


12-2007

Expatriate training for the hotel and gaming workforce: Don't leave home without it

Chien Chien Serene Lim
University of Nevada, Las Vegas

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EXPATRIATE TRAINING FOR THE HOTEL AND GAMING WORKFORCE:
DON'T LEAVE HOME WITHOUT IT.

by

Lim Chien Chien, Serene

Bachelor of Communication
University of Canberra, Australia
1999

Diploma in Mass Communication
Ngee Ann Polytechnic, Singapore
1998

A professional paper submitted in partial fulfillment
of the requirements for the

Master of Hospitality Administration
William F. Harrah College of Hotel Administration

Graduate College
University of Nevada, Las Vegas
December 2007

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PART ONE

Introduction

Globalization is fast becoming the new trend of the hospitality industry. It remains as a highly complex and controversial concept that is not a new phenomenon. Researchers have suggested that globalization is likely an irreversible forceful process that will change the face of businesses (Mrak, 2000). In the recent Global Relocation Trends Survey conducted annually by GMAC Global Relocation Services (2007), it was reported that more than two-thirds (69%) of the multinational corporations surveyed reported an increase to the number of international assignments. This is the highest percentage that was ever reported, with more companies (65%) indicating their intent in sending even more employees on international assignments in 2007. With the increasing advancements of technological changes, globalization exposes national economies to a new level of intense competition. Neyman (2007) concurs that globalization and international business form the norms of business patterns today. With globalization prominent in the line of sight, Brewster and Suutari (2005) commented that small and medium-sized business firms are also joining huge corporations in seeking international opportunities in the global arena.

Professionals who are willing to take on such international assignments have therefore been steadily increasing in demand (Katz & Seifer, 1996). However, as many researchers have revealed, prior to sending a willing individual to start on their new international assignment, there are many factors that must be considered in the selection process, pre-departure training and on-site socialization. International assignments require huge dollar investments by the respective corporations, and according to Business Week Online, expatriate assignments can cost two to three times more than what it would cost the corporation to employ the same executive in their home country (Cheng, 2002). Thus, one of the key responsibilities of organization must be in exploring ways to lessen the impact of

relocation by ensuring that proper and adequate expatriate training is in place before the manager leaves their home country. Flynn (1995) concurs by indicating that relocation is a partnership effort between companies and their employees. Peter Koveos, Director of Kiebach Center for International Business Studies at Syracuse University (as cited in Hebard, 1996) therefore suggests that those companies who are planning to win in the big arena of globalization, must commit in preparing their people to understanding and valuing the local system in the host country that they are engaged in because ultimately, a successful international assignment requires more than an eager executive with a packed suitcase whom is ready to go.

Jameson (2007) suggests that “the ever increasing globalization of the hospitality industry and movement of people across international borders heightens the needs for intercultural education and training” (p.5). The nature of the hospitality and gaming industry deals with human beings, and when an expatriate is relocated to another country outside of their birth countries, cultural knowledge, understanding and adaptability becomes increasingly important and crucial for greater success and reduced premature returns.

Purpose

The purpose of this professional paper is to identify the best practices of expatriate training catering to assignees that are headed to Asia. The basis of the study would require a thorough research of existing literature to better understand the issues and problems that could potentially plague the non-Asian manager heading to Asia for their international assignment. The best practices recommendation will be adapted from the existing expatriate training programs and addressed from the Asian angle with regards to elements such as communication, service culture, cultural mannerisms and norms, conflict resolutions, perception of power distance, individualism versus collectivism and uncertainty avoidance

dimensions (Celaya & Swift, 2006; Gouttefarde, 1992; Lopez, 1992; McKenna & Richardson, 2007; Peppas, 2004).

Justification

There is a wealth of literature that have been researched by past authors pertaining to expatriate training and the problems encountered by international assignees during their tenure in the host country. However, very minimal literature can be located that relate directly to the Asian region. With the expansion of the hotel and gaming industry in Macau and Singapore, Asia demands a new look at expatriate training and development if the leaders in the growing hospitality and gaming industry are to be successful. Competitive advantage is at stake and those who figure out how to condition their non-Asian managers to how best cater to their guests and employees will be the chosen winners in the quest for market share and profitability. This can be done in two ways: either by trial and error which could potentially result in a long and costly experience, or through education and training development programs which are suggested to be more effective and less costly in the long run (Neupert, Baughn & Dao, 2005).

By the end of this study, non-Asian managers who are taking on their respective positions in Asia with hospitality companies will have a recommended training process tailored for their needs which will better prepare them for their move. Additionally, different human resources groups can utilize this information and guidelines to further customize an expatriate training program that will cater specifically to their needs.

Constraints

The success of the international assignee is highly subjected to the learning orientation of the expatriate themselves (Magnini & Honeycutt, 2003). It will therefore directly relate to the effectiveness of the recommended training process for the hospitality manager. Possessing a low learning orientation will affect the outcome of the training process

that is geared towards the achievement of a successful international assignment. This is especially relevant since cultural ambiguity and frustration are two important, yet inevitable occurrences when working in an overseas environment (Porter & Tansky, 1999).

Glossary of Terms

In the course of this paper, the following terms will be frequently used. The definitions drawn from the different researchers provide a guide so as to ensure that the context in which the terms are addressed will be commonly understood.

Cross-Cultural Training

“The educative process used to improve intercultural learning via the development of the cognitive, affective, and behavioral competencies needed for successful interactions in diverse cultures” (Littrell, Salas, Hess, Paley, & Riedel, 2006, p.356).

Collectivism

“Implies that ties between individuals are very strong, and that people look after the interests of their in-group and have similar options and beliefs” (Katz & Seifer, 1996, p.35).

Culture

“The acquired knowledge people use to interpret experiences and to guide their behaviors” (Katz & Seifer, 1996, p.34).

Expatriate / International Assignee

“Those who are not nationals of the country where they are working; Employed because of their specialized operational abilities or due to their knowledge of the employing organization” (Pine, as cited in Magnini & Honeycutt, 2003, p.268).

“Individuals who relocate from one country to another for at least one year, which is consistent with the Cendant Mobility definition of traditional long-term expatriation” (Littrell et al., 2006, p.356).

“Usually an upper level executive, sent overseas to manage the operations of a foreign subsidiary” (Littrell et al., 2006, p.357).

Globalization

“Expansion of international trade in trade and services; A process where national markets are becoming increasingly interlinked” (Mrak, 2000, p.3).

Individualism

“Implies that everyone is supposed to look after his own self-interest and that of their immediate family” (Katz & Seifer, 1996, p.35).

Multicultural Teams

“Two or more individuals from different national cultures that interact interdependently and adaptively while working toward a common goal” (Salas, Burke, Fowlkes & Wilson, 2004).

Power Distance

“How society deals with the fact that people are unequal” (Katz & Seifer, 1996, p.34).

Uncertainty Avoidance

“How members of a society react to uncertain and ambiguous situations” (Katz & Seifer, 1996, p.35).

