



AGNIESZKA KNAP-STEFANIUK

University Ignatianum in Krakow, Poland

ORCID iD: 0000-0002-9201-9889

EWA SOWA-BEHTANE

University Ignatianum in Krakow, Poland

ORCID iD: 0000-0002-0190-0567

JOAN SORRIBES

University of Girona, Spain

ORCID iD: 0000-0003-1074-0734

THE IMPORTANCE OF EDUCATION IN DEVELOPING FUTURE EMPLOYEES' AND MANAGERS' INTERCULTURAL COMPETENCE IN STUDENTS' OPINION - PILOT STUDY



ABSTRACT

The purpose of this article is to explore the importance of education in developing intercultural competence among future employees and managers, as viewed by students. Since today's students are tomorrow's professionals – many of whom will work in multicultural teams – their perspectives on the educational challenges involved in building intercultural competence are particularly valuable.

The research problem focuses on answering the question: *How do students perceive the role of education (their studies) in developing the intercultural competence needed for future work in culturally diverse environments?* The research methods employed in the study are a literature review and the elaboration of the findings from 24 individual in-depth interviews with students from Poland, Spain, France, and Lithuania.

Higher education plays a critical role in shaping students' intercultural competence, serving as a foundation for preparing them to succeed in culturally diverse workplaces. Such competence is essential for effective functioning and collaboration in teams composed of individuals from varied cultural backgrounds.

It is the responsibility of higher education to equip students with the ability to operate flexibly, adaptively, and interculturally in today's work environment. Lecturers teaching subjects related to, among others, managing people in culturally diverse settings should focus particularly on enhancing students' intercultural competence by shaping their attitudes, behaviours, communication, and interpersonal skills essential for thriving in multicultural contexts.

KEYWORDS: *managers, employees, students, intercultural competence, education*

INTRODUCTION

In the context of globalisation and the international economic activity of modern enterprises, the issue of intercultural competence has become particularly significant. Its importance stems primarily from its influence on the smooth functioning of multinational enterprises, the effectiveness of multicultural teams, and interpersonal relationships among employees operating in culturally diverse environments. Awareness of cultural diversity in today's professional landscape, the ability to adapt quickly, navigate new experiences arising from crossing cultural boundaries, demonstrate sensitivity to other cultures, and engage in effective intercultural communication are essential for successful cooperation across cultures.

The aim of this article is to highlight the importance of (higher) education in developing students' intercultural competence as future employees and managers. The authors affirm that education plays a vital role, as intercultural competence directly influences the ability of employees and managers to understand and embrace cultural diversity and to build positive relationships with individuals from different cultural backgrounds. For years, intercultural competence – primarily understood as the ability to collaborate with representatives of other cultures – has been recognised as a key component of university education (e.g., Catarci & Fiorucci, 2015; Chen, 2022; Deardorff, 2006; Gallagher & Polanin, 2015; Gibson et al., 2023; Hang & Zhang, 2023; Mara, 2021; Senyshyn, 2019; Volet & Jones, 2012).

In line with the article's objective, the following research problem was formulated: *How do students perceive the importance of education (the period of study) in developing their intercultural competence necessary for future work in culturally diverse environments?* To address this question, the authors present the views of Polish, Spanish, French, and Lithuanian students who participated in individual in-depth interviews.

INTERCULTURAL COMPETENCE - DEFINITIONS, KEY DIMENSIONS, AND THE ROLE OF EDUCATION IN DEVELOPING STUDENTS' CROSS-CULTURAL COMPETENCE

According to Waloszek (2021), education both responds to the needs of reality and helps shape it. It is an integral part of social, cultural, and civilisational processes. Contemporary literature outlines various criteria for classifying competences. Waloszek (2021) identifies several competences as essential for individuals in today's world: the ability to communicate, the ability to cooperate, creativity, and IT skills.

Intercultural education today is essentially education for all – it is education for cultural diversity. It is a teaching and learning process that engages all participants in building self-confidence, enhancing empathic understanding of individuals from different cultural backgrounds, and promoting

equal opportunities to allow each individual to realise their full potential (Bunăiașu, 2015). The primary objective of education focused on intercultural issues is to develop the intercultural skills of pupils and students (Catarci & Fiorucci, 2015). According to Iwaniuk (2014), multicultural competence has emerged in response to the development of a global information society. This competence is grounded in:

- knowledge related to foreign languages, cultures, migration, and integration processes;
- skills that support communication, conflict resolution, and the management of culture shock;
- attitudes such as openness, tolerance, empathy, flexibility, and cultural awareness.

The concept of intercultural competence encompasses a combination of skills, attitudes, behaviours, and knowledge that, when applied consciously and in alignment with intercultural settings, create the foundation for effectively navigating various situations within intercultural interactions. As Mara (2021) notes, intercultural competence enables the successful resolution of challenges that arise in intercultural contexts.

Byram (1997, p. 34) defines intercultural competence as comprising knowledge of others, knowledge of oneself, skills for interpreting and building relationships, skills for discovery and interaction, and appreciation of the values, beliefs, and behaviours of other cultures. Similarly, Wolff and Borzikowsky (2018) describe intercultural competence as the skill set required for appropriate and effective collaboration with individuals from other cultures.

The concept of intercultural competence highlights the interconnected affective, cognitive, and behavioural dimensions of intercultural interaction. The affective dimension involves an individual's willingness to learn about and value cultural differences. The cognitive dimension concerns an individual's understanding of cultural practices that shape perception and behaviour. The behavioural dimension refers to the abilities necessary to act appropriately and effectively during intercultural encounters (Zhang & Zhou, 2019). Intercultural competence facilitates, among other things, effective communication with people from different cultural backgrounds.

It is important to emphasise that intercultural competence requires not only the continuous development of knowledge and skills, but also the cultivation of appropriate attitudes (Deardorff, 2009). This underscores the vital role of education, particularly at the university level. Intercultural competence is increasingly recognised as critical for professional practice in the 21st century (e.g., Beneroso & Alosaimi, 2020; Davis & Knight, 2018; Demetry & Vaz, 2017; Hajro et al., 2017; Malau-Aduli et al., 2019). Therefore, contemporary education plays an essential role in preparing open-minded, empathetic, and culturally aware future employees and managers.

THE ROLE OF INTERCULTURAL COMPETENCE IN CONTEMPORARY MANAGEMENT

With the advancement of digital technology and the intensification of globalisation, academic curricula, particularly in higher education, increasingly acknowledge (and should acknowledge) the global and, consequently, intercultural dimension. As a result, one of the growing objectives of higher education is to emphasise the intercultural perspective and to foster the development of students' intercultural competence.

