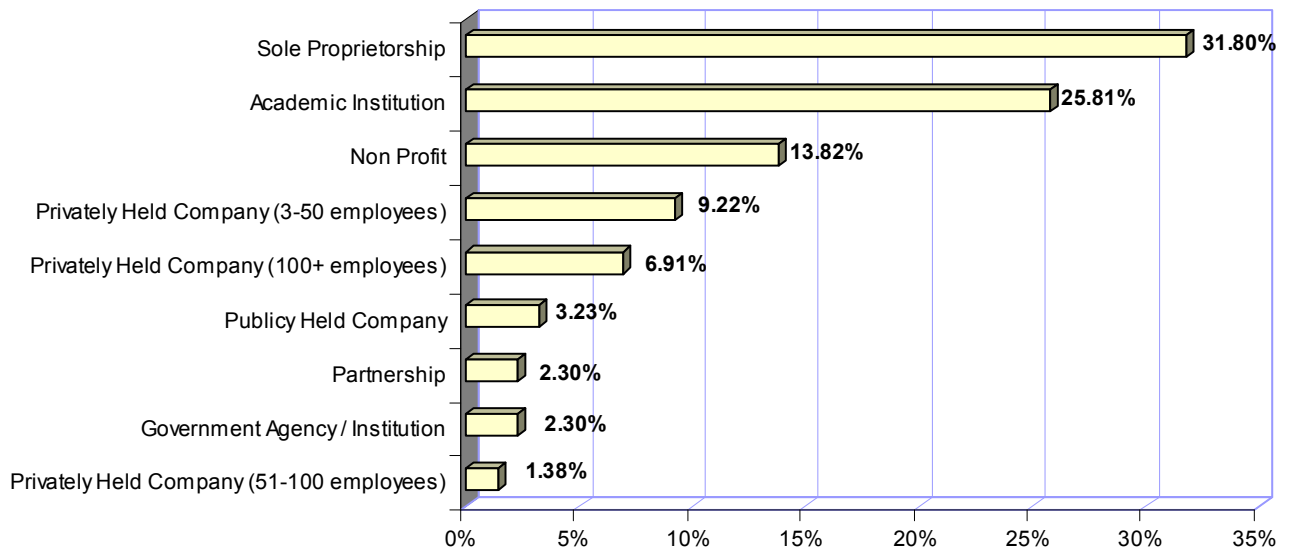
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II. Professional Profile of Interculturalists

Nature of Work: Structure, Breakdown of Time, Primary Job Titles

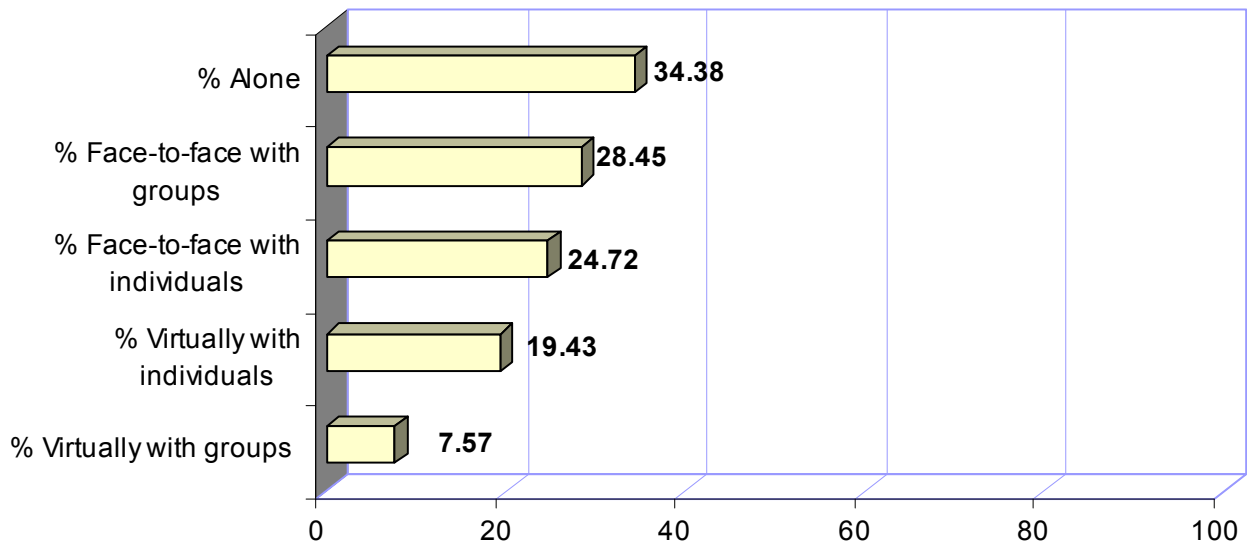
The majority of interculturalists surveyed work independently (31.8%), with those working for academic institutions serving as the second largest group at 25.81% [Figure 2.1]. Regardless of work structure, interculturalists on average spend the most time working alone [Figure 2.2] in research, planning, writing, design and other associated activities and about twice the amount of time in face-to-face work over virtual work, whether with teams or individuals.

Figure 2.1: Work Structure of Respondents



n=217

Figure 2.2: Breakdown of Work Time (Average Responses)



n=215

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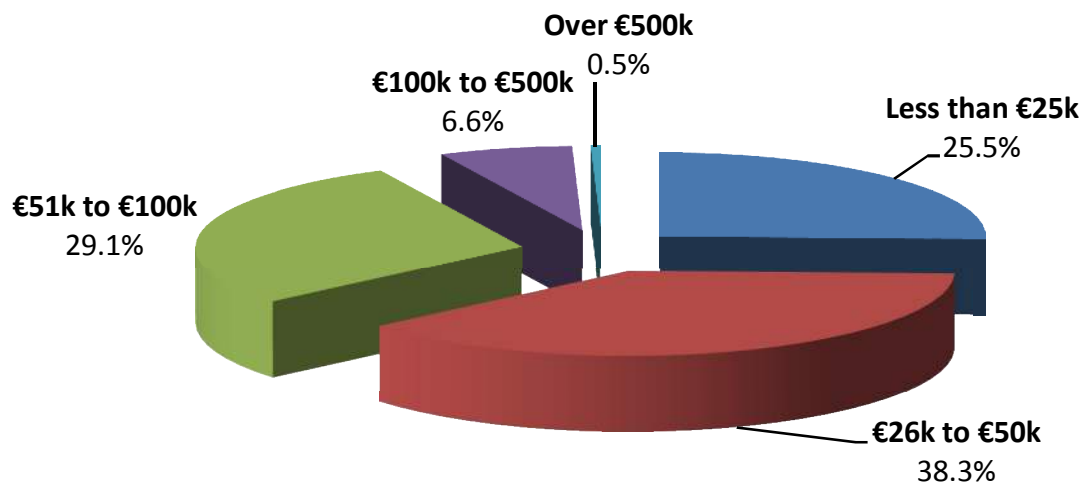
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As intercultural work can be a component of a number of different professions, the titles with which interculturalists identify themselves vary considerably. While about 7% of those surveyed use the title *interculturalist*, the most common primary job titles used were *consultant* at 22.37% and *trainer* at 12.79%. These figures were nearly double in the prior study (41.8% identified themselves as *consultants* and 24.2% identified as *trainers*), indicated that interculturalists surveyed in 2007 use a wider range of primary job titles. Other common job titles cited in the current study included *human resources professionals*, *instructional designers*, *students*, *training managers*, *counselors*, *executive directors/business directors*, *managers*, *researchers*, *coordinators (volunteer or international study)*, *advisors*, and *instructors or teachers*. Outlier responses included *pastor*, *economist*, *administrative assistant*, *business development and marketing specialist*, and *mediator*. Though the last examples were usually each cited by only one individual, these job titles show the varied professions where intercultural work is relevant and carried out.

Income and Daily Rates

The 83.7% of respondents who provided their individual annual salary or net income reported a median income of €26,000-50,000. Over 1 in 4 report making less than €25,000 while a slightly higher percentage (29.1%) report making between €51,000-€100,000 each year [Figure 2.2]. These figures were similar to 2004, with the notable exception being a decrease in respondents who earned over €100,000. While in 2004, 14% earned €100,000+ about half that (7.1%) reported earning over €100,000 in 2007.

Figure 2.3: Income in Euros



n=196

The vast majority (87.7%) of respondents provide intercultural training (individual or group) as a component of their work. Figures 2.4 and 2.5 show the average daily rates that respondents reported charging clients directly and being paid as subcontractors, respectively. It is important to recognize that only rates quoted in USD and EUR had enough responses to look at trends. Evident in looking at the range is the substantial spread in rates

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being charged. For example, in USD, the minimum daily rate reported was \$300, while the maximum was \$5000. In both Euros and US Dollars, the most commonly reported daily rate charged directly to a client was 1000 (\$1000/€1000). When it came to subcontracting, rates dropped, but the mode remained at \$1000/€1000.

Figure 2.4: Rate charged a client directly per day of work

	USD	EUR	GBP	CAD	AUD
Responses	39	29	6	4	2
Minimum	\$300	€60	£800	\$700	\$1200
Maximum	\$5000	€4500	£2500	\$5000	\$1500
Range	\$4700	€4440	£1700	\$4300	\$300
Average	\$1844	€1477	£1513	\$2675	\$1350
Mode	\$1000	€1000	N/A	\$2500	N/A
Median	\$1350	€1325	£1450	\$2500	\$1225

n=104

Figure 2.5: Rate paid per day of work when subcontracting (working for another consultancy)

	USD	EUR	GBP	CAD
Responses	37	30	5	2
Minimum	\$175	€70	£400	\$600
Maximum	\$3500	€1500	£1100	\$1500
Range	\$3325	€1430	£700	\$900
Average	\$972	€867	£820	\$1050
Mode	\$1000	€1000	£1000	N/A
Median	\$800	€800	£1000	\$1050

n=101

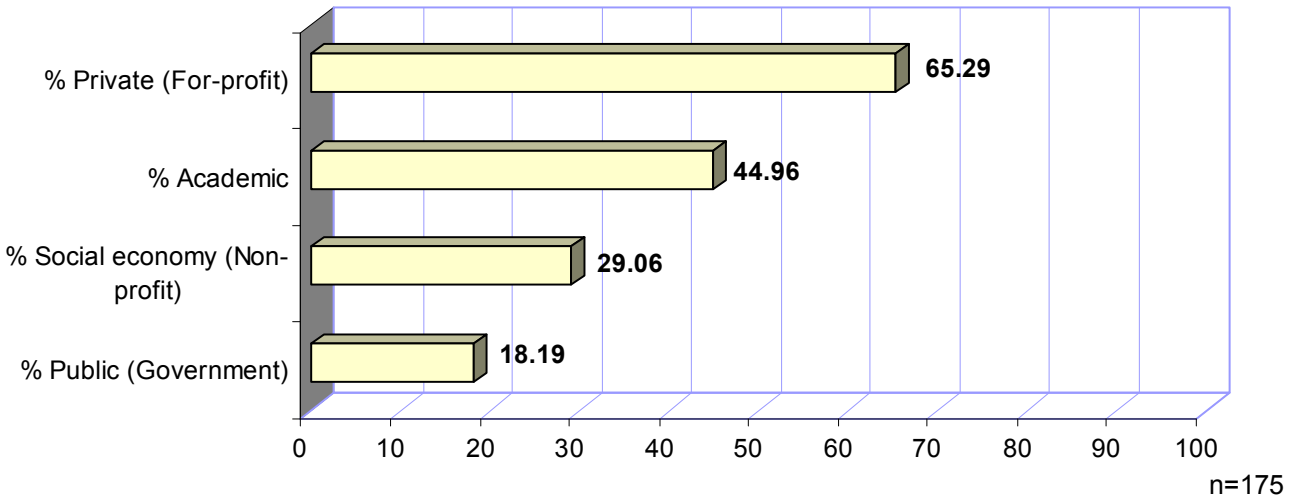
Trainers: Sectors, Industries and Countries of Focus

Those who provide intercultural training reported working the most in the private and academic sectors and less on average in the social economy (non-profit) and public (government) sectors [Figure 2.6].

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Figure 2.6: Sectors where Interculturalists Perform Work (Average Responses)



The most frequently industries respondents reported serving were:

1. Education / Higher Education
2. Non-Profit Organizations
3. Pharmaceuticals
4. Banking
5. Financial Services
6. Automotive
7. Information Technology & Services
8. Telecommunications
9. Study Abroad Organizations
10. Consumer Goods
11. Biotechnology

The least frequently served industries were reported as:

1. Retail
2. Apparel & Fashion
3. Construction
4. Entertainment
5. Events Services
6. Military
7. Broadcast Media
8. Farming
9. Law Enforcement
10. Museums and Institutions
11. Commercial Real Estate

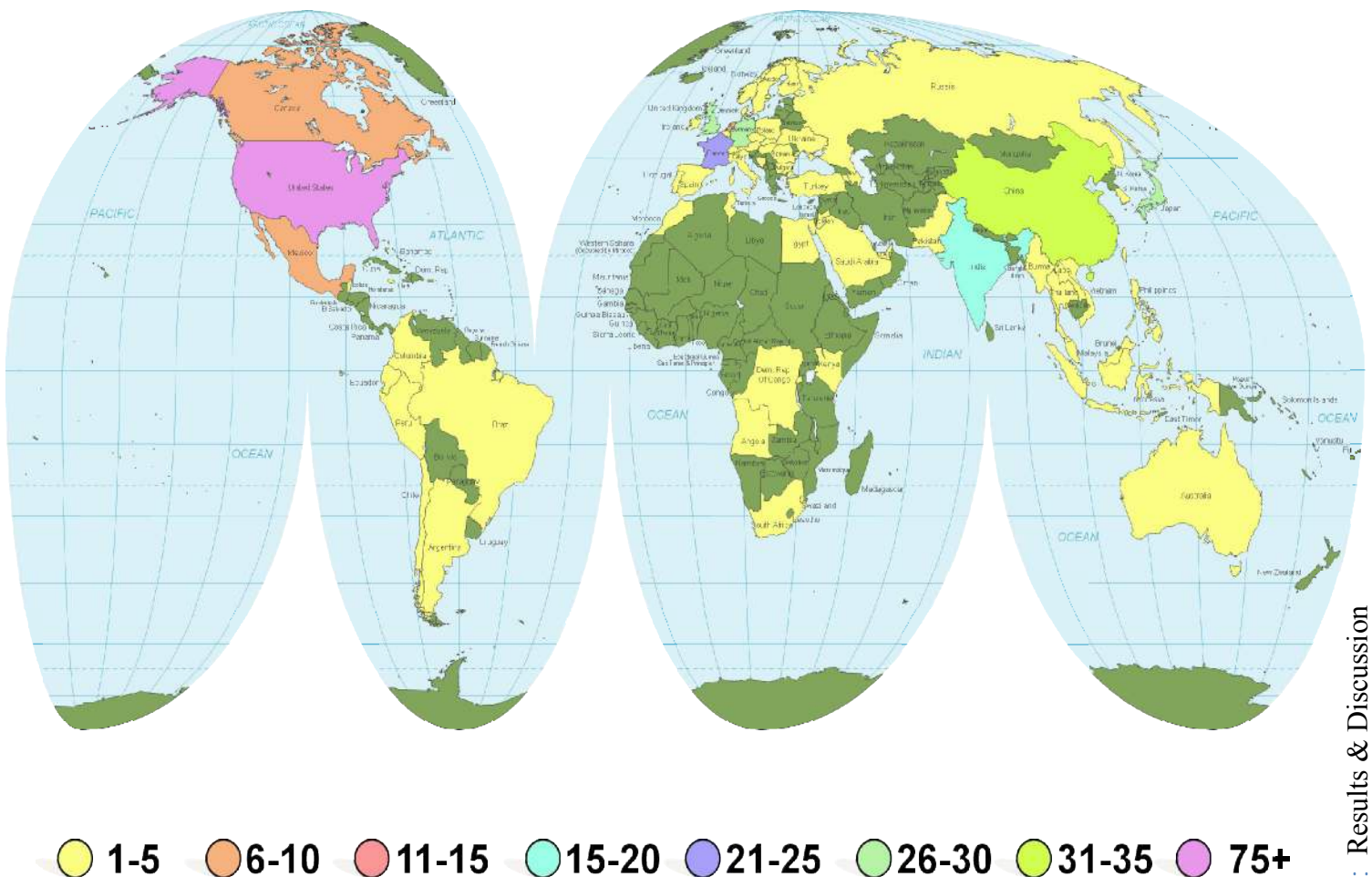
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Survey respondents were also asked to report up to three cultures that they focus on in their work if they did culture-specific work. Figure 2.6 shows the responses of the 178 people who provided answers. As shown in this figure, the country most represented by respondents was the United States. This was followed in frequency of focus by (in order): China, the United Kingdom, Germany, France, and India.

