Asta BALČIŪNAITIENĖ
Violeta BARVYDIENĖ
Nijolė PETKEVIČIŪTĖ

Career Development in Cross-Cultural Environment

The aim of this paper is to discuss the peculiarities of career development and cultural competence in cross-cultural environment. The idea of career development in a cross-cultural environment is usually linked to personal, communication skills, social and cultural issues. Understanding of the concept of peculiarities of career development and cross-cultural communication competence is of crucial significance in a multicultural environment. The main factors of career development in cross-cultural environment and cross-cultural communication competence are discussed and analyzed in the paper. The results of the survey demonstrate that the development of cross-cultural communication competence can increase the possibilities of career perspectives in a multicultural environment.

Keywords: personal career, career development, cross-cultural communication competence.

Straipsnio tikslas – aptarti karjeros vystymo ir kultūrinės kompetencijos ypatumus tarpkultūrinėje aplinkoje. Karjeros vystymo ypatumai tarpkultūrinėje aplinkoje dažniausiai yra susiję su asmens komunikacinių gebėjimų ir kultūros problemomis. Asmeninės karjeros ypatumų kaip ir tarpkultūrinės komunikacinės kompetencijos sampratos suvokimas yra gan aktualūs tarpkultūrinėje aplinkoje. Pagrindiniai veiksniai, apsprendžiantys karjeros vystymą tarpkultūrinėje aplinkoje taip pat ir tarpkultūrinės komunikacijos kompetencijos veiksniai yra aptariami ir analizuojami šiame straipsnyje. Tyrimo rezultatai parodė ir patvirtino, kad tarpkultūrinės komunikacijos kompetencijos vystymas didina karjeros vystymo galimybes tarpkultūrinėje aplinkoje.

Raktiniai žodžiai: asmeninė karjera, karjeros vystymas, tarpkultūrinės komunikacijos kompetencija.

Introduction

People in companies, firms and organizations have to develop their ability to manage personal career in order to work in multicultural teams. Most of the companies are facing common challenge how to attract and retain the best employees in order to be successful in multicultural environment. Companies in Lithuania

Asta BALČIŪNAITIENĖ – Doctoral student, lecturer at the Institute of Foreign Languages, Vytautas Magnus university, Lithuania. Address: Donelaičio str. 52, Kaunas, Lithuania. Tel: 00 370 37 327 845. Fax: +370 37 327845. E-mail: a. balciunaitiene@ukc.vdu.lt.

Violeta BARVYDIENĖ – Doctor of Social Sciences, assoc. professor at Management and Economics university (ISM), Lithuania. Address: Aušros vartų str. 7A, Vilnius, Lithuania. Tel.: 00 370 5212 3960. Fax: 00 370 5212 3961. E-mail: violbar@ism.lt.

Nijolė PETKEVIČIŪTĖ – Doctor of Social Sciences, professor at the Faculty of Economics and Management, Vytautas Magnus university, Lithuania. Address: S. Daukanto str. 28, Kaunas, Lithuania. Tel: 00 370 37 327 855. Fax: 00 370 37 327 857. E-mail: n.petkeviciute@evf.vdu.lt.

have already been discussing those questions for several years. However, in Lithuania, some 10 years ago this was not a big issue as companies were struggling for a place in the market, for financial resources, but definitely not for the employees. When Lithuania had entered the EU (2004), borders disappeared and it was possible for individuals to move freely looking for employment opportunities in the markets of other countries.

In our days companies recognize that to recruit people and even more – to retain them, is becoming more and more challenging. Both organizations and individuals are discussing the topic that organizations can not ensure a career development for people, and that more valued requirements are necessary for good personnel in the multicultural business environment. A crucial problem which arises nowadays in organizations is that employees are not very successful in their personal careers because they lack cross-cultural communication competence. Therefore the development of cross-cultural communication competence is significant not only for the career of employees, but also for better results of organizations.

The object of the paper is the interrelation of cross-cultural communication competence and personal career development in cross-cultural environment.

The aim of the paper is to discuss the main factors of career development and cultural competence in cross-cultural environment.