As previously discussed in this article, intercultural competence is defined in a variety of ways. Broadly, it refers to a set of skills essential for building effective relationships between individuals who differ linguistically and culturally. Johnson, Lenartowicz, and Apud (2006) define intercultural competence as an individual's ability to effectively apply knowledge, skills, and personal attributes in working with people from different cultural backgrounds. It also encompasses the practical ability to use knowledge about cultural diversity (Muszyńska et al., 2013) and to understand and function effectively within cultures different from one's own (Abbe et al., 2007).

For today's employees and managers, intercultural competence signifies the ability to collaborate and communicate effectively across cultural boundaries. It includes the knowledge and practical skills required to make communication-related decisions in interactions with colleagues from different cultural backgrounds (Steers et al., 2011). Intercultural competence involves acting appropriately and

effectively with individuals from culturally diverse environments (Hammer et al., 2003), making it an integral part of daily operations in multinational companies.

Modern employees and managers must possess intercultural competence to successfully perform their roles, tackle challenges, and meet organisational goals. Operating in multicultural environments requires the ability to solve problems efficiently, manage stress, allocate time wisely, make complex decisions, and demonstrate creativity (Gesteland, 2012; Adamczyk, 2017; Mockaitis et al., 2018; Gibson et al., 2019; Szkudlarek et al., 2020). Equally important are soft skills – personality traits and interpersonal abilities essential for building, maintaining, and developing relationships in multicultural teams (Sogancilar & Ors, 2018; Knap-Stefaniuk & Burkiewicz, 2020; Knap-Stefaniuk & Sorribes, 2022).

According to various researchers, key elements of intercultural competence in contemporary management include the ability to perceive and navigate contradictions inherent in today's business environment. Communicative competence is essential for achieving mutual understanding, while cultural sensitivity facilitates relationship-building with individuals from diverse cultures and enables quick adaptation to different cultural contexts. For managers in particular, a flexible management style is crucial, stemming from an understanding of how culture influences managerial processes. In modern management, the ability to build and lead intercultural teams, whose success often arises from their diversity, is also of great importance (e.g., Leung & Wang, 2015; Dixon-Fyle et al., 2020; Steers, 2011; Zellmer-Bruhn et al., 2020).

Intercultural competence supports the creation and strengthening of intercultural relationships aimed at effective collaboration between individuals from two or more cultures. This involves the optimal use of their knowledge, skills, abilities, and attitudes to foster communication, understanding, and the effective transfer of information and experience (Fiorucci, 2000). Effective contemporary management in multicultural settings requires a deep consideration of cultural differences, tolerance, sensitivity, and the daily recognition of diversity by both employees and managers (Zellmer-Bruhn et al., 2020; Dixon-Fyle et al., 2020). Therefore, teaching and nurturing intercultural competence among today's students is essential to preventing prejudice and stereotypes in multicultural work environments.

METHODOLOGY

SAMPLING STRATEGY

The interviews described in this article were conducted by the authors in two phases: during April–May 2024 and February–May 2025. A total of 24 individual in-depth interviews were completed: 12 with Polish and Spanish students (6 each), and 12 with French and Lithuanian students (6 each). This study represents a pilot investigation, serving as the preliminary stage of a broader research project on intercultural competence and the role of education in its development among university students.

The planning, organisation, and execution of the interviews were made possible through the authors' professional and social networks, which facilitated access to the initial participants. These participants subsequently referred other eligible respondents who met predefined selection criteria. The authors developed a participant selection strategy based on shared characteristics: all interviewees were students enrolled at various European universities, all had experience in intercultural interactions, and all came from different European countries. The group was intentionally diverse in terms of age, gender, and nationality.

The sampling process employed non-random techniques, specifically purposive sampling, which involves selecting participants based on the researcher's judgment and expertise (Szreder, 2004, p. 45). Such methods are appropriate when the aim is to acquire an initial understanding of a research topic (Miszczak & Walasek, 2013, p. 102), as was the case in this pilot study. Purposive sampling allows the researcher to deliberately choose respondents who are expected to provide relevant insights based on their experiences (Miszczak & Walasek, 2013, p. 103).

INDIVIDUAL IN-DEPTH INTERVIEWS

The authors conducted a qualitative study using a semi-structured interview format, specifically employing the individual in-depth interview technique. As Bendkowski (2016, pp. 30–31) notes, *the aim of qualitative research is, first and foremost, to understand the phenomenon in question, not to measure its scale.*

According to Miński (2017, p. 37), the in-depth interview is *a qualitative research technique involving intensive individual interviews with a small number of participants, aimed at exploring their personal views, feelings, and perspectives on specific solutions, programmes, or situations.*

Given the pilot nature of the study, the relatively small research sample (24 students) is both appropriate and justifiable. Pasikowski (2015, p. 197) points out that *sample size in qualitative research, although often considered of secondary importance, is subject to both practical and theoretical considerations.* He further notes (2015, p. 198) that qualitative research projects commonly involve sample sizes ranging from 20 to 30 participants. Guest et al. (2009, p. 74) have shown that reliable data can be obtained even from very small samples – even as few as four participants – if the study design is sound.

Therefore, the authors considered the sample size of 24 students sufficient for the exploratory goals of this preliminary phase. Most researchers agree that *the individual in-depth interview requires the use of a structured interview script, which helps organise the interview and ensures that all key topics are covered* (Miński, 2017, p. 40).

RESEARCH TOOL – THE IN-DEPTH INTERVIEW SCRIPT

All students who participated in the interviews responded to a uniform set of questions developed in advance by the authors as part of a semi-structured interview script. This script served as a structured framework for the interviewer while offering respondents considerable flexibility in their responses. It did not include predefined answers or rating scales; instead, respondents expressed their views in their own words. The interviewer adjusted the sequence and pacing of questions according to each participant's level of engagement and communication style. Follow-up questions were also posed when necessary to explore responses in greater depth (Miński, 2017, p. 39). This flexible approach is a key feature of in-depth interviews and allows for a more nuanced understanding of respondents' perspectives (Nicińska, 2000, p. 41).

INTERVIEW IMPLEMENTATION

The interviews were conducted in a mixed format, combining face-to-face and online meetings. Among the Polish students, four interviews were carried out in person and two online via the Zoom platform. For the Spanish students, three interviews were conducted in person and three online. Of the French students, five were interviewed face-to-face and one online. Similarly, interviews with Lithuanian students included four face-to-face sessions and two conducted online via Zoom.

