

**EXCELSIOR COLLEGE  
SCHOOL OF BUSINESS AND TECHNOLOGY**

**SHRM STUDENT CHAPTER WEBINAR**

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**Webinar: November 21, 2019**



# AGENDA

**Welcome and Introductions**

**Notes of Appreciation**

**Global HR**

**General Summary**

**Discussion**



# WITH APPRECIATION

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

**Dean Scott Dolan**

**Graduate Business Faculty**

**Matt Baird**

**Garry McDaniel**

**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**

# DOING BUSINESS IN...

## FRANCE

**RELATIONSHIPS ARE AN IMPORTANT PART OF FRENCH BUSINESS CULTURE ...EXPECT TO SPEND TIME GETTING TO KNOW COLLEAGUES BEFORE DISCUSSING BUSINESS**

## CHINA

**AVOIDING EYE CONTACT WITH COLLEAGUES IS CONSIDERED UNTRUSTWORTHY**

## SPAIN

**COLLEAGUES WILL DETERMINE IF YOU ARE HONEST AND RELIABLE SO THEY CAN KNOW WHETHER TO PLACE THEIR TRUST IN YOUR PRODUCT OR BUSINESS PRIOR TO WORKING WITH YOU**

# PSYCHOLOGY OF CULTURE APPLIED TO BUSINESS

## HOFSTEDE'S RESEARCH

**POWER DISTANCE**

**INDIVIDUALISM/COLLECTIVISM**

**MASCULINITY/FEMININITY**

**UNCERTAINTY AVOIDANCE**

**LONG TERM ORIENTATION**



# 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**

# SOME EXAMPLES FROM HOFSTEDE

## HIGH UNCERTAINTY AVOIDANCE

GREECE

PORTUGAL

SPAIN

FRANCE

JAPAN

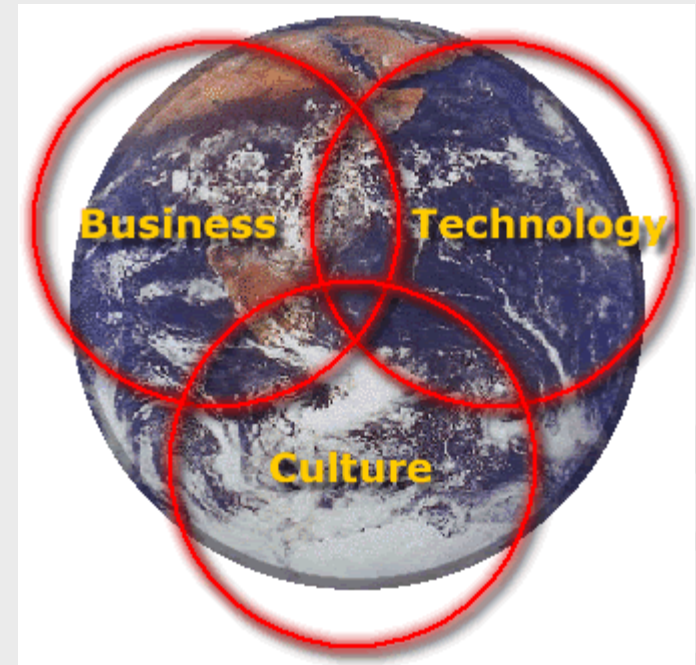
## LOW UNCERTAINTY AVOIDANCE

DENMARK

SWEDEN

UNITED STATES

IRELAND





# MORE EXAMPLES...

## HIGH MASCULINE CULTURES

JAPAN

VENEZUELA

MEXICO

SWITZERLAND

GERMAN

GREAT BRITAIN

## HIGH FEMININE CULTURES

SWEDEN

FINLAND

PORTUGAL

DENMARK

NORWAY



# **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**



# WHY CARE ABOUT GLOBAL HR?

- **Overseas trade**
- **Expanded operations overseas**
- **Mergers**
- **Recruiting/ Staffing**
- **Partnerships**
- **Politics**
- **Benefits, pay, education, unions, etc.**



# 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**



# Overseas Assignments

- **Select carefully**
- **Explain reason for assignment (expectations)**
- **Prepare before departure**
- **On site socialization & support**
- **Stay in touch**
- **Plan for return**
- **Capitalize on learning**



# 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)**



# EXAMPLE: EXPATRIATE PRE-DEPARTURE TRAINING

## 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.**





# Training Phases: Metrics Necessary!

**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**



# 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**



# 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**



# STAGES OF ADJUSTING TO AN EXPATRIATE ASSIGNMENT

## PREPARATION

MIXED EMOTIONS EMERGE: EXCITEMENT AT “STARTING OVER”; ANXIETY OVER MOVE

## HONEYMOON PERIOD

HOST COUNTRY IS IDEALIZED

## CULTURE SHOCK

FEELINGS OF ISOLATION, COMMUNICATION ISSUES, DISCOMFORT WITH THE CULTURE

## REJECTION

ENCOUNTERING INEVITABLE PROBLEMS WITH WORK, LANGUAGE, SCHOOL, HOUSING

## CULTURAL ADJUSTMENT

BECOMING COMFORTABLE IN NEW ENVIRONMENT; GAINING A MATURE APPRECIATION OF CULTURAL SIMILARITIES AND DIFFERENCES



# 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**



# GLOBAL DOS AND DON'TS



## Do:

- ✓ Create culture of global appreciation
- ✓ Treat global employees, organizations as equal partners
- ✓ Adapt to different cultures
- ✓ Communicate continuously (needs, challenges, opportunities, etc.)
- ✓ Pay attention! Dedicate time and resources



# GLOBAL DOS AND DON'T'S



## Don't:

- ✓ Assume 'our culture/practices' are best
- ✓ Forget relationships are important
- ✓ Try to do everything the same way, everywhere
- ✓ Ignore cultural differences
- ✓ Ignore infrastructure, logistics
- ✓ Schedule only for your time zone



# YOUR SUGGESTIONS





# 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>

