



EXCELSIOR COLLEGE
SCHOOL OF BUSINESS AND TECHNOLOGY

SHRM WEBINAR

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AGENDA

Welcome and Introductions

Notes of Appreciation

International HR

Expatriate Pre-Departure Training

New Courses at Excelsior College

**International HR (at undergraduate and
graduate levels)**

General Summary

Discussion



WITH APPRECIATION

I would like to express my appreciation to my colleagues at Excelsior College:

- **Dean LiFang Shih**
- **Associate Dean Scott Dolan**
- **Associate Dean Michael Johnson**
- **Instructional Faculty in Human Resources and Leadership**
- **Student Chapter Officers**
- **Teresa Jepma, SME for Courses in International HR**
- **Santhosh Abraham**

EXPATRIATE MYTHS

Anyone with technical expertise can be an effective expat.

Pre-departure training should only take place before the employee departs for the international assignment.

Repatriation means returning to the familiar.

NIN: “WE DON’T SEE THINGS AS THEY ARE. WE SEE THEM AS WE ARE.”

ETHNOCENTRISM

JUDGING ANOTHER CULTURE SOLELY BY VALUES AND STANDARDS OF OUR CULTURE

CULTURAL RELATIVISM

JUDGMENT REGARDING THE VALUES, BELIEFS AND PRACTICES OF A CULTURE FROM THAT CULTURE’S VIEWPOINT

PSYCHOLOGY OF CULTURE APPLIED TO BUSINESS

HOFSTEDE'S RESEARCH

POWER DISTANCE

INDIVIDUALISM/COLLECTIVISM

MASCULINITY/FEMININITY

UNCERTAINTY AVOIDANCE

LONG TERM ORIENTATION



POWER DISTANCE

HIGH

CENTRALIZED COMPANIES

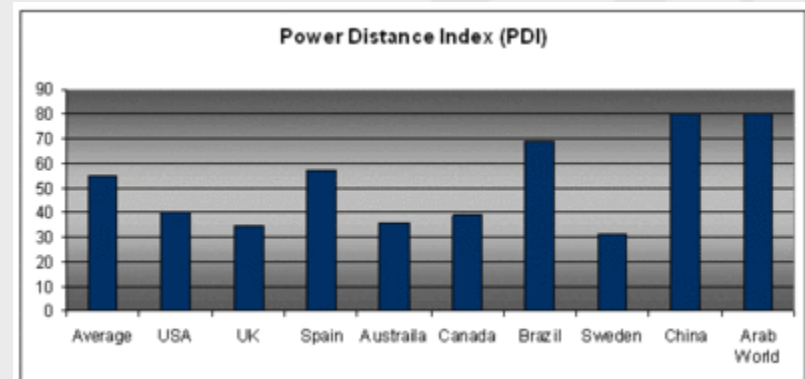
STRONG HIERARCHIES

**LARGE GAPS IN PAY, RESPECT,
AUTHORITY**

LOW

FLATTER ORGANIZATIONS

**SUPERVISORS AND EMPLOYEES
CONSIDERED EQUAL**



INDIVIDUALISM/ COLLECTIVISM

HIGH INDIVIDUALISM

RESPECT FOR PRIVACY

VALUE PLACED ON EMPLOYEE'S TIME AND NEED FOR
FREEDOM

LOW

WORK FOR INTRINSIC REWARDS

HARMONY MORE IMPORTANT THAN HONESTY



MASCULINITY/FEMININITY

HIGH MASCULINITY

**CLEARLY DELINEATED GENDER
ROLES**

WOMEN'S WORK VS. MEN'S WORK

LOW MASCULINITY

**RESPECT SHOWN TO
SUCCESSFUL AND POWERFUL
WOMEN**

UNCERTAINTY AVOIDANCE

HIGH

**VERY FORMAL BUSINESS
CONDUCT**

MANY POLICIES AND RULES

NEED AND RESPECT STRUCTURE

LOW

INFORMAL BUSINESS ATTITUDE

ACCEPTING OF CHANGE AND RISK



LONG TERM ORIENTATION

HIGH

FAMILY IS THE BASIS OF SOCIETY

STRONG WORK ETHIC

**HIGH VALUE PLACED ON
EDUCATION AND TRAINING**

LOW

PROMOTION OF EQUALITY

SELF ACTUALIZATION IS SOUGHT

RESPECT IS KEY



CRITIQUE OF HOFSTEDE'S DIMENSIONS

- 1. ANALYSIS DONE BY COUNTRY. THEORY DOES NOT HOLD IN COUNTRIES WHERE THERE ARE SUBCULTURES THAT ARE BASED ON THE ETHNICITY OF ORIGIN.**
- 2. THEORY DOESN'T APPLY TO ALL PEOPLE WITHIN A COUNTRY. NO HOMOGENEITY CAN BE ASSUMED.**
- 3. TOO FEW DIMENSIONS?**
- 4. TOO FEW PARTICIPANTS**