PART TWO

Introduction

Expatriate training has generally come to be accepted practice and serves as an invaluable tool to successful international assignments. However, it is also true that there are numerous existing questions about the effectiveness of expatriate training that could be attributed as the main cause of why organizations are not actively engaging in this training tool. In Part Two, a literature review was performed that addresses the importance of expatriate training as well as highlighting the predominant differences in culture, and how expatriate training can help to bridge these gaps.

Literature Review

For over three decades, “the topic of international assignments has an established pedigree in the international management literature” (Collings, Scullion, & Morley, 2007, p. 198). Despite the growing importance that research recognized in relation to expatriate assignments, Tung (1998) suggests that many multi-national companies (MNCs) continue to underestimate its importance and the complexities that are often associated with global staffing and multicultural teams.

Prior to embarking on the well-articulated advantages of global staffing, it would be important to first briefly address the reasons behind why organizations continue to use expatriates despite the high costs and risks associated with it. According to Collings et al. (2007), businesses recognize the importance of physically relocating their managers to new foreign locations as far back as 1900 B.C. The main reason cited by the authors were due to the fact that these expatriates had established a high level of trust with their organizations and were anticipated to react more positively and defensively to the best interests of the organizations that they were representing as compared to local managers from the host country that they had businesses in. Researchers further affirmed this and stated that the other

reasons arising from the use of expatriates include the transference of technology, the overseeing of start-ups, the management of joint ventures, the transmission of corporate culture, mission and value, the penetration of new markets as well as the development of international skills and knowledge within the workforce (Bennett, Aston, & Colquhoun 2000; McKenna & Richardson, 2007).

The above considerations, coupled with the estimation that international assignments generally cost three to five times an assignee's home salary per annum (Bennett et al., 2000; Selmer, 2001) therefore suggests that the process of effective recruitment and careful selection of expatriates becomes absolutely crucial. Researchers strongly suggest that this first step remain as one of the key to a successful international assignment (Forster, 2000; see also Richardson, 2000; Tung, 1982).

Expatriate Manager Selection

Although a large body of literature suggests that expatriate training is critical for a successful placement and assignment, McDonald (1993) states that "the likelihood of a successful placement can be predicted based on the degree to which the overseas candidate already possess skills in the key areas that contribute to acculturation" (p.19). Whilst technical competence remains are one of the core ingredients to a successful expatriate assignment, it is important to note that it should be considered and completed alongside other core competencies that the international assignee should possess. It is undeniable that technical competence dominates as being one of the key selection factors, but in the new globalization era, issues such as personality traits, degree of learning orientation and adaptability, cross-cultural suitability and family requirements play a major role in determining the suitability of the potential expatriate (Katz & Seifer, 1996; McKenna & Richardson, 2007). It must also be noted that an expatriate manager that is highly successful

in one culture may find it difficult in assimilating and performing in another culture, unless they are made aware of the significant differences in cultures (Forster, 2000).

High Learning Orientation

The degree of adaptability possessed by the potential candidate who is moving to Asia for their international assignment will be yet another crucial factor that will part determine their success in their posting. It is inevitable that the non-Asian manager will encounter numerous work-related and personal challenges that are a result of different cultural conditions in the host country. Magnini and Honeycutt (2003) therefore suggest that in order for the expatriates to succeed, they must be highly adaptable to changes and ultimately, possess a high learning orientation. They argue that this is a characteristic that is necessary since cultural ambiguities and frustrations are unavoidable and are facts that will inevitably accompany their international assignments. However, it was cautioned that if a candidate possessed a low learning orientation, they should not be immediately dismissed as a potential candidate representing the organization in the global arena. This is due to the fact that it is not always possible to locate the ideal candidate that possesses both the qualities of a high learning orientation and a high technical competence. Instead, the degree of the candidates' learning orientation should be considered and incorporated into the expatriate needs assessment test to ensure that a proper training program is catered for their needs (Magnini & Honeycutt, 2003).

Expatriate Needs Assessment

Upon the selection of a suitable candidate for the international assignment, the next step would be in conducting a needs assessment test to determine the sort of expatriate training that is appropriate and useful to the candidate. Bennett et al. (2000) indicates that this should encompass the needs of the employee, their spouse/partner/children and where feasible, input from the employee's manager. By carefully conducting the needs assessment

test, it will therefore ensure that the expatriate training program is catered to specifically for them and ultimately, result in higher reassurance that they are more knowledgeable about the cultural aspects of the host country that they are moving to (Forster, 2000). In the needs assessment, it is important for human resources to consider the needs of the expatriate's spouse/partner, children and other family needs as well. Gardner (2007) indicated that family concerns and elder-care responsibilities remain as two of the biggest drivers why employees are increasingly turning down overseas posts. Therefore, to ignore the needs of these influential categories of people who are closely related to the main concerns of the expatriate would be a costly mistake that could result in the loss of the *ideal* candidate. Researchers Litterell et al. (2006) and McKenna and Richardson (2007) re-emphasize this by stating that family and family-related issues *are pertinent* to any international assignment.

Hofstede Model of Cross-Cultural Implications

There are four distinct cross-cultural dimensions highlighted by Hofstede (1980; 2001) in his seminal work that consisted of 116,000 questionnaires completed by executives of IBM in 1980. The main aim of his work was in showcasing the cultural differences that prevail across nations which is highly relevant as information for expatriates to take with them prior to the start of their international assignment. Hofstede accordingly addressed four dimensions of cultural differences which were echoed by researchers Shane, Venkataraman and MacMillan (1995) and built on Hofstede's pioneer studies, highlighting three out of the four original dimensions. As culture is claimed to be an important influencer in the successful outcomes of businesses (Gilbert & Tsao, 2000), both studies on cross-cultural implications will be referenced. Based on the clustering of clusters by GLOBE (as cited by Gupta, Hanges & Dorfman, 2002), Singapore and Macau (China) are clustered under the category of *Confucian Asia* (alongside with Taiwan, Hong Kong, South Korea and Japan) and cultural

references to both countries will be interpreted to be closely similar in cultural behaviors in the following discussion.

Dimension One: Uncertainty Avoidance

The higher the culture ranks in uncertainty avoidance, the greater the value is placed on stability and certainty. According to Friedman (2007), individuals in societies that are high in uncertainty avoidance highly value “a variety of mechanisms that increases a sense of security in uncertain situations” (p.160). Therefore, the opposite is true where individuals that come from a society that is low in this dimension are classified as risk-takers who are more accepting of new approaches to problem-solving. It was commented in the research by GLOBE (as cited by Gupta et al., 2002) that countries in the Confucian Asia category ranked high in uncertainty avoidance as compared to countries in the Anglo cluster (comprising of countries such as England, Australia, Canada, New Zealand and USA).

Dimension Two: Individualism – Collectivism

This dimension refers to the extent by which “individuals focus on individual needs and wants versus the needs of the group” (Friedman, 2007, p.161). The distinct characteristics of a society that is high in the collectivism dimension would result in greater group efforts, teamwork and group membership (Hofstede, 1984). The Confucian Asia cluster ranks high in the collectivism dimension which is a reflection of the generalized culture that societies in this cluster highly value collective goals, as opposed to countries in the Anglo cluster which are less supportive of institutional collectivism (Gupta et al.).