While the focus of on the UK, Germany, Japan and France can be considered a natural tendency to some extent given the number of respondents who either live in these cultures or are nationals of them, the surge of focus on China and India is likely a market-driven trend. A number more cultures gain representation on the map when respondents are asked what cultures they focus on rather than where they live [Figure 1.3] or what nationality they hold [Figure 1.4]. However, it is also important to recognize that in the case of 39 countries, there was only one person who reported being an expert in each culture. Moreover, no participants reported having cultural expertise in 131 countries.

Figure 2.6: Top Cultures of Focus in Intercultural Work



n=178

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Professional Affiliations of Interculturalists

Over 1 in 4 people surveyed were *not* members of any SIETAR organization¹⁰. Of those who did report SIETAR membership, the majority were part of either SIETAR USA, Young SIETAR or SIETAR Europa. Table 2.0 shows the breakdown of SIETAR affiliations for those who reported being members of a SIETAR organization.

Table 2.0: Reported SIETAR Affiliations

SIETAR USA	42.41%
Young SIETAR	13.29%
SIETAR Europa	12.03%
SIETAR UK	6.33%
SIETAR France	5.70%
SIETAR Germany	5.70%
SIETAR Japan	2.53%
SIETAR Arabia	2.53%
SIETAR British Columbia	1.90%
SIETAR India	1.27%
SIETAR Netherlands	1.27%
SIETAR Spain	1.27%
SIETAR-DC	1.27%
SIETAR NY	1.27%
SIETAR Singapore	0.63%
SIETAR Global	0.63%

n=158

Table 2.1 highlights the six other organizations where intercultural respondents most commonly reported affiliations. Another 63 individuals provided write-in responses to other organizations to which they belonged. Table 2.2 shows a sampling of these responses and demonstrates the wide variety of other affiliations.

Table 2.1: Six Most Common Other Affiliations

American Society for Training & Development (ASTD)
Association of International Educators (NAFSA)
Society for Human Resource Management (SHRM)
Teachers of English to Speakers of Other Languages (TESOL)
International Association for Intercultural Research (IAIR)
International Coach Federation (ICF)

n=146

¹⁰ The Society for Intercultural Education, Training and Research is the world's largest interdisciplinary network for professionals and students working in the field of intercultural relations. It was founded in 1974. (www.sietar.org).

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Table 2.2: Sampling of Additional Reported Affiliations

NTL Institute
International Association for Languages and Intercultural Communication (IALIC)
Indian Chamber of Commerce
American Psychological Association APA
North American Simulation and Gaming Association (NASGA)
European Professional Women's Network (EPWN)
Japan Association of Language Teachers
Dutch Institute of Psychologists
Evangelical Theological Society
Teachers Against Prejudice
Int of Sales & Marketing Management
The Natural Step (sustainable practices)
Delta Kappa Gamma
German Speakers Association
Chartered Institute of Linguists

n=146

Academic Background & Influences

Figure 2.5 shows the breakdown in the type of academic preparation of those doing intercultural work. Findings reveal:

- That over 1 in 5 of respondents held a Doctoral Degree.
- There were 223 reported Masters Degrees among the 237 respondents.
- The most common Doctoral degrees were in the fields of Psychology, Anthropology, or Sociology.
- The most common degrees at the Masters level was in Intercultural or International Studies. This was a noted change from the 2004 study, where the most common Master's and Bachelor's degrees were in Linguistics, Language, or Literature. Though it is speculative, these 2007 figures may indicate the growing number of degree programs focused on Intercultural Studies directly.

Evidence of preparation in training, coaching or consulting was also apparent in interculturalists: 49% reported having attended a professional program or workshop in teaching, coaching or consulting while 21% reported have a certificate or diploma in one of these three categories. Moreover, a significant percentage of interculturalists also have either attended a professional program or workshop (47%) or have received a certificate or diploma (21%) in Intercultural or International studies.

Respondents were also asked what academic fields they draw from most in their work. The top three responses (in order) were Intercultural or International studies, Business and Management, and Communications.

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Table 2.2: Academic preparation of interculturalists

	Training, Coaching, Consulting	Intercultural or International Studies	Psychology, Anthropology, Sociology	History, Political Science, Healthcare	Linguistics, Language, Literature, Communications	Engineering, Physics, Applied Sciences	Business, Economics, Marketing	Arts Music, Architecture, Drama	Theology, Philosophy, Religion	Response s
Professional Program or Workshop	117	111	35	15	51	5	29	17	11	391
Professional Certificate or Diploma	50	49	22	5	29	2	15	1	5	178
Bachelor degree	10	15	37	32	64	8	24	11	5	206
Masters degree	19	68	33	15	39	7	34	4	4	223
Doctoral degree	7	13	16	2	9	1	5	1	3	57
Other (please specify)										32

n=237

Personal Background & Influences

While by no means a comprehensive list, Table 2.3 highlights some of the common personal backgrounds and experiences that those doing work in the intercultural field bring to their profession. As seen from this table, the most common experience shared by those doing intercultural work was having been influenced by three or more years of living abroad. Second most common was being in an intercultural partnership or marriage. In general, those kinds of experiences that were lifestyle based (living abroad, global nomad, immigrant, etc.) all had higher representation than dynamics which were birth based (e.g. child of 1st generation immigrant or of an intercultural partnership/marriage). Some may also find it interesting that over 1 in 5 surveyed had none of this background or intercultural experience, which presumably help build a foundation of understanding of cultural dynamics. This opens an interesting discussion of 1) what other kinds of personal backgrounds and experiences can help prepare one for work in the intercultural field; 2) whether there should be a minimum level of intercultural experience required for performing intercultural work; and 3) if so, what that experience would be.

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Table 2.3: Background and Intercultural Experiences of Respondents

Influenced by 3+ years of living abroad	60.52%
In an Intercultural Partnership/Marriage	37.77%
Global Nomad	19.74%
Immigrant	18.03%
Adult Third Culture Kid (TCK)	13.30%
Child of 1st Generation Immigrant	12.88%
Child of an Intercultural Partnership/Marriage	11.16%
None of the Above	20.17%

n=233

When asked to rate which of the experiences listed in Table 2.4 were the most beneficial to their intercultural work, respondents highlighted a strong belief in the value of living abroad. Experiences such as formal studies in an intercultural field and having cross-cultural relationships were also considered more beneficial than other experiences such as formal training in methodology (coaching, training, etc.), international business experience, travel and tourism or having a diverse cultural heritage.

Table 2.4: Background and Intercultural Experiences of Respondents

	1 - Most Important	2	3	4	5	6	7 - Least Important	Rating Average	Response
International business experience	21	16	28	27	13	31	24	4.15	160
Formal studies in an intercultural field	20	32	43	20	21	18	10	3.51	164
Experience living abroad	93	42	17	6	5	3	4	1.9	170
Travel & tourism	2	7	22	34	37	35	32	4.95	169
Having a diverse cultural heritage	15	13	10	13	15	33	59	5.12	158
Cross-cultural relationships (friends/significant other)	19	41	28	31	30	12	5	3.41	166
Formal training in OD, coaching, training, facilitation	9	29	27	31	39	19	13	4.02	167

n=187

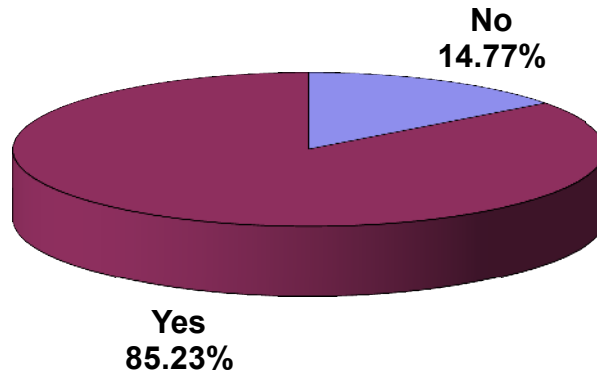
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Professional Background & Expertise

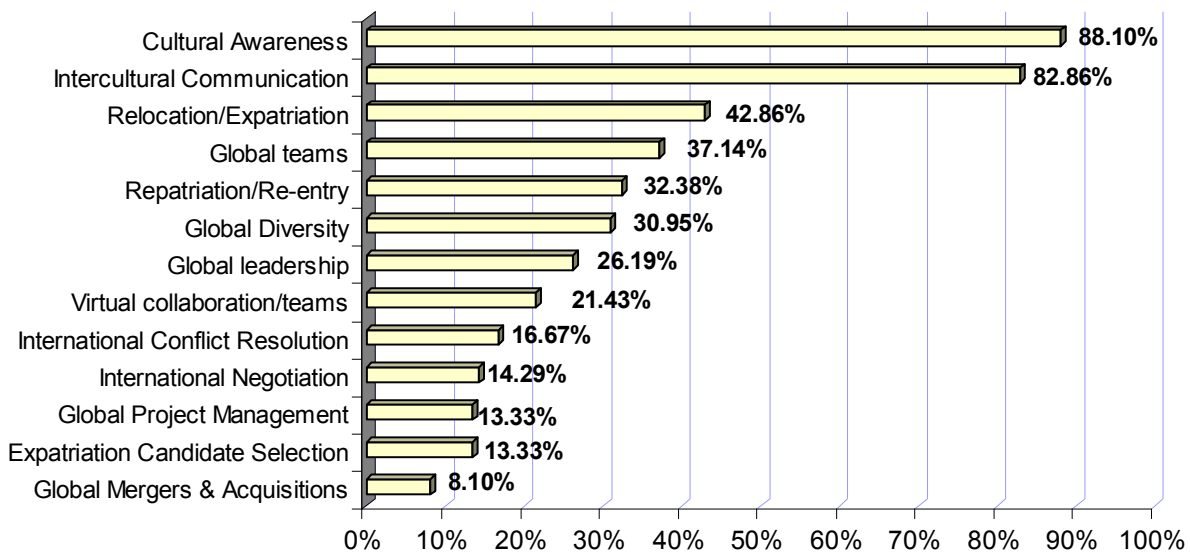
The vast majority of respondents (85.23%) worked in another field before becoming an intercultural professional [Figure 2.4]. Respondents hold a variety of subject-matter expertise, as shown in Figure 2.5, with the most commonly reported expertise being arguably also the most general ones: cultural awareness and intercultural communication. Of the more specific subject-matter expertise, respondents reported the highest levels of subject matter expertise in relocation/expatriation and global teams and the lowest percentage of subject matter expertise in global mergers and acquisitions, expatriate candidate selection, and global project management.

Figure 2.4: Previous Work in Other Fields



n=237

Figure 2.5: Subject-Matter Expertise



n=210

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Trainer Activities: Training Days, Preparation Time, Travel & Professional Development

A series of questions were also asked to those respondents who conduct trainings about their programs, travel and professional development activities. The findings presented in Table 2.6 paint a picture of the lifestyle of a typical intercultural trainer. Based on the averages reported in these findings, this individual would train somewhere between 5-7 days a month, spending 10 hour preparing for each training day, and generally hold training sessions that lasted two days. He or she would spend about 5 hours a week on marketing related activities, and for his/her professional development, each year, would read 3-5 books and attend between one to two professional development programs and conferences.

The range of responses to each of these questions also merits attention. While the average length of training program was two days, some respondents reported delivering half-day sessions, while others reported much longer average sessions (up to 2 weeks in length). Also, while one might assume that those doing intercultural work would be frequent travelers, most respondents reported taking less than two flights or long-haul trains taken each year at a domestic and international level. Though 12.8% reported 16 or more domestic flights or long-haul trains each year, this data shows that some intercultural trainers travel extensively while others do not.

Table 2.6: Average Trainer Activities

Training Programs	
Training days delivered per month	Average: 6.75 days Mode: 5 days Min: 0 days Max: 20 days
Length of training program	Mean: 2 days Min: 0.5 Max: 14
Time spent preparing for each training day	Mean: 10 hours Mode: 8 hr Min: 0.5 hr Max: 150 hr
Marketing Activities	
Hours per week spent on marketing activities	Average: 5 hours Mode: 0 hours (24 people)

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Min: 0 hours Max: 40 hours
Professional Development Activities
Books related to work read each year Majority: 3-5 (32.2%) Median: 6-8 Min: 0 (2.4%) Max: 16+ (12.3%)
Professional development programs each year Majority: 1-2 (71.8%) Min: 0 (17.2%) Max: 8-10 (1.0%)
Conferences attended Majority: 1-2 (58.2%) Min: 0 (5.2%) Max: 13-15(.5%)
Conferences presented at Majority: 1-2 (46%) Min: 0 (37%) Max: 13-15(.5%)
Travel
Domestic flights/long-distance trains taken for work annually Majority: 0/1-2 (20.4%) Min: 0 (20.4%) Max: 16+ (12.8%)
International flights/long-distance trains taken for work annually Majority: 0 (30.8%) – Slight 1-2 (30.3%) Min: 0 (30.8%) Max: 16+ (5.8%)

n=141

III. Tools and Methodologies of Interculturalists

This section looks at tools and methodologies used in intercultural training programs, analyzing frequency of use, perceived effectiveness, and popular tools in each category of instrument. As questions were posed only to those who reported conducting intercultural training, the total number of respondents for all questions in this section was 186 individuals.