Each interview lasted approximately 40 to 50 minutes. At the beginning of each session, participants were informed about the purpose of the interview, the selected research method, and the technique being used. Formal matters such as data confidentiality, the anonymity of responses, and the intended use of the collected information were also discussed to ensure informed consent and ethical compliance.

During face-to-face interviews, the authors followed a pre-developed script and took detailed notes throughout the conversation. The online interviews, conducted via the Zoom platform, were not recorded; instead, the authors also took written notes during these sessions. Interviews with the Polish students were conducted in Polish; those with the Spanish students were conducted in both the Spanish and English, depending on the respondent's preference. Interviews with the French and Lithuanian students were conducted in English.

To process the data, the authors employed a standard transcription method, capturing participants' responses verbatim. The transcripts were later edited to remove filler words, repetitions, and common spoken-language syntactic errors, ensuring clarity while preserving the substance of each response.

RESPONDENT CHARACTERISTICS

The following table presents an overview of the characteristics of the students who participated in the interviews.

Table 1. *Characteristics of the respondents (the Polish and Spanish students)*

Criterion	Polish students	Spanish students
Age	20-23	19-22
Women	4	3
Men	2	3
Faculty	Management - 4 students Tourism and Recreation-2 students	Business Administration - 2 International Business - 2 Tourism - 2
Specialisation	Human Resource Management - 1 Enterprise Management -1 Management in Services - 1 Marketing and Sales-1 Hotel Industry and Health Tourism - 1 E-business in Tourism - 1	Public Administration Management - 1 International Relations - 1 International Marketing - 2 Tourism Management - 1 Business Tourism - 1

Source: the authors’ own study based on the interviews with the Polish and Spanish students (2024).

Table 2. *Characteristics of the respondents (the French and Lithuanian students)*

Criterion	French students	Lithuanian students
Age	20-23	19-22
Women	3	5
Men	3	1
Faculty	Business Management - 2 students Public Administration - 2 students International Tourism - 2 student	International Business - 3 Management and Marketing - 3
Specialisation	Human Resource Management - 2 HRM in Public Administration - 2 International Hotel Management - 1 Marketing in Tourism - 1	International Relations - 2 International HRM -1 International Marketing and Sales - 3

Source: the authors’ own study based on the interviews with the French and Lithuanian students (2025).

**INTERCULTURAL COMPETENCE IN STUDENTS’ OPINION -
THE STUDY RESULTS**

The primary aim of the interviews was to gather the information necessary to answer the research question regarding the role of education in developing intercultural competence, as perceived by the Polish and Spanish

students. During the interviews, students were asked to respond to the following questions:

1. How do you understand (or explain) the concept of *intercultural competence*?
2. In your opinion, what is the role of education in developing your intercultural competence?
3. What actions should be taken in higher education to effectively support the development of students' intercultural competence?

Tables 3 and 4 present the students' responses regarding their understanding of the concept of *intercultural competence*.

Table 3. *Students' answers to question 1*

Students	Polish students	Spanish students
Student 1	Knowledge of other cultures and the ability to act effectively in an intercultural environment	The ability and skills to adapt and interact quickly in culturally diverse environments
Student 2	Skills to function and communicate effectively in diverse cultural conditions	An attitude characterised by openness and respect for cultural differences; sensitivity to cultural differences and communication with respect for other cultures
Student 3	Knowledge of different cultures, communication skills and a tolerant, open attitude towards other cultures	The ability to interact effectively with people from culturally diverse backgrounds; openness to and acceptance of cultural differences
Student 4	Open, sensitive perception and understanding of different cultural patterns, interacting promptly with representatives of other cultures, respecting their differences	Knowledge of different cultures and the ability to function flexibly in different cultures, with an understanding of cultural differences
Student 5	The ability to perceive cultural differences and the ability to function in a culturally diverse environment; sensitivity to and acceptance of cultural differences	Knowledge of other cultures, ability to relate to people from other cultures; understanding of other values and behaviour in relation to other cultures
Student 6	Openness, tact, and tolerance in building relationships with representatives of other cultures; the ability to put into practice knowledge and competences in building relationships with representatives of other cultures	Knowledge, skills, and behaviours that enable one to function flexibly and effectively in an intercultural environment, and to solve various problems that arise from cultural differences

Source: the authors' own study based on the interviews with the Polish and Spanish students (2024).

All Polish and Spanish students demonstrate an understanding of the term *intercultural competence* and were able to articulate its meaning. Given the qualitative nature of the collected data, the authors present the respondents' verbatim statements in Table 3. This approach is maintained in the subsequent tables, where students' responses are also shown in their original form (verbatim transcription).

Table 4. *Students' answers to question 1*

Students	French students	Lithuanian students
Student 1	Knowledge of different cultures, the ability to collaborate across cultures, and an open attitude toward cultural integration and intercultural cooperation	Awareness of other cultures and the ability to build relationships with people from different countries and cultural backgrounds
Student 2	Understanding different values and behaviours in the context of other cultures and the ability to cooperate effectively and efficiently with representatives of other cultures	Knowledge of various cultures, strong communication skills, and an open, positive attitude toward cultural differences
Student 3	Knowledge of different cultures, the ability to function openly and effectively within them, and the ability to engage in intercultural interactions	Awareness of cultural differences and the ability to recognise and navigate these differences while collaborating in culturally diverse environments
Student 4	Knowledge of different cultures, interpersonal skills necessary for initiating interactions and relationships with representatives of other cultures, and acceptance of individuals from other cultural backgrounds along with their values	Knowledge of different cultures and the ability to act quickly and effectively in culturally diverse environments
Student 5	Knowledge of different cultures and continuous development of this knowledge through personal experience; the ability to build positive relationships with people from different cultures and understanding of different cultures	Sensitivity to cultural differences, openness to intercultural relationships, and adaptability in the face of cultural diversity
Student 6	The ability to operate effectively in culturally diverse environments; sensitivity to people from other cultures and acceptance of cultural diversity	Openness and respect for other cultures, sensitivity to cultural differences, and the ability to collaborate in intercultural environments

Source: the authors' own study based on the interviews with the French and Lithuanian students (2025).

Across all national groups, students consistently associated intercultural competence with the following key elements: knowledge of other cultures, including their values, customs, and behavioural norms; the ability to

communicate and collaborate effectively with individuals from diverse cultural backgrounds; openness, respect, and acceptance of cultural differences, accompanied by a positive attitude toward diversity; cultural sensitivity, defined as the capacity to recognise and respond appropriately to cultural differences; flexibility and adaptability in intercultural contexts. The students' responses reflect a shared understanding of intercultural competence as a combination of knowledge, practical skills, and appropriate attitudes toward cultural diversity.

