

Intercultural competence in marketing and sales recruitment advertising (evidence from Austria and Sweden)

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Abstract

The Background: The globalization of the business world and the ongoing internationalization of many organizations have profound consequences for societies and economies. National economies, the Austrian and Swedish being the examples in this study, are globally intertwined and export dependent. When businesses search for opportunities outside national borders, employees will engage with diverse groups of stakeholders while conducting daily business and pursuing organizational goals. Additionally, due to migrations, the available workforce is becoming increasingly diverse. Business schools have an obligation to educate graduates who are "ready for life." To stay relevant, business programs, specifically in marketing and sales, need to deliver not just subject-specific knowledge but also give students the chance to increase their intercultural competence.

Purpose: This study contributes to the discussion on business schools' role in improving students' intercultural competences and the necessity to align learning outcomes with future market needs.

Study design/methodology/approach: The content analysis of 240 qualified recruitment advertisements was conducted to investigate, in line with signalling theory, how employers' express their requirements and expectations in recruitment advertising.

Findings/conclusions: The empirical study shows that ads frequently describe work environments as culturally diverse. Most reviewed advertisements contain references to interactions with partners and customers across national borders. However, there is a weak connection between the work situation described in the ads and the skills required to tackle diversity. While foreign language and communication skills are frequently listed as requirements in those ads, intercultural competence is seldom a requirement. Even if not vocalized, evidence suggests that future graduates will increasingly need intercultural competence.

Limitations/future research: The study was conducted based on a limited number of recruitment advertisements. Future research could include a wider coverage of recruitment advertisements. The qualitative research would complement findings on the need for interculturally competent graduates.

Keywords

intercultural competences, recruitment advertising, future skills, marketing, sales, business schools, curriculum development.

Introduction

The globalization of markets presents a challenge for organizations that will, increasingly, have a

need for employees who can thrive in such work environments and continue meeting organizational goals (Alon & Higgins, 2005; Deardorff, 2006; Early & Peterson, 2004; Podsiadlowski, Gröschke,

Kogler, Springer & van der Zee, 2013; Ramsey & Lorenz, 2016; Yadav & Lenka, 2020). According to Angouri & Piekkari (2018, p. 19), employees of various organizations "often operate at the interface of national, professional, and language boundaries when carrying out their daily routines". Seliverstova (2021, p. 4) states that workforce diversity "means heterogeneity and differences among employees in an organisation in terms of race, age, ethnicity, cultural background, physical abilities, religion, gender, sexual orientation, language, education, lifestyle, beliefs, appearance and economic status". Richter, Schlaegel, van Bakel, & Engle (2020, p. 409) claim that (inter)cultural intelligence has increasing importance in the contemporary globalized world and that "it is an important concept for international human resource (IHR) managers when selecting and training employees."

It could be expected that contemporary recruitment advertising reflects this significance, both in depicting conditions requiring intercultural intelligence and in corresponding competence, skills, and experiences that enable future employees to work in such an environment. In line with informational asymmetry, as discussed in signalling theory (Connelly, Certo, Ireland, & Reutzel, 2011; Hussain, Channa, & Bhutto, 2022), employers may carefully select the information to present to potential candidates. Employers' attractiveness and employer branding, in that context, can be valuable "to attract recruits and ensure that current employees are engaged in the culture and strategy of the organization," according to Eger, Mičík, Gangur, & Řehoř (2019, p. 520). The content of recruitment advertising becomes important not just by setting the attractiveness of the organization but also prevents jobseekers from searching for competing job openings and referring to alternative sources of information about job position, not controlled by the recruiting organization (Liu, 2020). Furthermore, Muruganatham, Suresh, & Esther (2021) explain that recruitment advertisement contains job attributes and organizational attributes, impacting intention to apply for a job position.

Heath, Carlsson, & Agerström (2023, p. 3) found out that "equality and diversity information in job advertisements has a positive impact on perceptions of potential job applicants". Therefore, portraying diversity can be seen as an important signal to send to future employees, especially if there is an expectation that effectively handling diversity from an employee's perspective

contributes to organizational goals. Literature does not lack accolades for the benefits of diversity; see Liu, Volcic, & Gallois (2019) or Stevens, Plaut, & Sanchez-Burks (2008). Dauth, Schmid, Baldermann, & Orban (2023) confirmed in their research that "diversity signal" increases employer attractiveness for foreign job seekers, and in a wider sense, there is a moderating effect on all job seekers through the effort of promoting diversity. According to Lauring, Butler, Paunova, Umans, & Zander (2021) benefiting from diversity depends on the ability to integrate future employees within a diverse team.

