

Expatriate Training Methods

UNIT 3 (Part II)

Course Code: MGMT4044

Course Title: International Human Resource Management

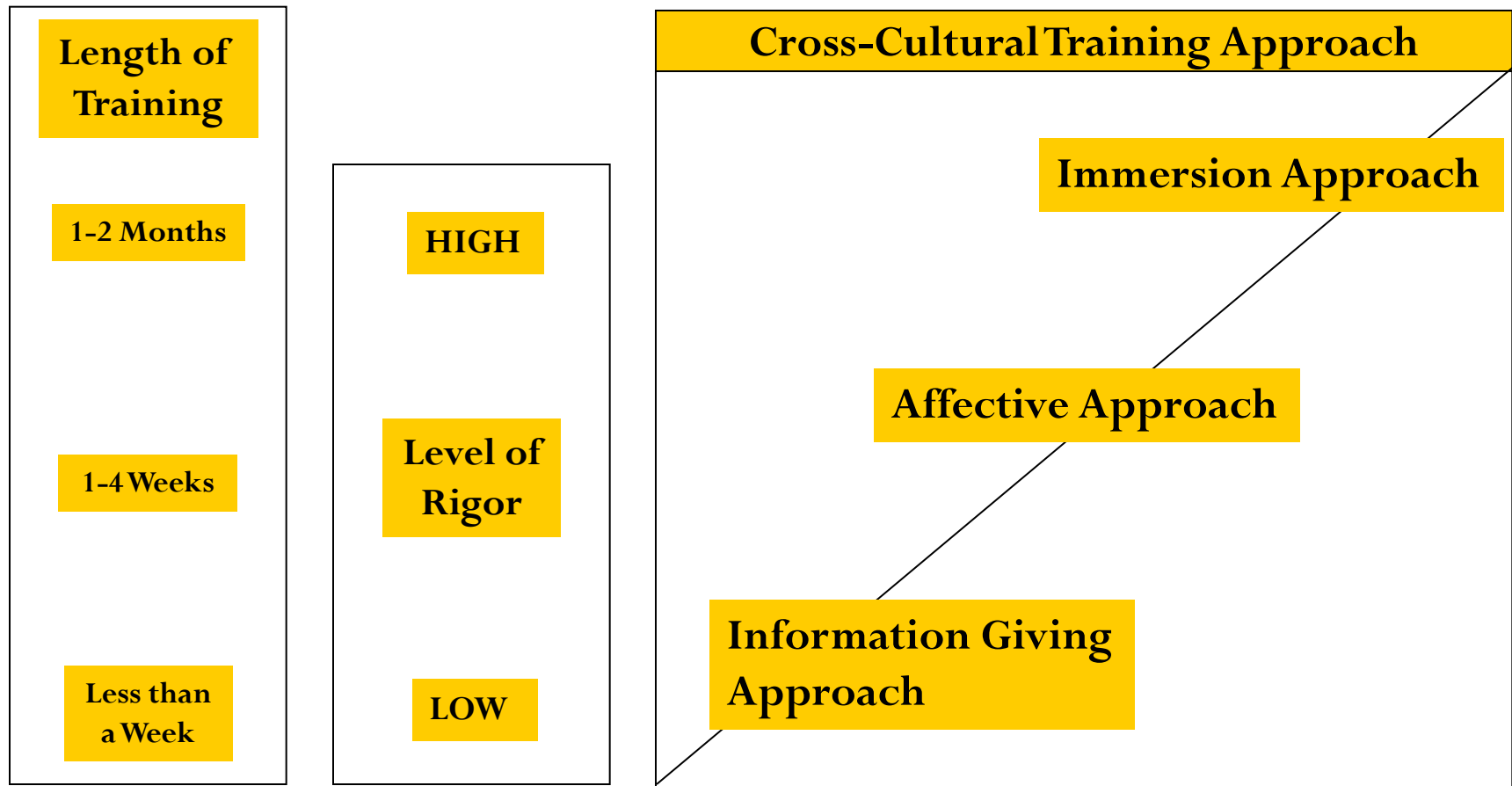
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Contingency Approach to Cross-Cultural Training

(Mendenhall, Dunbar & Oddou, 1987)



Length of Stay	1 Month or less	2 - 12 Months	1 - 3 Years
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LENGTH OF TRAINING

CROSS-CULTURAL TRAINING APPROACH

1 – 2 MONTHS

1 – 4 WEEKS

< 1 WEEK

HIGH

LEVEL OF RIGOUR

LOW

- Immersion Approach**
- Assessment centre
 - Field experience
 - Simulations
 - Sensitivity training
 - Extensive language training

- Affective Approach**
- Cultural assimilator training
 - Language training
 - Role playing
 - Critical incidents
 - Case studies
 - Stress reduction training
 - Moderate language training

- Information Giving Approach**
- Area briefings
 - Films/Books
 - User of interpreters
 - 'Survival level' language training

DEGREE OF INTEGRATION

Low

Moderate

High

Length of Stay	1 month or less	2 – 12 months	1 – 3 years
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Cross Cultural Training Methods