HOFSTEDE CULTURAL DIMENSIONS APPLIED TO BUSINESS

HIGH POWER DISTANCE

ACKNOWLEDGE LEADER'S POWER

LOW POWER DISTANCE

USE TEAMWORK

COLLABORATIVE STYLE



HOFSTEDE AND BUSINESS

HIGH INDIVIDUALISM

ACKNOWLEDGE

ACCOMPLISHMENTS

ENCOURAGE EXPRESSION OF IDEAS

LOW INDIVIDUALISM

**SHOW RESPECT FOR WISDOM AND
AGE**

INTRODUCE CHANGE SLOWLY



HOFSTEDE AND BUSINESS

HIGH MASCULINITY

**MAINTAIN GENDER ROLE
STEREOTYPES**

LOW MASCULINITY

**TREAT WOMEN AND MEN EQUALLY
ENSURE JOB DESIGNS AND PRACTICES ARE
NOT DISCRIMINATORY TO EITHER WOMEN OR
MEN**



UNCERTAINTY AVOIDANCE

HIGH

BE CLEAR AND CONCISE IN YOUR EXPECTATIONS

FREQUENT COMMUNICATIONS

EXPRESS EMOTIONS THROUGH HAND GESTURES AND RAISED VOICES

LOW

DO NOT IMPOSE RULES

MINIMIZE EMOTIONAL RESPONSES



LONG TERM ORIENTATION

HIGH

SHOW RESPECT FOR TRADITIONS
REWARD PERSEVERANCE
DON'T LOSE FACE

LOW

RESPECT FOR OTHERS
INTRODUCE NECESSARY
CHANGES



SOME EXAMPLES FROM HOFSTEDE

HIGH UNCERTAINTY AVOIDANCE

GREECE

PORTUGAL

SPAIN

FRANCE

JAPAN

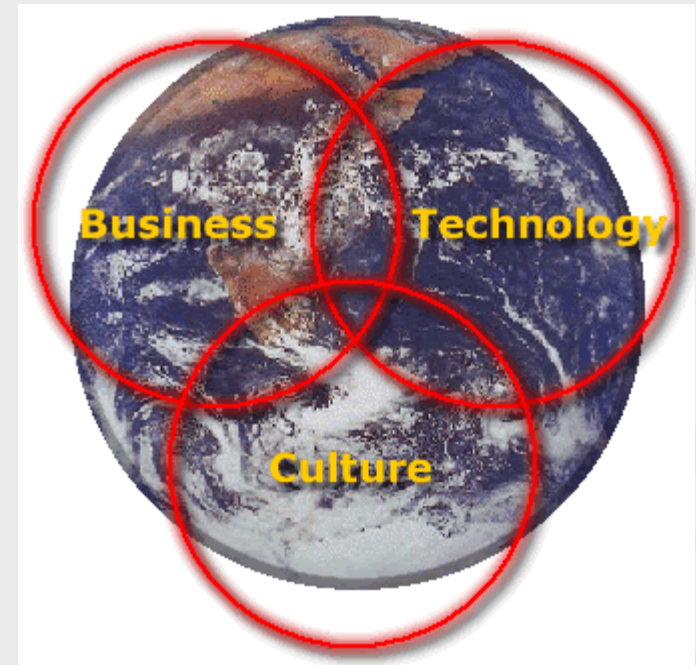
LOW UNCERTAINTY AVOIDANCE

DENMARK

SWEDEN

UNITED STATES

IRELAND



ROI

**OPTIMAL TRAINING INCLUDES
PREDEPARTURE
POST ARRIVAL
REPATRIATION**

**RESEARCH: OVER THREE YEAR ASSIGNMENT,
AVERAGE EXPAT'S GREATER ON THE JOB
EFFECTIVENESS DUE TO OPTIMAL TRAINING
WOULD YIELD A 14% SAVINGS AND REDUCE THE
RISK OF AN EARLY RETURN TO THE HOME
COUNTRY.**



HOFSTEDE DIMENSIONS AND EXPATRIATE SUCCESS

**RECRUITMENT AND SELECTION OF EXPATRIATES IN
UNITED STATES**

BASED ON TECHNICAL SKILLS

WHAT'S NEEDED: CULTURAL ADAPTABILITY