Tools Currently Being Used by Interculturalists

Interculturalists surveyed who reported conducting training sessions said they most commonly use Models and Theories, Lectures and Presentations, and Storytelling and Example Giving, with over 1 in 3 trainers reporting they always use these three categories of tools in their trainings [Table 3.1]. Trainers least frequently used tools such as Sensitivity/T Group sessions, Journaling, Music, and Art, Poetry, and Dance.

Perceived Effectiveness of Tools

Table 3.2 highlights the perceived effectiveness of these different tool types, as reported by trainer respondents. Though such tools as models and such methods as presentations were most commonly used, Case Studies and Storytelling and Example Giving were considered the most effective, with over 80% of respondents considering these tools as either effective or highly effective. It is worth noting that above all others (perhaps with the exception of videos) these two tool types arguably give the most real-life application and context setting. The next closest in perceived effectiveness were simulations (71% rated as either effective or highly effective), role plays (68%), assessments & instruments (68%).

Though no tools were considered highly *ineffective* by any substantial number of people, checklists and tip sheets were considered the least effective by respondents (18% having considered them either somewhat ineffective, ineffective, or highly ineffective) though over 60% of respondents used these types of tools frequently at the least in their work. Other tools considered either somewhat ineffective, ineffective, or highly ineffective by at least 1 in 10 respondents were: music, online tools, and Sensitivity/T group trainings.

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Table 3.1: Frequency of Use of Various Tool Types

	Always	Almost Always	Frequently	Infrequently	Almost Never	Never
Models & theories	40.79%	18.42%	25.66%	9.87%	2.63%	2.63%
Assessments & Instruments	17.01%	19.73%	36.73%	17.01%	6.80%	2.72%
Simulations	14.86%	12.84%	28.38%	25.68%	6.76%	11.49%
Role plays	9.87%	19.74%	40.13%	19.74%	5.26%	5.26%
Case studies	22.44%	30.13%	31.41%	8.97%	3.85%	3.21%
Training games	12.93%	19.05%	32.65%	16.33%	8.84%	10.20%
Checklists & tip sheets	13.42%	15.44%	32.21%	22.82%	10.07%	6.04%
Sensitivity/T Group sessions	4.62%	5.38%	14.62%	26.15%	11.54%	37.69%
Online Tools	5.63%	10.56%	28.87%	31.69%	11.97%	11.27%
Lectures & Presentations	31.68%	28.57%	31.68%	4.97%	1.24%	1.86%
Journaling	2.21%	6.62%	17.65%	27.21%	19.12%	27.21%
Videos	7.38%	18.12%	31.54%	25.50%	9.40%	8.05%
Dance, art, poetry	0.00%	2.24%	11.19%	20.15%	34.33%	32.09%
Storytelling & Example Giving	33.12%	25.32%	27.92%	8.44%	1.95%	3.25%
Music	0.73%	6.57%	13.87%	27.01%	19.71%	32.12%

n=163

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Table 3.2: Perceived Effectiveness of Tool Types

	Highly effective	Effective	Somewhat effective	Somewhat ineffective	Ineffective	Highly ineffective	N/A / Don't know
Models & theories	21.57%	43.79%	25.49%	3.27%	0.65%	0.00%	5.23%
Assessments & Instruments	19.61%	48.37%	20.26%	3.27%	0.65%	0.65%	7.19%
Simulations	28.29%	42.76%	13.16%	2.63%	1.97%	0.00%	11.18%
Role plays	22.73%	45.45%	20.78%	1.95%	0.65%	0.65%	7.79%
Case studies	36.31%	52.23%	7.01%	0.64%	0.64%	0.00%	3.18%
Training games	20.55%	43.15%	16.44%	5.48%	0.68%	0.00%	13.70%
Checklists & tip sheets	8.11%	35.14%	30.41%	12.16%	4.05%	1.35%	8.78%
Sensitivity/T Group sessions	7.19%	23.02%	12.95%	5.04%	2.88%	2.16%	46.76%
Online Tools	5.59%	32.17%	30.07%	11.19%	0.70%	0.70%	19.58%
Lectures & Presentations	16.56%	44.59%	31.85%	4.46%	0.00%	0.64%	1.91%
Journaling	12.68%	23.94%	23.94%	5.63%	1.41%	0.00%	32.39%
Videos	16.22%	43.92%	24.32%	6.08%	2.03%	0.00%	7.43%
Dance, art, poetry	2.10%	18.88%	27.27%	6.99%	1.40%	1.40%	41.96%
Storytelling & Example Giving	40.67%	40.67%	12.67%	1.33%	0.00%	0.00%	4.67%
Music	2.11%	20.42%	23.24%	11.27%	3.52%	0.00%	39.44%

n=159

Examples of Tools Interculturalists Use in the Work

Respondents were also asked what actual tools they found to be highly effective in the categories of:

- Models & theories
- Assessments & Instruments
- Simulations
- Training games
- Online Tools
- Videos
- Other Exercises & Activities

Table 3.3 highlights some of the more commonly reported tools in each of these categories. However, some may find looking at the full lists of responses (Appendices C-I) useful as a means of identifying new and less traditional types of tools being used. For example, though many who do intercultural work have likely heard of iceberg model used to describe the nature of culture, models such as Tyler's Transcultural Ethnic Validity Model of Intercultural Competency or Sharon Ellison's Powerful Non-Defensive Communication may offer powerful alternatives and new approaches to intercultural work for those seeking to go beyond the more traditional models.

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Table 3.3: A Sampling of Specific Tools Commonly Reported in Different Categories

Models & Theories	Cultural Dimensions	Hofstede Trompenaars & Hampden-Turner Hall Kluckhohn and Strodbeck
	Learning & Development Models	Developmental Model of Intercultural Sensitivity (DMIS) Maslow
	Conceptual Models	U-Curve/W-Curve Iceberg D.I.E (Description, Interpretation, Evaluation)
Assessments & Instruments	Cultural Dimensions	Cultural Orientations Indicator (COI) Culture Active Argonaut Assessment Model of Freedom Hofstede Cultural Value Survey Cultural Ways of Working Culture in the Workplace
	Development	Intercultural Development Inventory (IDI)
	Conflict	Conflict Style Inventory
	Personality & Behavior	DiSC FiroB MBTI Insights Discovery
	Cultural Readiness	Cross-Cultural Adaptability Inventory (CCAI) IC Readiness Check
	Team	Parker's Team Player Survey International Team Trust Indicator
	Learning	Kolb's Learning Inventory
Simulations	Barnga BaFa BaFa	Ecotonos Redundancia
Training Games	Barnga Games by Thiagi	Diversophy
Online Tools	Cultural Navigator GlobeSmart Argonaut	Culture Wizard Culture Active What's up with Culture?
Videos	<i>Going International</i> <i>Intercultural Classroom</i>	General Movie Clips

IV. Future Research in the Field

Areas Cited as Being the Most Important Areas for Ongoing Research

When asked what research was needed for the future, interculturalists most strongly favored additional research around working in multicultural settings (54.49%) followed by research in the business value of intercultural training (51.12%) [Table 4.0]. Interculturalists showed similar support rates of between 42.13% and 49.44% for research on the role of culture in such applied topics as:

- Conflict resolution
- Teambuilding
- Leadership Strategies
- Virtual Collaboration
- Power, Politics and Influence

The topics that interculturalists surveyed did not feel as strongly were needed in the future were Culture in Negotiation at 34.27% and Models for Understanding Culture at 30.90%. Twenty-four respondents also provided write-in responses of other areas of research they felt needed in the field. These responses can be found in Appendix J.

As this same question was posed in the 2004 version of this study, a direct comparison of reported research needs can be made. As seen in Table 4.1, the one research area that had a dramatic change was that of culture in conflict resolution. While 72% of respondents in 2004 believed this was an area where additional research was needed, only 49% of 2007 respondents agreed; in 2004, culture in conflict resolution was the top voted area for research, but in 2007 there were no clear stand-out categories for additional research.

While the percentage of respondents who felt research in these areas decreased across most categories from 2004 to 2007, models for understanding culture was the one area where there was positive growth in reported need for research (2004: 27%, 2007: 34%).

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Table 4.0: Areas Where Research Is Needed the Most

Working in multicultural settings	54.49%
Business value of intercultural training	51.12%
Culture in conflict resolution	49.44%
Culture in teambuilding	46.07%
Culture in leadership strategies	44.94%
Culture in virtual collaboration	43.26%
Culture in power, politics & influence	42.13%
Models for understanding culture	34.27%
Culture in negotiation	30.90%
Other (please specify)	13.48%

n=178

Table 4.1: Comparison of Reported Research Needs 2004-2007

Topic Area	2004	2007	% Change
Culture in conflict resolution	72%	49%	- 23%
Working in multicultural settings	54%	54%	--
Culture in power, politics & influence	54%	42%	- 12%
Business value of intercultural training	53%	51%	- 2%
Culture in leadership strategies	52%	45%	- 7%
Culture in teambuilding	51%	46%	- 5%
Culture in virtual collaboration	49%	43%	- 6%
Culture in negotiation	39%	31%	- 8%
Models for understanding culture	27%	34%	+ 7%
Other (please specify)	16%	13%	- 3%

V. Advice for Newcomers

Top 18 Themes of Advice

When asked what advice they would give to newcomers to the intercultural field, respondents gave a variety of responses which were coded for themes. Table 5.0 below highlights the main themes that emerged. The number that follows in column two indicates the number of times this advice was suggested in the 122 write-in response. The top 5 themes are discussed in greater detail below.

Table 5.0: Top Advice for Newcomers

Main Theme	Frequency
Live and Work in Another Culture (Abroad)	46
Gain a Degree or Academic Background in Intercultural Topics	15
Gain Relevant Work Experience	14
Develop Core Intercultural Qualities	10
Be Able to Meet Client Needs; Speak Client Language	9
Attend Conferences	8
Practical tips	8
Read extensively and heavily	7
Know self and own experiences	7
Get out and talk with people, gain exposure	7
Develop expertise beyond intercultural	6
Training skills development	5
Develop a niche	5
Find a mentor	5
Do ongoing skill development, have a learning orientation	5
Build a network	4
Have passion for subject/be dedicated	4
Avoid generalizations, focus on 'new' approaches, tools	3

n=122

Live and Work in Another Culture (Abroad)

The clearest and most common piece of advice given to newcomers was to live, work, and really immerse oneself in another culture (most—though not all—suggested this should happen abroad). This was mentioned three times more often than the next most frequent piece of advice (getting a degree in the subject) and was encapsulated in such comments as:

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- *“Live, study/work, travel in at least a couple of locations foreign to your own (passport culture) for at least a few years, to determine if you can acquire a significant level of comfort for yourself before encouraging others to go forth and do the same.”*
- *“Immerse yourself in another culture(s) for as long as you can and speak the language”*
- *“Go abroad to a culture that is different from your own, and stay there long enough to go through the cycles of adjustment.”*
- *“Get some experience working abroad- it gives you credibility and allows you to put theory into practice.”*
- *“Get out and experience cultural life anyway possible, domestically or internationally”*
- *“Culture is a serious topic. Training in the intercultural field necessitate[s] experience with other cultures (more than a semester abroad). Choose a career plan which can take you overseas on a job before deciding on an intercultural career.”*
- *“There is no substitute for living abroad and being and feeling like a minority, a stranger. It is through being a stranger, that one can see one's own unconscious cultural background more clearly. When trying to understand the behaviors and words of others, try to discover the underlying values. Keep a notebook of critical incidents and learn from them!”*
- *“You should have lived abroad for at least 4-5 years!!!!”*

Gain a Degree or Academic Background in Intercultural Topics

Beyond living and/or working in another culture, respondents also strongly suggested the need for getting a theoretical and academic grounding in the subject matter, as evidenced by the following quotes:

- *“Get good theoretical education to be able to analyse what's happening around you, especially in working with intercultural groups.”*
- *“Have to master theory and practice together and have the motivation and desire for continuous learning.”*
- *“Get an education and experience. Get grounded in the theory, in the information and learn how to make it interactive and relevant to those you are consulting/training for.”*
- *“I am really glad I got my Master's Degree-I would highly recommend getting very specific training.”*

Gain Relevant Work Experience

The third most common piece of advice also concentrated on what kinds of experiences newcomers should build to prepare themselves for a career in the intercultural field, but with a focus on gaining work experience that allows professionals to relate to their clients and understand their industries and contexts. Comments included:

- *“In this global environment also business experience in several countries, in my opinion, is more important than a degree in intercultural relations.”*

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- *“Get practical experience in the industry you target. E.g., if you want to do intercultural training for the hotel industry, get a job in a hotel.”*
- *“My business background has been invaluable to me - gives me credibility with my clientele, which is corporate.”*
- *“Work for a few years as a manager in an international corporation.”*
- *“If someone is interested in doing intercultural work with corporations: I would highly recommend working for a company which perhaps, but not necessarily uses your intercultural knowledge and expertise. I think it is equally important to understand the corporate culture and be able to apply your intercultural knowledge to your clients situation as it is to have an opportunity to use your skills yourself.”*

Develop Core Intercultural Qualities

The fourth and fifth most commonly reported pieces of advice had to do with skills and qualities that professionals in the intercultural field need. In terms of qualities, many respondents recommended that newcomers assess themselves around core qualities needed for the job and continually developed these qualities:

- *“Be open-minded, be careful because you have a potentially dangerous tool in your hands.”*
- *“Have patience and observe who is most respected and why.”*
- *“Be flexible and open minded. Host an exchange student in your home.”*

Be Able to Meet Client Needs; Speak Client Language

In terms of skills, many respondents recommended intercultural professionals really focus on meeting client where he or she was at, meeting their needs, and translating concepts into relevant language:

- *“You need to understand where people are coming from, what the[y] expect.”*
- *“Go for it; stay passionate; combine on-going international/intercultural experience with study; focus on what the client most wants/needs; have fun with it.”*
- *“Be focused on your client's/participant's needs, not on yourself. Intercultural training should not be your own therapy.”*
- *“Know the language of business in order to speak to corporate clients (if applicable).”*

Additional Recommendations

Appendix K contains the full list of write-in responses, which many may find worth reading in detail, as it contains the advice of over 120 interculturalists on getting started in the field. While the main themes from these responses have been listed above, there were also a few responses which were more outlier responses and did not fall into these themes. Three such comments are below:

- *“This is a field that can't be taught independently of context, despite the increasing tendency to teach intercultural skills as delinked from a specific cultural context. Reflexivity skills alone are not enough: too much focus on the self*

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and not enough disengagement with the self to enable one to make a serious attempt to understand another's premises.”