A decision was made to investigate these ideas by looking at two economies with relatively high export dependence: Austria and Sweden. The export strategies of these two countries are quite similar: Außenwirtschaftsstrategie (2018) and Sveriges export och investeringsstrategi (2020), reflecting the strategic decision to compete on global markets. Austria generates 51% of its GDP from exports, and Sweden generates 47%, according to World Bank data. Accordingly, many of the organizations operating in those two countries are well integrated in the global economy and have a need for globally competent employees (Hunter, White, & Godbey, 2006). Furthermore, Austria and Sweden are nations with similar demographic characteristics, particularly in terms of having a diverse population. According to The World Factbook, both countries have populations of approximately 80% belonging to what could be referred to as "natives", while 20% of the population are immigrants. Assuming the national workforces share similar characteristics, both countries would have work environments in which it could be expected that people with different cultural backgrounds interact, the importance of managing the diverse employees was emphasized in Vasić et al. (2023).

The purpose of the study is to contribute to the discussion on business schools' role in improving students' intercultural competences. Therefore, our first research question is aimed at understanding how companies describe, in recruitment advertising, the work context for positions that are likely to involve engagement with diverse groups inside and outside the organization. The question is aimed at understanding whether there is a need for intercultural competences. The second research question identifies the requirements and expectations of future employees related to engagement with diverse groups of stakeholders and/or colleagues. What kinds of experiences,

knowledge, and skills do employers find relevant for employees' intercultural interactions?

We chose to focus, in this study, on marketing and sales positions as these two business functions primary tasks are to interact with organizations' environments, and to fulfil organizational tasks, they are bound to collaborate with other business functions and people in the organization (Biemans, Malshe & Johnson, 2022). If found to be of quintessential importance for future employees, business schools (and not just business schools) need to assure the improvement of intercultural competences in their graduates, among other skills. By aligning the needs of employers with the output of educational institutions, education can sustain its relevance for all stakeholders.

We start by briefly reflecting on the role of higher education institutions (HEIs), particularly business schools, in creating "work-ready" (Ewing & Ewing, 2017) or "ready-for-life" graduates, as framed by Kreber (2010). The latter definition argues that the educational outcome of preparedness for life extends beyond the work context to broader societal roles, citizenship, and learning through life. Next, we discuss the current state of research on intercultural competence. Finally, we introduce an overview of methods for advancing the program and curriculum of HEI, with an emphasis on the analysis of job market requirements. Following previous research based on the content analysis of recruitment advertisements, we introduce our methodological approach. The content analysis of 240 recruitment advertisements on major job portals with national coverage in Austria and Sweden gave us a pretext to respond to our research questions and draw conclusions aimed at continuous improvement of the learning outcomes of business school programs. Furthermore, given the nature and purpose of intercultural competences, we can argue that their implications can be interpreted in a broader educational and societal context.

1. Business schools' mandate

Business schools are to provide a steady supply of employable graduates. Business schools are operating in an environment that is affected by the internationalization of the HEI sector and increased competitive pressures. Furthermore, there is a dilemma regarding the nature of the products delivered by HEIs. It might be argued that the main product is knowledge and skills transferred to graduates, placing the student as the key customer of HEIs. An alternative perspective is to view the

graduates themselves as the product of HEIs and view future employers as the key customers. These two views are not mutually exclusive but rather depict the complexity and different aspects of HEI educational processes and outcomes. Employability (and desirability) of business school graduates in the job market will be dependent on the value and demand for knowledge and skills in a given job market, according to Brewer (2013).

This setting leads to a need for constant adaptation and improvement of business school programs, courses, and curricula. Delpechitre & Baker (2017) argue that organizations nowadays require graduates to have a quicker transition to work-ready employees. Niel Braun, former dean of the Lubin School of Business, emphasized in an interview in 2015 that "businesses no longer have the patience to train students who are recent graduates", while historically technical and experiential learning would happen at the early stages of the professional career. Schlee & Harich (2010) confirm that business schools used to place emphasis on conceptual knowledge and the theoretical background of a discipline, leaving practical skills to be acquired after employment. In the conditions of increased mobility of students, internationalization of HEIs, and increasing competitiveness, the key question comes to be: How do business schools keep their programs (education) attractive to students, secure their entrance into the job market, and maintain the relevance of business graduates to employers?

