

## INTERCULTURAL MATURITY OF MANAGERS

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**Purpose:** Intercultural maturity is one of the more important issues that requires exploration in the area of management. It is understood as an awareness of cultural differences, their acceptance, as well as the ability to cooperate with culturally different people. The aim of the article is to diagnose the intercultural maturity of Polish managers and to make its comparative characteristics taking into account the criterion of company size.

**Design/methodology:** The Intercultural Maturity Scale (IMS), developed by the authors, was used to examine intercultural maturity. A survey was conducted in 452 Polish organisations employing foreigners in 2023. The willingness and ability of Polish managers to cooperate with representatives of other cultures was diagnosed.

**Findings:** The survey showed that Polish managers are at the level of ethnorelativism, but in its initial phase. They are generally aware of the existence of cultural differences and show a willingness to cooperate with representatives of other cultures, but their knowledge and skills in this area are not sufficient. Contrary to expectations, only in a few aspects was the relationship between the size of the organisation and the ability to cooperate with culturally different people confirmed.

**Research limitations:** The survey was limited to the territory of Poland.

**Practical and social implications:** Intercultural maturity considered in the cognitive, affective and behavioural dimensions has substantive justification. It is possible to identify which of these dimensions requires improvement. These involve the ability to understand other cultures and to take advantage of the opportunities offered by interacting with others (achieving cultural synergy). It should be emphasised that increasing cultural diversity poses new challenges for managers.

**Originality/value:** The article presents a conceptualisation of cultural maturity and points to its dimensions, i.e. cognitive, affective and behavioural. A model of intercultural maturity is presented. The tool used to diagnose intercultural maturity has a high reliability index and has been tested with a group of managers. Its use is therefore justified in subsequent research processes.

**Keywords:** intercultural maturity, model of intercultural maturity, managers, Polish organisations employing foreigners.

**Category of the paper:** Research paper.

## 1. Introduction

Displacement processes related to the geopolitical situation and the opening up of borders have an impact on the diversity of the working environment, which is becoming a place of interaction between people from different cultures (Sułkowski, Chmielecki, 2017; Beugelsdijk, Welzel, 2018; Beugelsdijk et al., 2018; Sułkowski et al., 2020; Przytuła, Sułkowski, 2021). As a result, organisations are increasingly operating in a multicultural environment and benefiting from the input of an increasingly culturally diverse workforce (Moczydłowska et al., 2017; Mączyński et al., 2019; Szydło et al., 2020). This is evidenced by the number of foreigners insured with the Social Insurance Institution in Poland, which at the end of July 2023 amounted to 1.097 million (money.pl, 2023). Ukrainians, Belarusians and Georgians are the largest group, while as regards representatives of Muslim countries they are: Uzbeks, Turks and Bangladeshi (Raport..., 2023). The number of representatives of other cultures taking up employment has doubled compared to 2021. In the long term, the employment of more and more foreigners seems inevitable. Unfavourable demographic trends are progressing in Poland, increasing the need for foreign workers to fill staff shortages. As suggested by analysts from the Polish Economic Institute, low birth rates, a decline in the proportion of people of working age and an increase in the proportion of older people represent labour market challenges for the coming years (Dębkowska et al., 2022).

Demographic and technological change and increasing international mobility require workers to move seamlessly from one cultural context to another (Dharm et al., 2015; Przytuła, 2019; 2020). They also require employers and managers – who employ culturally different people – to be able to understand other cultures, to be willing to learn about them, and to take advantage of the opportunities offered by interacting with others (achieving cultural synergy) (Cappellen, Janssens, 2010).

Good interaction with strangers depends to a large extent on the same qualities that make up competence in communication. A wide repertoire of behaviours and the ability to choose the most appropriate behaviour in a given situation are the basis. A genuine interest in the other person is also important. This is more likely to happen when one is characterised by empathy on the one hand and complex cognitive structures (which enable, among other things, decentralisation) on the other. The capacity for self-observation also plays an important role when dealing with representatives of other cultures, as it makes it potentially possible to correct one's own behaviour (Adler et al., 2018).