- *“Don't [get started in the field]. It will be history soon and integrated into mainline courses/ business.”*
- *“Be honest with yourself - ignoring how many languages you speak and how countries you've visited and lived in, and how many years you've lived abroad - if you honestly believe that you have a real feel for the intercultural field (in similar way that music makes sense to a natural musician), then this could be the field of work for you.”*

These themes and quotes demonstrate the multitude of factors that facilitate a career in the intercultural field: a certain mindset, qualities and characteristics such as open-mindedness that are well suited for the field, knowledge, experience and the same skills that interculturalists hope to impart to others. While the necessary steps and qualifications may seem overwhelming, the importance of immersing oneself in another culture for an extended period of time was clear from respondents and—if these voices are any indication—should be considered a top priority for those entering the field.

VI. Top Challenges in the Field

The final research question of this study looked at the top challenges facing intercultural professionals today. Participants were asked an open-ended question around their opinion of the top challenges facing the field, with responses coded for themes. A summary of the major themes emerging from this question is below [Table 6.0], followed by a more detailed description of the top four themes.

Table 6.0: Top Ten Reported Challenges in the Field

Main Theme	Frequency
Establishing the value, return-on-investment for intercultural services (ROI)	31
Credibility of intercultural work generally	22
Need for new & more rigorous models, approaches	21
Professionalism of the field, dynamics of the field, 'walking the talk'	21
Communicating with clients and meeting their needs	12
Qualification of trainers and services	10
Issues in International Politics, Policy, Religion	9
Application of intercultural work to different contexts	8
Visibility of the field	6
Compensation rates	5

n=117

Establishing the Value of Intercultural Services

The most commonly cited challenge in the intercultural field, according to respondents, is establishing the value of intercultural services. Many respondents mentioned the difficulty in getting clients to understand the value and return on investment for intercultural services. They cited the lack of quantifiable data and research on the value of services and noted that this lack made it a challenge to create interest in intercultural services, help clients to see the relevance of intercultural work to their organizational challenges, and ultimately convince clients to partake in and pay for such services. Here is how a few respondents summarized the challenge:

“Legitimacy in objective and material societies that need figures hard to prove with figures the effectiveness of a training or the need for a training be accessed by larger parts of the employees of a company instead of the top managers only.”

“ROI - showing that's it more than a nice to have; more case studies of the REAL difference that intercultural interventions have had.”

“Lack of research establishing the business and financial value of our interventions.”

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“Convincing potential clients that it is worth the investment to hire me when they feel that they know it all because they have been working internationally for some time.”

“Getting buy-in from those who could benefit the most. Culture work is often an unsought good. It is difficult to measure how training can/will affect the bottom line.”

“The top challenges are the lack of quantitative data available that demonstrates the benefit to businesses and organizations of effective intercultural training.”

Credibility of Intercultural Work Generally

Related to the value of intercultural services, the credibility of intercultural work more generally was cited second most often by respondents. Respondents suggested that intercultural services were perceived sometimes as a nice-to-have rather than must-have service and noted less-than-positive perceptions of the legitimacy, necessity, and recognition of intercultural work. A few corresponding comments are below:

“Gaining credibility through training approaches that can be proved to work.”

“It is seen as a soft skill by the corporate sector, not seen as a critical skill yet.”

“I think it will always be the perceived notion that it is unnecessary.”

“Lack of appreciation of field.”

“To help the client understand that culture is of crucial importance from a strategic point of view.”

“Credibility and recognition - Most people don't know what we do, and many don't see it as relevant.”

Need for New and More Rigorous Models, Approaches

A number of respondents also believed that one of the top challenges in our field was out-dated models and approaches. Many highlighted the need for models, tools, and approaches that were more rigorous, less US and/or European mindset driven, and more up-to-date:

“We need to develop new models and theories that will serve our clients/students better than those currently at our disposal, and that go beyond categorising and labelling countries or geographical areas.”

“Getting out of old models and developing new ones.”

“We live in a constantly changing world and the reality is much more complex than even a decade ago. We can no longer stick to theories and models that were developed in the 50s or 80s. We need to question ourselves much more. We should not stop at identifying differences, comparing them and trying to understand each other in spite of the differences, or minimising them by saying we are all humans. It's time we tap into the potential of this diversity to make it an opportunity for growth for each. Let's get enriched by the differences. Many people are developing approaches and tools that go in this

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direction, but the weight of the 'Gurus' and traditional schools is so heavy that it's hard to hear the other ones. And the other ones don't have the marketing force that the big ones have."

"Develop local approaches that fit to local environments (any US tool that works for the US is not necessarily good somewhere else)."

"Not enough stellar interdisciplinary research."

"Theory is in early stages of development and new and more useful and predictive models needed."

Professionalism and Dynamics of the Field

Finally, the internal dynamics of the 'field' were also cited as a top challenge, with respondents noting the need for interculturalists to 'walk the walk and talk to the talk' more often and the importance of clearly defining, putting parameters on the profession, and organizing those that do intercultural work. The following quotes highlight 'field-focused' challenges cited by participants in the study:

"Professional haughtiness--developing humility, learning to be non-judgemental."

"Field is very wide - everything from expat relocation to academic research via cross-border acquisitions. Differentiation can be difficult. How do we accommodate all without dilution?"

"A sense of direction, am I going to the right direction? Since the field is composite of many different disciplines, and talking about basically implicit, intangible things, you have to check constantly whether you're on the right track, personally and professionally."

"Too many people fascinated by the field, but not willing to do the work to become proficient; those in the field who are really stuck in minimalism."

"It is a broad field drawing from many disciplines but there may not be as much sharing among cultures on the approaches. The split of SIETAR into regional, national, and local organizations does not help in promoting this dialogue, though it's logistically convenient."

"Lack of professional standards and a formal organization through which we might have a stronger voice."

"Knowing how to define itself as a profession."

Additional Commonly Cited Challenges

While the above described challenges were the most commonly reported ones, there were a number of other related challenges that were also mentioned with enough frequency to worth mentioning here. These six challenges are briefly described below. The full list of responses can also be found in Appendix L for those wishing to read about these challenges (or those described above) in more detail.

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1. Communicating with clients and meeting their needs.

The need to be able to work with clients (from *'gatekeepers to CEOs'*) and understand their needs (often, as one participant noted, *'in spite of clients often being unable to express them'*)—was cited by several participants. Communicating other aspects of intercultural work, from *'what intercultural training IS'* and *'striking a balance between honoring the complexity of culture and giving clients a model or patterns that they can work with at least to start'* were also noted as being challenges.

2. Qualification of trainers and services.

Strong opinions around the lack of qualification of trainers and services was also expressed. According to some surveyed, there are *'too many people doing their own thing unchecked'*, *'many people think they're well prepared because they've stayed abroad - while often they lack instruments to analyse and succeed in intercultural work teams'*, and there are *'trainers appearing all over the place who don't have a grounded knowledge and can do more harm than good sometimes'*. A few mentioned the lack of standards for calling oneself an intercultural professional, resulting in a field where *'anyone can read a book and make a presentation'* and where there are *'some charlatans... writing very simplistic things.'*

3. Issues in International Politics, Policy, Religion.

While most challenges mentioned thus far have focused on internal dynamics of the intercultural field, another frequently cited challenge interculturalists reported facing is in issues in politics, policy, and religion. Respondents noted the challenge of addressing *'religious differences'* and *'vertical power differences in society'* and *'working toward peace in an ever hostile atmosphere due to cultural conflicts.'* In the words of one, the top challenge in the intercultural realm is the *'inability to create change in political processes and conflict resolution styles.'*

4. Application of intercultural work to different contexts.

Another outwardly focused challenge noted was how we can apply intercultural work to different contexts, whether merging *'intercultural with organisational and professional cultural fields for business applications'*, working *'in partnership with international organizations such as the UN or the EU'*, or applying intercultural concepts *'effectively in a specific context (healthcare, business, ...).'*

5. Visibility of the field.

The visibility of the field runs parallel with the credibility of the field mentioned above, though speaks more to the general knowledge and prevalence of the field than confidence levels in the work done by interculturalists. A smaller number of people felt the top challenge was our visibility, commenting that *'most people don't think the intercultural profession exists,'* and that *'making the intercultural field more accessible to the general public, publishing articles in mainstream media, for example'* was needed.

6. Compensation rates.

Finally, and connected perhaps in part to the concern around the lack of standards in the field was a concern around a lack of standardized rates and a general belief in low pay in this field. In the words of respondents: there are *'unqualified, inexperienced persons offering low-quality services at low cost and*

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spoiling the credibility of knowledgeable, experienced (and better paid) genuine intercultural specialists'; a 'lack of adequate compensation for effort, knowledge and education required to do a job well'; and, 'still too many people doing it as a sideline/part time, so rates for subcontracting are low.'

Looking at these themes all together, and the intercultural field can certainly be said to be facing some true challenges. While a few themes were focused on the application of our work to different contexts and to deep issues around politics and religion, most focused on the real basic challenge of establishing the legitimacy of the field itself, the professionals who carry out the work, the tools that they use, and the value that they bring. No doubt these themes are not isolated, but interrelated. Establishing the business value of our services would certainly help increase the visibility and credibility of our field. So, too, would having new and more effective tools. Clearer value to clients, in turn, would help address challenges in compensation rates. And these internal dynamics are ultimately intertwined with other challenges as well. The more we are able to apply intercultural concepts to various contexts from health care to education, the more we are able to positively impact society by using intercultural tools to address the complexity of religion, politics, and power, the clearer will our value be and the more credible the field will become.

Comparison of Top Challenges 2004-2007

When asked this same question in the prior edition of this study, the following themes were the most frequently cited challenges in 2004 (listed in order of frequency of mention):

1. Developing new Intercultural Methods & Approaches
2. Recognized Value of Intercultural Interventions
3. Social Issues & Acceptance
4. State of the Field
5. Standards and Quality in the Field
6. Credibility of the Field
7. Opportunities and Work Environment

The one theme noted in 2004 that did not surface in 2007 as readily was the lack of opportunities to do intercultural work. In 2004, a number of participants highlighted the challenge of finding entry points as new trainers, finding work generally, and not earning enough money. Only the compensation component of this issue surfaced as a top cited challenge for respondents in 2007.

Work opportunities aside, and taking into account differences in semantics, the themes are remarkably similar. When comparing responses in detail, the main change is a shift in frequency of responses: the value of intercultural services was the second most common cited challenge in 2004, but number one in 2007; the application of intercultural concepts to greater social issues appears to have been more top of mind in 2004 than 2007. Yet the main themes remain.

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Given the above-noted interrelatedness of many of these themes, the ranking of these challenges is less important than recognizing that many of the same challenges facing the field in 2004 are still facing the field today. The progress that we have made in three years in addressing these challenges is therefore a subject worthy of ongoing consideration and discussion.

Expanded Discussion

Implications

A survey of this kind paints a picture of the many of the 'whats' of the intercultural world. Understanding the 'whys'—e.g. why we serve certain industries over others, why there are gaps in income levels, why so many challenges facing the field are internal ones—is a subject of speculation and interpretation. As the goal of this study was not to put forward personal views on the state of the field, but to profile the intercultural field and share the collective views of those who work in it, direct commentary on these findings has largely been avoided.

Nonetheless, the results of this survey can serve as a good spring board to prompt more informed discussions around dynamics within the intercultural field. Questions that can be discussed from these findings (some intentionally provocative) include the following:

- What accounts for the higher percentage of women in the intercultural field?
- Why is it that the majority of interculturalists surveyed are female, but the majority of authors and researchers cited in the tools are male?
- Given some of the dynamics of the field (e.g. the aging population of some of the founders of intercultural theory, the dominance of sole proprietorships which may limit opportunities for internships/jobs), what is the best way to help prepare the next generation for intercultural work?
- If the survey respondents are representative of the intercultural field in general, findings suggest the field is dominated by North American and European influences and there is a vast underrepresentation of certain regions. How can more balanced levels of representation, contribution, and influence be achieved in the intercultural field?
- Interculturalists earn a range of salaries, with roughly 1 in 4 earning less than €25,000, and slightly more than 1 in 4 earning €51,000 to €100,000. Years working in the field was not a predictor of salary. What else might be a predictor of income levels? Are salaries competitive and/or fair given the experience and background needed for intercultural work? Should salaries be higher? Lower?
- Why are trainers focusing on the private sector and academia more than the social economy (non-profits) and public sectors (government)? Is this a market driven trend or a result of having more credibility with these sectors? What else might account for these concentrations?
- Why are industries such as retail, commercial real estate and law enforcement not being served as readily by interculturalists? Is the demand not there or are these opportunity areas for growth for the intercultural field?
- What experiences best prepare individuals for working in this field? What is the minimum experience someone should have coming into this profession? Can one gain sufficient intercultural experience in one's own nation or is international experience necessary for work in this profession?

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- Interculturalists surveyed cited the need for new tools, methods and approaches for doing intercultural work. This survey also asked participants to cite which tools they find most effective in their work. Which of the tools listed by interculturalists offer the most cutting-edge approach to doing intercultural work? Which are outdated and need to be replaced?
- Interculturalists cited some serious challenges facing the field, from the lack of recognized value in our services to the general professionalism of the field and the lack of clear standards or qualifications for those who consider themselves interculturalists. These challenges were similar to those stated in 2004. In 2010, if these challenges are not addressed amidst an environment of rapid change and increasing globalization, what will this field look like?
- What is the future of the intercultural profession? How can we ensure we are moving collectively forward in the best interest of all those who work in the field?

Use of this Research

Beyond using this research as a discussion piece, the potential uses for this survey information will depend on the reader. Results can help provide:

1. An overview of the field for new entrants that can be used in combination with mentoring or coaching to establish areas for future concentration and work.
2. Background on the field and the industries served to help sell intercultural services.
3. Direction for future areas of research and tool development.
4. Themes and issues to shape future conferences and initiatives.
5. Data points for individuals doing intercultural work to compare themselves.
6. A profile of the intercultural field for those studying and/or documenting the history and progress of the field.

Survey Limitations

The survey reach was limited by technological and language barriers as well as terminology. Respondents were required to have online access and be relatively fluent in the language of the study, English. Response rates for individual items on the survey dropped as the survey proceeded. While 100% of respondents answered the first question, response rates were closer to 75% toward the end of the survey. This may be a result of a combination of factors, including the survey logic, survey fatigue and sensitive questions (demographic questions were at the end). Nonetheless, improving the readability of the survey as well as ensuring questions are mutually exclusive and exhaustive may help in future response rates.

Further Research

The logical next step in this on-going analysis of the field would be to extend the survey to others not covered in the initial target population and to other language groups in order to get a more in-depth profile of the intercultural field. In addition, given the size and scope of this study, it may prove worthwhile to choose a smaller target group (e.g. intercultural trainers vs. all who do intercultural work) and go deeper in the analysis. The trade-

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off between depth and breadth must always be considered. Moving forward, it is worthwhile to repeat this study at regular intervals in order to get a longitudinal analysis of the field and see trends in the field over a number of years.

Additional Tabulations

A variety of additional cross-tabulations can be run with this survey data to identify additional trends at a more detailed level. Cross-tabulations might reveal patterns between such factors as income levels and amount of travel, geographic location and choice of intervention methods, or years working in the field and industries served. Those interested in running such filters are encouraged to do so using the raw data being made available for this purpose.