2. Improving and developing educational programs

Business schools use several different approaches to improve and develop their programs. (A) The technical-scientific approach (Mitchell, 2016) to curriculum development is somewhat teacher-centric, defining what kind of knowledge students should gain from an academic perspective. We interpret this as disciplinary research being incorporated into the teaching process and learning outcomes. (B) Business schools connect with surrounding industry and appoint program or school-wide advisory boards, making sure that practice has a voice in continuous improvements and especially during major revisions of programs. (C) Sometimes formal research is conducted by either surveys or interviews with relevant industry representatives (see, for example, de Boer & van der Giessen, 2020; Sodhi & Byung-Gak, 2010; Yeoh, 2018). (D) A systematic assessment of recruitment advertisements (job ads) can be a

valuable source of information on current demand, requirements, and expectations from graduates (or a broader pool of applicants), as Tan & Laswald (2018, p. 405) emphasize that “job advertisements provide a window to the skills that employers are looking for and those which they believe are needed for the organisation to continue and thrive”.

Capturing the market's expectations and requirements from future employees through content analysis of advertised job openings is not unknown in research. Sodhi, Byung-Gak, & Tang (2008) reviewed employers' demands for supply chain jobs; Sodhi & Byung-Gak (2010) analysed the industry requirements for graduates with an operational research background; and Schlee & Harich (2010) used content analysis of marketing job openings. More recently, Tan & Laswad (2018) and Ott (2023) used the same approach to determine the professional skills and professional identity for accountants. Verma, Yurov, Lane, & Yurova (2019) were looking at skill requirements for business and data analytics positions.

Content analysis of job opening ads is not exclusively employed in business education. For example, Hong (2016) investigates job advertisements for geographic information systems, and Zhang, Su, & Hubschman (2021) and Matsumoto (2022) use the same approach to assess skills knowledge and attitudes required for information professionals, more specifically librarians.

Inspired by these studies, we use content analysis to identify how companies communicate the conditions of cultural diversity internally, within the organization, and externally, with partners and customers outside the organizational boundaries. Furthermore, we investigated what kind of knowledge, skills, or experiences they particularly require as a response to these conditions.

3. Intercultural competence

According to Sinicrope, Norris, & Watanabe (2007), early research in the field of intercultural competence was mainly motivated by cross-cultural communication problems reported by westerners working in a foreign context. Arasaratnam (2015) reflects that in the past thirty years, research focus has shifted from narrower intercultural communication competence to more encompassing intercultural competence. It reflects increased interest in the topic but has also generated more ambiguity since authors are working with the concept from different

disciplinary perspectives (Deardorff, 2015). Nowadays, plural form is frequently used in literature to address the complex nature of the concept.

A definition of intercultural competence that serves our dual perspective well was formulated by Deardorff (2020, p. 5): “intercultural competences are about improving human interactions across the difference, whether within a society (differences due to age, gender, religion, socio-economic status, political affiliation, ethnicity and so on) or across borders”. Our interpretation is that we should explore intercultural competence in diverse organizational contexts and across organizational borders. In relation to the former, we look for descriptions of diverse intraorganizational environments: interacting, communicating, and working with colleagues inside the organization that, in a broad sense of the concept, belong to different cultures. In relation to the latter, we are searching for context that describes cultural diversity in fulfilling organizational goals while interacting with constituents outside the organization, such as customers, intermediaries, and suppliers.

Drawing from the literature, we expect intercultural competence to be a set of skills with increasing significance in contemporary business settings that could become part of transversal learning outcomes and soft skills significant for graduates, like creativity, critical thinking, communication, and collaboration (Rohm, Stefl, & Ward, 2021).

There is no universal agreement on the name, definition, or measurement of intercultural competences, and numerous authors take on the task of assessing a rich scientific production in the field; see the works of Boyatzis (2008), Griffith, Wolfeld, Armon, Rios, & Liu (2016), and Leung, Ang, & Tan (2014). We adopt the view that intercultural competences are expressed as a complex set of individual attributes, attitudes, and skills that are put to use when there is a task (or role) to perform in the circumstances that assume cross cultural interaction and a diverse environment (Pantelić, Brandstaetter, & Florin Samuelsson, 2021).