In the light of the above considerations, it has to be said that intercultural maturity - understood as the awareness of the existence of cultural differences, their acceptance as well as the ability to cooperate with culturally different people – is an important research problem and has serious practical consequences (cf. Fritz et al., 2005; Brooks, 2019; Bhawuk, 2020, 2021; Tannous et al., 2023). The key to achieving intercultural maturity is:

- 1) **in the cognitive dimension:** awareness of cultural differences, knowledge of stereotypes, ability to understand cultural similarities and differences (Dai, Chen, 2022),
- 2) **in the affective dimension:** willingness to perceive and interpret cultural factors, which is expressed in intercultural sensitivity (Chen, Starosta, 1997; Fritz et al., 2005; Korczyński, Świdzińska, 2017),
- 3) **in the behavioural dimension:** the ability to function interdependently with members of other cultures, the ability of an individual to achieve communication goals while interacting with culturally different people (Adair et al., 2013; Chen, 2014; Bernardo, Presbitero, 2018; Barzykowski et al., 2019; Balakrishnan et al., 2021).

The conceptualisation of the dimensions indicated above was based on a literature review. The next step was to conduct surveys in organizations that employ foreigners. The research used a proprietary tool - the Intercultural Maturity Scale. The aim of the article is to diagnose the intercultural maturity of Polish managers and to make its comparative characteristics taking into account the criterion of company size.

## 2. Intercultural maturity – characteristics of the construct

In the literature on the subject, there are closely related terms that indicate the characteristics of an individual that allow him or her to relate to culture, i.e. intercultural competence, cultural adaptability, intercultural sensitivity, cultural intelligence, intercultural effectiveness or - the subject of interest in this article - intercultural maturity. Table 1 provides definitions of these constructs.

**Table 1.**  
*Overview of definitions relating to cultural constructs*

Construct	Definition and author
intercultural competence	<ul style="list-style-type: none"> <li>• a set of knowledge, attitudes, motivations and skills that enables individuals to function effectively in multicultural environments (Chen, Starosta, 1996),</li> <li>• ability to adopt an attitude of cultural relativism when dealing with representatives of other cultures, as well as the ability to put into practice the knowledge acquired about cultural differences (Nikitorowicz, 2009)</li> </ul>
cultural adaptability	<ul style="list-style-type: none"> <li>• adjusting to various aspects of daily life, learning culturally appropriate behaviours, and acquiring necessary social skills to facilitate comfortable interactions with local residents (Ward, Kennedy, 1999; Matsumoto et al., 2001)</li> </ul>
intercultural sensitivity	<ul style="list-style-type: none"> <li>• ability to develop positive emotions towards understanding and appreciation of cultural differences that promote appropriate and effective intercultural communication behaviour (Chen, Starosta, 1997)</li> </ul>
cultural intelligence	<ul style="list-style-type: none"> <li>• individual (a) ability to recognise rules in an unfamiliar social environment and (b) ability to apply them effectively in a culturally diverse environment (Earley, Ang, 2003)</li> </ul>

Cont. table 1.