Dimension Three: Power Distance

Distinct adherence to organizational hierarchy, centralized decision making and the “disbelief in participative approaches to management” (Shane et al., p.935) reflects the general characteristics of the countries in the Confucian Asia cluster. This dimension suggests that societies that are ranked high in this aspect will portray larger differences

between formal, reporting relationships. This translates to the greater inaccessibility of superiors with clearer distinctions between genders. The Anglo cluster was suggested to rank low in the power distance dimension (Gupta et al.).

Conflict Management

This is another important dimension that is highly influenced by societal cultures. According to Hebard (1996), conflict management in Asia is handled differently as in USA. It is important for non-Asian managers to understand that conflict management in Asia commonly requires a third-party intervention in solving the problem to *save face* especially where China is concerned. *Saving face* is an important priority in Asian culture that should be respected by the non-Asian manager. Equipping the non-Asian manager with such important and relevant information through the various training methods will therefore help them function more effectively in Asia.

Culture Shock

Culture shock is defined as a normal process which is commonly experienced by expatriates in their new international assignments. Littrell et al. (2006) describes culture shock as the degree of anxiety, confusion, disruption, helplessness and irritability occurs when the expatriate experiences the differences between their own cultures and that of the host country. Expatriate training will also be valuable to the international assignee in coping with culture shock. Although culture shock is inevitable, researchers contend that expatriate training will lessen the impact of it, and expatriates will have better coping mechanisms when confronted with such encounters.

Asia Cultural Characteristics

With Asian economies ready to take center stage in the twenty-first century, Osman-Gani (2000) recommend that it is only logical that a more developed understanding be achieved of Asia. OECD, The Organization for Economic Co-operation and Development (as

cited by Osman-Gani, 2000) projects a growth of five to 6 percent for the Asia-Pacific region by the year 2010 as compared to North America and Europe (at two to 5 percent and three to four percent respectively). The statistics from the Global Relocation Trends (GMAC, 2005) reflect that China and Singapore ranked as the first and third primary emerging expatriate destinations respectively that tie in accurately with the findings of OECD. However, China was also presented as one of the most challenging locations for expatriates with higher failures associations whereas Singapore was interpreted as being one of the friendliest expatriate destinations for non-Asian managers.

Although each culture is unique to its own, the generalization and perception of the Asian culture is one of higher reticence. Neupert et al. (2005) suggest that Asia is a challenging positing for many non-Asian expatriates. “Different cultures, different mangers, different expectations and different perspectives can create an awkward situation that can impact a manager’s business effectiveness” (Neupert et al., p.167). For example, Hebard (1996) cites John Gillespie, Vice-President of Clarke Consulting Group based in Redwood City, California, that in Asia – too many words are considered *suspicious*. Hutchings (2003) therefore contends that non-Asian expatriate managers assigned to Asia “need to make considerable socio-cultural adjustments to their roles at work” (p.378). Thus, expatriate training that consists of important elements such as cross-cultural training (CCT) and language training will adequately help to bridge this gap and offer more assurances for a more successful assignment.

Ideal Profile of a Hospitality Manager Coming to Asia

A successful relocation is more than a mere coincidence of pure luck: It requires careful planning and considerations to all aspects of the international assignment (Flynn, 1995). With that in mind, the first step would be in ensuring that the selection of the ideal candidate for the international assignment is thought through and carefully scrutinized.

Giving due considerations to the factors that were previously mentioned, it is therefore ideal at this point in mapping out an ideal candidate profile for a hospitality expatriate manager that is planning to head to Asia. Reiterating that technical competence is not the only criterion that must be seriously considered for expatriate assignment success and the success in one's technical competence has little to do with their ability in assimilating into new cultures (Katz & Seifer, 1996), other personality characteristics of the ideal hospitality manager should be considered. Taking into account that the list for the *ideal candidate* is probably non-exhaustive – realistically, it is also close to impossible in locating an ideal candidate that possess a perfect score of technical competence coupled with highly desired personal characteristics. However, the ideal recruiting profile should comprise of qualities that should include at least some of the following characteristics, but are not limited to:

Good track record of technical competence: As with all jobs, the hospitality manager should be credible with a formidable track record of past professional work records that show superiority in knowledge and experience (Katz & Seifer, 1996).

Highly developed human empathy: The hospitality expatriate manager must understand local work ethics as well as respect them because the hotel and gaming industry requires high contact with personnel and guests (Baliga & Baker, 1985).

Accepting and understanding: Hospitality managers who are less judgmental and less evaluative when interpreting and experiencing the differences in the behaviors and service cultures of the host country are deemed to be more likely to succeed in their international assignments (Hogan & Goodson, 1990).

Willingness to modify one's management and leadership styles: Depending on the characteristics of the society that the hospitality manager is assigned to, it is important that the hospitality expatriate manager be highly susceptible to change and open to adapting different leadership styles to suit different cultures. Katz and Seifer (1996) further contend

that by adopting different leadership styles, it will ultimately lead to better structuring and the controlling of work processes. For instance, in an Asian society that is high in the power distance index would require a leader with a management style that is more direct in giving instructions to their subordinates as well as seeking less of subordinates' inputs to maximize effectiveness and acceptance. Although it is arguable that the task of the expatriate manager may be to enter into the host country to implement changes, it should be forewarned that changes are recommended to be done intermittently to encourage acceptance and understanding, as opposed to forceful changes that may cause the host country's employees to feel resentful and intimidated by the expatriate manager.

Catalyst-type personality for creating cultural synergy: Efforts in integrating national differences and practicing key skills will be highly valued characteristics of the hospitality expatriate manager (Hebard, 1996). The nature of the hospitality industry requires a high interaction with individuals from many different walks of life; therefore, the possession of a catalyst-type personality that sees value across all cultures will be highly valued for such an expatriate position.

High level of learning orientation: As previously mentioned, possessing a high level of learning orientation is crucial to the success of the hospitality expatriate manager. The mental attitude of *what works in one culture should work in all cultures* should be erased from the mind of the aspiring hospitality expatriate manager. It is important for them to appreciate and understanding the beauty that lies in the individual cultures. Possessing a high learning orientation will also ensure that important factors such as cultural mannerism is learned and practiced. For example, typically in Asia, the winking or beckoning of service staff with one's index finger is considered as rude and not respectful. The non-Asian manager who may be accustomed to such a simple act in their home countries, but unknowingly and/or

unwillingly continues this simple act in Asia, will be deemed as highly disrespectful and may thus face challenges in gaining respect from their subordinates in Asia.

Methodology

As expatriate training is not new to the international assignee, there are numerous ways in which successful expatriate training could be conducted. Technology, for one, is changing the face of expatriate training with the convenience of the Internet. However, researchers have found that most international assignees find more value in face-to-face interaction with trainers (as well as expatriate communities and repatriates). The literature review presented the more significant issues concerning the relocation of the international assignee to the host countries. The recommended methodology is thereby an extract of three best practices that is believed to facilitate the expatriate towards achieving a more successful relocation.