**U.S. EXPATS HAVE HIGHEST EARLY RETURN RATE
OF ANY COUNTRY: NOT PREPARED FOR CULTURAL
CHANGE; CULTURAL RELATIVISTIC PERSPECTIVE**



TRAINING PHASES

NEEDS ASSESSMENT

TRAINING

POST-TRAINING EVALUATION

INCORPORATE RESPONSES FROM:

REPATRIATES

HOST COUNTRY MANAGERS

FAMILY

**REPATRIATES WHO RETURNED PRE-
MATURELY**



GOALS OF EXPATRIATE TRAINING

HOW TO UNDERSTAND AND WORK EFFECTIVELY WITH PEOPLE FROM DIFFERENT CULTURAL, RELIGIOUS AND ETHNIC BACKGROUNDS

HOW TO MANAGE MULTICULTURAL TEAMS

HOW TO UNDERSTAND GLOBAL MARKETS, GLOBAL CUSTOMERS, GLOBAL SUPPLIERS AND GLOBAL COMPETITORS



EXPATRIATE TRAINING

LANGUAGE TRAINING BY ITSELF IS NOT SUFFICIENT.

THIS TYPE OF TRAINING DOES NOT DEAL WITH CROSS CULTURAL ADAPTATION.



CULTURAL ADAPTABILITY

EMOTIONAL RESILIENCE

COPING WITH STRESS; AMBIGUITY

FLEXIBILITY/OPENNESS

TOLERANCE OF OTHERS

PERCEPTUAL ACUITY

ATTENTION TO COMMUNICATION CUES

PERSONAL AUTONOMY

**CONFIDENCE IN ONE'S OWN VALUES
AND BELIEFS**



DOMESTIC VS. INTERNATIONAL HR

INCREASED FUNCTIONAL ACTIVITIES

**INCREASED INVOLVEMENT OF HR IN
EXPATS' PERSONAL LIVES**

ENHANCED RISKS

**ILL PREPARED DOMESTIC HR
PROFESSIONALS**

**INCREASED INFLUENCE OF EXTERNAL
ENVIRONMENT**



INTERNATIONAL HR FUNCTIONS

RECRUITMENT AND SELECTION

CROSS CULTURAL ADAPTABILITY SURVEY

FAMILY PARTICIPATION

TRAINING AND DEVELOPMENT

PRE DEPARTURE TRAINING: LEVELS; INCORPORATE COGNITIVE AND AFFECTIVE LEARNING

REPATRIATE TRAINING AS PART OF EXPATRIATE TRAINING

TRAINING FOR ACCOMPANYING PARTNERS AND CHILDREN

MOTIVATION

WHO CONDUCTS PERFORMANCE APPRAISAL?