Training	Focus	Timing	Activity
Didactic	Factual information, culture general and/or culture specific	Pre-departure and/or post-arrival	Lectures, informal briefings
Experiential	Practical learning, culture general and/or culture specific	Pre-departure and/or post-arrival	Look-see trips, workshops, simulations
Attribution	Learning to think and act as a host national, culture specific	Pre-departure	Cultural assimilator
Language	Facilitating specific intercultural communication	Pre-departure and/or post-arrival	Traditional teaching
Cultural Awareness	Understanding culture as a concept, culture general	Pre-departure	Role-plays, self-assessment exercises
Interaction	Learning from previous expatriates, culture specific	Pre-departure and/or post-arrival	Overlaps, on-the-job training
Cognitive Behaviour Modification	Learning to focus on rewarding activities, culture general	Pre-departure	Counselling
Sequential	Synergies from combined training, culture general and culture specific	Pre-departure, post arrival, repatriation	Combining different training methods

1 Didactic Training

- Content: Knowledge
 - Cognitive understanding
 - Norms & behavior of the host culture
 - hard facts: job requirements, policies, travel arrangements etc
 - prepare expatriates to establish a framework for understanding and adapting to a new culture
 - facilitate lifestyle adjustments.
- Medium of instruction:
 - lectures, seminars, reading material, discussions, videotapes, case studies and culture-general assimilators
 - Classroom lectures, one way communication
 - Conversations with experts.
- Provides factual information:
 - Working and living conditions
 - Cultural aspects of the host country
 - Addresses practical issues, such as shopping and dress codes in the host country. (Bennett et al., 2000; Gertsen, 1990).

2 Experiential Training

- Content: Skill acquisition
 - Learning by doing approach
 - Intellectual and Cultural intelligence
 - help expatriates experience the impact of cultural differences on their behaviors.
- Provides through:
 - immersion programs or intensive workshops
 - practical exercises: workshops and simulations, role plays, look-see visits, interaction with host nationals, in-country cultural coaching and language training (Caligiuri et al., 2001).

3 Attribution Training

- Aimed at developing empathetic skills.
 - Thinking and acting as a host national.
 - Developing Cultural relativism.
 - Insight into the cultural point of view in the host country.
 - Explain and understand host national behavior.
- Attribution training is closely connected, but not limited, to a teaching method called “cultural assimilator” (Grove & Torbiörn, 1985).

Cultural Assimilators

- This method consists of a series of intercultural short episodes, judged to be critical for the interactions between members of two cultures. In the episodes, encounters between members of two different cultures are used to practice interactions with a new culture
- A *Cultural Assimilator* consists of critical incidents.
- *Critical incidents* are short descriptions of situations where there is a problem of cultural adaptation, or where there is a problem rising from cultural differences between the interacting parties.
- In a Cultural Assimilator the incidents are equipped with alternative explanations & feedback. Trainees are expected to choose the "best" explanation considering the context.
- This method helps to sensitize users to cultural differences between their own culture & the target culture.

4 Language Training

- It is the strongest dimension that affects cultural adjustment (Puck et al. 2008).
- Teaching the expatriate the native language and/or the business language (English) of the host country.
 - Fluency might not be attained;
 - However it develops the ability to enter informal discussions;
 - use common courtesies and show cultural empathy (Brewster, 1995, pp. 64-65).
- Knowledge of the local language is important
 - to send visible signals of politeness ;
 - to better understand the host culture.

5 Cultural Awareness Training

- The goal is to give insight about the concept of culture and cultural differences,
- Awareness about the home culture.
- Training activities include :
 - self-awareness building and value ranking charts, but the goals can also be reached with more culture-general approaches, such as simulation games and perceptual exercises (Grove & Torbiörn, 1985).

Cross-Cultural Training Programs

Major types of cross-cultural training programs

Environmental Briefings

- Provide information about things such as geography, climate, housing & schools

Cultural Orientation

- Familiarize the individual with cultural institutions & value systems of the host country

Language Training

Contd..

Sensitivity training

Social sensitivity

Behavioral Flexibility

- making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility.
- It is ability of an individual to sense what others feel and think from their own point of view.
- Ability to behave suitably in light of understanding.

6 Interaction Training

- Based on interactions between new expatriates and expatriates with more experience of the local culture.
- It can take place before departure with previous expatriates or at the arrival in the host country.
- Overlaps in expatriate placements are a sometimes-used training method.
 - beneficial for the expatriate's adjustment process.
 - possibility to explain tasks, introduce contacts and otherwise coach in the management and operation of the workplace.
 - Families can also benefit in a similar way from interactions with the outgoing family.

Sequencing of Training Sessions

The sequencing of CCT refers to the timing of training sessions.

1. Pre-departure CCT (provided before departure)
 - Most widely utilized form of training;
 - focuses on basic information about the host culture such as such as currency exchange rate, hotels, transportation system, hospitals, etc (Caliguiri et al., 2001)
2. In-country CCT (provided after arrival in the new country)
 - Enhance learning readiness by experiencing the host country culture, beliefs, and values (see Black et al., 1999; Selmer et al., 1998).
3. Sequential CCT (combination of the two)
 - An appropriate sequencing of information (either pre-departure or post-arrival) is considered a best practice for CCT.
 - Basic information should be offered prior to a global assignment – while deeper cultural learning about a new country and its culture, and the awareness of the skills and behaviors needed to be successful in host culture could be effectively administered after arrival in the host country (Selmer et al., 1998).

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