Table 5 presents the students' views on the importance of education in the development of their intercultural competence.

Table 5. *Students' answers to question 2*

Students	Polish students	Spanish students
Student 1	Education is fundamental for the development of students' intercultural competence. It should teach openness to diversity and build understanding and respect for different cultures.	Education is very important because it contributes to the development of knowledge about other cultures and creates conditions for the development of the necessary competences for successful integration into a culturally diverse environment.
Student 2	Higher education should prepare people for working in a multicultural environment. It should shape open-minded attitudes, make people sensitive to diversity of cultures, and prepare them to overcome stereotypes in their future work.	Education (university classes) is very important because it influences attitudes, develops skills, and broadens knowledge, which helps to build intercultural relations; it makes people sensitive to other cultures.
Student 3	The role of higher education is essential in the development of intercultural competence. Such education should provide necessary and practical knowledge to work effectively in a multicultural environment. It should shape attitudes/behaviour open to other cultures and prepare a person for cooperation with representatives of other cultures.	University education is fundamental because it should prepare a person for the effective use of knowledge and skills in a professional environment; it should facilitate functioning in culturally diverse teams, based on the knowledge acquired about different cultures and on experiences from studies (e.g. Erasmus trips and exposure to other cultures).
Student 4	Higher education plays a special role in the development of intercultural competence and should contribute to the development of knowledge, awareness, skills, and attitudes that are indispensable for future professional work and successful functioning in multicultural environments.	University classes play an important role in the development of intercultural competence; knowledge, skills, experiences from this period influence how open and sensitive we are to interaction with other cultures; how effective we are in solving difficult situations in cooperation with people from other cultures.
Student 5	Education is the basis for the development of intercultural competence; it should effectively prepare a person for working in an intercultural environment by providing the knowledge and skills necessary to function effectively in multicultural teams.	The role of education is particularly important for the development of intercultural competence. Education should improve practical knowledge necessary for open cooperation and interaction in a culturally diverse environment at work. It should develop skills and attitudes to help build good relationships with representatives of different cultures.
Student 6	Education should increase knowledge about other cultures, develop competences necessary for effective intercultural activity in the future workplace, teach correct behaviour and tolerance, and make it possible for people to build effective intercultural relationships.	Education should provide a sense of security and comfort in dealing with other cultures (knowledge, skills, behaviour); it should shape attitudes which, acquired in the course of studies, should later on, in a professional environment, influence the effective building of cultural relationships, communication skills or the ability to solve problems.

Source: the authors' own study based on the interviews with the Polish and Spanish students (2024).

According to the Polish and Spanish respondents, higher education is regarded as *very important, fundamental, and basic* for building intercultural competence and preparing students to work effectively in culturally diverse environments. Their responses reveal a strong awareness of the crucial role that education plays in fostering intercultural skills, which are essential for managing tasks and responsibilities in today's multicultural workplaces.

Table 6. *Students' answers to question 2*

Students	French students	Lithuanian students
Student 1	Education is fundamental. It should prepare individuals for effective engagement in culturally diverse professional environments. It ought to provide the skills necessary to function in the environments of cultural differences. Courses offered at the university level play a crucial role in fostering intercultural competence.	Higher education today must prepare students to work in multicultural settings. Education is vital because it should cultivate sensitivity to other cultures and, above all, provide knowledge about cultural differences.
Student 2	The role of education is particularly important in the development of intercultural competence. It should offer opportunities to deepen both theoretical and practical knowledge of different cultures, as such knowledge is now essential for effective functioning in multicultural environments.	Education is key to the development of students' intercultural competence. It should teach openness, understanding, and acceptance of other cultures.
Student 3	Education should expand our knowledge of other cultures and cultural differences; it should also develop our competences to build effective intercultural relationships and operate successfully in future multicultural professional environments. Modern education should foster and cultivate open-minded, tolerant attitudes and behaviours.	Higher education plays a particularly important role in developing intercultural competence. The knowledge (experiences) gained during university studies should contribute to the development of the awareness and acceptance of cultural differences. Academic programmes should prepare students to work effectively in environments of cultural differences.
Student 4	Education should provide comfort (knowledge and experience) in interactions with other cultures; it is very important because it should shape our attitudes (openness and tolerance) as well as promote understanding of cultural differences. Education should prepare us for future employment and for readiness to navigate cultural diversity and adapt quickly to such environments (of cultural differences).	The role of education in developing intercultural competence is crucial. Education should provide us not only with theoretical but also practical knowledge that will enable us to adapt swiftly and work effectively in diverse environments in the future.
Student 5	Education is central to the development of intercultural competence; it should efficiently prepare us to work in environments of cultural diversity; it should equip us with knowledge and practical skills that will help us function and perform effectively, even when working in culturally diverse teams.	Education is important, even highly important as shapes knowledge of other cultures and behaviours in environments of cultural differences. Education should support the effective development of the competencies necessary for navigating environments with different cultures.
Student 6	Education is essential, indeed, it is key, to developing intercultural competence; today's education should prepare students to work in multicultural work environments, it should offer us certainty that we know a lot and can do a lot, and that we are well-prepared to work in multicultural environments.	Courses at the university level are very important, as education influences attitudes, behaviours, our openness, and understanding of cultural diversity; it develops the skills necessary for effective functioning in multicultural environments in future professional settings.

Source: the authors' own study based on the interviews with the French and Lithuanian students (2025).

The table above presents the views of the French and Lithuanian students on the role of education in developing their intercultural competence. Like their Polish and Spanish counterparts, the French and Lithuanian students unanimously emphasise the importance of education in developing intercultural competence. Their responses focus on several key aspects: the need for preparation to work in multicultural environments, the acquisition of cultural knowledge and awareness, and the development of attitudes such as openness, tolerance, and acceptance. Respondents claim that higher education should cultivate the skills and attitudes essential for effective participation in culturally diverse teams. The students also stress that education should support both theoretical learning and practical experience related to different cultures. They believe that education must help them develop not only intercultural knowledge and skills but also a positive attitude toward cultural diversity.

Tables 7 and 8 provide insights into the students' views on what actions should be taken within higher education to effectively develop their intercultural competence. These tables list the various activities proposed by the students (excluding repeated answers).

The responses presented in Table 7 demonstrate that the Polish and Spanish students recognise the need for a range of initiatives aimed at enhancing intercultural competence through education. They emphasise, for example, the importance of adapting study programmes to meet the current demands for intercultural skills in the workplace, such as introducing compulsory courses on different cultures and cultural differences. Additionally, they advocate for more classes addressing cultural diversity (both within and outside the standard curriculum) and suggest involving students in the planning and implementation of international projects. Overall, the responses from both the Polish and Spanish students reflect a clear awareness of the need for educational reforms and diverse initiatives that could significantly enhance their intercultural competence through education.