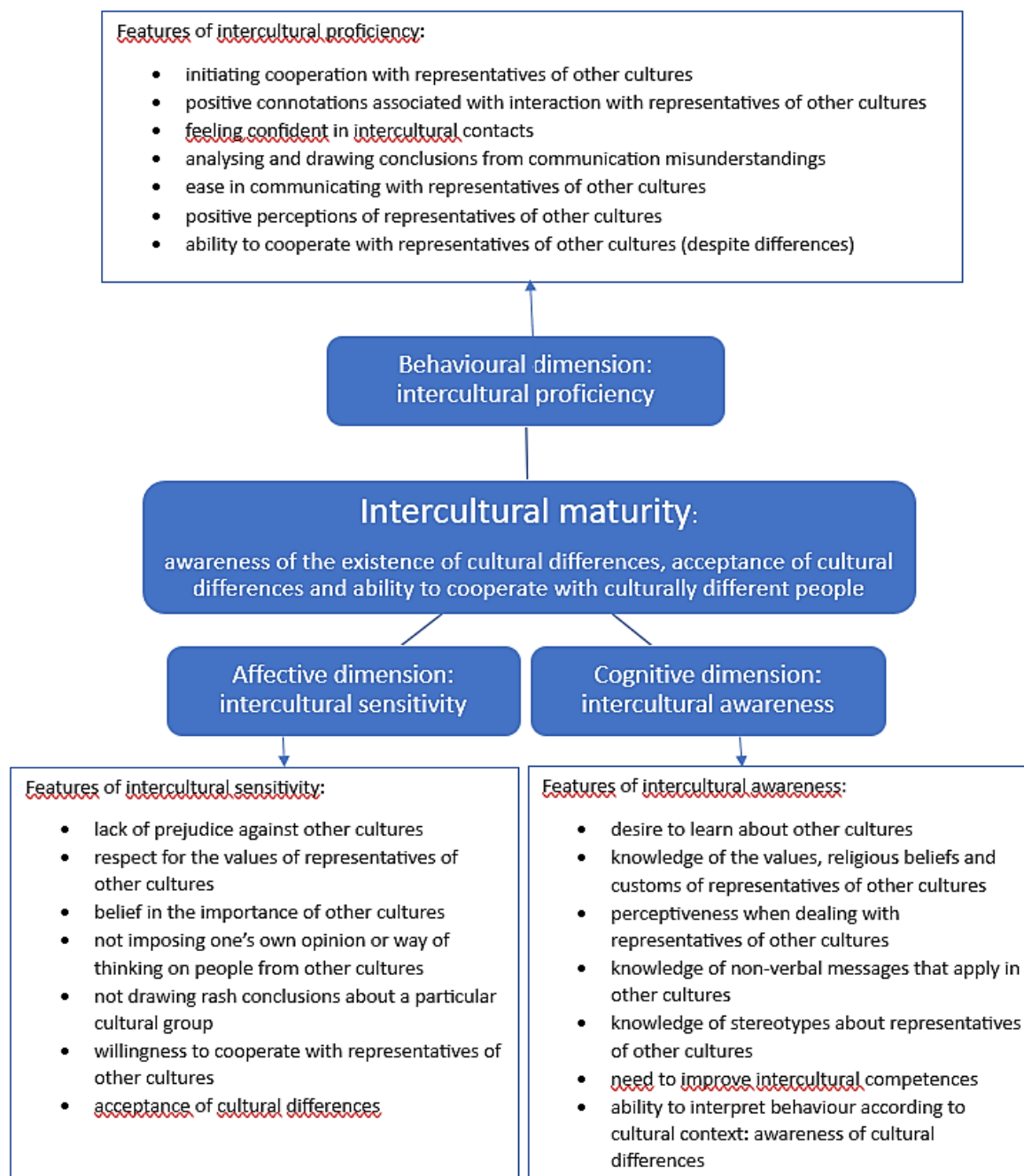
intercultural effectiveness	<ul style="list-style-type: none"> <li>• successful performance in a new cultural environment, a sense of psychological well-being in that environment as well as an interest in and ability to deal with people from a different cultural background (Van der Zee, Van Oudenhoven, 2000)</li> </ul>
intercultural maturity	<ul style="list-style-type: none"> <li>• a complex understanding of cultural differences (cognitive dimension), the ability to accept cultural differences with a non-threatening sense of security (intrapersonal dimension) and the ability to function interdependently with various other ones (interpersonal dimension) (King et al., 2005).</li> </ul>

Source: own elaboration.

It should be noted that the notion of intercultural maturity – when interpreted along cognitive, emotional and behavioural dimensions – encompasses all the theoretical constructs indicated above.

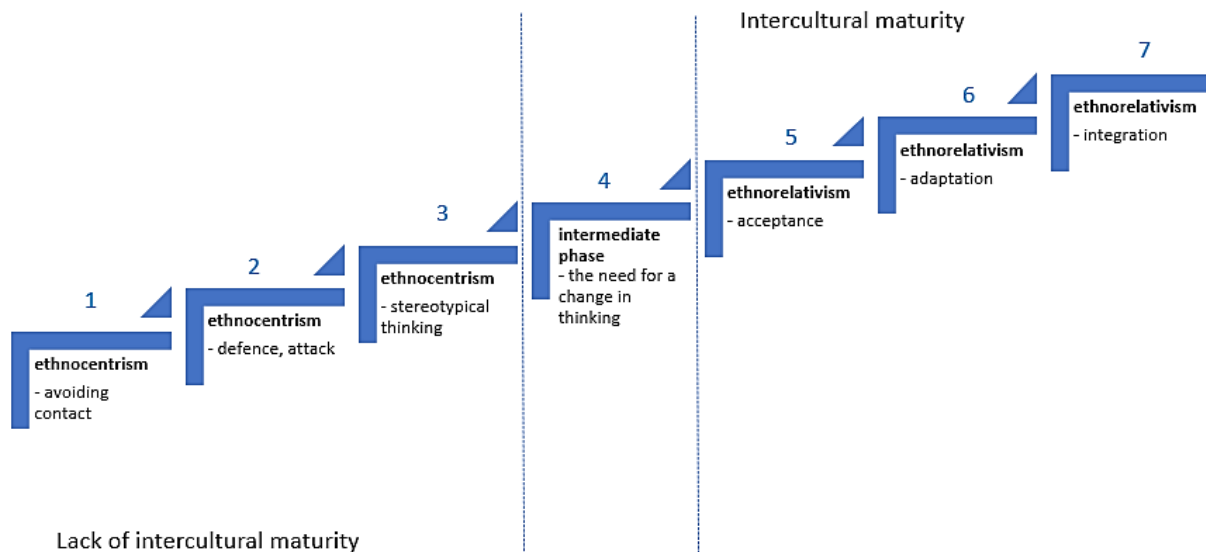
Intercultural maturity goes beyond superficial cultural change and involves a deeper level of self-awareness and responsiveness to global challenges. As societies become more interconnected and the pace of technological, environmental and social change accelerates, the concept of intercultural maturity is gaining importance as a means of promoting sustainable development and harmonious coexistence. Given the importance and universality of this process, the following was developed – based on Chen and Starosta's model of intercultural communication competence (1996) – an author's model of intercultural maturity (Figure 1).

