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# DEVELOPMENT OF THE CONCEPTUAL AND CATEGORICAL CROSS-CULTURAL COMPETENCE APPARATUS

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**Abstract.** *The issue of effective interactions between the representatives of different cultures has been investigated by many researchers. Such attention is caused by growing tendency for globalization as it means increasing in the number of contacts in many public spheres such as international politics, business, trade, education and many others. There have been developed different approaches to define and conceptualize cross-cultural competence, its components and their correlation. Therefore, to analyze the concept and the structure of cross-cultural competence is the purpose of the present research. To achieve the goal, the differences in theoretical definitions and conceptualizations of cross-cultural competence structure were analyzed. The generalization of its components was considered, and the conclusions were made about the correlation of these components, and how they influence and impact behavior, action, and outcomes. The concept of cross-cultural competence was offered. In different sources, similar structures were denominated with rather different terminologies. However, based on the numerous studies, it became possible to structure the cross-cultural competence concept, which shows the correlation of cognitive knowledge, abilities, attitudes, personal traits, and key skills which are important while communicating cross-culturally. Cultural experience and foreign language knowledge also contribute to cross-cultural efficiency, which is measured according to its external and internal outcomes.*

**Key words:** *cultural knowledge, cultural effectiveness, cultural experience, skills, attitudes, abilities.*

**Introduction.** The concept of cross-cultural competence is traditionally considered as the ability and readiness of an individual to successfully communicate with representatives of other cultures based on the knowledge about them, motivation to build effective interaction and relevant skills.

While forming the cross-cultural competence, one should obtain knowledge about cultural characteristic and awareness of certain behavioral patterns common for the representatives of different nations and social backgrounds, which makes it possible to avoid situations in

which misunderstandings or a conflict of cultures are possible.

Cross-culturalism will grow, because at the current stage of globalization development, the processes of world integration have become generally accepted and are considered the rule rather than the exception to the rule. The more countries become open to the world, the more the need for competent interaction grows. Therefore, good knowledge of foreign languages, the ability to conduct negotiations, and build effective cooperation become key qualities.

This process covers various spheres of public life in all countries of the

world. It is impossible to find societies that do not feel the influence of other cultures. On one hand, the world is united on the basis of economic, technological and informational integration. On the other hand, the integration processes that lead to the growth of cultural self-awareness and cultural self-identification are increasing.

Therefore, cross-cultural competence contributes to fruitful and effective interaction in all spheres of international relations, which acquires special relevance in nowday's conditions.

**Analysis of recent researches and publications.** The concept of cross-cultural competence has been researched mostly by foreign scientists such as Abbe, Caligiuri, Tarique, Deardorff, Gabrenya, Hannigan, Harrison, Johnson, Shaffer, van Der Zee and many other. They conceptualized the cultural competence structure and define its components.

Among Ukrainian scientists, interesting studies were conducted under the authorship of N.P. Meshko, O.S. Buryak, M.A. Ryzhenko and others.

Analyzing research on cross-cultural competence, certain contradictions and disagreements regarding its main components are seen. At the end of the twentieth century, a three-factor model of cross-cultural competence was created, which consisted of the ability to manage psychological stress, the ability to communicate effectively, and the ability to establish interpersonal relationships [2].

Also, cross-cultural competence was defined as "specific cultural skills necessary for effective functioning in a new cultural context and effective interaction with people from different cultural backgrounds" [16].

In general, scientists define that cross-cultural competence includes the following correlated components: abilities, knowledge and skills. Abilities contribute to a person's ability to experience, understand, and appreciate cultural differences. Knowledge is related to the ability to understand the specifics of other

cultures and their influence on thinking, behavior and interaction. Skills are reflected in the ability to build effective communication and productive cross-cultural interaction. [6].

In particular, a metacognitive perspective on cross-cultural competence was created, which asserted that when building psychological models of one's own and a different culture, people give emotional meaning to these models, and experience less acculturation stress and have higher confidence when communicating in another culture if they feel emotional security [11].