Kimbles (2007) suggests that there are three things that an international assignee must be prepared for when they relocate, namely *no one understands you, no one understands you and no one understands you*. This may perhaps be an exaggeration of the expatriate situation in the host country, but it is probably not far off from the truth of the matter. Cultural differences may inhibit full assimilation, and to some extent for some expatriates, cultural differences may be so great that failure to understand and accept may result in a premature return (Shumsky, 1992).

Design of Ideal Training Module for Hospitality Expatriates Headed to Asia

There are a multitude of choices for expatriate training to prepare the international assignee for their assignment in the host country. Drawing from the myriad of resources available, the appended is suggested to be the ideal training module for hospitality expatriates that are headed to Asia. Romero (2002) suggests that an expatriate training could include relevant topics such as “language, cultural awareness, country specific information, cultural

assimilation, flexibility and local business norms” (p.75). Bennett et al. (2000) have taken it a step further and broken down expatriate training into two distinct timeframes: pre-departure training and post-arrival training. The value of the pre-departure training is viewed as equipping the expatriate and their families with better coping mechanisms prior to moving to the host country. This may be to include elements such as obtaining basic understanding of the host country, as well as practical information relating directly to living in the host country including work-related insights that will be highly useful to the expatriate.

On the other hand, the post-arrival training is valued because it gives the expatriates an opportunity to discuss real-time issues that they may encounter after moving to the host country. In a study by Black, Gregersen, & Mendenhall (as cited by Bennett et al., 2000), an expatriate’s learning readiness reaches its peak in the post-arrival training phase because “they are already immersed in the cultural and transitional challenges” (p.244). The ideal training module that is suggested for the hospitality expatriate headed to Asia would thus be designed accordingly.

Timeframe Considerations

Typically, expatriate training programs run for three days (Shumsky, 1992) although there are other researchers who suggest that the duration of the training time frame should highly depend on the duration and importance of the international assignment with the optimal time being stated as some three to five weeks prior to their departure (Bennett et al., 2000; Katz & Seifer, 1996). Ideally, a training program should not be conducted too far in advance prior to the expatriate’s international assignment, in fear that they may forget many of the issues that have been discussed and taught in the course of the expatriate training, as well as the consideration that learning readiness may not be acute as yet. At the same time, it must also be considered that the training program should not be conducted too close to the departure of the international assignment because realistically, the international assignee

would be very busy in preparations for their big move, and thus, would be more than likely be preoccupied and it would then be challenging to garner their full attention and interest for the training program. Bennett et al. (2000) therefore suggest that pre-departure training should ideally be conducted three to five weeks before departure, and post-arrival training should be offered within eight to twelve weeks after the expatriates settle in their destination country.

Pre-Departure Training

Prior to the expatriate's departure to the destination country, pre-departure training is designed to assist them in a smoother transition. For the hospitality manager, this is highly crucial because acquiring adequate knowledge about the destination country in terms of cultural differences is very important to their international success. The nature of the hospitality industry requires a high contact with both internal and external customers at all times, therefore, the ideal pre-departure training module for the hospitality manager would concentrate heavily on cross-cultural training and simulations.

Cross-Cultural Training

One of the main purposes of cross-cultural training is in introducing the hospitality manager to the importance of culture and the need to sensitize them to existing cultural differences. The pre-departure training program for the hospitality manager should concentrate highly on cross-cultural training that covers elements such as cultural sensitivity and appreciating the cultural differences between home culture and the host country's culture. However, Brislin and Yoshida (as cited by Bennett et al., 2000) states that cross-cultural training should do more than cater to the adjustment phase of the expatriate's new life abroad. Although it remains as one of the very important components, there are other considerations that cross-cultural training should encompass that includes professional performance and development. Bennett and her team of researchers therefore implore for cross-cultural

training to encompass personal and professional transition – thereby meaning that whilst there are pressing personal adaptation issues that have to be administered to for the expatriate, there are other more important issues such as educating them in making a smooth professional transition into the workplace, as well as managing professional responsibilities whilst giving due considerations to cultural differences.

There are many components and methods of conducting the cross-cultural training. A very useful tool would be in allowing the potential hospitality expatriate some interaction and meeting sessions with experienced international staff or repatriates. Through this method, the potential expatriate would thus be able to exchange some ideas and share some real-time experiences with the repatriate that would prove invaluable to their collection of knowledge. Another avenue that should be incorporated within the curriculum for the cross-cultural training would be in having role plays, instructional games as well as drill-and-practice to give the potential expatriates some form of simulated training. This can be conducted with both internal staff issues as well as customer handling. The sessions can then be evaluated with the trainer to streamline areas that should be handled more appropriately, and the cultural sensitivities can then be highlighted.

According to Celaya and Swift (2006), other aspects of cross-cultural training would include methods such as delivering the cross-cultural training through lectures and audio-visual presentations. Formal or informal lectures can be utilized as a means of imparting information to the potential hospitality manager which can form a basis for further discussions and explorations on the best practices methods of the way things are handled in the host country. One of the most valued experiences is prior visit to the host country that the potential hospitality manager is being assigned to. Field trips to the host country would allow for potential hospitality managers in seeing firsthand the way business is being conducted. It

would thus allow them to have a better feel of the host country prior to embarking on their international assignment full-time.

Language Training

Language training can also be considered as an aspect of cross-cultural training. This form of training takes on the more technical aspect of the skills to be learnt by the potential hospitality expatriate training. In moving to a culture like Singapore, language training is viewed as less essential as it would be to other Asian countries. For example, in Macau, where the main medium of business language is largely English, it is inevitable that domination of local languages such as Cantonese and Mandarin prevail. Therefore, language training for the hospitality expatriate manager will be important because the willingness of an expatriate manager to learn the local language of the host country will be interpreted as being dedicated and appreciative of the local culture (Bennett et al., 2000). Essentially, it sends out positive signals to the staff of host country nationals with the visible effort made by the hospitality expatriate managers, even if it was only in learning the courtesies of introductions and making small talk with the local dialect (Forster, 2000).

Language training can also be conducted through the means of an immersion program, by engaging potential expatriates in language training over a period of a few months prior to their departure, with contact frequency kept at a constant (Frazee, 1999). According to the representatives at Berlitz International Inc., a specialist in language training, an ideal 100 to 150 hours of language training should be provided to the expatriates as well as their families. This will therefore ensure that they are more properly equipped and more prepared in entering the new culture.

Simulation Training

This is one of the most effective training methods that can be employed in preparation for the expatriate prior to their international assignment. The main aim of the simulation

training, similar to the cross-cultural training methods, is in reducing cultural barriers and in addition, to give expatriates the opportunity in anticipating and managing possible clash of cultural values that will greatly affect business relationships – both with internal staff and external customers. Jameson (2007) suggests that by engaging hospitality expatriates in training of such nature will obtain four main objectives. They are:

1. The ability to demonstrate in concrete terms the principles of intercultural communication, highlighting the relativity of cultural values and the role of emotional responses to cultural differences;
2. The underlying cultural differences that are found in one's value systems, attitudes and beliefs are greater challenges to overcome than the surface values of greeting rituals, manners and customs. The simulation training would therefore be able to help combat this often overlooked aspect of expatriate training;
3. Where cultural differences arise, the all-important question of who should adapt to whom, and when, is addressed; and
4. To showcase that cultural identity indeed involves a complex mix of many different elements.