Conclusion

This report has aimed to profile the intercultural profession and provide a snapshot of who interculturalists are, how and where they work, and what challenges they face today. Newcomers will hopefully have benefitted from the advice of over 120 professionals on getting started in this field. Established trainers have been able to compare their daily rates to the averages presented herein and perused the extensive list of traditional and new tools cited in this report as being highly effective. Researchers and students should have found interest in those areas where future research is being sought by intercultural professionals.

Finally—and perhaps most significantly—this report has painted a portrait of the intercultural profession and highlighted challenges that threaten the livelihood of the profession and have been doing so for the last three years. If left unaddressed in this increasingly complex and global environment, the repercussions will likely be devastating. It is imperative that the intercultural community take action to establish its value, gain credibility, develop new tools and approaches, and address internal dynamics of the field that stymie its growth.

APPENDIX A: Survey Invitation

Dear interculturalists

Three years ago, I conducted a survey with colleague George Simons that profiled the 'intercultural field', looking at such aspects as:

- Who are we? A profile of the background, education and activities of intercultural workers
- How do we work? Awareness of the theories and tools that practitioners currently use and prefer in their work
- Where are we going? An indication of career opportunities and how the intercultural field will develop in coming years

The results provided an interesting snapshot of the field and proved useful for new interculturalists to understand the field and seasoned interculturalists to map out their position within it.

I am now conducting an updated version of this study to compare how the field has changed and what the NEW 'snapshot' of our field looks like. The findings from this survey will be presented at the upcoming 2007 SIETAR USA conference and will also be made available in report format.

Here's therefore what I'd like to ask of you:

1. If you do cross-cultural or intercultural work, I'd like to invite you to take this survey at: http://www.surveymonkey.com/s.aspx?sm=vzLMpb9GVRMCPft5_2bssWtA_3d_3d .
(You may need to cut and paste this link into a new browser).

For the purposes of this study, 'intercultural work' is defined as work that focuses on the subject of culture and aims to facilitate communication and interaction across cultures. It may involve, though is not limited to, such activities as teaching, training, and consulting.

2. Please pass this invitation on to your own networks so we can reach as many people who do intercultural work as possible.

To thank you for your time and effort, at the end of the survey you will find instructions on receiving a copy of the results.

Thank you all for this collective effort to shed light on our field and the way we work.

Kind regards,
Kate Berardo
Founder, Culturocity.com
"Come Grow Your Global Mind"

APPENDIX B: Survey Instrument

Below is a copy of content of the 29-item online questionnaire that was used as the survey instrument.

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1. Introduction

1 / 9 11%

This survey is individuals who do intercultural work. For the purposes of this study, 'intercultural work' is defined as work that focuses on the subject of culture and aims to facilitate communication and interaction across cultures. It may involve, though is not limited to, such activities as teaching, training, and consulting.

The results of this survey will give you (and the people you work with) the following information:

- **Who are we?** A profile of the background, education and activities of intercultural workers
- **How do we work?** Awareness of the theories and tools that practitioners currently use and prefer in their work
- **Where are we going?** An indication of career opportunities and how the intercultural field will develop in coming years

This survey should take about 20 minutes to complete. Please be as thorough and objective as you can in your answers. Your answers will be recorded anonymously.

To thank you for your efforts in this survey, I would like to offer to send you the findings after the survey has closed and been analyzed. At the end of the survey you will find instructions on how to get your copy of the results. In order to maintain your confidentiality, I will keep your request for results separate from your survey responses. Again, thank you for your time. No doubt you are a busy professional, so let's get started!

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2. Background & Preparation

2 / 9
██████████
22%

1. How long have you worked as a professional in the intercultural field?

2. Did you work in another field or profession before coming to the intercultural field?

No

Yes

3. Please indicate any academic preparation you have had for your work in this field:

	Training, Coaching, Consulting	Intercultural or International Studies	Psychology, Anthropology, Sociology	History, Political Science, Healthcare	Linguistics, Language, Literature, Communications	Engineering, Physics, Applied Sciences	Business, Economics, Marketing	Arts Architecture, Drama	Music, Philosophy, Religion	Theology
Professional Program/Workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Certificate/Diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Masters degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doctoral degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input style="width: 100%;" type="text"/>									

4. Do you consider yourself any of the following? (check all that apply)

<input type="checkbox"/> Adult TCK (Third Culture Kid)	<input type="checkbox"/> Child of an Intercultural Partnership/Marriage
<input type="checkbox"/> Immigrant	<input type="checkbox"/> Global Nomad (spent many developmental years in 1+ countries outside passport country)
<input type="checkbox"/> Child of 1st Generation Immigrant	<input type="checkbox"/> Influenced by 3+ years of living abroad
<input type="checkbox"/> In an Intercultural Partnership/Marriage	<input type="checkbox"/> None of the Above

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3. Professional demographics

3 / 9 33%

Please tell us about your involvement in the intercultural profession:

5. What is your primary job title? (please select only one)

<input type="radio"/> Coach	<input type="radio"/> Intern	<input type="radio"/> Student
<input type="radio"/> Consultant	<input type="radio"/> Interculturalist	<input type="radio"/> Training Manager
<input type="radio"/> Facilitator	<input type="radio"/> Mediator	<input type="radio"/> Trainer
<input type="radio"/> Human resources professional	<input type="radio"/> Professor	
<input type="radio"/> Instructional designer	<input type="radio"/> Retired	
<input type="radio"/> Other (please specify)		

6. I primarily work for a/an:

- Academic Institution
- Government Agency / Institution
- Non Profit
- Partnership
- Privately Held Company (3-50 employees)
- Privately Held Company (51-100 employees)

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- Privately Held Company (100+ employees)
- Publicly Held Company
- Sole Proprietorship (self-employed, independent/subcontractor)
- Other (please specify)

7. What percentage of your work is done: (Must total 100%)

- % Alone (research, analysis, writing, design, planning, etc.)
- % Face-to-face with individuals
- % Face-to-face with groups
- % Virtually with individuals (phone, email, fax, online tools)
- % Virtually with groups (telephone or videoconference, chat, forums, elearning)

8. What is your individual annual salary or net income? Please report your approximate salary/income in EUROS.

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4. Your Influences & Focus

4 / 9

44%

9. What academic fields do you draw most from in your work? Please list your TOP Three Influences.

Top 3 Influences

- Top Influence:
- Second Influence:
- Third Influence:
- Other(s) (please specify)

10. In an average year, how many:

- ...books (related to your work) do you read?
- ...conferences do you attend?
- ...conferences do you present at?
- ...professional development programs do you enroll in?
- ...domestic flights/long-distance trains do you take for work?
- ...international flights/long-distance trains do you take for work?

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11. What is/are your subject matter expertise (SME)? (Check all that apply)

<input type="checkbox"/> Cultural Awareness	<input type="checkbox"/> Global Project Management	<input type="checkbox"/> Relocation/Expatriation
<input type="checkbox"/> Expatriation Candidate Selection	<input type="checkbox"/> Global teams	<input type="checkbox"/> Repatriation/Re-entry
<input type="checkbox"/> Global Diversity	<input type="checkbox"/> Intercultural Communication	<input type="checkbox"/> Virtual collaboration/teams
<input type="checkbox"/> Global leadership	<input type="checkbox"/> International Conflict Resolution	
<input type="checkbox"/> Global Mergers & Acquisitions	<input type="checkbox"/> International Negotiation	
<input type="checkbox"/> Other (please specify)		

12. If you do culture-specific work, what are the cultures you most frequently focus on (up to three)?

Top Culture of Focus:

Second Culture of Focus:

Third Culture of Focus:

13. Do you provide intercultural training (individual or group) in your work?

Yes No

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5. Intercultural Training

5 / 9 ████████████████████ 56%

14. What percentage of your work is in the following sectors? (Must total 100%)

% Private (For-profit)	<input type="text"/>
% Social economy (Non-profit)	<input type="text"/>
% Public (Government)	<input type="text"/>
% Academic	<input type="text"/>
% Other	<input type="text"/>

15. What industries do you primarily serve? (Check all that apply):

<input type="checkbox"/> Accounting	<input type="checkbox"/> Farming	<input type="checkbox"/> Non-Profit Organizations
<input type="checkbox"/> Apparel & Fashion	<input type="checkbox"/> Financial Services	<input type="checkbox"/> Outsourcing/Offshoring
<input type="checkbox"/> Automotive	<input type="checkbox"/> Food & Beverages	<input type="checkbox"/> Pharmaceuticals
<input type="checkbox"/> Aviation & Aerospace	<input type="checkbox"/> Government	<input type="checkbox"/> Primary/Secondary Education
<input type="checkbox"/> Banking	<input type="checkbox"/> Higher Education	<input type="checkbox"/> Public Relations and Communications
<input type="checkbox"/> Biotechnology	<input type="checkbox"/> Hospital & Health Care	<input type="checkbox"/> Religious Institutions
<input type="checkbox"/> Broadcast Media	<input type="checkbox"/> Information Technology and Services	<input type="checkbox"/> Renewables & Environment
<input type="checkbox"/> Commercial Real Estate	<input type="checkbox"/> Insurance	<input type="checkbox"/> Research
<input type="checkbox"/> Computer Related	<input type="checkbox"/> International Trade and Development	<input type="checkbox"/> Retail
<input type="checkbox"/> Construction	<input type="checkbox"/> Law Enforcement	<input type="checkbox"/> Staffing and Recruiting
<input type="checkbox"/> Consumer Goods	<input type="checkbox"/> Legal Services	<input type="checkbox"/> Study Abroad Organizations
<input type="checkbox"/> Education	<input type="checkbox"/> Marketing and Advertising	<input type="checkbox"/> Telecommunications
<input type="checkbox"/> Entertainment	<input type="checkbox"/> Military	
<input type="checkbox"/> Events Services	<input type="checkbox"/> Museums and Institutions	

Other (please specify)

16. Please estimate the following. Leave the answers blank if they do not apply to you.

Average <i>length</i> of programs (in days):	<input type="text"/>
Average <i>time spent preparing</i> for each training day in a session(in hours):	<input type="text"/>
Average <i>training days delivered per month</i> (in days):	<input type="text"/>
Average <i>hours per week spent on marketing activities</i> :	<input type="text"/>
Average <i>rate you charge a client directly per day of work</i> (please indicate the currency! (e.g. EURO, GBP, USD, JPY)):	<input type="text"/>
Average <i>rate you are paid per day of work when subcontracting</i> (working for another consultancy)(please indicate the currency! (e.g. EURO, GBP, USD, JPY)):	<input type="text"/>

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6. Intercultural Tools

6 / 9
67%

Please tell us about the tools you use in your intercultural work.

17. How often do you use the following tools in your work?

	Always	Almost Always	Frequently	Infrequently	Almost Never	Never
Assessments & Instruments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checklists & tipsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dance, art, poetry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journaling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lectures & Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Models & theories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Role plays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity/T Group sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Storytelling & Example Giving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Training games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Please rate how effective you perceive these tools to be for intercultural education:							
	Highly effective	Effective	Somewhat effective	Somewhat ineffective	Ineffective	Highly ineffective	N/A / Don't know
Assessments & Instruments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checklists & tipsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dance, art, poetry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journaling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lectures & Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Models & theories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Role plays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity/T Group sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Storytelling & Example Giving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Please list the specific tools you consider to be highly effective for each category:							
Models & theories:	<input type="text"/>						
Assessments & Instruments:	<input type="text"/>						
Simulations:	<input type="text"/>						
Training games:	<input type="text"/>						
Online Tools:	<input type="text"/>						
Videos:	<input type="text"/>						
Other Exercises & Activities:	<input type="text"/>						
<input style="border: none; background-color: #ccc; padding: 2px 10px;" type="button" value=" << Prev "/> <input style="border: none; background-color: #ccc; padding: 2px 10px;" type="button" value=" Next >> "/>							

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7. The Future of the Intercultural Field

7 / 9 78%

20. What experiences do you feel were most beneficial to your intercultural work? Please put the following experiences/qualifications in their order of importance by ranking them from most important (1) to least important (7).

	1 - Most Important	2	3	4	5	6	7 - Least Important
Formal studies in an intercultural field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross-cultural relationships (friends/significant other)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel & tourism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International business experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a diverse cultural heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience living abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal training in OD, coaching, training, facilitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. What advice would you give to a person interested in starting to work in this field?

22. In what areas is research needed the most in the intercultural field? (Check all that apply)

<input type="checkbox"/> Culture in virtual collaboration	<input type="checkbox"/> Models for understanding culture
<input type="checkbox"/> Working in multicultural settings	<input type="checkbox"/> Culture in power, politics & influence
<input type="checkbox"/> Culture in leadership strategies	<input type="checkbox"/> Culture in conflict resolution
<input type="checkbox"/> Culture in teambuilding	<input type="checkbox"/> Culture in negotiation
<input type="checkbox"/> Business value of intercultural training	
<input type="checkbox"/> Other (please specify)	

23. What are the top challenges facing the intercultural profession today?

24. Please answer the following:

Who do you consider to be the most influential interculturalist (still living)?


If given the opportunity, what 2-3 topics/areas would you most like to discuss with this person?

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8. Personal demographics

8 / 9  89%

Please provide us with the following information:

25. Gender:

26. My age is:
 18-25 26-35 36-50 51-65 66+

27. Nationality and Geographical Location:

Primary Nationality

Dual Nationality

Where you currently Live

28. Which SIETAR(s) do you currently belong to?

<input type="checkbox"/> I am not a SIETAR member	<input type="checkbox"/> SIETAR Ireland	<input type="checkbox"/> SIETAR Turkey
<input type="checkbox"/> SIETAR Austria	<input type="checkbox"/> SIETAR India	<input type="checkbox"/> SIETAR UK
<input type="checkbox"/> SIETAR Canada	<input type="checkbox"/> SIETAR Japan	<input type="checkbox"/> SIETAR USA
<input type="checkbox"/> SIETAR Europa	<input type="checkbox"/> SIETAR Middle East	<input type="checkbox"/> Young SIETAR

<input type="checkbox"/> SIETAR France	<input type="checkbox"/> SIETAR Netherlands
<input type="checkbox"/> SIETAR Germany	<input type="checkbox"/> SIETAR Spain
<input type="checkbox"/> Other SIETAR (please specify)	

29. I am also a member of the following professional affiliations (check all that apply):


- None
- American Society for Training & Development (ASTD)
- Association of International Educators (NAFSA)
- International Association for Intercultural Research (IAIR)
- International Association for Languages and Intercultural Communication (IALIC)
- International Coach Federation (ICF)
- NTL Institute
- Society for Human Resource Management (SHRM)
- Teachers of English to Speakers of Other Languages (TESOL)
- Other (please specify)

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9. Thank You!

9 / 9  100%

Thank you for your time and effort on this collaborative work.

My thanks also to Maria Jicheva, Darla Deardorff and George Simons for their review and feedback on this survey design.

NOTE: Once you submit this survey, you will be directed to a special page on Culturocity's website where you can enter your email address to receive the survey results when they are compiled and analyzed.