4. Research methodology

Summative content analysis was used in the study, primarily addressing manifest content (Potter and Levine-Donnerstein, 1999), focusing on the easily observable appearance of certain words in a written text, in our case, recruitment advertisements. We

focused on job advertisements for marketing and sales positions requiring university education or the equivalent. An informed decision was made among the authors to search and review advertisements posted online on two of the major job search platforms. In the Austrian context, the decision was based on the long industry experience of one of the authors, while in the Swedish context, the decision was made after consultations with the university career counselling centre.

On the Austrian platform, ads were reviewed on the job portal (www.karriere.at), while in Sweden, the choice was made to review the job portal Platsbanken, (www.arbetsformedlingen.se) which is run by Swedish Public Employment Services.

In total, 113 job ads qualified to be analysed in the Austrian context (A) and 127 job ads qualified in the Swedish context (S); for the purpose of the study, 240 ads were analysed in total. Job ads were posted in German, Swedish, or English in the last quarter of 2021.

The authors decided to use the filtering function on web sites to narrow down the search. The key words used were marketing and sales. Further filters on the websites allowed us to access only job postings with a degree requirement. However, this function appeared not to be totally accurate, resulting in some jobs that were filtered out manually (excluded from future research) based on the fact that it was evident that the job position did not require higher education or that it was impossible to make a sound judgment about whether the particular recruitment ad qualified. Some recruitment ads were posted repeatedly, and in these cases, the redundant appearances were eliminated from the sample.

Our approach was qualitative and explorative and could be summarized as follows:

1. We explored job openings in marketing and sales on major online job search engines in Austria and Sweden.
2. We identified a list of key words anchored in previous research and devised a search strategy to shortlist job openings containing the key words.
3. We updated the key word list based on a systematic review of relevant job ads.

The relevant job ads were classified according to: a) employer; b) job position title; c) degree qualifications; d) description of job circumstances related to diversity and intercultural interaction; e) job requirements related to experience, knowledge,

and skills corresponding with intercultural competences (please see Table 1).

Table 1 Codes for the content analysis

Qualifying codes	Code category: work conditions	Code category: knowledge and skills
Marketing	International	Language (foreign)
Sales	Intercultural	
Bachelor	Global	Interpersonal skills
Master	Foreign	
University	Diverse	Intercultural competence
	Culture	
	Travel	

Source: the authors

Sodhi & Byung-Gak (2010) argued that manual analysis is superior to computerized analysis; we avoided using word frequency counting since we were in particular looking for links between described conditions of external and/or internal diversity and desired knowledge, skills, and experiences as a response to such an environment (similar to Chao & Shih, 2005).

5. Discussion

In our total sample, we found some recruitment advertisements that referred to working within the organization in a culturally diverse environment; however, this was not salient. On the other hand, in both countries, there are a substantial number of job postings in marketing and sales with a clear focus on international markets and/or customers. These job posts have a straightforward foreign language requirement, frequently expressed in both contexts as “native language skills”, for example, “highly proficient in written and oral English with the ability to proof and advocate own positions” (A) or “ability to speak and write English fluently and idiomatically” (S). This is very much in line with findings from de Boer & Van der Giessen (2020), who concluded that businesses with an internationalization focus most often place foreign language knowledge as a desirable skill for future employees. Furthermore, foreign language command takes a central place in developing intercultural competence (de Figueiredo & Mauri, 2013; Peng, Wu, & Fan, 2015), and according to other authors, intercultural competence stems from intercultural communication skills (Valentine & Cheney, 2001).

According to Crossman and Clarke (2010), international experience has an impact on graduates’ employability, and language acquisition is seen as important for developing intercultural competent future employees. Therefore,

universities, based on our findings and literature review, should consider offering international experience, as well as exposure to different cultures and languages, as a vehicle to create positive attitudes towards diversity.

We found that in both samples, there was a strong emphasis on interpersonal skills. Employers would expect a future employee to be a team player and cooperative; assertiveness is desirable; and in general, negotiation and communication skills are frequently emphasized. We found that cooperation and communication are referred to as both internal (in the organization) and external (with suppliers, partners, customers, and stakeholders). A job description for a position as key account manager for an Australian global company captures this perspective: “Excellent stakeholder influencing and relationship building skills and fluency in English, plus good listening and communication skills (additional European languages are a plus).” (A). De Boer and van der Giessen (2020), in their research, capture both the business perspective on the most valuable skills of future employees and the perspective of educators. Businesses emphasize knowledge of languages and cultures, flexibility, and communication skills, while educators stress communication skills, cooperation, and intercultural sensitivity. Despite using slightly different terminology, the points greatly overlap.