Methods of the research. The methods of the research are the analysis of the scientific theoretical literature and the questionnaire results interpretation.

Personal career development in cultural context

Career and its perception may have many meanings for individual employees. For some, it may be the vehicle through which basic economic needs are satisfied. For others – it may provide a sense of social status or social worth. In other cases, a career may represent individual's dream of life, offering structure, direction, meaning and purpose to one's daily activities. As we may conceive work as primarily a social activity, to 'have a career' implies much more than, for example, an exchange of labour for financial return.

A personal career is the most important choice in life, however, a successful professional career mainly depends on an individual, but not on an organization. This implies relations between colleagues, current and potential employers, friends and family. Just before planning career a person has to understand if she / he is able to manage career life in working environment because a lot of individuals describe their quality of life as achievements in their working career (Petkeviciute, Leibsch, 2006).

With socio-economic changes an individual becomes the core in a whole career process. Nowadays an individual is a manager of her / his own career as well as her / his own life. While studying in high school the youth start to understand what they are looking for, what they would like to do for their career planning and management, how they would like to develop their professional career and achieve emotional comfort in their lives. Four stages of career development: assessment, exploration, goal setting and planning, and strategy, are the most important for personal career development (Knowdell, 1996).

Therefore, knowing ones own individuality it is much easier to be successful in communication and cooperation with others in work as well as in social and family life. When we talk about career in individual's life we use a 'career' term in four main aspects: career – achievement (mainly professional); career – occupation and position; career – as a consequence of different positions and experience in different areas and organizations; career – as a whole life experience with all roles an individual has in her / his life (family, social activities, life style, etc.).

However, an individual career may be evaluated only by an individual personally, as only a person knows what her / his goals are, what she / he is striving for in life. It is unethical to judge ones success or failure externally as we are not aware what choices an individual has in her / his life. What is more, in a speedy changing environment only those individuals, who understand themselves, reflect upon and react to changes of multicultural environmental, and are responsible for their personal career are able to celebrate the success in their lives.

There are a lot of ways for a personal career development in companies and organizations. Harvard Business Review has presented a research by D. Ready, L. Hill, J. Conger (2008) which goals were to identify factors that differentiate more successful companies from the less successful ones in emerging markets and demonstrated factors that influence a choice of employers. A citation from this article reveals why a war for talents in developing countries is different from the war in developed ones: "the generations that preceded those people have known nothing but poverty and the lack of opportunity. Yet we expect them to be patient, loyal soldiers, and to advance at an orderly pace. It is time to get real. It is their time now".

As an illustration, employees in a developing world are specifically attuned to brand, because a desirable affiliation may lead to personal advancement, especially when the brand is associated with inspirational leadership, the kind that challenges employees to develop themselves as leaders and to help build a great company that plays a significant role in a multicultural environment. Not surprisingly, opportunity means very much the same in developed and developing worlds: challenging work, stretched assignments, continual training and competitive payments. Moreover, in emerging markets opportunity must also imply an accelerated career track to senior positions. As for purpose, emerging-market job candidates value a company with a game-changing business model, where they can be a part of redefining their nation and the world economy. They are also attracted and inspired by a mission that expresses value of multicultural citizenship. A company's culture matters in several distinct ways. Firstly, its "story", or brand – promise has to be authentic. Secondly, employees must be rewarded for the reasons of merit. However, they not only want to be recognized for their individual achievements, but they also want to feel that they are sharing work and responsibilities with their teams. Finally, the culture has to be truly "talent-centric", so that people know they are critical to the company's success. All those four factors play a significant role in all aspects of the employees' management process, but each influences recruitment and retention in different ways.