Table 7. *Students' answers to question 3*

Students	Polish students	Spanish students
Student 1	Encouraging students to build contacts/relationships with students from different cultural backgrounds (e.g. Erasmus+ students).	Increasing the university's activities in the area of student exchange (e.g. Erasmus+ trips); making students involved in the fulfilment of courses and dissertations that require international cooperation.
Student 2	Making students involved in the cultural activities of the university, especially in those aimed at building relations with other cultures and learning about other cultures (e.g. culture days of a particular country, music days of a particular country, cuisine days of a particular country, various festivals and competitions).	Encouraging students to use websites with materials, programmes and intercultural projects developed by the university; encouraging them to read publications on intercultural issues.
Student 3	Organising activities related to learning about different cultures (excursions, visits, camps); encouraging students to participate in international projects and competitions organised by the university.	Making students involved, e. g. in the joint preparation of international projects and programmes; encouraging them to co-edit university journals on intercultural issues (experience sharing).
Student 4	Adaptation of the curricula of studies to meet the contemporary requirements of functioning in intercultural working environments (e.g. compulsory subjects on different cultures and cultural differences).	Encouraging students to build intercultural contacts (learning circles, international projects, competitions).
Student 5	Effective transfer of knowledge in different classes (foreign languages, including cultural diversity; subjects related to management, including multicultural team management).	Making students involved in various intercultural activities organised by the university, as well as by different associations and scientific circles.
Student 6	Organising extra-curricular activities that give students the opportunity to participate in intercultural events (e.g. conferences, exhibitions, festivals).	Organisation of more classes on cultural differences; intercultural communication and intercultural management issues as a compulsory part of the curricula in various university courses.

Source: the authors' own study based on the interviews with the Polish and Spanish students (2024).

Table 8: *Students' answers to question 3*

Students	French students	Lithuanian students
Student 1	There should be workshops that teach how to communicate and collaborate with people from other cultures. More practical classes in intercultural communication are needed.	Organising classes focused on different cultures (with representatives of those cultures); arranging trips abroad and international academic camps for students.
Student 2	It would be beneficial to organise joint projects involving students from different countries. International projects teach how to work in multicultural teams and help develop a better understanding of different perspectives.	Introducing mandatory courses within study programmes on intercultural management, cultural differences, and global business, with an emphasis on cultural diversity.
Student 3	Inviting guests from other cultures to classes. Direct contact with people from other countries allows students to learn about differences and openness through practical experience.	Academic clubs, international projects, and international competitions - preparing and motivating students to participate in such academic activities.
Student 4	Intercultural education should be a mandatory subject. Such a course should be part of the study programme to increase cultural awareness and eliminate stereotypes.	There is a need to organise more courses dedicated to various cultures and cultural differences, as well as topics such as intercultural negotiation, intercultural communication, and intercultural management.
Student 5	Participation in student exchange programmes and international initiatives. Exchanges such as Erasmus help develop both language and intercultural skills, as we learn through experience.	Universities should increase their involvement in student exchange programmes (e.g., Erasmus+); international student projects; diploma papers written and research conducted in cooperation with universities abroad.
Student 6	Working in international groups during classes. Courses conducted in culturally mixed groups help prepare students for future employment in a global multicultural environment.	Motivating students and engaging them in the university's international activities; cultural events at universities focused on learning about other cultures and promoting cultural diversity.

Source: the authors' own study based on the interviews with the French and Lithuanian students (2025).

The responses presented in Table 8 reveal that the French and Lithuanian students recognise the need for a variety of initiatives aimed at effectively developing their intercultural competence. Students clearly expect universities to actively support the practical acquisition of intercultural skills through concrete activities such as direct contact with other cultures, participation in exchange programmes, and engagement in relevant courses and projects. Education should not only transmit knowledge but, above all, cultivate the skills and attitudes essential for functioning effectively in today's multicultural world.

The collected interview data were transcribed, coded, and categorised for the purposes of qualitative analysis. Coding was conducted in the following manner: during the review of the transcripts, relevant text segments were identified and grouped under shared labels, or codes. All excerpts related to the same issue were coded uniformly. This process was conducted electronically

using Microsoft Word. A categorisation framework was developed through an emergent-inductive approach, whereby categories were derived directly from the research material rather than imposed through a predefined theoretical structure. This open coding method was grounded in the available data, rather than based on a predefined theoretical coding scheme. Text segments assigned the same codes were compiled into separate documents, each representing a distinct thematic category. These category files were then refined to identify relationships and overlaps between categories. Additional sub-codes were also created within each file to further structure the material. During the analysis, comparisons were made both within individual categories – highlighting key elements of each interview – and across different participant groups to reveal similarities and differences in perspectives.

In response to Question 1: *How do students understand the concept of intercultural competence?*, across all four countries, students consistently identified the foundation of intercultural competence as the knowledge of values, customs, and social norms of other cultures. Many responses also highlighted communication and collaboration skills as central components. Universally, students emphasised openness, respect, and tolerance toward cultural differences. Some variation was observed among national groups. The Polish and Spanish students placed a stronger emphasis on attitudes and behaviours (such as openness, tact, and adaptability), whereas the French and Lithuanian students more frequently stressed the importance of practical experience and engagement (such as the ability to *function quickly* in unfamiliar cultural settings or to *build relationships* with culturally diverse individuals).

In response to Question 2: *What is the role of education in developing intercultural competence?*, a common viewpoint emerged across all countries: education is perceived as essential for developing intercultural competence. Students widely expect universities to prepare them for multicultural work environments by promoting openness and tolerance, and by linking theoretical knowledge with practical experiences, including exchange programmes and project-based learning. The Polish and Spanish students more frequently mentioned the importance of education in fostering cultural awareness, sensitivity, and interpersonal relationship-building within diverse teams. In contrast, the French and Lithuanian students placed greater emphasis

on professional readiness, highlighting the value of acquiring the knowledge and skills necessary to feel confident and competent in intercultural settings.

In response to Question 3: *What actions should universities take to support the development of intercultural competence?*, students across all four countries recommended a range of concrete, practice-oriented actions. Common suggestions included organising workshops and courses in intercultural communication; expanding participation in international exchange programmes (e.g., Erasmus+); involving students in international team-based projects; integrating intercultural content more extensively and mandatorily into academic curricula; hosting campus events such as cultural festivals and themed workshops. Differences in emphasis were also noted. The Polish and Spanish students more often proposed student-led initiatives, such as co-editing student journals, organising events, and participating in academic clubs. The French and Lithuanian students, by contrast, more frequently stressed the importance of formally embedding intercultural topics into the curriculum, through courses such as intercultural negotiation or intercultural management. The Lithuanian students also highlighted study visits and international camps as particularly valuable, while the French students suggested inviting guest speakers from different cultural backgrounds as a valuable source of knowledge and experience.