According to the model presented above, a deficit in intercultural maturity is expressed in an individual's avoidance of contact with representatives of other cultures or in poor treatment of culturally different people. The reason for such behaviour may be ethnocentric thinking based on stereotypes. Intercultural maturity, on the other hand, manifests itself in forming relationships despite perceived differences. A person possessing this trait understands what behaviour is accepted, desirable in different cultures, and effectively cooperates with representatives of these cultures (Chen, Starosta, 1996, 1997). Figure 2 shows the levels of intercultural maturity.



**Figure 1.** Model of intercultural maturity.

Source: own elaboration.



**Figure 2.** Levels of intercultural maturity developed on the basis of Bennett's concept (1986).

Source: own elaboration.

Intercultural maturity can be considered in terms of seven phases. The first three phases: (1) avoiding contact, (2) defence, attack and (3) stereotypical thinking refer to the level of ethnocentrism. The process of acquiring intercultural maturity involves moving from ethnocentrism to ethnorelativism (Bennett, 1986). The emergence of such can be equated with an intermediate phase, i.e. (4) the need for a change in thinking. Maturity manifests itself in accepting the assumption that one's way of seeing things is only one of many options. This conclusion makes intercultural exchange and learning from each other possible. Acceptance of differences (5) is the first phase of the ethnocentrism level. It involves respecting others' views and attempting to understand them, although not necessarily identifying with them. Adaptation (6) is the next phase of the ethnocentrism level. This is when a held worldview enables one to look at an issue through the prism of principles specific to another culture. Integration (7), on the other hand, is the final phase of the ethnocentrism level. An individual focuses on creating a coherent system of norms and values drawn from different, or even several simultaneous, cultural contexts.

### 3. Research problem and hypotheses

Managers are a professional group that needs support in working with representatives of other cultures, especially when the company's internationalisation processes are progressing. The diagnosis of their intercultural maturity seems to be of crucial importance from the point of view of intercultural management.

The following research question was posed:

*In which dimensions and to what extent do Polish managers manifest intercultural maturity?*

The research hypothesis is as follows:

H1: Polish managers are better prepared to cope in a multicultural environment in affective and behavioural dimensions than in the cognitive dimension.

This study also looks for the relationship between the size of organisations and the intercultural maturity of the managers working in them. Accordingly, the following research question was formulated:

*Is the size of the organisation (large, medium and small) a differentiating factor in the intercultural maturity of managers?*

Large organisations usually have an extensive training system that responds to market needs. It can be assumed that they give careful consideration to the cultural aspects (Gross-Gołacka, 2018; Yadav, Lenka, 2020, 2022; Zarządzanie..., 2023; Sygnatariusze..., 2023). The analysis of the indicated literature served as the basis for the formulation of the following hypothesis.

H2: The larger the organisation, the greater the intercultural maturity demonstrated by the managers.

#### **4. Characteristics of the research sample**

The survey (Intercultural Maturity Scale) was conducted in 2023. It involved 452 managers working in companies employing representatives of other cultures, 53% of whom were women, 46% men (1% of respondents specified a different gender or did not wish to answer). It should be noted that the entire area of Poland (all voivodships) and various industries were taken into account. A significant variable in the survey was the size of the organisation. The largest percentage was represented by large organisations – 42%, followed by medium-sized organisations – 35% and small organisations – 23%.