Cross-cultural communication competence

Cultural research – cultural and value dimensions, orientations towards time (Hofstede, 1997, 2005; Trompenaars, Woolliams, 2003), high and low context cultures, polychronic or synchronic cultures (Hall, 1997), deal versus relationship focus (Gesteland, 2002); managing face and conflict (Ting-Toomey, 2005), coherence-based versus cohesion-based conceptions of culture (Rathje, 2007), as well as theories of communication and cross-cultural communication competence (Kramsch, 1998) provide a lot of assumptions about cultural similarities and differences. G. Hofstede (2001) notes that some cultural relativism is necessary: it is difficult to establish absolute criteria for what is noble and what is disgusting. All people develop cultural values based on their environment and early training as children, as it is seen in cultural mirrors. Not everyone in a society fits the cultural pattern precisely, but there is enough statistical regularity to identify trends and tendencies (Hofstede, 2001). However, these trends and tendencies should not be treated as defective or used to create negative stereotypes, but recognized as different patterns of values and thoughts. In a multi-cultural world, it is necessary to cooperate to achieve practical goals without requiring everyone to think, act and believe identically. Career, personal cross-cultural communication competence development and initiative acquire an understanding of the importance of novelty and creativity. Some researchers explore the concepts of creativity, creativity in an organization (Amabile, 1998), and innovation and creativity (Ceserani, Greatwood, 1997). Creativity is a crucial element for a personal career development. The Oxford dictionary defines *creativity* as "having the skill and ability to produce something new, especially a work of art". Indeed, in literature definitions of creativity is usually characterized by novelty or originality. It could be the novelty of compositions, products or ideas produced via creativity, which can involve imaginative thinking or the bringing together of ideas, where the outcome represents more than merely the sum of what was previously known. In culturally diverse contexts for the employees to develop their abilities of creativity, the employers must establish environment for creativity and innovation based on knowledge and understanding (De Bono, 1996; Goleman, 2000). When employees acquire knowledge and understanding of conflict resolution and problem solving strategies needed to bring consensus in negotiation, they can transform ideas into realization in a creative way (Doppler, Lauterberg, 2000; Dörner, 1996; Kaplan, Norton, 1999).

The term cross-cultural communication competence is the ability to communicate effectively and appropriately in a variety of cultural contexts with people who are different from one's self, for example, who are from different national, ethnic, religious, professional, organizational, generational, etc. culture. Cross-cultural competence can be categorized into three spheres:

- Culture specific;
- Culture general;
- Cross-cultural practice.

The spheres are "nested" – the first sphere within the second and the first and second spheres nested within the third. The first sphere focuses on *culture-specific competence*. Here, the research of cultural anthropologists provides generalizable information about, for example,

the communication styles or value orientations of a particular cultural group or subgroup. This approach to develop competence emphasizes learning about the specific cultural patterns exemplified by a chosen group and analyzing the impact of those cultural patterns when members of that group are involved in intergroup relations. While valuable, this approach alone is inadequate to build cross-cultural competence. The reasons are several: firstly, not all members of a particular group will manifest the same cultural characteristics as the mainstream of that group; learning about the mainstream teaches nothing about those on the margins let alone about an individual variation. Secondly, given the rate of travel, of immigration and migration, and of international sojourning, more and more people in today's world are influenced by layers of diverse cultural influence.

Thirdly, most of us live in multicultural environments, making it nearly impossible for us to become competent in the culture specifics of every group we meet at the local neighbourhood center, with whom we share office space or communicate via the IT devices and the Internet.

The second sphere of cross-cultural competence takes *a culture-general approach*. The focus here is on the general cultural contrasts that we apply in interaction, regardless of the particular cultural groups involved. The most famous of these cultural contrast patterns include high-context / low-context communication, direct / indirect communication, individualist / collectivist orientation, high / low power distance and high / low uncertainty avoidance (Hofstede, 2001). This approach offers great insight for those choosing to develop their cross-cultural communication competence. It allows

them to assess, for example, to what extent the people with whom they are negotiating a contract may have a direct versus indirect communication style and how, given their own style, that is likely to affect the negotiation process. Even when taken conjunction with a cultural specific approach, however, the culture-general approach is also inadequate to the task. For a simple reason a culture-general approach to cross-cultural communication competence remains a cross-cultural exercise and is too often focused exclusively on the "cultural other" rather than on the "cultural self". Therefore, the cross-cultural communication competence development strategy should focus on similarities rather than differences of target cultures.