SOFT, HARD, CONTEXTUAL ISSUES

MAINTENANCE

VIOLENCE, HEALTH AND SAFETY



COSTS OF PREMATURE RETURN OF EXPAT

**COST OF PREMATURE RETURN IS
HIGH!!**

**3TIMES THE EXPAT'S ANNUAL
SALARY PLUS THE RELOCATION
COSTS (IMPACTED BY CURRENCY
EXCHANGE RATES AND HOST
COUNTRY)**



Training Programs: A Strategic Approach

LEVEL 1: FOCUS ON THE IMPACT OF CULTURAL DIFFERENCES AND ON RAISING TRAINEES' AWARENESS OF SUCH DIFFERENCES AND THEIR IMPACT ON BUSINESS OUTCOMES.

LEVEL 2: AIMS AT GETTING EXPATRIATES TO UNDERSTAND HOW ATTITUDES ARE FORMED AND HOW THEY INFLUENCE BEHAVIOR.



TRAINING PROGRAMS: A STRATEGIC APPROACH

LEVEL 3: FACTUAL KNOWLEDGE ABOUT THE TARGET COUNTRY

LEVEL 4: PROVIDES SKILL BUILDING IN AREAS LIKE LANGUAGE AND ADJUSTMENT AND ADAPTATION SKILLS



ANDROGOGY FOR PRE-DEPARTURE TRAINING

CRITICAL INCIDENTS

OFFERS EMPLOYEES A BRIEF STORY OR VIGNETTE.

SOME TYPE OF CULTURAL MISCOMMUNICATION HAS OCCURRED.

TRAINEES READ AND DISCUSS VIGNETTE TO UNDERSTAND WHY THE MISCOMMUNICATION OCCURRED AND HOW TO PREVENT THIS FROM OCCURRING.

TRAINEES DERIVE OWN ANSWERS.



CULTURAL ASSIMILATORS

DESCRIBES A CROSS-CULTURAL INTERACTION THAT IS A COMMON OCCURRENCE IN WHICH AN EXPAT AND HOST COUNTRY NATIONAL INTERACT

OCCURRENCE IS MISINTERPRETED

TRAINEES ANSWER QUESTIONS RELATED TO ASSIMILATOR

ONE ANSWER IS CORRECT; IF WRONG ANSWER IS GIVEN, TRAINEE MUST REREAD INCIDENT AND TRY AGAIN



EXAMPLE OF CULTURAL ASSIMILATOR

JANE JEFFERSON FROM AUSTRALIA HAD RECENTLY ARRIVED IN A CENTRAL AMERICAN COUNTRY ON A JOB ASSIGNMENT FOR A MULTINATIONAL ORGANIZATION. WANTING TO SEE SOMETHING OF THE LOCAL CULTURE, SHE WENT TO THE PUBLIC MARKET. SHE STOPPED AT ONE STALL, LOOKED AT SOME DRESSES, AND CHATTED WITH THE OWNER OF THE STALL IN HER HIGH SCHOOL LEVEL SPANISH. AS JANE LEFT THE STALL WITHOUT BUYING ANYTHING, THE OWNER SEEMED TO SHOUT AT HER IN AN UNPLEASANT TONE. JANE BEGAN TO DEVELOP NEGATIVE FEELINGS ABOUT HER ENTIRE JOB ASSIGNMENT AND ABOUT THE COUNTRY.



WHAT IS A GOOD ANALYSIS OF JANE'S NEGATIVE FEELINGS?