Speaking about the level of cultural competence of an individual, *cultural intelligence* is often mentioned, which is defined as "a person's ability to successfully adapt to new cultural conditions, which are unfamiliar, that can be attributed to the cultural context" [8]. *Cultural cognitive intelligence* is related to the study of cultural differences, as well as the interest and desire to adapt in a cross-cultural environment. Behavioral reactions to various types of situations depend on cultural cognitive intelligence [3].

**Purpose.** The purpose of the article is to analyze and systematize the definition of the concept of cross-cultural competence in modern scientific sources.

**Methods.** To achieve the stated goal, the following research methods were used: literature analysis; analysis and synthesis of the concept definitions; the method of generalization to formulate the research conclusions.

**Results.** Definitions of the concept of cross-cultural competence coincide in the works of scientists regarding the understanding and conceptualization of its content. Terminological differences are mostly encountered when talking about cross-cultural, intercultural, bicultural and multicultural communication.

However, the term cross-cultural seems the most appropriate and situates the construct in a broader context. The term avoids potential conceptual restriction

on the number of cultures involved caused by bi- or inter-, and meanwhile is more descriptive.

As bicultural is just limited to interactions between two different cultures, but interactions are not just between cultures - intercultural, they also happen across multiple cultures and nationalities.

While defining the concept of cross-cultural competence by both theoretical scientists and practitioners, a model was created for understanding its content. *Knowledge Skills Abilities Other (KSAO)* [5].

This model defines cultural competence as the set of knowledge, skills, abilities and personal qualities that enable people to think, behave and work effectively in a cultural environment different from their own. Abilities and personality traits are seen as stable components because they rather fixed. Other researchers believe that, in general, abilities and personal traits are partly innate and relatively stable, but are the subject to training and improvement [12]. It is also noted that personal traits do not always affect the productivity of intercultural communication, as psychological studies clearly show that an individual's behavior in an unusual or stressful situation may differ from the predicted one [15].

The following are commonly mentioned: ethnorelativism, determination, inquisitiveness, engagement, self-monitoring, self-presentation, mission focus, self-efficacy, emotional stability, aiming at the present.

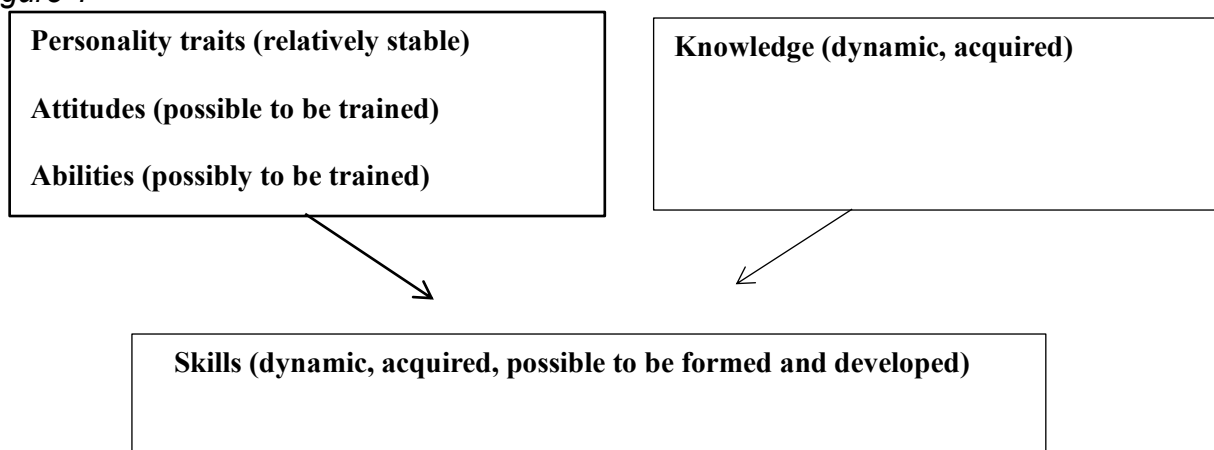
Some researchers add attitudes as a structural component of cross-cultural