The simulation training engages the hospitality expatriate in realistic conditions, as the name of the training suggests. The final outcome of the simulation training that is targeted at helping the non-Asian expatriate is in ensuring that they possess enough self-insight in their ability to working cooperatively with an employee as well as customers who possess a different set of values.

Post-Arrival Training

Many organizations fall into the trap of leaving their expatriates to finding their own lifelines after arrival in the destination country. This is a dire mistake because post-arrival

training is a very useful tool in further helping the expatriates to assimilate better into the culture (Katz & Seifer, 1996). In fact, Osman-Gani (2000) found in his studies that expatriates have identified post-arrival training as the most important training that can be offered to them by their employers.

Post-arrival training can take the form of one-to-one sessions with the trainers and the expatriate managers. Trainers of post-arrival training can comprise of a network of relocation specialists, as well as cross-cultural trainers, international business experts and host country nationals (Lopez, 1992). It can also be conducted alongside with a group of expatriates, thereby naturally forming an expatriate support group for the new expatriate. Aspects such as language training can be a feasible component of the training that should continue even after the expatriate arrives in their host country.

One of the other methods of post-arrival training as recommended by Katz and Seifer (1996) would take the form of on-site socialization for the hospitality expatriate manager. This basically translates to offering the hospitality expatriate manager a support system that continues to encourage communication constantly between the organization's headquarters and the expatriate. Mendenhall and Oddou (1986) concur that by ensuring a strong support system for the expatriate manager, the more likely they are to succeed in the overseas assignment.

PART THREE

Introduction

Expatriate training for the hospitality manager is conducted to enhance their adaptability and to better equip them with the skills needed for a smoother transition into the destination country. Whilst it is important to understand the cultural differences and practice cultural sensitivity to the differences that exist within cultures, it is by no means a suggestion that potential expatriate managers should undermine or completely betray their set values in exchange for an international opportunity. In the literature review, the different aspects of differences between cultures, as well as an intended training module for the hospitality expatriate manager was discussed and recommended. In the final part of this research paper, the results of the methodology and design will be discussed; alongside with recommendations of training programs that will be made to ensure that the training program for the hospitality expatriate manager encompasses potential expatriate issues in totality.

Results of Methodology and Design

Topics for the training design that was put in place in the earlier parts of the paper utilizes the studies done by many researchers, and focuses on the best practices for expatriate training that is applicable to the hospitality expatriate manager. With the consideration that the nature of the hospitality industry has a high requirement of social interaction with both internal and external employees, the training modules focused and encompassed aspects of expatriate training that would benefit the expatriate most in maximizing human relationships. These aspects included training curriculum that focused on cross-cultural training, language training as well as simulation training. It was also clearly segregated into two distinct periods of pre-departure and post-arrival training.

Advantages of Cross-Cultural Training

The issues raised by researchers as reflected above prove that cultural literacy has become a global business requisite – it is no longer an option for organizations that are aiming for success in this global arena. Therefore, taking all precautionary measures in ensuring expatriate success and averting assignment failure should be of top priority to organizations. A substantial body of research generally agrees that the predominant reason for expatriate failure is not due to the lack of technical competency of the assignees, but rather, the difficulties in cross-cultural adjustments (Vance & Paik, 2002).

According to Bennett et al. (2000), CCT is one of the most critical steps in this road to success in understanding the different cultural dimensions and interpretations. Although CCT is not a cure-all for all the issues surrounding and directly related to expatriate encounters in host countries, it is still classified as an invaluable tool in bridging the cultural gap (Shumsky, 1992). Respondents in a study conducted by Hutchings (2003) concurred that although no training could fully prepare them for the encounters of the international assignment, the advantage in having some relevant knowledge and education about the host country were viewed as highly advantageous. Prevention from committing serious cultural *faux pas* that could be a result of simple ignorance would thus be avoided. In essence, Waxin and Panaccio (2005) suggest that expatriates who have had the opportunity to go through cross-cultural training prior to their international assignment will exemplify a higher level of adjustment and would be most beneficial in their adjustment to the host country.

Advantages of Language Training

Although English is the predominant language in most businesses around the world today, many researchers continue to suggest that language skill is still a valuable asset in bridging the cultural gap between the expatriate and the workers in the host country (Hutchings, 2003; Osman-Gani, 2000). Although learning the host country's language with minimal progress is only the tip of the cultural iceberg, Forster (2000) states that the

willingness to learn sends out positive signals of interest in the host country's language. The repercussion effect will be a positive one, which will ultimately leave a positive impression to the host nation's employees and business partners. It must be noted, however, that speaking the local language cannot be interpreted as synonymous with communicating in it because cultural dimensions with communication surpass the simplicity of syntax and vocabulary (Gouttefarde, 1992).

Advantages of Simulation

Jameson (2007) suggests that the underlying differences of cultural differences (in values, thought patterns and concepts) are more significant to recognize and understand as these are the important factors that can make or break the business relationship. In the hospitality and gaming business, this becomes increasingly crucial because of the immediate contact that expatriate managers will have with employees and guests that will result in either immediate positive or negative outcomes. Therefore, by offering training to expatriate managers with "the opportunity to anticipate and manage the clash of cultural values" (Jameson, 2007, p.7) is very important and this is one of the most significant benefits of using simulation training.

This expatriate training tool enables the international assignees to engage in their own insights and effectively manage them to result in working cooperatively with someone who possess different cultural values. Simulation training also trains the expatriate manager in reacting appropriately to nonverbal communications and to reiterate that one's own culture is not inherently superior to that of others. This aspect of expatriate training for the hospitality manager will be increasingly effective when integrated into an extended training, educational experience. Simulation training will therefore complete the overall training experience by ensuring that after theories and discussions, the expatriate managers put to practice the things that they have learnt.

Conclusion

Over 80% of the respondents in Forster's (2000) study that believe that the possession of knowledge on local business practices, as well as local customs and cultures are absolutely essential to the success of their international assignment. In view of such a high response to the importance of expatriate training, it must also be noted that expatriate training are not cure-alls for the potential issues that expatriates may face during their tenure of the overseas assignment. However, the positive effects that arise from conducting such a training program far outweigh the consequences of premature returns and failed assignments and leaving the expatriate to grope in the dark.