#### **5. Results**

The Intercultural Maturity Scale developed by the authors of the article contains 21 statements that fell into three dimensions: cognitive, affective and behavioural. For each statement, the respondents marked one of seven answers ranging from ‘strongly disagree’ to ‘strongly agree’ (a seven-point Likert scale was used). Moderate acceptance was

indicated when scores were between 3 and 5. Responses below 3 were considered as low acceptance, scores above 5 as high acceptance.

In light of the survey results obtained (analysis of individual statements), it should be concluded that Polish managers perform moderately well in the cognitive dimension (mean: 4.96). They try to deepen their knowledge of the cultures they may encounter (mean: 4.99). They are moderately knowledgeable about stereotypes of representatives of other cultures (mean: 4.95) and about non-verbal messages that apply in other cultures (mean: 4.50). They are moderately familiar with the cultural values, religious beliefs and customs of people from other cultures with whom they might hypothetically interact (mean: 4.88). They are relatively better at interpreting the behaviour of foreigners in relation to specific situations (mean: 5.02). They consider themselves rather perceptive of intercultural interactions (mean: 5.12). They also try to expand their cultural knowledge when communicating with representatives of other cultures (mean: 5.27).

In the affective dimension, Polish managers perform relatively well (mean: 5.45). They felt that they have no prejudice against people from other cultures (mean: 5.50), respect their values (mean: 5.58) and accept cultural differences (mean: 5.48). They believe that other cultures are as important as the one they come from (mean: 5.59). They believe that one is unlikely to impose one's opinion and way of thinking on people from other cultures (mean: 5.18) and recognise that conclusions about a cultural group cannot be drawn from occasional interactions (mean: 5.23). They point out that establishing a relationship with a culturally different person can be a valuable experience (mean: 5.58).

In the behavioural dimension, Polish managers perform relatively well (mean: 5.18). They have no problem cooperating with representatives of other cultures despite the differences between them (mean: 5.42). They believe they are positively perceived in this type of interaction (mean: 5.17). They generally enjoy interacting with representatives of other cultures (mean: 5.11) and tend to feel confident in their company (mean: 4.99). They can fairly accurately identify when they have become upset with an interlocutor from another culture (mean: 4.91). They mostly – although not always – know what to say in a given situation (mean: 4.92). They are slightly worse at initiating cooperation with foreigners (mean: 4.83).

In summary, managers tend not to have prejudices against foreigners, recognise cultural differences, respect representatives of other cultures and do not depreciate their contribution to the organisation. They also believe that their opinion and way of thinking should not be imposed on them. They try not to draw conclusions about a cultural group from occasional interactions. For the most part, they regard contact with a culturally different person as a valuable experience. They find it more difficult, however, to explore knowledge about other cultures. They often navigate this area intuitively. Also, they do not pay enough attention to non-verbal communication characteristic of a cultural group. Their knowledge of stereotypes is at a moderate level. Nevertheless, once they have come into contact with a representative of a specific culture, they try to broaden their knowledge of it in order to interpret the foreigner's



behaviour appropriately to the situation. They feel valued by culturally different colleagues. In general, Polish managers are able to co-operate with representatives of other cultures to a relatively high degree (mean: 5.15). Detailed results are shown in Table 2.

**Table 2.**  
*Intercultural maturity of managers – descriptive statistics*

N o.	Managers total (N = 452)		Managers employed in large organisations (>250 employees) (N = 189)		Managers employed in medium organisations (50-250 employees) (N = 159)		Managers employed in small organisations (10-49 employees) (N = 104)	
	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
1	5.50	1.49	5.75	1.36	5.16	1.66	5.58	1.35
2	4.83	1.43	4.75	1.44	4.84	1.50	4.95	1.30
3	4.99	1.37	4.88	1.31	4.94	1.38	5.25	1.45
4	5.11	1.19	5.08	1.16	5.13	1.27	5.13	1.14
5	4.88	1.26	4.79	1.26	4.81	1.31	5.15	1.18
6	5.58	1.23	5.73	1.13	5.35	1.35	5.67	1.18
7	5.59	1.30	5.74	1.19	5.40	1.41	5.62	1.31
8	5.12	1.15	5.14	1.12	5.01	1.25	5.23	1.04
9	4.99	1.21	4.99	1.27	4.90	1.20	5.12	1.09
10	4.91	1.29	4.93	1.26	4.82	1.30	4.99	1.33
11	4.50	1.30	4.48	1.34	4.50	1.31	4.54	1.21
12	5.18	1.34	5.34	1.29	4.98	1.41	5.21	1.30
13	5.23	1.31	5.30	1.26	5.06	1.36	5.38	1.28
14	4.95	1.24	4.98	1.23	4.86	1.30	5.05	1.19
15	4.92	1.22	4.88	1.22	4.85	1.26	5.10	1.13
16	5.58	1.22	5.76	1.12	5.40	1.25	5.52	1.33
17	5.17	1.09	5.28	1.05	5.03	1.14	5.20	1.05
18	5.27	1.21	5.38	1.14	5.08	1.34	5.37	1.12
19	5.48	1.18	5.68	1.04	5.23	1.37	5.50	1.03
20	5.02	1.16	5.04	1.12	5.01	1.16	4.99	1.26
21	5.42	1.10	5.53	1.04	5.28	1.17	5.43	1.09