To protect your confidentiality and anonymity, there is no link between your survey and the survey results sign-up page.

[<< Prev](#) [Done >>](#)

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APPENDIX C: List of Reported Highly Effective Models & Theories

Please list the specific tools you consider to be highly effective for each category:	
#	Comment
1.	Learning progression, Cultural Dimensions
2.	Work by Triandis; Hall; Kluckhohn; INDCOL models; Tyler's Transcultural Ethnic Validity Model of Intracultural Competency
3.	Marshall Singer's Perceptual Approach to Identity; Sharon Ellison's PNDC (Powerful Non-Defensive Communication)
4.	iceberg model for its simplicity, dimensions, cultural standards, theories of Hofstede, Hall, Trompenaars
5.	STORY-TELLING, EXAMPLES
6.	with some reserve I would say Trompenaars
7.	lectures and presentation, group work
8.	Cultural Detective
9.	Model of Freedom, Competing Values Leadership, Trompenaars, Hofstede
10.	Hofstede, Trompenaars, Schein
11.	Intrapsychic model of intercultural proficiency
12.	Lewis Model
13.	Hofstede
14.	the Full Potential Approach
15.	cultural iceberg, life world model, dülfer's model on environmental layers,
16.	Pollack, VanReken
17.	DMIS, cultural competency model
18.	Maslow
19.	U-curve, etc.
20.	Bennett Model
21.	Hofstede
22.	DMIS model
23.	Various differing Theories of ICT
24.	High/Low Context, Development of Intercultural Sensitivity (Bennett), Kluckhorn & Strodbeck, Change Management, (7 Dimensions) Trompenaars & Hampden-Turner
25.	Hofstede, Trompenaars, Iceberg
26.	Hofstede, Kluckhohn + Strodbeck+ Trompenaars, Hampden Turner etc..
27.	Kluckhohn, Hofstede, Trompenaars
28.	lecture and presentation
29.	Gudykunst's model of intercultural communication, E. Stewart's definitions and distinction of values and assumptions, Kluckhohn and Strodbeck's values orientations, M. Bennett's IDI, theories of identity and social identity, etc.
30.	DMIS, W-curve (with caveats), contact hypothesis
31.	Trompenaars, Hofstede, Hall
32.	all classic
33.	Hofstede, World Values Survey
34.	Schwartz and Hofstede research
35.	Iceberg theory, Hofstede, Hall, Craig Storti
36.	Edward Hall, Ting-Toomey, Hofstede

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37.	DMIS, iceberg, conflict styles
38.	W-curve, Hofstede's Cultural Dimensions, Kluckhohn & Strodtbeck's Value Orientations
39.	Intercultural Sensitivity
40.	Grid and Group
41.	Geert Hofstede's Cultural Dimensions
42.	DMIS
43.	Ethnography
44.	DMIS
45.	Cultural Value Dichotomies and D-I-E
46.	Kluckhohn and Strodtbeck Trompenaars Hofstede Proulx
47.	Cultural Dimensions, Iceberg, High/Low Context Com.
48.	Maslow, Hall, M. Bennett
49.	Cultural Dimensions, Cultural Adaptation,
50.	Iceberg, DIE, Kohl's Values Continuum
51.	The work of Hofstede, Trompenaars, Storti
52.	DIE
53.	We use many different ones depending on the training
54.	from Golden to Platinum Rule; Intercultural Models of Development
55.	Hofstede, Trompenaars, LHDI, Lewisewis, etc.
56.	Lectures
57.	Ethnocentrism/Nancy Adler(Culture)/Hofstede & Trompenaars
58.	an amalgam or synthesis of existing theories
59.	Specific intercultural and business theories
60.	standard communication theories, Trompenaars, Hofstede,
61.	Bennett Sensitivity Model
62.	Hofstede's 5 Dimensions and the Development Model for Intercultural Sensitivity
63.	5-D Model of Hofstede
64.	Hofstede's 5 D model
65.	Face negotiation theory, Uncertainty reduction theory
66.	Jungian psych - Myers Briggs, Adult learning theory, Johari window, Hofstede's models/constructs
67.	18 not filled in; as it regards the total picture; we offer intercultural management courses and then one does need a model in order to categorize complex reality
68.	DMIS, Kolb Learning Styles, Achieving Styles - Leaderships work
69.	Hofstede Model
70.	Trompenaars 7 dimensions, Hofstede, Globesmart
71.	hofstede hall d'Iribarne
72.	Trompenaars 7 cultural elements
73.	Hofstede; Bennett
74.	DMIS
75.	Maslow, Stages of a Group's Life, EE, Learning Styles
76.	culture metaphors

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APPENDIX D: List of Reported Highly Effective Assessments and Instruments

Please list the specific tools you consider to be highly effective for each category:	
#	Comment
1.	Argonaut Assessment
2.	DISC, OAI
3.	OAI; CCAI
4.	David Matsumoto's ICAPS
5.	assessment center (to measure the adequation between a candidate and a job), evaluation before and after a training
6.	Cultural Orientation Indicator
7.	Model of Freedom, Int'l Team Trust Indicator
8.	IDI
9.	IDI
10.	Culture Active
11.	Hofstede cultural value survey, Intercultural Readiness Check, DISC
12.	parker's team player survey
13.	internal, self created
14.	IDI,
15.	survey tools (such as Survey Monkey)
16.	No specific ones on the top of my head.
17.	Intercultural Conflict Scale (Mitch Hammer)
18.	Learning, communication, and conflict styles
19.	IDI
20.	IDI, Kolb's learning inventory , CSI,
21.	Managing Across Cultures: Cultural Ways of Working
22.	little experience with these
23.	OAI, DISC
24.	LSI IDI Conflict Style Inventory
25.	IDI, LSI, CSI,
26.	Checklist
27.	IDI, CCAI, Intercultural Conflict Styles Inventory
28.	Culture in the Workplace, IDI, ICSI, DiSC
29.	Intercultural Readiness Check, Multic. Pers. Questionnaire
30.	IDI, ICI, others
31.	DISC
32.	IDI
33.	IDI
34.	IDI
35.	X
36.	IDI, ICSI, MBTI,
37.	IDI, Kohl's Learning Styles, Intercultural Conflict Styles Inventory
38.	IDI

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39.	IDI
40.	DISC, MBTI, COI, Firo-B
41.	DMIS, Conflict Styles Inventory, Hi-Low Context Inventory
42.	OAI, CCAI, BSAT
43.	DISC
44.	SAGE, CCAI, Organization & Culture Questionnaire
45.	TOEIC; TOEFL
46.	We use many different ones depending on the training
47.	DISC, Cultural Compass
48.	myers-briggs type indicator
49.	TIP
50.	IDI
51.	cultural active test Lewis
52.	Intercultural Development Inventory (c)
53.	Intercultural Readiness Check
54.	Intercultural Readiness Check
55.	Intercultural Action and Beliefs
56.	Argonaut, Myers Briggs, TIP, some 360 degree
57.	IDI, ASI, KOLB
58.	TIP by Worldworks
59.	Idi
60.	IDI, Insights Discovery
61.	NST, Argonaut
62.	cultural self-awareness assessments

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APPENDIX E: List of Reported Highly Effective Simulations

Please list the specific tools you consider to be highly effective for each category:	
#	Comment
1.	Baraga, Redundancia
2.	BaFa; Barnga
3.	Moorehead Kennedy's Hostage Crisis Simulation
4.	business meetings, dialogues
5.	SENSITIVITY
6.	I design my own simulations
7.	custom created
8.	don't use much
9.	the ones we created
10.	own role plays
11.	internal, self created
12.	Redundancia
13.	Various
14.	Redundancia; Minoria/Majoria
15.	Ecotonos, Hellotia,
16.	Managing Across Cultures: Cultural Ways of Working
17.	Ecotonos
18.	Barnga, Ecotonos + others we have invented
19.	Barnga, Ecotonus, Archie Bunkers
20.	Games
21.	Bafa Bafa, Redundancia
22.	Barnga
23.	specific per situation
24.	albatros - yellow & blue – interview
25.	Barnga, BafaBafa type of simulations
26.	The Owl
27.	Ecotonas
28.	BARNGA
29.	BaFa, BaFa, Barnga
30.	east/west, bafa bafa
31.	Ecotonos and BaFa BaFa
32.	Barnga, Bafa bafa, alpha and omega...
33.	none specific
34.	BaFa-BaFa, Ecotonos, StarPower
35.	Redundancia, Ecotonos, Barnga
36.	Redundancia, Barnga
37.	We use many different ones depending on the training
38.	BARNGA/ ECOTONOS

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39.	self developed role plays and simulations
40.	Create my own
41.	Derdians
42.	Any derivative of Bafa Bafa
43.	Barnga
44.	Barnga
45.	Staff Allocation Exercise
46.	BaFa BaFa
47.	my own design
48.	Barnga
49.	BARNGA
50.	Barnga
51.	ECOTONOS, BaFa BaFa
52.	NST

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APPENDIX F: List of Reported Highly Effective Training Games

Please list the specific tools you consider to be highly effective for each category:	
#	Comment
1.	Piglish
2.	find out the cultural values of an imaginary culture played in front of you
3.	MODELS, AWARENESS
4.	I design my own games
5.	Diversophy
6.	Barnga
7.	Barnga
8.	don't use much
9.	Barnga
10.	Barnga. Tanager. some we created
11.	Barnga
12.	Various
13.	Customized
14.	Barnga,
15.	Many. However, Contractor and their clients do not allow enough time to use them.
16.	Toothpicks + others
17.	Barnga
18.	Idem
19.	team building games
20.	DIE, Group Bias Exercise, Conversational Concerns
21.	The Parable, role-plays
22.	Barnga
23.	Bafa Bafa
24.	Stereotype wall
25.	Barnga
26.	Barnga
27.	?
28.	BARNGA
29.	We use many different ones depending on the training
30.	Various
31.	quiz based on M. Bennett's developmental model
32.	BARNGA (often revised by me)
33.	Barnga
34.	Barnga
35.	Barnga
36.	Quizzes
37.	my own design
38.	Barnga

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39.	Barnga, Pumping the colors
40.	Diversophy
41.	anything from Thiagi, Theatre of the Oppressed, EE
42.	card games, e.g., Bafa Bafa
43.	Colorblind
44.	Barnga

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APPENDIX G: List of Reported Highly Effective Online Tools

Please list the specific tools you consider to be highly effective for each category:	
#	Comment
1.	Argonaut
2.	Don't use
3.	e-learning, forums
4.	custom created
5.	don't use much
6.	Culture Active
7.	n.a.
8.	http://www.state.gov/m/psi/tc/ http://www.aaie.org/ http://www.edchange.org/multicultural/activityarch.html http://www.state.gov/m/a/os/
9.	cultural Navigator
10.	DoD-provided/funded Relocation databases; local area web sites
11.	Homegrown online preparation tool
12.	Cultural Orientation Guide
13.	None
14.	Culture Wizard
15.	A fish out of water
16.	IDI
17.	internet, DIA
18.	Argonaut
19.	Culture in the Workplace IDI, DiSC
20.	websites with specific info on countries
21.	Culture Wizard
22.	What's Up with Culture
23.	Bruce laBrack: what's up with culture
24.	Cultural Navigator by TMC
25.	many and varied
26.	Globesmart
27.	We use many different ones depending on the training
28.	culturegrams.com
29.	TMA Country Navigator (good for Expats!)
30.	questionnaire's, intercultural information websites
31.	COI
32.	our own elearning programme
33.	Argonaut
34.	Moodle
35.	Argonaut
36.	VAK and MI diagnostics
37.	virtual room for cooperative learning

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APPENDIX H: List of Reported Highly Effective Videos

Please list the specific tools you consider to be highly effective for each category:	
#	Comment
1.	country videos
2.	Haven't used videos lately; use art videos when doing art and culture workshops
3.	Regge Life's Video Series: Struggle and Success; Doubles; After America, After Japan
4.	when you let your group make a video on cross-cultural conflicts they collected after asking third parts
5.	Clips of actual films
6.	Developing People Internationally
7.	A girl like me
8.	commercial clips
9.	n.a.
10.	Various
11.	BRATS; local community videos; JNTO videos
12.	NA
13.	Jane Elliott's video used with care
14.	Celebrating what's right with the world
15.	none (contractor does not supply)
16.	South Africa specific
17.	A world of work, Intercultural classroom, going international + a selection of films
18.	Going International, Intercultural Classroom, A place Divided, A World of Difference
19.	The intercultural classroom
20.	varied realia (movie clips, etc.)
21.	"Culturas Cara a Cara"
22.	a few
23.	movies from the specific culture
24.	German Coast Guard to show task orientation
25.	Intercultural Classroom
26.	From commercial films dealing with cross-cultural issues
27.	Color of Fear, CRASH
28.	X
29.	Chairy Tale
30.	Wes Kim - Vision Test; movie excerpts
31.	Films
32.	none specific
33.	Hollywood movie excerpts
34.	Used to use Terra Cognita & Clío Awards
35.	Doing Business in ..., Talking Canadian..., any recent & relevant material on target country
36.	Going International
37.	We use many different ones depending on the training
38.	Going international (too old, good, looking for new ones!)