The third sphere is *of practice*; this approach to develop cross-cultural competence holds and encompasses the other two nested within it. It emphasizes moment-to-moment choice, moment-to-moment practice. It recognizes that knowledge of content is not automatically translated into mastery of process; that to be competent across cultures we need to transform our knowledge of cross-cultural theories into appropriate and effective performance. This requires a whole-person approach to building cross-cultural competence, for culture is as much emotional and physical experience as it is an intellectual one. This third sphere of cross-cultural competence is informed by the culture-specific and culture-general spheres, while emphasizing that people must always be learners and must practice in cross-cultural context.

When we commit to developing a cross-cultural practice, to engaging the third sphere of cross-cultural competence, we are agreeing to transform our lives into a personal "living laboratory". Considered this

way, every interaction, whether involving obvious cultural difference or not, an opportunity to apply culture-specific and culture-general knowledge about self and other. This allows for the creative transformation of cross-cultural knowledge into cross-cultural communication competence.

Given the broad range of sub-competences making up cross-cultural communication competence, it is not surprising that school education in the Western world in particular has increasingly claimed cross-cultural communication competence (CCCC) as an educational objective. It tends to see the general purpose of developing CCCC as a contribution at the individual level to societal well-being; for example by facilitating a policy of multiculturalism, by improving the integration of ethnic minorities and, thus, by supporting social cohesion and sustainability.

Whatever the purpose of developing cross-cultural communication competence may be, and how those different purposes may be regarded from any point of view, it is clearly advantageous that cross-cultural communication competence development takes place in schools, universities and companies for the sake of effectiveness and understanding. As well as making cross-cultural communication competence the aim of activity in the workplace environment, they can also provide continuity and a context for more or less guided out-of-workplace experiences, such as trips, exchanges, study periods and internships abroad in order to gain experience of other intercultural situations in which students and employees can acquire and develop a broader range of competences out of the professional context in an informal setting. For this reason foreign language education is often seen as the appropriate way for the development of cross-cultural

communication competence and most foreign language curricula declare it to be its general aim.

However, the analysis of different researchers and documents (Castro, Sercu, 2005; LACE study, 2007) has shown that priority is being given to a large extent to knowledge and attitudes rather than skills or competence. On the other hand, demands for cross-cultural communication competence are increasing as more and more businesses go global and multicultural. People realize that there are barriers and limitations when entering a foreign territory, therefore without the knowledge of the target language and culture it can unknowingly cause confusion and misunderstandings. Therefore, for these international businesses to prevent damaging business relations it is of vital importance to bridge cross-cultural communication gaps by mastering a foreign language and fully understanding the cultural peculiarities that exist in their environment. For this reason the ability to communicate verbally and non-verbally in a foreign language and understand target culture can guarantee a development for person's career and success for their organization.

Research on career development and cross-cultural communication competence

Methods of research. In order to understand individuals' point of view on career in multicultural environment scientific literature and research papers were analyzed. At the beginning of research we observed that in cross-cultural contexts, career development needs to be combined with an understanding of culture and the ability to communicate with people. This

observation was based on the experience while we were taking part in various Intensive Programmes / IP / of Erasmus students' mobility projects in different countries (Turkey, Germany, the Netherlands, Latvia, the UK). During the period 2009-2012 of mobility projects abroad, we observed that a lack of cross cultural communication competence of some participants' diminished their cross-cultural communication interaction and, consequently, worsened possibilities of their personal career development.

Secondly, a questionnaire has been chosen for research as an instrument consisting of series of questions to gather the necessary information from a defined number of respondents. Moreover, it was a feasible way to reach respondents and get results for analysis in short time as questionnaires are familiar instruments to most of respondents. The questionnaires we sent were easy to administer confidentially (both options: to email or to fax have been offered in questionnaire) and data entry and tabulation was done in excel sheet. Because questionnaires are less intrusive than telephone or face-to-face surveys, therefore when a respondent receives a questionnaire in the mail, she / he feels free to complete the questionnaire on her / his own time. Moreover, unlike other research methods, the respondent is not interrupted by the research instrument.