The shared views among students from all countries demonstrate a widespread recognition of intercultural competence as a key skill in today's globalised professional landscape. Students express a clear expectation that universities should go beyond theoretical instruction and offer experiential, hands-on opportunities for intercultural learning through interaction with people from diverse backgrounds and participation in international projects. However, national differences reflect varying educational expectations and approaches. Students from Central and Eastern Europe (Poland and Lithuania) expressed a stronger desire for the formal integration of intercultural topics into university curricula. In contrast, students from Western Europe (Spain and France) placed greater emphasis on community-based and social activities and interaction in practice.

DISCUSSION

The interviews conducted with the Polish, Spanish, French, and Lithuanian students provided clear insights into the research problem: How do students perceive the importance of education (period of study) in the development of their intercultural competence necessary for future work in culturally diverse environments?

The findings reveal that all participating students are familiar with the concept of intercultural competence and are able to explain it accurately. They recognise the critical role that education plays in fostering this competence and are able to articulate well-reasoned justifications for its importance. Moreover, throughout the interviews, students proposed a variety of practical ideas and initiatives that they believe would effectively enhance the development of intercultural competence during their studies. The interview results underscore a strong and widespread awareness among students of the growing significance of intercultural competence in today's globalised world and increasingly multicultural professional environments.

The importance of education in developing intercultural competence has been extensively discussed in both Polish and international literature. Polish scholars (such as Lewowicki, 2000; Nikitorowicz, 2019; Sacharczuk and Szwarc, 2020), as well as international researchers (including Arasaratnam-Smith, 2017; Guillén-Yparrea and Ramírez-Montoya 2023; Gregersen-Hermans, 2015 and 2017; Mara 2021) have discussed the role of education in this context.

Bem (2020), for example, conducted an empirical study between May and June 2019 involving 808 students from 15 academic institutions across Poland. The study aimed, among other objectives, to assess the level of students' cultural and intercultural competence. The findings suggest that students' low levels of cultural and intercultural competence may result from systemic gaps within the Polish education system, specifically, the absence of structured approaches to intercultural education at earlier stages of learning and insufficient emphasis on such competence at the university level.

The relevance of intercultural competence in today's globalised professional landscape is well established. It enables individuals to behave appropriately and adapt effectively across diverse cultural contexts, facilitating successful interaction

among people from different cultural backgrounds. Research has shown that individuals with well-developed intercultural competence engage more flexibly and effectively in intercultural situations (Barmeyer & Mayrhofer, 2021) and can quickly adjust to new cultural dynamics. Furthermore, intercultural competence is recognised as a key determinant of work performance (Cizmas et al., 2022). Additional studies have confirmed that intercultural competence positively influences employee attitudes, behaviours, and overall work quality. It has a significant impact on managerial effectiveness, leadership, team functioning, expatriate success, and international negotiation outcomes (Richter, et al., 2023; Yari et al., 2020).

Thus, the development of intercultural competence is of crucial importance. Educational activities play a central role in shaping openness toward other cultures, fostering appropriate attitudes, building adaptability and sensitivity to cultural diversity, and preparing individuals for effective engagement in diverse cultural settings.

In conclusion, the interviews confirmed the central research assumption: in the opinion of all participating students, their university education is essential for developing the intercultural competence required for effective professional performance in culturally diverse environments.

LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

As with most qualitative research, a limitation of this study lies in the restricted generalisability of its results. However, in the authors' opinion, the chosen methodology offer significant advantages, particularly the ability to establish direct rapport with respondents and clarify any emerging ambiguities during the interview process. All interviews were planned in advance, and participants were recruited using a snowball sampling method. This non-probability technique is widely employed when studying social groups that may be difficult to access, such as students from different nationalities who meet specific inclusion criteria. The authors acknowledge that this sampling approach carries inherent limitations, including potential subjectivity in the selection process. Furthermore, since the participating students were enrolled at various European universities – each with differing degrees of cultural diversity – this may have influenced both their responses and their previous intercultural experiences.

In the authors' view, further research is warranted to expand on the insights presented here. Specifically, future studies should involve a larger and more diverse student population, allowing for broader comparative analysis. The issues explored in this study are timely and significant, making it particularly valuable to conduct similar research among international student populations. Notably, similar interviews have already been conducted with Italian and Portuguese students.

Future studies should also include quantitative research across a broader sample of students from additional European countries. As previously noted, the current study should be regarded as preliminary. Moreover, the authors recommend examining and assessing the concrete strategies and initiatives employed by European universities to cultivate intercultural competence – an evaluation critical for both academic policy and instructional design.

CONCLUSIONS

Based on the findings, several practical recommendations can be proposed for both higher education institutions and the labour market to better support the development of intercultural competence in alignment with student expectations and the realities of a globalised workplace.

In the context of higher education, the following priorities are identified:

- Integration of mandatory intercultural courses into degree programmes. Courses such as *Intercultural Management*, *Intercultural Communication*, and *Intercultural Negotiation* should be compulsory, particularly in international, business, social science, and technical fields.
- Expansion of practical, experiential initiatives such as workshops, simulations, international group projects, and guest lectures by professionals or cultural representatives. Programmes like Erasmus+, international study visits, and camps should be actively promoted and better integrated into curricula.
- Support for student-led intercultural initiatives, including events, festivals, student journals, and academic clubs with an intercultural

focus. These initiatives foster peer-to-peer learning and community engagement.

- Promotion of intercultural awareness and attitudes, emphasising tolerance, empathy, and cultural sensitivity. Interactive and collaborative learning methods should be central to these efforts.
- Adaptation of teaching methods to include activating strategies such as project-based learning, case studies, and structured debates, which encourage cooperation in culturally diverse groups.

In the context of the labour market, key recommendations include:

- Stronger university–industry collaboration, through internships, project-based partnerships, and mentoring initiatives that provide students with real-world intercultural experiences.
- Clear articulation of expectations, with companies making it explicit that intercultural competence is valued in recruitment, evaluation, and diversity policies.
- Implementation of internal intercultural training, including onboarding and professional development workshops aimed at improving team cohesion and communication in diverse teams.
- Creation of inclusive work environments, where diversity and inclusion policies are embedded in team structures and workplace culture, fostering respectful collaboration.
- Recognition of practical intercultural experience, by prioritising international exposure, exchange programme participation, or project collaboration with international peers in hiring processes, rather than focusing solely on theoretical knowledge.