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39.	Henry V British sitcoms Billy Eliot
40.	main line films
41.	Japanese Story, Bend it like Beckham
42.	Commercials
43.	Commercials, not specific
44.	All manner of popular videos as case study
45.	The Transnational Team
46.	advertising TV spots & film cuts
47.	diversity at Bull
48.	The Intercultural Classroom; Better Together than Apart
49.	Meridian Resources
50.	multicultural meeting

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APPENDIX I: List of Reported Highly Effective Other Exercises and Activities

Please list the specific tools you consider to be highly effective for each category:	
#	Comment
1.	Thiagi activities
2.	stress exercise
3.	PERSONAL NOTES ONLY
4.	Many that are mentioned in the Intercultural Sourcebook such as Draw a House and Intercultural Encounter
5.	Reflective experiential learning through field work
6.	interviews of migrants (credible, interactive, lively and turns the learner into a researcher)
7.	Interviewing
8.	Role Play, Dialogues,
9.	local community walking tours (practical/functional living; historical; general sightseeing)
10.	Various
11.	Customized
12.	Storti's critical incidents and Brislin's XC dialogues
13.	Too many to list
14.	Too numerous to mention
15.	Cross-cultural/contrast analysis from A.R. Wight/E.Stewart because it allows to have a dialectic approach. People contribute to define their own culture.
16.	case studies, discussions
17.	role plays from real participants situations and cultural analysis
18.	program specific creations
19.	Peace Corps books, Intercultural Sourcebook
20.	We have our own.
21.	The Cultural You
22.	Authentic storytelling using David Kolb's model of learning
23.	examples & stories
24.	Hands on activities geared to age of youth/teen: perception tasks, school life, IDing culture in his/her daily life, art/music/food experiences of new culture, history/geog/climate/resource influences on home vs. new culture, etc.
25.	Cultural Detective
26.	Historical timeline exercise, matching values & behaviours, critical incidents, relocation stress sources symptoms & strategies,
27.	We use many different ones depending on the training
28.	Various
29.	I don't understand this question, sorry
30.	cartoons, photographs, maps
31.	other case studies quizzes developed over the years
32.	culture shock
33.	Supermarket ethnography, taking students out of the US, mapping lives, expectations inventories
34.	Coaching-on-the-Fly case study and video
35.	case studies
36.	I develop dialogues, simulations and examples from my own experience as a manager
37.	Cultural Detective Method

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APPENDIX J: Additional Cited Areas Where Research Is Needed

In what areas is research needed the most in the intercultural field? (Check all that apply)	
#	Comment
1.	impact of overseas assignment on employee, spouses and children
2.	Culture in building diverse communities
3.	study culture from a more dynamic perspective
4.	Values, ethics, influence of language
5.	Intercultural communication
6.	For me it's not so much about intercultural training as such than bringing an intercultural dimension in other areas
7.	Sport
8.	Role of biethnic background in adaptation.
9.	Community diversity
10.	Work with primary age children.
11.	Issues of identity (not specifically cultural identity but more generally social identity) and group belonging. Identity and social movements. Ethnic hatred. Ethnic violence.
12.	Promoting and infusing intercultural work into other fields
13.	I do not feel qualified to comment as I have not recently kept up with the research literature in the field.
14.	culture in peace building
15.	How to teach 'cultural skills'. There is a lot written about intercultural communication, very little on how to actually teach it in practice, especially to non-culture/language specialists
16.	Role of language learning in cultural competence
17.	All of the above researched from a point of view other than US or UK.
18.	I honestly don't know!
19.	The psychological effects of travel on both the traveller and the host.
20.	culture in writing
21.	Culture in education and communication
22.	Successful training games and simulations
23.	Culture in intercultural teacher education programs
24.	basic school education. ethnographic studies of the role of society in building cultural isolationism

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APPENDIX K: Advice for Newcomers

What advice would you give to a person interested in starting to work in this field?		
#	Comment	Code
1.	Continue to build skills in different areas Find a mentor Make sure this is your passion Decide on the niche you want to develop	G 9 A 5
2.	Versatile international experience coupled with strong coaching/counseling/facilitation skills. In this global environment also business experience in several countries, in my opinion, is more important than a degree in intercultural relations	2 3
3.	experience working and living in another culture or two - beyond book knowledge	1
4.	ACQUIRE A GRADUATE DEGREE BUT LIVE AND WORK ABROAD FIRST OR IMMEDIATELY AFTERWARDS	1 7
5.	Say yes to any and all requests. If you don't know how to do what is requested, learn fast. Even if you don't get paid, you get your name out there. Become immersed in the field by attending and presenting at conferences. Find a niche. Even if it is a full niche, the people will learn what you can do and recommend you. Get practical experience in the industry you target. E.g., if you want to do intercultural training for the hotel industry, get a job in a hotel.	2 C
6.	You have to have the spirit of a pioneer. There is still no set pathway into/through the field.	1 G H
7.	to spend as much time as possible in the field. We cannot help people if we do not know the types of problems they face during their intercultural encounters.	1 H 8
8.	MOVE TO ONE OR TWO OTHER CULTURES TO LIVE AND WORK THERE, MAKE FRIENDS WITH PEOPLE FROM CULTURES OTHER THAN YOUR OWN, DON'T PRESUME TO HAVE ANSWERS/SOLUTIONS BUT CONTINUE TO EXPLORE!	1 G H
9.	go abroad, talk to people, read	1 H 8
10.	Get the basics and then travel and work in diverse relationships, collaborations, etc. Avoid joining a school of boilerplate thought.	B 1 2
11.	Professional high quality training - theory and practice	3
12.	Know the language of business in order to speak to corporate clients (if applicable). Travel consistently and write down your observations. Use these experiences in class because that is what people relate most to.	C
13.	Read, attend NAFSA and SIETAR events, find an intercultural program (undergrad or grad) as soon as possible, travel or work with alien nonresident & immigrant groups.	1 8 4
14.	Try to bring as many intercultural experiences as possible to the table: live abroad, work abroad, speak multiple languages, work in intercultural environments, surround yourself by international people, study intercultural subjects etc. As a collective, this will all help to broaden your ability to work in the field—and give you lots of credibility.	G
15.	Immerse yourself in new cultures	1
16.	Pick an area that is most relevant and interesting to you, e.g. business, communication, education, and focus.	5
17.	Go for individuals, not stereotypes; for culture as metaphor not variable; for problems to be solved not just to be explained.	B
18.	Be focused on your client's/participant's needs, not on yourself. Intercultural training should not be your own therapy. Be literate about what exists in the field, but don't apply tools and theories as such because they've been used for ages. Keep updated them and adapting them to the specific context you work in. Do not stick to the intercultural field, read about everything and get inspired to bring the intercultural dimension in other fields, as a new light cast on it, rather than wanting to keep it too separate.	C B 6
19.	get good theoretical education to be able to analyse what's happening around you, especially in working with intercultural groups	7

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20.	My business background has been invaluable to me - gives me credibility with my clientele, which is corporate.	2
21.	Get involved and active in actually doing things that interest you that are related to intercultural awareness and international transition.	F
22.	Be persistent and expect to earn little, maybe start PT if you need to support yourself and a family.	F
23.	Avoid making general statements about people and their cultures	B
24.	Live, study/work, travel in at least a couple of locations foreign to your own (passport culture) for at least a few years, to determine if you can acquire a significant level of comfort for yourself before encouraging others to go forth and do the same.	1 E
25.	I wish I had the advice ;-)	--
26.	It is hard to find vacancies matching with ones experience - especially when you want to start within this field after a master degree. Find your own specialties and try finding jobs through freelance work.	5 F
27.	get a lot of international experience first and complement that with formal training; a mentor would be ideal	1 7 9
28.	Network! Find someone you can learn from in a training/coaching environment - like an apprentice.	10 9
29.	Have to master theory and practice together and have the motivation and desire for continuous learning. Important to be interested in people and to be communicative.	G H 7
30.	Pay attention to what the other person needs rather than feed own models, theories and ideas.	C
31.	Get an education and experience. Get grounded in the theory, in the information and learn how to make it interactive and relevant to those you are consulting/training for.	7 C 2
32.	Volunteer, get experiences and references and check out if you like it!	F
33.	Attend SIIC workshops	4
34.	know yourself and you will know others	E
35.	Go live in another culture and learn the language. Do a needs assessment inside a global corporation.	1 C
36.	Work for a few years as a manager in an international corporation. Learn how to market a business. Create your own company. Position yourself at the high end. Expect poor compensation from contractors.	2 F
37.	Live abroad first!	1
38.	Go through some training to discover own values and beliefs etc.. before trying to teach about other systems of values. Learn to assess groups properly in order to design training.	C 7
39.	I think you need to have a core competency (teaching/training/counselling/management etc.) that the ICC skills build on and enhance, not the other way around.	3
40.	Depending on the background, definitely reading about the subject and go to SIIC in Portland/Oregon - to study about the subject.	8 4
41.	Take an academic program, go and live abroad, be open-minded, be careful because you have a potentially dangerous tool in your hands.	7 1 D
42.	learn other stuff before you get into IC	6
43.	seek out other interculturalists to talk with and observe; take part in multiple professional development opportunities; live an intercultural life (don't just think about it)--share others' perspectives	1 D 10
44.	go out, don't stay in your cocoon!	H
45.	having an international experience and theoretical background in the intercultural field	1 7
46.	Network a lot.	10
47.	go abroad for living and working	1
48.	develop a solid skill and knowledge base beyond intercultural studies/training. By itself, IC knowledge/skills is like second language skill - useful, but not rewarded well as a profession	6
49.	Work for an international organization first, try to work for it abroad till you're 35. Then get a good training/coaching	2 3 1 C

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	etc education. The key thing is credibility: Business and living abroad experiences. You need to understand where people are coming from, what they expect	
50.	volunteer!	F
51.	Be sure to experience living abroad for an extended period. Back this up with formal training. Be flexible and open minded. Host an exchange student in your home.	1 7 D
52.	Begin with a journey of self discovery.	E
53.	Go abroad to a culture that is different from your own, and stay there long enough to go through the cycles of adjustment.	1
54.	Get a degree in a basic field like political science or anthropology.	6
55.	immerse yourself in another culture(s) for as long as you can and speak the language, get formal training in intercultural studies/communication, get some solid experience working in an international business environment	1 7 2
56.	Learn how to listen.	D
57.	Travel	1
58.	know your own culture first	E
59.	I am really glad I got my Master's Degree-I would highly recommend getting very specific training.	7
60.	Get some experience working abroad- it gives you credibility and allows you to put theory into practice	1
61.	That this is a field that can't be taught independently of context, despite the increasing tendency to teach intercultural skills as delinked from a specific cultural context. Reflexivity skills alone are not enough: too much focus on the self and not enough disengagement with the self to enable one to make a serious attempt to understand another's premises.	--
62.	Get out and experience cultural life anyway possible, domestically or internationally	1
63.	Look at culture from the perspective of many academic fields and many industries, not only business.	6
64.	You need to have an area in which you are a subject matter expert and the international experience with intercultural skills in order to be successful. You can't just have one and succeed.	5
65.	Get connected with SIIC in Portland, OR	4
66.	Learn a language and take intercultural course work.	7
67.	Combine formal study in interculturalism with authentic real-world experiences in intercultural relationships.	7 1
68.	network!	10
69.	Live overseas and experience another culture.	1
70.	Get a good analytical toolkit, gain a range of intercultural experiences to draw from, try all different paths (no one way to become an interculturalist)	F
71.	Live before you study it.	1
72.	Gain as much international exposure and experience as you can after obtaining solid academic/professional training	1 7
73.	Culture is a serious topic. Training in the intercultural field necessitate experience with other cultures (more than a semester abroad). Choose a career plan which can take you overseas on a job before deciding on an intercultural career. Involve yourself in the everyday life of the culture where you live. Make friends of many nationalities and talk about what makes them unique as a culture. Take a critical look at your own culture. Be prepared to find ways you would change it if you could. Choose a career plan which can take you overseas on a job before deciding on an intercultural career.	1 H
74.	If someone is interested in doing intercultural work with corporations: I would highly recommend working for a company which perhaps, but not necessarily uses your intercultural knowledge and expertise. I think it is equally important to understand the corporate culture and be able to apply your intercultural knowledge to your clients situation as it is to have an opportunity to use your skills yourself.	2 C

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75.	Go live and work abroad for at least one to two years	1
76.	Go for it; stay passionate; combine on-going international/intercultural experience with study; focus on what the client most wants/needs; have fun with it	A 7 C D
77.	Gain significant amount and quality of international/intercultural experience BEFORE entering the field professionally.	1
78.	live abroad and learn the culture/customs/norms of the area, first.	1
79.	Live and Study Abroad as much as possible!	1
80.	There is no substitute for living abroad and being and feeling like a minority, a stranger. It is through being a stranger, that one can see one's own unconscious cultural background more clearly. When trying to understand the behaviors and words of others, try to discover the underlying values. Keep a notebook of critical incidents and learn from them!	1
81.	Start by volunteering	F
82.	Don't be afraid to start out at a "lower level" job if you are interested in getting into the field. Things open up, and if you've shown interest and initiative, you can move "up" or "over" fairly quickly. Seek a mentor in your office or your field of interest - having someone look out for you is incredibly helpful.	F 9
83.	that having personal cross-cultural experience will be the most helpful and insightful experience you can bring to this field. The ability to look outside of your culture and understand another culture's point of view will be used everyday.	1
84.	Keep an open mind, be prepared to challenge your assumptions.	D
85.	Study abroad yourself, first.	1
86.	start traveling extensively (as an eco-tourist, not a luxury tourist, live abroad, or volunteer in your community with diverse groups	1 F
87.	Take some more formal intercultural training.	7
88.	study and read the research while practicing.	8
89.	You should have lived abroad for at least 4-5 years!!!!	1
90.	listen to others' experiences	H
91.	Get a broad consulting/coaching background, don't concentrate on intercultural only	6
92.	Be honest with yourself - ignoring how many languages you speak and how countries you've visited and lived in, and how many years you've lived abroad - if you honestly believe that you have a real feel for the intercultural field (in similar way that music makes sense to a natural musician), then this could be the field of work for you.	D
93.	I feel that the person should have both theoretical experience and international business experience if they are planning to work in the business arena.	7 2
94.	Be prepared, put yourself out there, don't be afraid to ask for help, support or mentorship.	9 H
95.	Get international experience and create an international network.	2 10
96.	live and work abroad	1
97.	I need advice myself!	--
98.	living abroad; going to the ICI	1 4
99.	Understand the realities of the organisations you are working with so you can really support them strategically as opposed to offering band-aid solutions	C
100.	Live and work abroad for a significant amount of time (at least a year in one country)	1
101.	start with working for an international company to get work experience in international project teams	2
102.	Never give up!	A
103.	Start with really understanding yourself and how you see the world and its people. Travel and leave the guidebook at home. Continue to learn. Always keep in mind how little you really know.	E G
104.	go live in a country very different from your own.	1

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105.	Go work and live abroad	1
106.	Learn re: yourself 1st ... Learn from Master Teachers like the folks at SIIC	4 3
107.	Make a working experience abroad & studies in an intercultural field	1 7
108.	live abroad, manage teams both geographically dispersed and virtual so you have the real life experience of what it is like	1 2
109.	Attend the Summer Institute for Intercultural Communication if possible. Interact with intercultural people, and research in the field.	4 8
110.	Read and go abroad.	8 1
111.	Learn business skills first. Specialize but be flexible.	4 2
112.	Take an inventory of what you have to offer and why you want to work in this field, then get informed on the training you'll need to work with a recognized professional.	--
113.	Do it because you're fascinated by the field, and because you have a genuine desire to learn more, pass it on and make a positive difference in intercultural awareness/competence	G A
114.	Go and live abroad	1
115.	Compare your own experiences with the models and theories and find a reasonable connection between the two, i.e. find out where you are in respect to the entire field.	E
116.	go and live in different cultures and experience them as much as you can; then read about cultural differences	1 8
117.	Intentionally expose yourself to as many intercultural experiences as possible.	H
118.	try to attend at various efficient training programmes in person and find out where are the experts and what did they contribute.	3
119.	Flexibility	D
120.	Have business experience in the target culture first.	2
121.	have patience and observe who is most respected and why	D
122.	don't. it will be history soon and integrated into mainline courses/ business.	--

Code

1	Live/work abroad, immerse yourself in other cultures	A	Have passion for subject/be dedicated
2	Gain work/field experience / international work	B	Avoid generalizations, focus on 'new' approaches, tools
3	Training skills development	C	Address client needs in client language
4	Conferences	D	Have intercultural qualities (patience, flexibility, etc.)
5	Develop a niche	E	Know self and own experiences
6	Develop expertise beyond intercultural	F	Practical tips
7	Gain a degree or academic background	G	Do ongoing skill development, have a learning orientation
8	Read	H	Get out and talk with people, gain exposure
9	Find a mentor		