competence, mentioning the following: ethnocentrism, empathy, tolerance, flexibility and adaptability [14]. Cultural empathy overcomes the cultural gap between representatives of different cultures. This is the key to successful interaction, as it allows people to find things in common and understand and perceive differences in values and expectations, which involves cross-cultural communication [12]. Tolerance is an ability to avoid or reduce dichotomous thinking, authoritarianism, and ethnocentrism [1]. Adaptability refers to a change in behavior or acclimation to a new cultural situation and involves comprehensive changes. Flexibility usually refers to a person behaviour in a new cultural situation without changing the components or altering their overall approach or behavior.

The structural components of knowledge are considered dynamic and can be acquired through learning and experience. Cultural knowledge is an important resource to understand new cultural situations and to communicate in them. It involves the understanding of cultural values and dimensions in general meaning, cultural roles and their impact on an individual's beliefs, opinions, expectations, values and behaviors.

Therefore, it is possible to create a correlated cross-cultural competence structure, which shows that abilities, personal traits and attitudes supporting by knowledge lead to the formation of performing and behavioural skills while communicating cross-culturally, as it is shown in *figure 1*.

Figure 1



Therefore, taking into consideration that cross-cultural communication fosters trust and facilitates collaboration in numerous spheres of international relations, it is possible to mention the main skills which those who involved in it have to form and develop.

To establish interaction with representatives of another culture individuals should be able to focus on the goal of building cross-cultural relations in situations that require it and to listen and observe the reaction of their interlocutors carefully as well as evaluate and interpret the information accurately. Another important skill is to appropriately deliver ideas to recipients, using cultural knowledge to avoid misunderstanding among people with different cultural backgrounds.

As negotiation skills are extremely important, there should be mentioned the following supporting skills such as:

- ensuring that ideas are accurately interpreted by recipients;
- making decisions while negotiating;

- solving problems while negotiating;

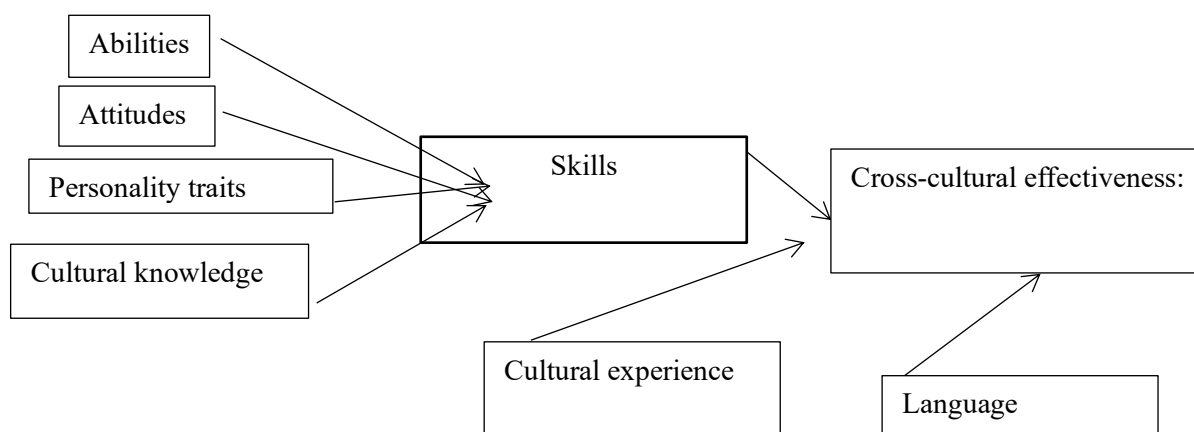
- coping with cultural shock;
- controlling one's reaction;
- adapting one's behavior.