Shumsky (1992) subtly suggests that organizations should consider intercultural training as a form of inexpensive insurance for a certain degree of assurance that their expatriate managers are ready to take on their new assignment. It must also be noted by organizations that "international assignments are processes and not one-off events" (Forster, 2000, p.74). The dangers of one-off training processes are all too tempting and familiar, and they also have the negative outcome of a fast fading *halo-effect*. It is also highly likely that expatriate managers will face ambiguous situations in the new culture. Therefore, the training module that is suggested for the hospitality expatriate manager should encompass of post-arrival training, as well as continuous follow-ups with the organization in ensuring that the hospitality expatriate manager is well-settled, at least in the first six months of their international posting. By establishing post-arrival training modules as well as in-country contact as a support system for the expatriate manager, it eases the transition anxiety that the expatriate manager may have when entering the new culture (Magnini & Honeycutt, 2003).

Recommendation

The training program for the non-Asian expatriate manager headed to Asia concentrates mainly on pre-departure cross-cultural training. Language training should also

be conducted prior to the pre-departure training by a specialized language trainer, and post-arrival support groups should be established on-site after the expatriates settle into the host country. In the training programs that follow, extracts of specific programs will be discussed for every training design and it will take the example of an American expatriate that is headed to Singapore for his/her international assignment.

Training Program for Expatriates

The training module that has been designed with the considerations examined in the literature review will closely guide the final output of the training program that is catered for non-Asian managers who are headed to Asia for their hospitality assignment. The training program is built on a three days program which is the optimal recommended time length for pre-departure cultural training (Shumsky, 1992), excluding language training.

Day 1

0900 – 1000 *Multiple-choice pre-test (Written test)*

This test is recommended for the facilitator to analyze the degree of understanding of the respective culture that the international assignee is being posted to

1000 – 1030 Break

1030 – 1230 *Introduction and background (Lecture)*

In the introduction section, the establishment of the needs and expectations of the training program outcome will be discussed in general. The trainer will also share with the expatriates the basics of the Asian culture. An overview of issues such as the host country's history and political systems, educational system, business practices, demographics and other relevant cultural characteristics will be addressed.

1230 – 1400 Lunch

1400 – 1600 *Appreciating cultural differences (Interactive lecture)*

This session will highlight the distinct cultural differences between the participant's home country and their host country, including the general expectations of professional performance and development habits.

1600 – 1730 *Case study (Discussion)*

A hospitality situation will be identified for case study that will be a tool used for in-depth discussion between the participants and trainer. Cultural 'dos' and 'don'ts' will be discussed.

Day 2

0830 – 0930 *Results of test (Discussion)*

This session will allow the facilitator to share with the participants the results of their tests, and to discuss certain more common errors that were decided by the participants in their answers. A comparison of the respondents' answers pitched against the host culture's cultural norms.

0930 – 1030 *Maximizing cultural sensitivity (Interactive lecture)*

This session focuses on identifying and understanding the cultural values and influences of the participant's own culture, then comparing it with the cultural values and influences of the host culture. This will allow for the participants to understand and identify differences, as well as increase their understanding towards the importance of cultural sensitivity.

1030 – 1100 Break

1100 – 1230 *My culture or your culture?(Part I – Interactive lecture)*

Overview on how cultural values will affect the workplace, with concentrations on leadership style with focus on the level of uncertainty avoidance, individualism versus collectivism and power distance dimensions.

1230 – 1400 Lunch

1400 – 1600 *Role Play (Interactive participation)*

The role play session will comprise of representatives from the host country engaging in a simulated situation of a customer service experience. It will focus mainly on conflict management in the aspect of internal conflicts (between staff) as well as dispute between guests and frontline staff. The participants will be given the opportunity to react to the situations, thereafter allowing for some time to discuss the outcome of the role play.

1600 – 1700 *Case study (Discussion)*

A hospitality situation will be identified for case study that will be a tool used for in-depth discussion between the participants and trainer. Cultural ‘dos’ and ‘don’ts’ will be discussed.

1730 – 1930 *Simulation Cocktail Party (Interactive participation)*

The simulated cocktail party allows the participants to be in mock-up circumstances where they are put on the spot to deal with both internal and external customers. On the hospitality front, this is a common everyday task. Thus, by introducing such a program into the overall training module, it would allow the participants to encounter cultural exchanges thereby followed up with an opportunity to re-evaluate and

assess what the appropriate behaviors and communication styles should be.

Day 3

0830 – 1000 *Simulation cocktail party session evaluation (Discussion)*

This session re-caps the simulation cocktail party that the participants engaged in Day 2. It will be an open discussion that will allow for participants to discuss issues that they encountered in the simulation cocktail party and the appropriate way in handling them with respect to the host country.

1000 – 1030 Break

1030 – 1230 *My culture or your culture?(Part II)*

This session is a continuation from Day 2. It will continue to discuss in greater lengths on how cultural values will affect the workplace, with concentrations on leadership style with focus on the level of uncertainty avoidance, individualism versus collectivism and power distance dimensions.

1230 – 1400 Lunch

1400 – 1500 *Case study (Discussion)*

A hospitality situation will be identified for case study that will be a tool used for in-depth discussion between the participants and trainer. Cultural ‘dos’ and ‘don’ts’ will be discussed.

1500 – 1530 *Multiple-choice post-test (Written test)*

This test is conducted after most of the training has been completed. It will also allow the facilitator to understand if the participants have

absorbed and understood much of what has been covered during the entire training module.

1530 – 1600 Break

1600 – 1730 *“Ask the expert”*: Open discussion with repatriates and/or experienced international staff

At this session, participants are given the opportunity to engage in friendly banter with repatriates and/or experienced international staff, as well as the opportunity to discuss any related topics of interest and concern to them that were not covered during the training program.

1730 – 1800 *Wrap up and evaluation*

This session will summarize and re-emphasize on all the main points that were covered over the past three days.

To illustrate the content of certain aspects of the training program for the expatriates, the emphasis on the introduction and background of the country will be emphasized for an illustration of examples. It is important to introduce correctly the culture of the host country to the expatriate because this forms the core foundation of their expectations and would therefore affect their overall perception of the host country that they are going to and the nationals that they are dealing with. By having an in-depth knowledge of the background of the country, including their origins and influences, would therefore put the candidate in good stead when dealing with the nationals of the host culture.

For example, one very useful tip that must be shared with the American expatriate would be regarding the simple action of the exchange of name cards. Singaporeans generally have the habit to first exchange their name cards with their business counterparts on their first meeting. This is done with presenting the name card with two hands, as well as the particular attention of presenting the name card with their name facing the recipient. This marks as a

sign of respect to the business partner, and it would thus be appropriate for the recipient to reciprocate this action. The recipient is also expected to receive the card with both hands, and thereafter, it would be considered polite to lay the received card on the meeting desk. After receiving the name card, it would also be usual for the Singaporean to take one or two looks at the name card to show that they have noted and formally recognized who the other person is. It is also important for American expatriates to know that it would be considered disrespectful to scribble on the back of the received name cards.

Another distinction of culture with the Singaporean counterpart that would be shared with the American expatriate during the introduction or role play sessions would be to emphasize that in the occasion where the Singaporean would not look them in the eye during a meeting, it should not be labeled as being rude or inappropriate. This is a highly common sign of respect as they cast their eyes politely down or away from the manager, and this is especially so if the American expatriate is more senior or have a higher status.