The aim of the questionnaire was to define the indicators of career development in the multicultural environment. The questionnaire had been constructed in the way that it would take some minutes to answer the questions. Questionnaire had been sent by e-mail to selected individuals: students, project partners and employees, total – 97 individuals. The objective was to collect not less than 45 answers to the questionnaire. 54 responses (55 % response rate) were received to the questionnaire. The respondents were asked questions about the main factors of career development. The list of sixteen different career development factors was presented in order to choose the most important of them. The top seven factors of career development in cross-cultural environment were selected and the respondents were asked to fill out the questionnaire as well as to rank seven distinguished factors for career development in cross-cultural environment.

It is important to note that the researchers' own opinions have not influenced a respondent to answer questions in a certain manner as there were no verbal or visual clues to influence the respondent. Respondents' opinions on the most important factors of career development in cross-cultural environment are presented in Figure 1.

According to the survey the most important factors for career development in multicultural environment are cross-cultural awareness (64 % of respondents have chosen it), the next in the ranking: challenging problems (54 %); creativity (54 %), then decision making (52 %) and independence (52 %), profit, gain (48 %) and work with others (46 %) (Figure 1). The above mentioned seven indicators of a career development in multicultural environment are defined as the most crucial elements by the respondents. Whereas less important factors are considered to be recognition (34 %), time, freedom (32 %), influence of people (32 %), status (25 %) and change (23 %). Cross-cultural awareness – the most important career value is in connection with the top meaning of career in this research. Drawing on researchers (Rathje, 2007; Starosta, 2005; Ting-Toomey, 1999) opinion as well
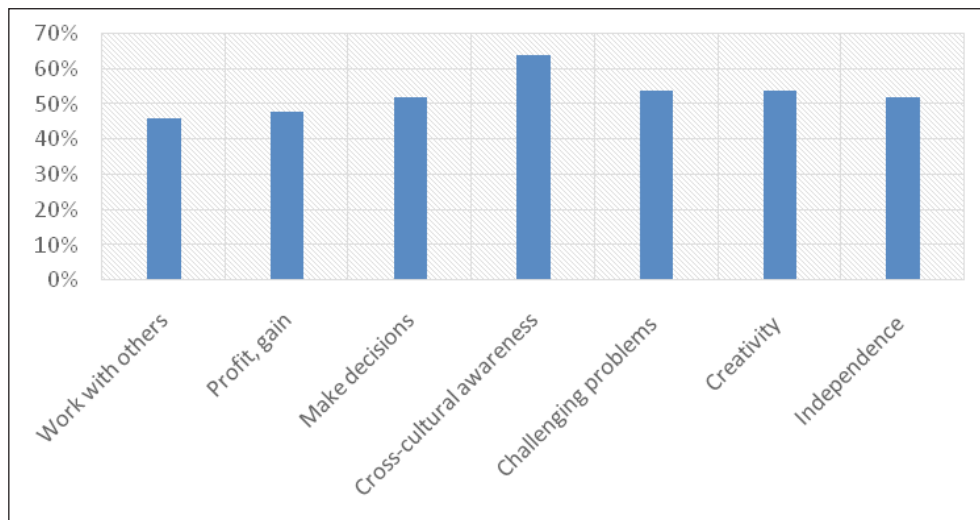
Fig. 1. **Respondents' opinions on the most important factors of career development
in cross-cultural environment**

as our observation, it can be stated that cross-cultural awareness can be acquired through the development of cross-cultural communication competence.

Different lists of factors show a picture of the components of cross-cultural communication competence: open-mindedness, non-judgmentalness, empathy, tolerance for ambiguity, flexibility in thinking and behaviour, self-awareness, knowledge of one's own and other cultures, resilience to stress, and communication are among components which are identified as playing an important role in the creation of effectiveness in cross-cultural communication (Thomas, 1995; Chen, Starosta, 1999; Rathje, 2007). These issues are discussed by Rathje (2007) and other researchers about cross-cultural communication competence and interaction in multicultural environment. The analysis in the scientific literature show that Rathje's (2007) research reveals some standpoints for further discussions,

namely, if cross-cultural competence has an instrumental goal of improving individuals' productivity and efficiency, giving them an advantage in their career development? Or / and if there should be the goal with the emphasis on personal growth and career development and etc.? In our opinion these issues should be discussed with personnel in different organizations, especially employees, as they need to develop knowledge and awareness of the unknown cultures, the similarities and differences both in their own and in other cultures.