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APPENDIX L: Top Challenges in the Field

What are the top challenges facing the intercultural profession today?		
#	Comment	Code
1.	1. Need for new approaches, models, and theories - too much reliance on out-of-date tools 2. Establishing our services as business essential rather than nice-to-have 3. The retirement of the first generation of interculturalists and the need to ensure knowledge transfer is carried down through the next generation of workers.	1 2 3
2.	The growing loss of boundaries in life space as a consequence of modernization, growing uncertainty and inability to predict human behavior.	4
3.	Companies wanting to do group programs rather than individual programs for people going on overseas assignment in which it would be difficult to address personal concerns in regards to transition issues	--
4.	I have always felt that intercultural training should be embedded in leadership dev, team development, etc	2
5.	BEING ABLE TO WORK WITH AND TO TRAIN THE GATEKEEPERS, THE CEOS	9
6.	Gaining credibility through training approaches that can be proved to work. Nailing down the cost-benefits of intercultural training.	2 4
7.	continuing to get clients to understand how important the work is for their success/bottom line	2
8.	Moving beyond Euro-American mindsets	1
9.	legitimacy in objective and material societies that need figures hard to prove with figures the effectiveness of a training or the need for a training be accessed by larger parts of the employees of a company instead of the top managers only learning acceptance, learning transfer: hard to see the changes recommended by intercultural consultants be implemented in companies	2 8 10
10.	understanding their clients' needs, in spite of clients often being unable to express them.	9
11.	I CAN ONLY SPEAK FOR FRANCE. WE NEED TO DEVELOP NEW MODELS AND THEORIES THAT WILL SERVE OUR CLIENTS/STUDENTS BETTER THAN THOSE CURRENTLY AT OUR DISPOSAL, AND THAT GO BEYOND CATEGORISING AND LABELLING COUNTRIES OR GEOGRAPHICAL AREAS. THERE SEEMS TO ME TO BE A CREDIBILITY GAP BETWEEN THE CARTESIAN MODEL IN FRENCH LOGICAL THINKING AND THE DIMENSIONS ETC. SERVED UP BY INTERCULTURALISTS AND ACCEPTED ELSEWHERE.	1
12.	How to make it authentic. it is not only about efficiency. and to stay special and necessary although more and more people have intercultural experiences - what is the value of special training.	4
13.	-getting out of old models and developing new ones -addressing serious IC issues in politics, policy, etc. -professional haughtiness--developing humility, learning to be non-judgemental	1 11 14
14.	1. Field is very wide - everything from expat relocation to academic research via cross-border acquisitions. Differentiation can be difficult. How do we accommodate all without dilution? 2. How to merge intercultural with organisation and professional cultural fields for business applications.	14 5
15.	The lack of shared definitions and professional benchmarks	14

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16.	Change values	--
17.	1. Striking a balance between honoring the complexity of culture and giving clients a model or patterns that they can work with at least to start. 2. Helping clients to understand exactly what intercultural training IS and separating it from the old model of diversity training. 3. The fast pace of change in growing economies like India and China.	14 9 6
18.	Getting past the politics of conservatism...	--
19.	Cultural differences are horizontal - the challenge is dealing with the "vertical" power differences -that underlie cultural differences in society and within ourselves.	14 11
20.	religious differences	11
21.	It is seen as a soft skill by the corporate sector, not seen as a critical skill yet.	4
22.	A sense of direction, am I going to the right direction? Since the field of composite of many different disciplines, and talking about basically implicit, intangible things, you have to check constantly whether you're on the right track, personally and professionally.	14
23.	Integrate different perspectives	14
24.	We live in a constantly changing world and the reality is much more complex that even a decade ago. We can no longer stick to theories and models that were developed in the 50s or 80s. We need to question ourselves much more. We should not stop at identifying differences, comparing them and trying to understand each other in spite of the differences, or minimising them by saying we are all humans. It's time we tap into the potential of this diversity to make it an opportunity for growth for each. Let's get enriched by the differences. Many people are developing approaches and tools that go in this direction, but the weight of the "Gurus" and traditional schools is so heavy that it's hard to hear the other ones. And the other ones don't have the marketing force that the big ones have.	6 1 14
25.	Many people think they're well prepared because they've stayed abroad - while often they lack instruments to analyse and succeed in intercultural work teams	7
26.	inability to create change in political processes and conflict resolution styles - when push comes to shove, old paradigms of power revert to fore. IC is icing that covers the fault lines.	11
27.	Is what we are doing really helping trainees? How can we tell, how can we test it if our trainees are moving out of the country and we cannot keep in touch beyond email?	10
28.	Building the business case.	2
29.	Making companies aware of the need for intercultural training	2
30.	ROI of IC training/evaluation/assessments	2
31.	I think it will always be the perceived notion that it is unnecessary.	4
32.	lack of appreciation of field	4
33.	- international companies are not so often interested in intercultural trainings for their employees (I have worked in 3 these kind of big multinational companies)	2
34.	Producing added value and reacting to changing needs.	9
35.	Bringing new leaders into the field as the current "old guard" get ready to retire.	14
36.	Truly walking your talk. Some interculturalists are not very nice.	7
37.	unqualified, inexperienced persons offering low-quality services at low cost and spoiling the credibility	17 2

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	of knowledgeable, experienced (and better paid) genuine intercultural specialists + Lack of research establishing the business and financial value of our interventions	
38.	Lack of adequate compensation for effort, knowledge and education required to do a job well.	7 17
39.	Dealing with trainers appearing all over the place who don't have a grounded knowledge and can do more harm than good sometimes.	7
40.	Credibility and recognition. Academic rigour and professional accreditation.	1 4
41.	to sell the "soft" facts to companies in order to obtain more business	1 2
42.	Discuss ethical issues. Discuss best practices. How to educate the young generation. What you can make money with doesn't necessarily mean it's good. Develop professional programs. Develop local approaches that fit to local environments (any US tool that works for the US is not necessarily good somewhere else). Work in partnership with international organizations such as the UN or the EU.	3 1 5
43.	visibility as a profession; insufficient mentoring/development of new interculturalists; need to move from older paradigms to newer, more cutting edge intercultural paradigms/thought processes/activities, etc.	18 3 1
44.	The top challenges are the lack of quantitative data available that demonstrates the benefit to businesses and organizations of effective intercultural training.	2
45.	Confirm the business value of it	2
46.	Trying to make intercultural education mandatory starting in public school.	--
47.	Creating value in the global business and NGO communities	2
48.	High quality work, psychological understanding and ability to separate culture from politics/ideologies of the countries we're talking about. People in our field come from all areas and backgrounds. Everyone of us needs to build the reputation of our field.	1 14
49.	Keeping up with the fast pace of communication and contact with people throughout the world. Establishing realistic expectations of a world where cultural barriers are breaking down, yet needing to respect and maintain as much cultural diversity and integrity as possible. Also, working toward peace in an ever hostile atmosphere due to cultural conflicts.	6 11
50.	Minimization of cultural preferences because of bias toward American cultural norms.	--
51.	Too many people fascinated by the field, but not willing to do the work to become proficient; those in the field who are really stuck in minimalism. Overuse and inadequate understanding of "global competence" and "global citizen", etc.	7 14
52.	Not enough stellar interdisciplinary research.	1
53.	expertise to apply intercultural effectively in a specific context (healthcare, business, ...)	5
54.	convincing potential clients that it is worth the investment to hire me when they feel that they know it all because they have been working internationally for some time	2 9
55.	degree inflation for those contributing so that those with voices of experience but not the degree are NOT marginalized or silenced	--
56.	There is no formal academic program where you can be trained as an intercultural trainer	--
57.	misunderstanding of the role of culture	14
58.	Helping others to understand the importance of intercultural issues and being paid adequately for the work.	4 17

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59.	Business value of intercultural training Culture and conflict resolution	2
60.	To avoid a simplistic or essentialist treatment of cultural difference in the interests of commerce.	1
61.	Showing return on investment in organizations	2
62.	1. Being perceived as "soft" 2. Inability to make a business case for intercultural competencies 3. Not enough professionals with hands on business experience	2 4 7
63.	That even though the world is getting smaller, people (at least U.S. Americans) seem to be getting more rooted in their own culture and the culture of fear that exists in this country regarding difference.	--
64.	It is a broad field drawing from many disciplines but there may not be as much sharing among cultures on the approaches. The split of SIETAR into regional, national, and local organizations does not help in promoting this dialogue, though it's logistically convenient.	14
65.	Business case/value of intercultural profession	2
66.	Adequately address ethnocentrism; acquire skill in culture analysis (much has been done in awareness and adjustment); establish values related to globalization; combine authentic experience with solid academic training	1
67.	People are "too busy" and just "getting by", thinking they know enough to manage the culture factor. Organizations don't see the benefit of investing in cultural work, or cannot justify the time which might be required to gain the skill set needed	2 4
68.	Most people don't that the intercultural profession exists.	18
69.	Slow professionalization of the field and slow academic acceptance of the value of intercultural training Theory is in early stages of development and new and more useful and predictive models needed How to deliver quality training via the internet	1 4 8
70.	It is perceived as a "soft" field - anyone can read a book and make a presentation. HR departments feel competent to handle the training and awareness themselves without outside expertise.	4 7 8
71.	Independent Consultants - Too many people doing their own thing unchecked - used to be on-staff trainer who were part of a team and had more accountability Ineffective Sales Teams selling cross-cultural programs (removed from the training, insufficient knowledge of the field) Lack of follow-up & consistency following training Too many people involved in trainings for client (client representative, consultant, account manager)	7 9
72.	Relevance (politically speaking and business-wise)	2 11
73.	Keeping up with client needs; framing our services in ways that organizations will pay for and benefit from	9 4
74.	Crowded with providers, uneven quality of services, commoditization of services	14
75.	Trying to perform a one model fits all approach.	8
76.	Getting buy-in from those who could benefit the most. Culture work is often an unsought good. It is difficult to measure how training can/will affect the bottom line. Also, levels of standard--there are SO many firms offering culture training, it is difficult for the end user to know how to choose. Professional certifications/affiliations might be answer to that.	2 4 14
77.	lack of awareness, turning of heads	4
78.	the lack of willing to try to understand or learn about other cultures, languages, etc. due to the world	6

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	circumstance. We are continually confronted with a fear of foreigners (especially non Western Europeans). I would also say that the lack cross cultural training is detrimental. Technology makes it very easy for us to be in virtual communication but not having an understanding of how to communicate presents new challenges.	
79.	International relationships at the political level	11
80.	The cost of travel.	--
81.	To get business leaders to see the VALUE, NEED, AND IMPORTANCE OF THESE ISSUES. Some people are just completely clueless and greater awareness is needed that differences even exist.	4 2
82.	getting over the "sink or swim" idea in business in intercultural settings.	--
83.	ongoing education of international employees as to value of intercultural coaching, training etc	2
84.	Too much concentrating on gurus - more openness to models of others fields would be helpful too exclusive for a complex world many explanations not enough pragmatic solutions yet	1
85.	1. Not giving in to provide customers with what they ask for and what they think they need if we believe they actually need something different. 2. A re-assessment of what the profession sees as personal pre-requisites to work in the field.	9 7
86.	recognition	4
87.	Creating an environment where business understand the impact of culture on their product or service.	4
88.	Making intercultural competency relevant to others	5
89.	1) Range of intercultural topics people ask you to cover, you simply can't know them all. 2) That clients expect you can solve their (cultural) problems over night and with just one session. 3) To get intercultural diversity and mutual respect as a positive asset to society on the political agenda. There is too much focus on intergration and differences, instead of on commonalities.	9 11
90.	negotiating in multicultural teams	14
91.	making the intercultural field more accessible to the general public - publishing articles in mainstream media, for example - so that people become aware of it	18
92.	Visibility of ROI	2
93.	ROI - showing that's it more than a nice to have; more case studies of the REAL difference that intercultural interventions have had	2
94.	Making it more business focus	5
95.	Put culture on the agenda of board rooms	2
96.	To help the client understand that culture is of crucial importance from a strategic point of view.	4
97.	Lack of professional standards and a formal organization through which we might have a stronger voice.	14
98.	knowing how to define itself as a profession	14
99.	Lack of validated research on cultural change re deepest level of reality among different countries and within countries	1
100.	Too closely ties to Study Abroad or Expat work ... There is plenty to be done in the States (or in any country for that matter) getting folks to recognize how interdependent & interconnected we all are. We seem too overseas oriented -- borders are blurred by technology & the need for international business,	1

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	gov't & non-profit (including education) work ... I don't need to be on a plane all the time to be an interculturalist!	
101.	Deal with clients who are really aware of the importance of intercultural topics and have a strategic view on these topics	2 9
102.	The standardization of one day: live anywhere in the world trainings that tend to reinforce stereotypes: it's not about cultural differences, it's all about self-awareness and one's own comfort zones	1
103.	political acceptance, funding, walking the walk while talking the talk	11 14 17
104.	Measurement and consistency of application of the knowledge Integration of the diverse literatures and practitioner approaches Strategic identification of the future challenges of the field to re-orient us away from static models of single expat-repat or immigration behavior Visibility in the many broader fields within which the intercultural profession is nested	14 1 5
105.	Credibility & recognition - Most people don't know what we do, and many don't see it as relevant. Perceived need for quick solutions - speed at any cost Work family issues for individual professionals	4 18 9
106.	Recognition by business that this is just as important as the hard tools of accounting and strategy.	2
107.	For me, it's been connecting with a community of others doing the same work.	14
108.	Gaining visibility and credibility in mainstream organizations	18
109.	the web (as a plus and a minus): people think they know all about other culture, virtually (when they virtually know little) Some charlatans... writing very simplistic things.	7
110.	To find the right balance between raising awareness, understanding and acceptance of the cultural diversity in the (business) world on one side and delivering a kind of "user manuals" for other cultures on the other side.	4
111.	Making people know that we exist, that we are needed.	18 2
112.	Outcomes assessment	10
113.	on one side, most of the theories or models are not made practical and feasible enough to be applied in the real training field; on the other hand, some of what have been utilised in trainings here and there have no theoretical basis.	5 1
114.	Intercultural knowledge/experience is not valued in many organisations.	2
115.	Still too many people doing it as a sideline/part time, so rates for subcontracting are low.	17
116.	the field is too basic	1
117.	to be acknowledged by society as a profession and necessary.	4

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Coding

1	Need for new approach, models, quality and rigorous tools/research	9	Communicating with clients and meeting their needs
2	Established business value, ROI	10	Learning transfer, ensuring value
3	Generational shift, retirement of old generation, preparation of new generation of interculturalists	11	International politics, policy, religion
4	Credibility of Intercultural Work generally	14	Professionalism of the field, dynamics of the field, 'walking the talk'
5	Application to different contexts	17	Compensation
6	Societal changes challenging the field	18	Visibility of the Field
7	Qualification of trainers/services		