1. **JANE'S COMPANY SHOULD NEVER HAVE SENT TO CENTRAL AMERICA A PERSON WHOSE SPANISH WAS ONLY HIGH SCHOOL LEVEL.**
2. **JANE WAS THE TARGET OF PREJUDICE, POSSIBLY OF JEALOUSY, ON THE PART OF THE STALL OWNER.**
3. **JANE DAMAGED A DRESS, AND THIS WAS THE TARGET OF THE OWNER'S ANGER.**
4. **THE OWNER OF THE STALL WAS HAVING A BAD DAY, AND THIS WAS THE CAUSE OF THE ANGER.**
5. **JANE WAS OVERRACTING TO A VERY VIVID, PERSONAL, BUT PROBABLY ATYPICAL EVENT.**

LET'S DISCUSS THE OPTIONS!

1: LANGUAGE PROBABLY CONTRIBUTED TO THE PROBLEM...BUT THERE IS A BETTER EXPLANATION. CHOOSE AGAIN.

2: THIS IS POSSIBLE. BUT THERE IS NO EVIDENCE HERE THAT THE STALL OWNER FEELS JEALOUSY TOWARD JANE. CHOOSE AGAIN.

3: UNLIKELY---SHE ONLY LOOKED AT DRESSES. CHOOSE AGAIN.

4: THIS IS POSSIBLE...THERE IS ANOTHER POSSIBILITY THAT INVOLVES JANE'S THINKING. CHOOSE AGAIN.

5: BEST EXPLANATION. WE TEND TO REACH TO VIVID EVENTS THAT INVOLVE A PERSON IN A VERY DIRECT WAY..WE NEED TO ASK OURSELVES: IS THERE ADDITIONAL INFORMATION I NEED BEFORE I REACH A CONCLUSION?



TRAINING TO HELP EXPAT FAMILIES

IDENTIFYING NETWORKING RESOURCES

HELP ADJUST EXPECTATIONS

DISCUSS CHILDREN AND SCHOOLS

PROVIDE AN ACTION PLAN OUTLINE

GIVE DETAILS ABOUT SETTING UP A HOUSEHOLD



BENEFITS OF PRE-DEPARTURE TRAINING

PREPARING FOR THE MOVE

REMOVES THE “UNKNOWN”

INCREASES SELF-AWARENESS AND CROSS-CULTURAL UNDERSTANDING

PROVIDES OPPORTUNITIES FOR ANXIETIES TO BE ADDRESSED IN A SUPPORTIVE ENVIRONMENT

MOTIVATES

REDUCES STRESS

OFFERS COPING STRATEGIES

EASES SETTLING IN PROCESS

REDUCES RELOCATION FAILURE



Training Approaches: Mendenhall, Dunbar and Oddou

IF THE LENGTH OF TRAINING HAS TO BE ABOUT A WEEK

INFORMATION GIVING APPROACH

CULTURAL BRIEFINGS

“SURVIVAL LEVEL” LANGUAGE TRAINING

FILMS/BOOKS/VIDEOS

IF THE LENGTH OF TRAINING IS BETWEEN 1-4 WEEKS

INFORMATION GIVING APPROACH

AFFECTIVE APPROACH

CULTURAL ASSIMILATORS

BEHAVIORAL REHEARSAL

CRITICAL INCIDENTS

MODERATE LANGUAGE TRAINING

IF WE HAVE 1+ MONTHS

INFORMATION GIVING APPROACH

AFFECTIVE APPROACH

IMMERSION APPROACH

SIMULATIONS

EXTENSIVE LANGUAGE TRAINING

FIELD EXPERIMENTS



METRICS

LENGTH OF TIME STAYED ON EXPAT ASSIGNMENT

HOW EARLY RETURNED TO HOME COUNTY

SATISFACTION OF REPAT, FAMILY MONEY FACTORS

SATISFACTION OF HOST COUNTRY

PERFORMANCE APPRAISALS



YOUR QUESTIONS AND COMMENTS?



THANK YOU

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RESOURCES

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SHRM: GLOBAL HR: <https://www.shrm.org/ResourcesAndTools/hr-topics/global-hr/Pages/default.aspx>