According to the results of our research, the main factors of cross-cultural communication competence were defined, analysed and shown. The respondents were asked to rate on 10 point scale (10 being the highest), and to evaluate all nine factors due to their importance. The results of the research are demonstrated in Figure 2. The evaluation of the main factors of cross-cultural communication
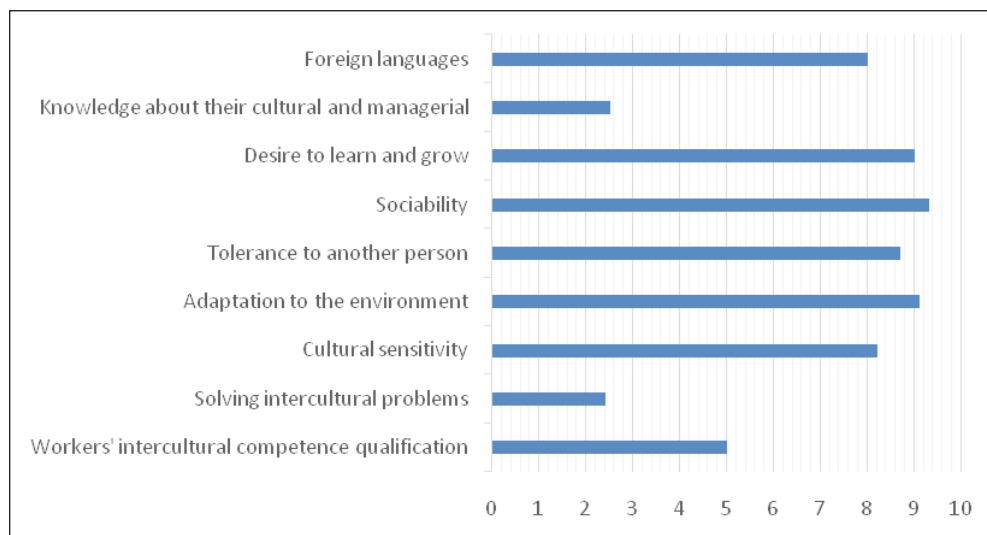
Fig. 2. **The evaluation of important factors of cross-cultural communication competence**

competence, based on Lithuanian employees and student's opinions, showed that the most significant indicators are sociability (9.3); adaptation to the environment (9.1) desire to learn and grow (9.0); and cultural sensitivity (8.2) (Figure 2). These crucial elements of cross-cultural communication competence are signified as essential for personal career development in cultural environment. The research demonstrates that individuals who plan and envisage their personal career should also develop their cross-cultural communication competence. Furthermore, personal career development in cultural environment needs to be combined with an understanding of the impact of culture and the ability to communicate with people from other cultures. Summing up, cross-cultural communication competence is related to people and interaction with them and it serves as a practical expression of person's ability to adapt in diverse cultural contexts of communication as well as builds up bridges to success in career.

Conclusions

Drawing on Lithuanian employees and student's opinions the main factors for personal career development in cultural environment are *cross-cultural awareness, challenging problems and creativity.*

The results of the research demonstrated that the main factors for cross-cultural communication competence are *sociability; adaptation to the environment; tolerance to another person; cultural sensitivity; desire to learn and grow; and a good command of foreign languages.*

The establishment of the environment for *cross-cultural communication competence* development in schools, universities and organizations for a long term success and reasons of effectiveness is greatly advantageous.

The formation of the environment for the development of *creativity* in schools, universities and organizations for a personal success is of immense importance.

The development of cross-cultural communication competence should take place not only in the workplace environment, but there should be out-of-workplace experiences, such as trips, exchanges, study periods and internships abroad where exposures to other cultural situations can help people acquire a broader range of competences than in their professional context.

