A DESCRIPTIVE ANALYSIS OF CROSS-CULTURAL TRAINING FOR

INTERNATIONAL EMPLOYEES PROVIDED BY COMPANIES

HEADQUARTERED IN TULSA, OKLAHOMA

By

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PREFACE

This paper examines the current expatriate selection and training practices of international companies head-quartered in Tulsa, Oklahoma. Two questionnaires were developed to determine (1) how Tulsa companies select and prepare their employees for the challenges of living and working abroad, and (2) what experienced expatriates feel are essential knowledge and skills for international employees.

I would also like to acknowledge the help and friendly encouragement offered by Ms. Susan Bobo of the Tulsa Council for International Visitors at the Tulsa Chamber of Commerce. And, of course, to all the members of the Tulsa business community who took the time to participate in this study, I am grateful.

Most of all, my husband, Doc, deserves my special thanks for his constant support, encouragement, and understanding.

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CHAPTER I

INTRODUCTION

The last four decades since the end of World War II
have seen increasing interdependence and cooperation among
the nations of the world. The fields of commerce, educa-
tion, health, and development have been channels of growing
international relationships. As Chorafas (1967) explains,
international trade has grown at a spectacular pace. Rapid
technological advances have been made. Business markets
have expanded dramatically. Trade barriers have been
lowered, and improvements in telecommunications and trans-
portation "have made the world easier to span" (Chorafas,
1967, p. 3).

Several multinational economic communities have been
formed since World War II. The best known is probably the
Common Market which was formed January 1, 1958 by Western
European countries seeking economic and, ultimately,
political unity. Such multinational economic communities
"will play a significant role in world business during the
next decade" (Boone, 1979, p. 500) as they promote commer-
cial and cultural exchange between nations. At the same
time, the mineral and petroleum resources of non-Western
countries have thrust them abruptly into world prominence.

They are being pushed along the path to industrialization due to their vital natural resources. Such economic developments plus supersonic travel and faster communications "have given rise to an increasing number of international and multinational corporations [and]...the resultant expatriate explosion...." (Frith, 1981, p. xii).

About 7,000 United States companies conduct business in other countries every year (Lee, 1983). Some are large multinationals who employ hundreds or even thousands in their overseas operations, sending many employees from the United States to work overseas each year. Some are small firms who only send an occasional executives or salesman overseas on a short trip. As a result, business is emerging on an international scale. Employees at home and abroad increasingly find themselves in contact with people of many nationalities and backgrounds. This implies "an increase in the need for individuals who can function effectively...in a foreign environment" (Tung, 1981, p. 68).

This study focused on those companies headquartered in Tulsa, Oklahoma, which sent employees overseas to live and work on both long- and short-term assignments. These international employees must be prepared to effectively deal with attitudes, values, and customs often very different from our own. The background that gives rise to this study is the uniqueness of different cultural environments

in which these companies and employees must function while
overseas.

> In the process of setting up overseas
> operations, companies are finding that interna-
> tional business has unique characteristics. It
> is unusually complex and diverse because of the
> wide range of differences in politics, cultures,
> and economic conditions. It is also highly
> dynamic and...unfamiliar to many companies
> (Chorafas, 1967, p. 3).

Statement of Problem

The problem to which this study was addressed was the
need for human resources managers to know how to select and
prepare their international employees to cope effectively
with the challenges of living abroad. The researcher felt
that many companies recognize but do not address the need
for cross-cultural training.

Statement of Purpose and Objectives

The primary purpose of this study was to provide
information regarding how companies with their headquarters
in Tulsa, Oklahoma, select and prepare their employees for
an overseas assignment. The secondary purpose of this
study was to be able to make recommendations to help human
resources professionals better perform these functions.
The objectives of this research were:

1. To determine the selection criteria used by inter-
national companies in Tulsa, Oklahoma to choose employees
for overseas work

2. To identify what types of information, orientation, or training, if any, companies in Tulsa are providing for their international employees in preparation for living and working abroad

3. To develop a questionnaire for expatriates that companies can use to identify ways in which they could better help their expatriates be prepared to deal with the cultural differences and other challenging experiences of overseas life

4. To make recommendations, based on the review of literature, the company surveys, and the expatriate questionnaires, regarding selecting, preparing, and managing international employees

Need for This Study

International human resource development as a specialized area is a relatively new but growing field. It is hoped that the information found in this research can be used by personnel and human resources development professionals in Tulsa companies to aid them in (1) more effectively selecting employees for overseas work, and (2) developing appropriate orientation and training for employees going abroad. As a result, they may achieve (1) a reduction in expatriate attrition and thus (2) a reduction in the costs of expatriate failures, along with (3) a more effective and productive use of their human resources.

Scope and Limitations

This study was limited geographically to those companies with corporate headquarters in Tulsa, Oklahoma, which have international business interests and send employees from the Tulsa area to live and work overseas.

The review of literature was limited to the resources of the Oklahoma State University library, the McFarlin Library at the University of Tulsa, and the various consultants and institutions that responded to inquiries by the researcher for current information relating to international business and cross-cultural training.