In conclusion, intercultural competence – the ability to work effectively across cultural boundaries – is a foundational requirement in today's global workplace. It encompasses the awareness, knowledge, and skills needed to navigate culturally diverse environments. For students, as future employees and managers, these are not simply desirable attributes but essential qualifications. Their development is of paramount importance in today's professional landscape.

REFERENCES

- Abbe, A., Gulick, L.M.V., Herman, J.L. (2007). *Cross-cultural Competence in Army Leaders: a Conceptual and Empirical Foundation*. Arlington, Va, U.S. Army Research Institute for the Behavioral and Social Sciences, Leader Development Research Unit.
- Adamczyk, M. (2017). *The Importance of Cultural Differences in International Business*, 1(2), 151-170. Central European Review of Economics and Management.
- Arasaratnam-Smith, L. A. (2017). *Intercultural Competence: An Overview*. in: D. K. Dearnorff, L. A. Arasaratnam (Eds.), *Intercultural Competence in Higher Education: International Approaches, Assessment and Application*, 7-18. Routledge.
- Barmeyer, C., Mayrhofer, U. (2021). *Contextualizing intercultural competences: Genesis, concepts, and research agenda*. in: B. Grasser, S. Loufrani-Fedida, E. Oiry (Eds.), *Managing competences: Research, practice, and contemporary issues*, 233-252. Taylor & Francis Group, New York.
- Bem, M. (2020). *Kompetencje międzykulturowe studentów. Studium teoretyczno-empiryczne*. Białystok. Doctoral dissertation supervised by Krystyna Bleszyńska, PhD, Prof. Pedagogium WSNS.
- Retrieved 28.04.2024 from https://repozytorium.uwb.edu.pl/jspui/bitstream/11320/12550/1/M_Bem_Kompetencje_miedzykulturowe_studentow.pdf.
- Benckowski, J. (2016). *Badania jakościowe – wybrane problemy, odniesienia do logistyki stosowanej*, 8, 25-38. Zeszyty Naukowe Politechniki Śląskiej, Seria: Organizacja i Zarządzanie.
- Beneroso, D., Alosaimi, N. (2020). *Cultural Intelligence of Chemical Engineering Students: A Demographics Study*, 32, 32-39. Education for Chemical Engineers.
- Bunăiașu, C.M. (2015). *Direcții de dezvoltare a curriculumului intercultural în România, din perspective dimensiunii europene a educației*. Editura Muzeul Literaturii Române.
- Burkiewicz, Ł., Knap-Stefaniuk, A. (2018). *Zarządzanie międzykulturowe jako wyzwanie dla współczesnych menedżerów – rozwijanie potencjału wielokulturowych zespołów*, 130, 61-69. Zeszyty Naukowe Politechniki Śląskiej. Seria: Organizacja i zarządzanie.
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.
- Catarci, M., Fiorucci, M. (2015). *Intercultural Education in the European Context: Theories, Experiences, Challenges in Research in Migration and Ethnic Relations Series*. Routledge.
- Chen, S. (2022). *Facilitating the Development of Intercultural Competence via Virtual Internationalization*, 7, 1-5, article 894728. Frontiers in Communication.
- Cizmas, E., Blehuiu, A.E., Maticiuc, M. D. (2022). *Is Intercultural Competence A Determining Factor Of Work Performance?*, 4, 82-92. Annals - Economy Series, Constantin Brancusi University, Faculty of Economics.
- Davis, K., Knight, D. B. (2018). *Impact of a Global Engineering Course on Student Cultural Intelligence and Cross-cultural Communication*, 1(1), 1-26, article 4. Journal of International Engineering Education.

- Deardorff, D. K. (2006). *Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization*, 10(3), 241-266. *Journal of Studies in International Education*.
- Deardorff, D. K. (Ed.). (2009). *The Sage Handbook of Intercultural Competence*. Sage.
- Demetry, C. and Vaz, R. F. (2017). *Influence of an Education abroad Program on the Intercultural Sensitivity of Stem Undergraduates: A Mixed Methods Study*, 6(1), 135-151. *Advances in Engineering Education*.
- Dixon-Fyle, S., Dolan, K., Hunt, V., Prince, S. (2020). *Diversity Wins: How Inclusion Matters*. McKinsey & Company.
- Fiorucci, M. (2000). *La mediazione culturale. Strategie per l'incontro*. Armando.
- Gallagher, R. W., Polanin, J.R. (2015). *A Meta-analysis of Educational Interventions Designed to Enhance Cultural Competence in Professional Nurses and Nursing Students*, 35(2), 333-340. *Nurse Education Today*.
- Gibson, C. B., Dunlop, P. D., and Cordery, J. L. (2019). *Managing Formalization to Increase Global Team Effectiveness and Meaningfulness of Work in Multinational Organizations*, 50(6), 1021-1052. *Journal of International Business Studies*.
- Gibson, A., Spira-Cohen, E., Sherman, W., Namaste, N. (2023). *Guided Disorientation for Transformative Study Abroad: Impacts on Intercultural Learning*, 48 (8), 1258-1272. *Studies in Higher Education*.
- Gesteland, R. (2012). *Cross-Cultural Business Behaviour: A Guide for Global Management*. Copenhagen Business School Press.
- Guest G., Bunce A., Johnson L. (2006). *How Many Interviews Are Enough? An Experiment with Data Saturation and Variability*, 18 (1), 59-82. *Field Methods*.
- Gregersen-Hermans, J. (2015). *The Impact of Exposure to Diversity in the International University Environment and the Development of Intercultural Competence in Students*. in: A. Curaj, L. Matei, R. Pricopie, J. Salmi, P. Scott (eds.), *The European Higher Education Area: Between Critical Reflections and Future Policies*, 73-92. Springer.
- Gregersen-Hermans, J. (2017). *Intercultural Competence Development in Higher Education*. in: D. K. Deardorff, L. A. Arasaratnam (eds.), *Intercultural Competence in Higher Education: International Approaches, Assessment and Application*, 67-82. Routledge.
- Hajro, A., Gibson, C. B., Pudelko, M. 2017. *Knowledge Exchange Processes in Multicultural Teams: Linking Organizational Diversity Climates to Teams' Effectiveness*, 60(1), 345-372. *Academy of Management Journal*.
- Hammer, M. R., Bennett, M. J., Wiseman, R. (2003). *Measuring Intercultural Sensitivity: The Intercultural Development Inventory*. 27(4), 421-443. *International Journal of Intercultural Relations*.
- Hang, Y., Zhang, X. (2023). *Intercultural Competence of University Students in Navigating Their Academic, Social, and Ethnic Cultural Transitions*,. 47 (8), 1027-1041. *Journal of Further and Higher Education*.
- Iwaniuk, I. (2014). *Kompetencja wielokulturowa - różnorodność podejść do definicji tego pojęcia we współczesnej myśli pedagogicznej*, 4, 91-94. *Języki Obce w Szkole*.