C: cognitive dimension (statements: 3, 5, 8, 11, 14, 18, 20); mean: 4.96.

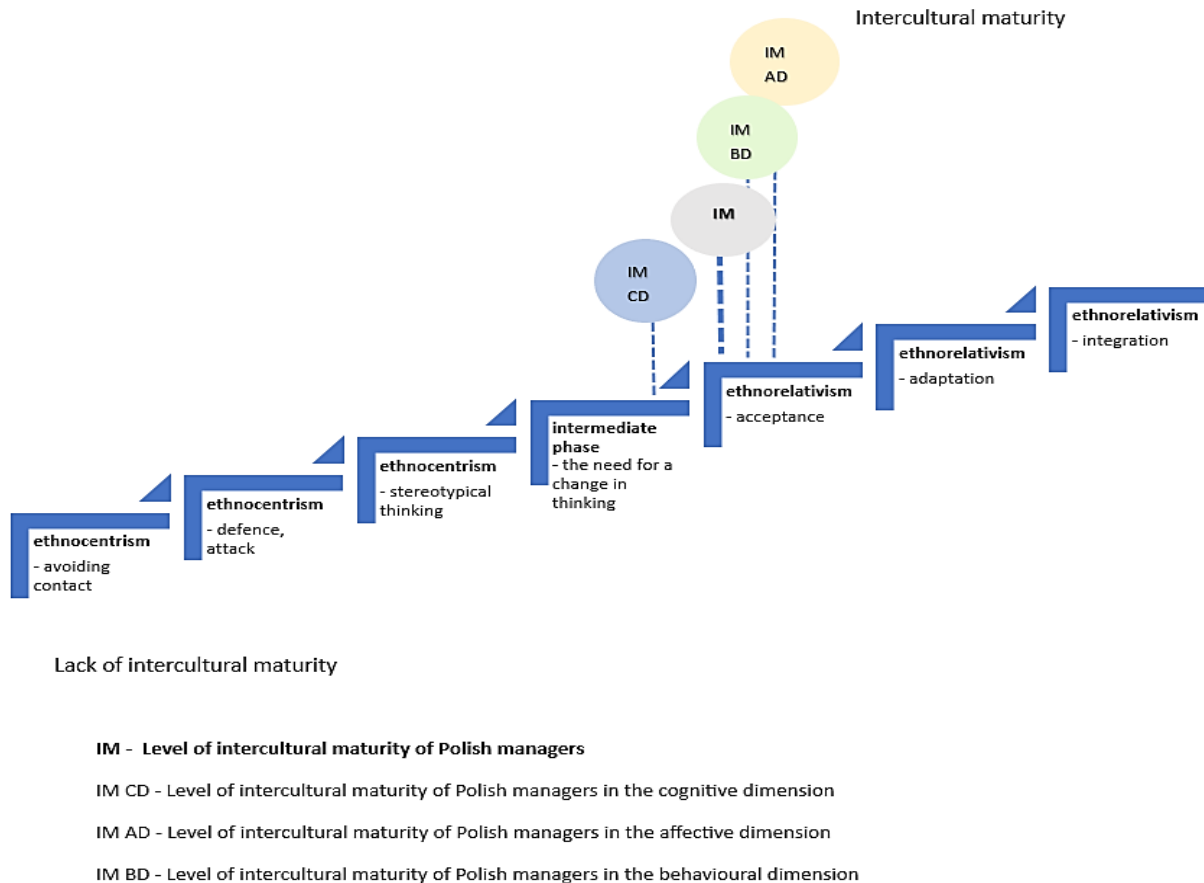
A: affective dimension (statements: 1, 6, 7, 12, 13, 16, 19); mean: 5.45.