As it is seen from the figure 2, above mentioned knowledge, skills, abilities, attitudes and personal qualities lead to cross-cultural effectiveness or effective functioning in culturally diverse environment [1], [10]

Also, objective circumstances may influence the cross-cultural effectiveness to some extent. Cross culture experiences, has been suggested to be an important component of cross cultural competence [13].

It may be gained by different ways such as living abroad, working abroad, studying abroad, travelling abroad, family diversity, culture-related training, and personal contact or relationships with people of different cultural backgrounds [4]. Although language skills are not often mentioned by researchers, they are an important factor which directly influences individuals' cross cultural competence. Speaking the same language makes communication less effortful.

Figure 2



The external dimension of cross-cultural effectiveness includes behavioral outcomes and outcomes of adapting to a cross-cultural environment, participating in a cross-cultural environment, and demonstrating appropriate behavior during cross-cultural interactions.

As cross-cultural effectiveness is crucial for numerous professional surroundings, those who communicate effectively are supposed to be able:

- to apply different types and models of communicative behavior in typical professional situations;
- to develop and apply appropriate language and communication strategies;
- to apply knowledge in practical situations, including negotiations, presentations, business meetings and labor relations;
- to develop a strategy for solving cultural conflicts;
- to show a tolerant attitude towards representatives of other cultures;
- to understand the peculiarities of international and national values and beliefs;
- to analyze the peculiarities of corporate cultures in certain professional contexts;
- to conduct a logical, structured discourse on the basis of partnership within the negotiation process;

- to give individual presentations on a wide range of topics in a cross-cultural environment;

- to support the dialogue of cultures regarding a wide range of professional problems;

- to conduct business correspondence, conclude collective agreements and contracts on professional issues with a high degree of cross-cultural correctness.

The internal dimension of cross-cultural effectiveness is mainly related to the psychological comfort of the individual in the process of cross-cultural interaction. [7].

**Discussion.** Basing on the numerous studies, it became possible to define a cross-cultural competence structure, which shows the correlation of knowledge, abilities, attitudes, traits, performing and behavioral skills while communicating cross-culturally. Therefore, the correct definition and understanding of the concept of cross-cultural competence helps to form and develop its structural components. As the issue of cross-cultural competence is of a great importance, more theoretical and empirical studies are in need to explore.

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**РОЗВИТОК ПОНЯТІЙНО-КАТЕГОРІАЛЬНОГО АПАРАТУ  
КРОС-КУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ  
Яшник С. В., Туріцина О. М.**

**Анотація.** Питанням ефективної взаємодії між представниками різних культур займалися багато дослідників. Така увага викликана зростаючою тенденцією до глобалізації, оскільки це означає збільшення кількості контактів у багатьох публічних сферах, таких як міжнародна політика, бізнес, торгівля, освіта та багато інших. Розроблено різні підходи до визначення та концептуалізації міжкультурної компетентності, її компонентів та їх співвідношення. Отже, проаналізувати поняття та структуру міжкультурної компетентності є метою даного дослідження. Для досягнення поставленої мети було проаналізовано відмінності в теоретичних визначеннях і концептуалізації структури міжкультурної компетентності. Розглянуто узагальнення його компонентів і зроблено висновки про співвідношення цих компонентів та як вони впливають і на поведінку, дії та результати. Запропоновано поняття крос-культурної компетентності. У різних джерелах подібні конструкції позначалися досить різною термінологією. Проте на основі численних досліджень стало можливим структурувати концепцію міжкультурної компетентності, яка показує співвідношення когнітивних знань, здібностей, установок, особистісних рис і ключових навичок, важливих під час міжкультурного спілкування. Культурний досвід і знання іноземної мови також сприяють міжкультурній ефективності, яка вимірюється відповідно до зовнішніх і внутрішніх результатів.

**Ключові слова:** культурні знання, культурна ефективність, культурний досвід, навички, ставлення, здатності.