The intercultural dimension was not explicitly stated in the context of interpersonal skills, and we can only go by the assumption that it is implicitly included for job positions that require cross-cultural contact. There is support in the literature for this assumption, both in advocating the necessity to prepare future employees for a diverse workspace, where future employees are expected to work within culturally diverse intraorganizational stakeholders (e.g., Dias, Zhu, & Samaratunge, 2017; Ng, Tan, & Ang, 2011; Podsiadlowski et al., 2015) and with culturally diverse stakeholders outside the organization (e.g., Osei-Bonsu, 2016). Reichard et al. (2015) emphasize both aspects in their work.

Related to the aspect of working with culturally diverse stakeholders outside the organization, in the Swedish sample, half of the job ads referred to intercultural competence directly or indirectly, while in the Austrian context, only three job descriptions mentioned intercultural competence, and in all these cases, the employer’s headquarters are outside of the German-speaking regions (the USA and Scandinavian countries). Most employers in the Swedish sample are headquartered in

Sweden, with the exception of three companies headquartered in the US, Finland, and Switzerland, respectively. We identified requirements like “experience from working across multiple markets” or the ability to “build relations and be responsive to people with different experiences and perspectives”. There were also explicit links between language skills and the ability to handle diversity, e.g., “Our customers have a wide mix of age, nationality, and backgrounds, so mastering multiple languages is preferable,” demonstrating a broader approach to diversity as defined by Deardorff (2020).

Working with culturally diverse stakeholders internally in the organization is mentioned in several job ads in the Swedish context, but substantially less than working with culturally diverse stakeholders outside the organization. One of the ads stated, “This is your chance to work for a meaningful company that encourages personal development and celebrates diversity. We do not discriminate on the basis of race, religion, colour, national origin, gender, sexual orientation, age, or marital status.” (S). This is typical diversity clause as discussed by Andreassen (2021), which does not have necessarily in the focus diversity championship, but rather reflects complying with legislation. In the Austrian sample, there were no job requirements related to an intraorganizational culturally diverse workforce, and there were almost no statements of a diverse workforce to be found. Even though both countries have similar shares of foreign-born inhabitants, this seems not to be an issue worth mentioning from the perspective of Austrian recruiters. Either it is not seen as a relevant recruitment criterion or is not considered relevant for these job positions. This difference could potentially be explained by the differences in job profiles between Austria and Sweden. In the Swedish sample, jobs were more related to marketing than to sales, while in the Austrian sample, the numbers were balanced. Further, most marketing posts in the Austrian context were about online marketing. This led to the point that sales jobs were focusing on interpersonal skills, while in marketing jobs, due to the nature of the job, interpersonal skills appeared to be less relevant. Our assumption is anchored in the work of Gibson, Rimmington, & Landwehr-Brown (2008), who argue that in online marketing there is a perception of a global culture, placing less emphasis on geographical differences in behaviour and/or diversity. In the Swedish context, this can be recognized in an ad for a junior digital

growth marketer, where the question is addressed to a future employee: “Are you a collaborative team player who lives online?”

Con conversationally, employers seek proficiency in multiple foreign languages, and this remains the strongest connector to intercultural competence. However, job ads in Sweden also indicate that experience from global organizations, diverse contexts, and multiple markets is valued for many positions in the field of marketing and sales. While being international organizations, the job ads of Austrian organizations follow mostly an ethnocentric approach to HR management. The required competencies in international business are clearly focused on languages, professional skills, and interpersonal skills. This does not mean that organizations ignore intercultural aspects; they may rather hire an international workforce if needed and often rely on bilingual employees who have already assimilated to Austrian work culture due to their long-time acculturation in the country. Cultural diversity may be an important dimension embedded in corporate mission statements, but it does not relate to daily operations as described in job ads. Based on our sample, it appears that Swedish organizations are more vocal about diversity.