B: behavioural dimension (statements: 2, 4, 9, 10, 15, 17, 21); mean: 5.18.

Cultural maturity (all statements); mean: 5.15.

Source: own elaboration.

The indices in Table 2 were grouped into three dimensions: cognitive, affective and behavioural. The indices were then aggregated and statistically significant differences between the dimensions were shown using the Kruskal-Wallis test: (A-B,  $p = 0.00$ ; A-C,  $p = 0.00$ ; B-C,  $p = 0.00$ ). The respondents felt they performed best in the affective dimension (mean: 5.45), slightly worse in the behavioural dimension (mean: 5.18), and worst in the cognitive dimension (mean: 4.96), as illustrated in Figure 3. It should be emphasised that the 1-7 scale (used in the survey tool) in a straight line was transferred to seven levels of cultural maturity.



**Figure 3.** Level of intercultural maturity of Polish managers: a general index and indices in the cognitive, affective and behavioural dimension.

Source: own elaboration.

Polish managers, in relation to the affective and behavioural dimensions, are at the first level of ethnocentrism in the acceptance phase (5). This phase, as defined by Bennett's concept, is the acceptance of cultural diversity without prior concerns, the emergence of respect for differences in behaviour and later for differences in values. An individual's indigenous culture is experienced as one of the many available ways of experiencing reality and one of the many existing worldviews. A culture other than one's own arouses interest and is evaluated positively. The surveyed managers, on the other hand, are in an intermediate phase (4) in the cognitive dimension. It is most likely that managers from Poland have a need for more information regarding cultural aspects, only they do not always realise it. Thus, it can be concluded that the results of the study confirmed hypothesis 1: Polish managers are better prepared to deal with a multicultural environment in the affective and behavioural dimension than in the cognitive dimension.

At the same time, it should be emphasised that the averaged indices are located in two adjacent phases, i.e. the intermediate phase (cognitive dimension) and the acceptance phase included in the ethnocentrism level (affective, behavioural and overall index, which is an averaging of the three dimensions).

The real challenge seems to be to properly prepare for life in a diverse world in which change is and will continue to occur. It may seem that large organisations are much more prepared for this than smaller ones. The Kruskal-Wallis test was used to analyse the relationship between the size of the organisation and the respondents' intercultural maturity. The results are shown in Table 3.

**Table 3.**

*Intercultural maturity of managers employed in large, medium and small organisations*

Statement No.	Managers employed in large organisations: L (N = 189) M (N = 159) S (N = 104)			ANOVA Kruskal-Wallis Test		Groups with differences			Dimension
	L-Mean	M-Mean	S-Mean	H	p				
1	5.75	5.16	5.58	12.65	0.00	L-M	-		a
2	4.75	4.84	4.95	1.21	0.54	-	-	-	b
3	4.88	4.94	5.25	7.36	0.02	-	L-S	M-S	c
4	5.08	5.13	5.13	0.23	0.89	-	-	-	b
5	4.79	4.81	5.15	6.84	0.03	-	L-S	M-S	c
6	5.73	5.35	5.67	8.37	0.01	L-M	-	M-S	a
7	5.74	5.40	5.62	4.34	0.11	-	-	-	a
8	5.14	5.01	5.23	1.49	0.47	-	-	-	c
9	4.99	4.90	5.12	1.32	0.52	-	-	-	b
10	4.93	4.82	4.99	1.09	0.58	-	-	-	b
11	4.48	4.50	4.54	0.02	0.99	-	-	-	c
12	5.34	4.98	5.21	5.97	0.04	L-M	-	-	a
13	5.30	5.06	5.38	5.36	0.07	-	-	-	a
14	4.98	4.86	5.05	1.52	0.47	-	-	-	c
15	4.88	4.85	5.10	2.38	0.30	-	-	-	b
16	5.76	5.40	5.52	7.54	0.02	L-M		-	a
17	5.28	5.03	5.20	3.80	0.15	-	-	-	b
18	5.38	5.08	5.37	3.90	0.14	-	-	-	c
19	5.68	5.23	5.50	9.47	0.01	L-M			a
20	5.04	5.01	4.99	0.01	0.99	-	-	-	c
21	5.53	5.28	5.43	3.64	0.16	-	-	-	b

L – large organisations.