In cultural contexts, career development needs to be combined with an understanding of the impact of culture and the ability to communicate with people from other cultures. The different aims of the development of personal career and cross-cultural communication competence must be interrelated and go alongside.

The ability to communicate verbally and non verbally in another person's language in cross-cultural environment as well as understand someone else's verbal and body language can guarantee a success in career for a person and organization.

Cross-cultural communication competence is the main ingredient of the personal career development in cultural environment and needs more attention so that employees could function effectively in local, national and international organizations.

References

1. Amabile, T. M. (1998). *A Model of Creativity and Innovation in Organizations Research in Organizational Behaviour,* 10, JAI Press: p. 123-167. doi: 10.2189/asqu.2005.50.3.367.

2. Castrom, L., Sercu, G. (2005). Global Teachers: A Conceptual Model for Building Teachers Intercultural Competence On line. doi: 10.1111/j.1949-8594.2002.tb17887.

3. Ceserani, J., Greatwood, P. (1997). *Innovation and Creativity*. London: Kogan Page.

4. Chen, G. M., Starosta, W. J. (1999). A review of the concept of intercultural awareness. *Human Communication*, *2*, p. 27-54. doi: 10.1177/1028315306287002.

5. Doppler, K., Lauterberg, Ch. (2000). Managing Corporate Change. Shaping Organizational Change. Springer.

6. De Bono, E. (1996). *Serious Creativity*. Harper Business. Dörner, K. (1996). *The Logic of Failure: Recognizing and Avoiding Error in Complex Situations*. New York.

7. Deresky, H. (2006). *International Management. Managing Across Borders and Culture.* 5th ed., Upper Saddle River: Pearson Education International.

8. Hofstede, G., Hofstede, G. J. (2005). *Cultures and Organizations: Software of the Mind* (Third Millenium Edition). New York: McGraw-Hill.

9. Hofstede, G. (2001). *Culture's Consequences: Comparing Values, Behaviours, Institutions and Organizations across Nations.* Bevery Hills, CA: Sage.

10. Hall, E. (1997). *Beyond Culture*. New York: Anchor Books.

11. IICEE website. Internet access: <http://iicee.tvu.ac.uk>, [accessed February 16, 2013].

12. Gesteland, R. (2002). Cross-Cultural Business Behaviour, 3rd. Edition. Copenhagen Business School Press.

13. Greenhaus, J., Callanan, G., Godshalt, V. (2000). *Career management*. The Dryden press.

14. Goleman, D. (2000). *Emotional Intelligence*. Boston, MA. doi: 10.1037/a0027377.

15. Goleman, D., Kaufman, P., Ray, M. (2000). *The Creative Spirit*. New York: Plume.

16. Kaplan, R., Norton, D. (1999). *The Balanced Score Card: Translating Strategy into Action*, Boston, Mass: Harvard Business School Press.

17. Knowdell, R. L. (1996). *Building a Career Development Program*. Palo Alto, California: Davies-Black Publishing.

18. Kramsch, C. (1998). *Language and Culture*. Oxford University press.

19. Languages and Cultures in Europe (LACE). (2007). The Intercultural Competences Developed in Compulsory Foreign Language Education in the EU.

20. Petkevičiūtė, N., Liebsch, U. (2006). Competence in Communication Problem Solving and Career Development i the Intercultural Context // *Vocational Education. Research and Reality*. Nr. 11.

21. Ready, D., L., Hill, J., Conger. (2008). *Winning the Race for Talent in Emerging Markets*. Oxford University Press.

22. Rathje, S. (2007). Intercultural Competence: The Status and Future of a Controversial Concept.

Language and Intercultural Communication. Vol 7(4), p. 254-266.

23. Ting-Toomey, S. (2005). The Matrix of Face: An Updated Face-Negotiation Theory in Gudykunst, W (ed.) *Theorizing About Intercultural Communication*: Sage Publications.