The findings from our analysis of convenient sample of recruitment advertisements for sales and marketing positions, in Austria and Sweden, can be summarized as follows:

- Both in the Austrian and Swedish contexts, it is more customary to communicate cultural diversity in contacts outside the organization (working with suppliers, partners, and customers across cultures).
- Some organizations, from Swedish sample, mention that the workplace is culturally diverse (working with a culturally diverse team inside the organization), but this is not a widespread practice.
- Intercultural competences are rarely mentioned explicitly, and skills requirements relatable to this issue are communication skills, interpersonal skills, and knowledge of foreign languages.
- Given the nature of the assignments in job ads, it can be concluded that there are expectations that future employees should be capable of utilizing these skills across cultures, but this is not explicitly vocalized.

Conclusion

The importance of disciplinary knowledge and relevant primary (or “hard”) skills in HEIs is not disputed; however, evidence from previous research supports also placing emphasis on secondary (or “soft”) skills. According to Loehr & Schwartz (2001), secondary skills are supporting skills that facilitate effective utilization of the primary skills. The basic assumption is that an employee with deep knowledge and skills in sales and marketing, respectively, can be more successful if interpersonal, communication, and intercultural skills are added to their skillset.

The Hart Research Associates (2015) claim that 78% of the surveyed employers emphasize the importance of intercultural skills for future graduates and that “cross-cutting skills are more important to an individual’s success at their company than his or her undergraduate major”. According to the same source, cross-cutting skills are communication skills, teamwork skills, critical thinking, and ethical decision-making. According to Sodhi et al. (2008), the top broad skills required by employers in the context of supply chain management jobs are classified as soft skills,” including communication, leadership, and team-related skills. In recapping the critical skills for the future, the World Economic Forum also puts two categories of skills, “working with people” and “self-management,” under the spotlight. We would add that leadership and social influence, in the first category, or resilience, stress tolerance, and flexibility, are to be interpreted in contexts characterized by increased diversity, both in the organizational internal setting and in a complete set of ties with the external environment across organizational (and national) borders.

Maringe, Foskett, & Woodfield (2013) argue that globalization, as a force that leads to the integration of nations in multiple dimensions, accelerated the internationalization of the HEI sector, creating a new, culturally and linguistically diverse campus (Zhang, Xia, Fan, & Zhu, 2016). Our argument is that campus diversity needs to be put in relation to a purpose and respond to employers’ expectations of culturally competent employees, and this is not true just for business school graduates (Davies, Zaugg, & Tateishi, 2015). A number of authors concluded that experiential learning and group work (Jackson, 2015; Li & Armstrong, 2015), as well as the introduction of different cultural viewpoints and intercultural training (Dias, Zhu, & Samaratunge,

2017; Ramsey & Lorenz, 2016), can be used for improving intercultural competence.

According to our findings and previous research in the field, intercultural competence should be integrated into the curricula at the program level as one of the transversal learning goals, parallel to goals related to communication, leadership, ethical decision-making, or sustainability. Agile business schools, in response to job market requirements and changing landscapes, should, beside professional knowledge, start assessing intercultural competence because internationalization of the education system is not a goal in itself but rather an asset that can, if used properly, enhance the quality of graduates and approximate better a “ready-for-life” approach because the programs and learning outcomes are anchored in understanding what contemporary “life” is. Programs developed with a strong focus on the employability of graduates should consider soft skills useful to navigate and thrive in the contemporary world described as globalized, integrated, and diverse. These kinds of skills go beyond foreign language command and should become a compulsory part of study programs.

Given the circumstances, we can refer to a number of authors who proved gains in intercultural communication for students working in culturally diverse virtual teams (Erez et al., 2013) or cross-cultural collaboration through virtual platforms (Duus & Cooray, 2014). The lesson learned from the COVID-19 pandemic is that we could rely more on technology for cooperation, and universities can benefit by utilizing partner networks to expose their students to more international experience, even with restricted possibilities for travel or restricted resources.

Our research was explorative in nature and focused on a broad assessment of marketing and sales job openings, thus capturing the “demand side” of the labour market. Broadening the scope of the research to other business areas would give a more holistic view or extend the scope of the research to other professions, given that diversity transcends business organizations. Furthermore, collecting deeper insights from HR managers or people involved in the hiring process by conducting interviews would complement the findings from job recruitment advertisements. Future research could also follow the “supply side,” capturing the views of educators on the need

and purpose of embedding intercultural competences in the curricula.

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<https://doi.org/10.5465/ame.2014.0023>

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