M – medium organisations.

S – small organisations.

a – affective dimension.

b – behavioural dimension.

c – cognitive dimension.

H –ANOVA Kruskal-Wallis Test.

p – statistical significance level.

Source: own elaboration.

The research shows that the size of the organisation slightly differentiates the intercultural maturity of managers. Five statistically significant differences can be observed between large and medium-sized organisations. Each of them relates to the affective dimension, i.e. related to sensitivity to the needs of culturally different people. The differences relate to statements on prejudice against people from other cultures (1), respect for the values of representatives of other cultures (6), imposing one's opinion on others (12), considering a relationship with

a culturally different person as a valuable experience (16) and acceptance of cultural differences (19). In these aspects, managers of larger organisations present higher intercultural maturity. This is most likely due to more training in the organisation and the possibility of more frequent contact with foreigners (e.g. more projects, cooperation initiatives).

Two statistically significant differences in statements 3 and 5 between large and small enterprises and medium and small enterprises should also be noted (Table 3). They concern the cognitive dimension. In this case, the representatives of small organisations show greater educational determination in the cultural field, as they seek to explore the cultures (3), values, religious beliefs and customs of those with whom they might hypothetically collaborate (5). One difference concerns the affective dimension. It can be observed between medium-sized and small organisations. It refers to respect towards the values of representatives of other cultures (6), which is emphasised more clearly by managers in small organisations. Most likely, in small organisations, bonds are formed and it is often possible to get to know the other person more intimately. Hence, a relational style of management can be encountered.

The results do not support hypothesis 2: The larger the organisation, the greater the intercultural maturity shown by managers. Only 8 differences out of 63 potentially possible were observed, and only between groups of managers operating in large and medium-sized organisations. The authors have two conjectures related to this fact. Firstly, Polish society as a whole (irrespective of the workplace and size of the organisation) is more and more likely to accept the principles of cultural egalitarianism, due to increasingly rich experiences with representatives of other cultures. The best way to experience cultural difference is through contact with foreigners, which provides an opportunity to learn effective communication and prevents stereotyping. Secondly, Polish managers are increasingly educated about diversity in its broadest sense, which is perceived as a resource rather than a source of danger. Contacts between representatives of different groups are considered from the perspective of individuals, not the groups they belong to. In addition, intercultural contacts that are durable, open and regular are growingly taking place between representatives of different groups that do not physically inhabit the same territory. Increasingly, permanent intercultural ties are formed in virtual spaces, but this is also a topic for further exploration (Samul et al., 2021). Furthermore, thanks to globalisation processes, it is possible to work with culturally different people. Thus, people gain more and more experience as well as mature to achieve professional goals despite the existing cultural differences.

## 6. Conclusion and summary

Intercultural maturity considered in the affective, cognitive and behavioural dimensions has substantive justification. Using the Intercultural Maturity Scale, it is possible to diagnose the level of maturity in each dimension and to pinpoint strengths and weaknesses in a particular area. The tool has been tested in a professional environment. It is reasonable to use it in a subsequent research process as it has a high reliability index. Its usefulness stems from the challenges faced by managers who need to function adequately in culturally diverse organisations. This involves having the ability to understand other cultures and to take advantage of the opportunities offered by interacting with others (achieving cultural synergy).

The globalisation of business, demographic and technological changes and the increasing international mobility of employees result in cultural diversity, which should be taken into account in effective management. The real challenge is to properly prepare managers in terms of intercultural and then transcultural competence, so that they are ready to adequately prepare employees to function in a culturally diverse world. It is important: to develop convictions about the equivalence of all cultures, to prepare them to function in a pluralistic society, to make them sensitive to otherness, to develop an attitude of openness and tolerance, to develop their ability to solve problems arising from prejudice, negative stereotypes, or differences in values and attitudes.

Developing intercultural maturity is one of the greatest challenges of our time, as it involves reflectively combining one's own beliefs with those of representatives of other cultures and the challenges of the global world. Accordingly, the interculturally mature manager assumes that all cultures are valuable – he or she does not evaluate or judge them, teaches employees to respect differences, is aware that culture is a complex and diverse entity.

The ability to coexist, to create an equal environment for culturally and ethnically diversified people working in an organisation (irrespective of its size) is one of the key challenges to implementing the concept of inclusive management.

## Disclosure

The authors declare no conflict of interest.

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