In the written test of this training program, one of the very useful questions that should be asked of the American expatriate is on the appropriate way of addressing their Singaporean counterparts. While Singapore is very modern when compared to their neighboring countries, there are still locals who are in the old school, or simply, those who consider the proper way of address as a sign of knowledge and respect. This should be taken in consideration, especially when meeting for the first time in a formal setting, that it is always important to use the person's title and their family or personal name (Moveandstay (Singapore), n.d.). The American expatriate could be tested on their knowledge of recognizing:

1. The Chinese: Do they know which name one is the family name? It is also highly common for the married Chinese women to keep their own family name, therefore, making it most appropriate for them to be addressed as *Miss*. For

example, in the written test, the name of *Tan Hock Hua* would mean that *Tan* was the family name and *Hock Hua* would be the given name. It would thus be most appropriate to address the gentleman as *Mr. Tan* on the first meeting.

2. The Malays: Do they know that the Malays do not have a family name? The Malays usually have their names followed by a *bin* (son of) or *binti* (daughter of) that appears before their father's personal name. For example, the name *Maimunah binte Haji Samad Ali* would mean that *Maimunah* is the given name, and *Haji Samad Ali* would be the name of her father. It would thus be most appropriate to address the lady as *Miss Maimunah*.
3. The Indians: Similar to the Malays, the Indians have their personal names followed by *s/o* (son of) or *d/o* (daughter of) that appears before their father's personal name. For example, *Rico s/o Ramanathan* would mean that *Rico* is the given name, and *Ramanathan* is the name of his father. It would thus be appropriate to address him as *Mr. Rico* on the first formal meeting.

Other Complementary Training Programs

Further to the training module that is especially designed for the hospitality expatriate manager, some other methods in ensuring a smooth transition should be considered. The three specific additional recommendations include the possibility of engaging in a training program for local employees, segregating expatriates into different acculturation profiles to better cater to their training needs, as well as in giving due attention to the growing importance of spousal and family issues.

Training Programs for Local Employees

Corporations that are keen on ensuring expatriate success should also consider training for local employees, in anticipation of the arrival of the international assignee to the host country (Neupert, Baughn, & Dao, 2004). It is common for the employees in the host

country to perceive expatriates as threats rather than as opportunities of growth for their organization. Gouttefarde (1992) in her studies stated that staff of the host country may view these foreigners of imagined brilliance as competition for their jobs, and may ultimately oust them from their current appointments, as well as take away the possible recognition or promotion opportunities that are due to them. With such a mindset of a “welcoming party”, it also becomes increasingly challenging for the expatriate to function effectively.

Therefore, one of the other avenues of training that the organizations should consider is in ensuring that management should manage these resistances from the domestic employees. One suggestion by Gouttefarde (1992) in managing host culture shock is in ensuring there is constant communication between management and staff, prior to the arrival of the expatriate manager. Training or briefing methods can also be deployed, such as engaging staff in presentations that will clearly spell out the advantages of engaging a non-Asian manager in helping the organization to manage the company. A very effective method of helping to bridge the cultural fear would be to invite the employees of the host country to be actively involved in developing a program that would help initiate their non-Asian manager into the new environment. This would thus allow them to get to know the hospitality manager better in an informal environment.

The training module for the local employees will be recommended for a two half-day program. Tools such as lectures, interactive discussions and role-playing will be engaged in imparting the lessons for the training program.

Day 1

0900 – 1030 *Introduction and background (Lecture)*

In this first session, the trainer will give a brief of the expatriate’s home country’s history and political systems, educational system,

business practices, demographics and other relevant cultural characteristics will be addressed.

1030 – 1100 Break

1100 – 1230 *Understanding the benefits of expatriate assignments (Lecture and discussion)*

This session will aim to educate the local employees on the importance and benefits of an international assignee joining their organization. It will also shed light on the expatriate's overall capabilities and share with the employees the myriad of valued international experience they can obtain from the expatriate.

Day 2

0900 – 1030 *My culture or your culture?(Lecture)*

Overview on how cultural values will affect the workplace, with concentrations on leadership style with focus on the level of uncertainty avoidance, individualism versus collectivism and power distance dimensions.

1030 – 1100 Break

1100 – 1200 *Role Play (Interactive Participation)*

The role play session will comprise of representatives from the expatriate's country engaging in a simulated situation of a customer service experience, drawing from lessons imparted in the earlier sessions over the two days. It will focus mainly on conflict management in the aspect of internal conflicts (between staff) as well as dispute between guests and frontline staff. The participants will be

given the opportunity to react to the situations, thereafter allowing for some time to discuss the outcome of the role play.

1200 – 1300 *Wrap up and evaluation*

This session will summarize and re-emphasize on all the main points that were covered over the past two days.

Focusing on the lecture sessions of the training programs for the local employees, the illustrated example focuses on the topic of *My Culture or Your Culture?* The main objective in the interactive lecture sessions would be to educate and inform the local employees on certain distinct differences that may co-exist in their working relationship with the American expatriate. For example, the interactive lecture session may be combined with some degree of role play by which the scenario would take place in the meeting facility. The facilitator or trainer would take on the role of the American expatriate, with the local employees playing their respective parts. During the course of this meeting, the behavior of the American expatriate could possibly exemplify that open discussion and constructive criticisms were a common practice in their style of leadership. However, when in Singapore, locals are concerned with the element of *saving face* – thereby exhibiting possible uncomfortable gestures when being pinpointed by the American in position. Being criticized in front of peers may not be acceptable by the general local crowds. This is to attribute to the possibility that locals may feel that if they were singled out in a meeting session, it could possibly cause doubts in the minds of their peers about their capabilities and therefore undermine their position within the company.

This session would be extremely helpful for both the Singaporean and American because it would thus emphasize on cultural sensitivity and the obvious distinctions that some cultures perceive about methods on handling conflict management (whether it is direct conflict, or indirect conflict in terms of ideas and opinions). The interactive lecture would

thus allow for the participants to discuss the behavior of their new American manager and the facilitator would be in a good position to interpret the different behavioral characteristics. This can be repeated or combined in the training session for Hofstede's cross-cultural dimensions, namely power distance, individualism versus collectivism and uncertainty avoidance.

Training Programs for the Spouse and Family

Drawing the statistics from the Global Relocation Trends 2005 Survey, the top reasons that were identified for employee's refusal of assignments as well as assignment failures were attributed partly to spousal and family issues. Spousal resistance, children's education and family adjustments were cited as the most critical family challenges with 67 percent of expatriates citing that premature returns from assignments were mainly concerning the family. This trend therefore suggests that the spouse and family of the expatriates should be taken seriously and considered when designing a training program for the international assignee.

Researchers have therefore suggested that it is important to include the spouse and family members in the pre-departure training (Magnini & Honeycutt, 2003). Frazee (1994) state that the usefulness of engaging the employee's spouse and family in the training program together with the employee would result in an increased network of support for the employee, especially when they are given the opportunity to talk about their different concerns regarding the assignment and host country with each other.