- Johnson, J.P., Lenartowicz, T., Apud, S. (2006). *Cross-cultural Competence in International Business: toward a Definition and a Model*, 37, 525-543. *Journal of International Business Studies*.
- Knap-Stefaniuk, A., Burkiewicz, Ł. (2020). *Cultural Diversity of Employees as a Challenge at the Work of International Managers*, in: B. Domańska-Szaruga, E. Bombiak (eds.). *Współczesne wyzwania w zarządzaniu zasobami ludzkimi*, 49-61, Wydawnictwo Uniwersytetu Przyrodniczo-Humanistycznego w Siedlcach.
- Knap-Stefaniuk, A., Sorribes, A. (2022). *Intercultural Management as an Important Aspect of Modern Managers' Work: Educational Challenges*, 25 (1), 155-173. *Studia Paedagogica Ignatiana*.
- Leung, K., Wang, J. (2015). *Social Processes and Team Creativity in Multicultural Teams: A Socio-technical Framework*, 36(7), 1008-1025. *Journal of Organizational Behavior*.
- Lewowicki, T. (2000). *W poszukiwaniu modelu edukacji międzykulturowej*, in: T. Lewowicki, E. Ogrodzka-Mazur, A.A. Szczurek-Boruta (eds.), *Edukacja międzykulturowa w Polsce i na świecie*, Prace Naukowe Uniwersytetu Śląskiego w Katowicach, 21-35, Wydawnictwo Uniwersytetu Śląskiego.
- Malau-Aduli, B.S., Ross, S., Adu, M.D. (2019). *Perceptions of Intercultural Competence and Institutional Intercultural Inclusiveness among First Year Medical Students: a 4-year Study*, 19, 1-9, article 346. *BMC Medical Education*.
- Mara, D. (2021). *Intercultural Competences of Students-strategic Approaches*, *MATEC Web of Conferences* 343, 11003 (2021), 1-12, MSE 2021.
- Miński, R. (2017). *Wywiad pogłębiony jako technika badawcza. Możliwości wykorzystania IDI w badaniach ewaluacyjnych*, XIII, 3, 30-51. *Przegląd Socjologii Jakościowej*.
- Miszczak, A., Walasek, J. (2013). *Techniki wyboru próby badawczej*, 2(6), 100-108. *Obronność – Zeszyty Naukowe Wydziału Zarządzania i Dowodzenia Akademii Obrony Narodowej*.
- Mockaitis A. I., Zander L., De Cieri H. (2018). *The Benefits of Global Teams for International Organizations: HR Implications*, 29(14), 2137-2158. *The International Journal of Human Resource Management*.
- Muszyńska, J., Danilewicz, W., Bajkowski, T. (2013). *Kompetencje międzykulturowe jako kapitał społeczności wielokulturowych*. Wydawnictwo Akademickie Żak.
- Nicińska, M. (2000). *Indywidualne wywiady pogłębione i zogniskowane wywiady grupowe - analiza porównawcza*, 8, s. 39-50. *ASK*.
- Nikitorowcz, J. (2019). *Edukacja i komunikacja międzykulturowa w kształtowaniu kompetencji międzykulturowych*, 3(150), 6-17. *Edukacja*.
- Pasikowski, S. (2015). *Czy wielkość jest niezbędna? O rozmiarze próby w badaniach jakościowych*, 21 (2), 195-211. *Przegląd Badań Edukacyjnych*.
- Richter, N.F., Schlaegel, C., Taras, V., Alon, I., Bird, A. (2023). *Reviewing half a century of measuring cross-cultural competence: Aligning theoretical constructs and empirical measures*, 32(4), 102-122. *International Business Review*.

- Sacharczuk, J., Szwarc, A. (2020). *Edukacja i inne procesy wspierające kształtowanie kompetencji międzykulturowych – ujęcie teoretyczne i praktyczne*, 1 (127), 91-109. Kultura i Edukacja.
- Senyshyn, R. M. (2019). *A First-year Seminar Course that Supports the Transition of International Students to Higher Education and Fosters the Development of Intercultural Communication Competence*, 48(2), 150-170. Journal of Intercultural Communication Research.
- Sogancilar, N., Ors, H. (2018). *Understanding the Challenges of Multicultural Team Management*, 7(3), 259-268. Journal of Business, Economics and Finance (JBEF).
- Steers, R. M., Sanchez-Runde, C.J., and Nardon, L. (2011). *Management across Cultures. Challenges and Strategies*. Cambridge University Press.
- Szkudlarek, B., Romani, L., Caprar, D. V., Osland, J. S. (2020). *The Sage Handbook of Contemporary Cross-cultural Management*. Sage Publications Limited.
- Szreder, M. (2004). *Metody i techniki sondażowych badań opinii*. PWE.
- Volet, S., Jones, C. (2012). *Cultural Transitions in Higher Education: Individual Adaptation, Transformation and Engagement*. in: S. Karabenick, T. Urdan (eds.), *Advances in Achievement and Motivation Series*, 17, 241-284. Emerald.
- Waloszek, D. (2021). *Vade Mecum... Pójdź za mną nauczycielu*. Dom Wydawniczy ELIPSA.
- Wolff, F., Borzikowsky, C. (2018). *Intercultural Competence by International Experiences? An Investigation of the Impact of Educational Stays abroad on Intercultural Competence and Its Facets*, 49, 488-514. Journal of Cross-Cultural Psychology.
- Yari, N., Lankut, E., Alon, I., Richter, N.F. (2020). *Cultural intelligence, global mindset, and cross-cultural competencies: A systematic review using bibliometric methods*, 1492), 210-250. European Journal of International Management.
- Zellmer-Bruhn, M., Maloney, M. M. (2020). *Cross-cultural Teamwork*. in: B. Szkudlarek, L. Romani, D. V. Caprar, J. S. Osland (Eds.), *The Sage Handbook of Contemporary Cross- cultural Management*, 340-356. Sage Publications.
- Zhang, X., Zhou, M. (2019). *Interventions to Promote Learners' Intercultural Competence: a Meta-analysis*, 71, 31-47. International Journal of Intercultural Relations.