24. Trompenaars, F., Woolliams, P. (2003). *Business Across Cultures*. Capston.

Asta BALČIŪNAITIENĖ, Violeta BARVYDIENĖ, Nijolė PETKEVIČIŪTĖ

KARJEROS VYSTYMAS TARPKULTŪRINĖJE APLINKOJE

S a n t r a u k a

Temos apie karjeros ir tarpkultūrinės komunikacinės kompetencijos vystymą tarpkultūrinėje aplinkoje aktualumą pagrindžia dažna diskusija vykdoma įvairiose organizacijose. Žmonės apie karjerą galvoja įvairiapusiškai, kadangi karjera ir jos samprata individui turi daug reikšmių. Vieniems tai yra stimulas patenkinti ekonominius poreikius, kitiems tai – socialinio statuso ir socialinės vertės įgijimo mechanizmas. Dar kitiems karjera gali reikšti individualios gyvenimo svajonės išsipildymą bei gyvenimo struktūros, krypties, prasmės ir tikslo buvimą kasdieninėje veikloje. Jeigu darbo svarba yra suvokiama kaip socialinė veikla, tai karjera reiškia žymiai daugiau negu darbas už finansinį atlygį. Žiūrint iš kitos pusės, labai pasikeitė ir darbo aplinka, kuri vis labiau tampa tarpkultūrine. Todėl svarbu kalbėti apie asmeninės karjeros plėtros galimybes tarpkultūrinėje aplinkoje.

Įmonėse ir organizacijose yra daug būdų siekti asmeninės karjeros. Harvardo Verslo Apžvalga pristatė (Ready, Hill, Conger, 2008) mokslinį tyrimą, kuriame parodė tikslus identifikuojančius elementus, atskiriančius sėkmingiau veikiančias nuo mažiau sėkmingai dirbančių organizacijų ir nurodė darbo rinkos veiksnius, kurie įtakoja darbdavių pasirinkimą. Šis tyrimas parodo kodėl kova dėl talentingų žmonių, besirūpinančių savo karjera, įgauna tarpkultūrinį pobūdį.

Straipsnio **objektas** – ryšys tarp tarpkultūrinio komunikavimo kompetencijos ir asmeninės karjeros tarpkultūrinėje aplinkoje. Straipsnio **tikslas** –

analizuoti karjeros ir tarpkultūrinės komunikacinės kompetencijos vystymo ypatumus tarpkultūrinėje aplinkoje. Tyrimo **metodologija** remiasi mokslinės teorinės literatūros ir dokumentų analize bei anketinės apklausos metodais.

Straipsnio teiginiams pagrįsti buvo vykdomas tyrimas, kuriame dalyvavo 97 respondentai, dirbantys tarpkultūrinėje aplinkoje. Vadybininkai, darbuotojai ir studentai buvo paprašyti užpildyti klausimyną apie karjeros ir tarpkultūrinės komunikacijos kompetencijos veiksnius. Tyrimas parodė, kad karjeros vystyme tarpkultūrinėje aplinkoje didžiausią reikšmę respondentai priskyrė kultūriniam suvokimui ir kultūrinėms žinioms. Tuo būdu tolimesniu tyrimu siekta išsiaiškinti kultūrinio komunikavimo efektyvumą apsprendžiančius veiksnius.

Tyrimu nustatyta, kad pagrindiniai veiksniai įtakojantys karjeros plėtrą tarpkultūrinėje aplinkoje yra: *tarpkultūrinis suvokimas ir žinios; nauji iššūkiai ir kūrybiškumas.* Taip pat tyrimu nustatyta, kad patys svarbiausi tarpkultūrinės kompetencijos veiksniai yra socialiniai įgūdžiai; prisitaikymas prie aplinkos; noras mokytis ir tobulėti; tolerancija kitoniškumui; kultūrinis jautrumas bei geras užsienio kalbų mokėjimas.

Tarpkultūrinės komunikacijos kompetencija yra pagrindinė sudedamoji karjeros vystymo dalis daugiakultūrinėje aplinkoje ir dėl tos priežasties, siekiant sėkmingo asmens ir organizacijos funkcionavimo, jai yra būtina skirti didesnį dėmesį.