The recommended training program for the expatriate's spouse and family will concentrate mainly on cross-cultural issues of adaptation and expectations. It is recommended that the training module be conducted as a full-day training program.

Full day training program

0900 – 1030 *Introduction and background (Lecture)*

In the introduction section, the establishment of the needs and expectations of the training program outcome will be discussed in general. The trainer will also share with the expatriates the basics of the Asian culture. An overview of issues such as the host country's history and political systems, educational system, demographics and other relevant cultural characteristics will be addressed.

1030 – 1100 Break

1100 – 1230 *Norms and values of the Asian society*

This session will concentrate mainly on the norms and values of the Asian society, including what is considered as appropriate and inappropriate behaviors in the eyes of the general public. It will also cover some parts of available leisure activities in Asia.

1230 – 1400 Lunch

1400 – 1530 *Settling in*

Trainers will share with the spouses and/or families of the expatriate on having realistic expectations in order for a smoother transition to the host country. It will also address issues such as available network support groups, as well as available aids in regards to daily necessities and common issues such as marketing, medical care and cost of living.

1530 – 1600 Break

1600 – 1700 *Spousal life and role in Asia*

This session targets for spouses who are headed to Asia for their expatriate assignment. It will encompass mainly on the role of spouses in Asia, and how life could be for them who are accompanying their spouses.

1700 – 1730 *Wrap up and evaluation*

This session will summarize and re-emphasize on all the main points that were covered during the day.

In the session recommended for the spouses and families of the expatriate, an important area to address would be related to the aspect of *settling in* to the host country. For example, an American expatriate who is accompanying their spouse to Singapore for their expatriate training will be informed during the session about the general local culture. Settling into a new country can deem to be one of the most challenging aspects for the expatriates and their families, it would therefore be necessary for the trainer to share with the spouse the most basic details of living in Singapore. This can range from a wide range of topics that span from marketing for daily needs, to available medical care, as well as school options and support groups. Pictures of the wet markets and expatriate grocery stores including locations of recreation for the spouse and children (where applicable) may also be shown to aid their understanding of the lifestyle that they are going to settle in. Equipping the expatriate's spouse and families with information on basic needs can make a major difference to their perception and excitement of moving into a new country. With the information that they would have gathered prior to their big move to Singapore, they would thus be able to have a certain degree of anticipation and be better prepared for any existing differences.

Expatriate Acculturation Profiles

Mendenhall and Oddou (1986) presented seven acculturation profiles, namely the ideal expatriate, the academic observer, the well-intentioned missionary, the Type A expatriate, the introvert, the ugly American, and the dependent expatriate. These seven acculturation profiles were derived from the three main dimensions of self-orientation, others orientation and perceptual orientation. The categorization of trainees that can be incorporated as part of the needs assessment test will further assist human resources in determining and

planning the most effective expatriate training method that will most benefit their employee.

Finally, figure 1 appended below will present other options for organizations considering expatriate training for their hospitality managers that are headed to Asia.

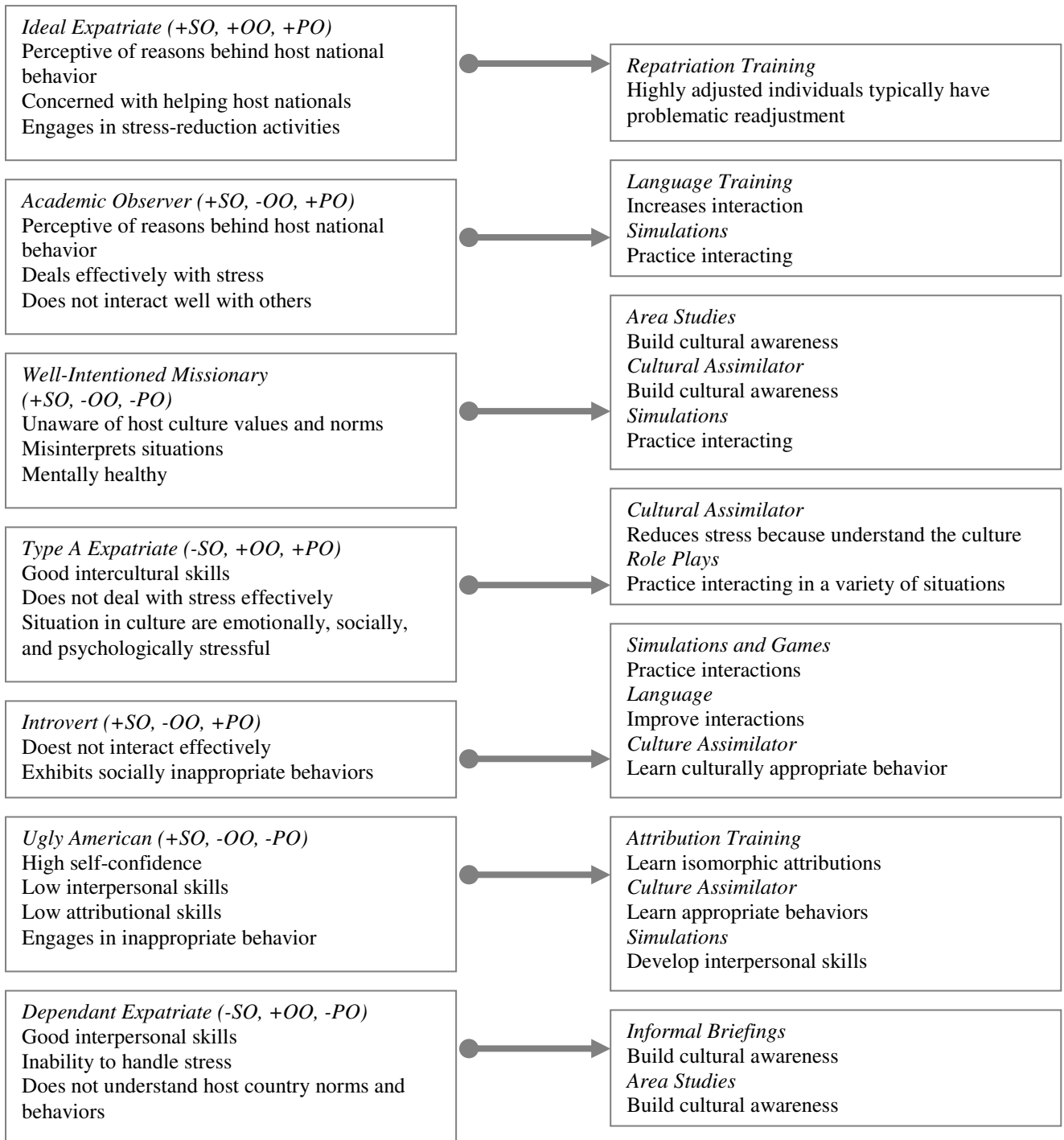


Figure 1

Note. From "Expatriate Preparation: A Critical Analysis of 25 Years of Cross-Cultural Training Research" by L. N. Littrell, E.

Salas, K. P. Hess, M. Paley and S. Riedel, 2006, *Human Resource Development Review*, 5(3), p.380.

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