The validity of the primary data gathered in this study was limited by the reliability of the instruments developed by the researcher.

Terms

Agreement on the use of the following terms will aid the reader in understanding the content of this paper.

Culture is a difficult phenomenon to define due to its dynamic and often ambiguous nature. It can partly be defined as:

> an integrated pattern of beliefs on the basis of
> which men learn to live with their environments..
> ..and includes all the...fundamentals which govern
> men's lives and give them a measure of peace and
> mental security (Fayerweather, 1959, p. 185).

Culture can be further defined as:

> learned behaviors of a group living in a geo-
> graphical area - i.e. behaviors related to know-

ledge, values, beliefs, attitudes, religions,
concepts of self and the universe, hierarchies
of status, role expectations, spatial relation-
ships, time concepts, etc. (Horan, 1976, p. 26).

In short, culture is the total way of life of a group
of people and thus "represents an extremely complex and
interrelated package where every aspect of life is inter-
woven...with all other aspects" (Kohls, 1979, p. 18).
One's cultural background is the learned basis of
everything one thinks, feels, says, and does. Cultures
developed as separate groups of people sought ways to
define their existence and meet their physical, psycho-
logical, and emotional needs.

Considering our own American culture, one can see that
there can be great individual and regional variations
within any one culture. Indeed, "in any culture consisting
of a large number of people, the whole range of possible
human values and behaviors will probably be found" (Kohls,
1979, p. 23). For purposes of this paper, a culture refers
to a group of people whose values and life view are
predominantly the same.

Enculturation is the process through which accumulated
cultural norms are taught to the next generation. A
society encultures its children into what it views as the
right way of doing things. After all, these norms have
adequately met the group's needs as they defined them. It
should be remembered that, as Kohls (1979, p. 19) explains,
"There is an inherent logic in every culture. The role of

any value or behavior makes remarkably good sense to those within the culture."

Culture Shock is the reaction to a sudden change in cultural norms caused either by moving abruptly into a new culture or by the culture changing so rapidly that new ways cannot be absorbed psychologically. Culture shock is basically the cumulative effect of:

> ...encountering ways of doing, organizing, per-
> ceiving, or valuing things which are different
> from yours and which threaten your basic, uncon-
> scious belief that your encultured customs,
> assumptions, values and behaviors are 'right'
> (Kohls, 1979, p. 63).

Culture shock occurs when a person finds himself in ambiguous situations where he is not sure what is appropriate because his familiar cultural "cues" are missing. Illman (1980, p. 25) emphasizes that, "Culture shock is not just a textbook term; it is a very real emotional condition that can seriously affect a person's outlook on life and his performance on the job."

Ethnocentrism is the attitude of seeing one's own culture as superior to other cultures. A person with this attitude believes that his own way of thinking, feeling, and acting is "right" and others' ways are "wrong" instead of just "different". Ethnocentrism is one of the major barriers to cross-cultural communication and international relations (Horan, 1976).

An Expatriate is a person who leaves his own country for a stay in another country. The Host Country is the

foreign country to which the expatriate goes to live and work. The Host National or Local National is a person native to the host country. (See Alromaithy, 1981.)

A Developing Country refers economically to a country that is gradually moving from a primarily agrarian way of life through various stages of change toward a full-blown state of industrialization (Illman, 1980). This development usually takes years, during which time growth is slow and changes take place gradually. In the world of 1985, Western Europe, Great Britain, the United States, Canada, Australia, and Japan are said to be the major industrialized countries. Latin America, Africa, the Middle East, and Southeast Asia are said to be developing areas.

The reader should remember there is nothing intrinsically good or bad about a country's stage of industrialization. If "development" is a state to be sought, it must be defined from more perspectives than purely economic. A country must achieve and maintain some optimum balance between economic growth and the cultural heritage and quality of life of its people.

A Multinational Corporation is one which directly controls operations in several countries.

> The multinational corporation brings together in
> a common venture...people from a great many coun-
> tries of different languages, cultures, traditions,
> and values, and unites them in a common purpose
> (Drucker, 1974, p. 10).

A multinational has a worldwide perspective rather than just the national perspective of each country in which

it operates. "Some 80 percent of multinational investment
and business...is in developed countries....and so is some
80 percent of world trade" (Drucker, 1974, p. 755). But,
Drucker continues, the multinational makes its greatest
contributions in the developing countries which need
capital, technology, access to markets, and a way to
acquire industrial, entrepreneurial, and managerial skills.
All of these are provided by the multinational corporation.

One other note: The reader will notice that through-
out this paper, the expatriate is also referred to as "the
businessman," "the employee and his wife," and "he." This
paper was written with a male orientation because it is
almost always a man that is being sent overseas. This
policy has nothing to do with discrimination against women
or an infringement on equal opportunity laws. Many women
are certainly qualified for the overseas job. But the fact
is simply that women are not accepted as managers in most
traditional cultures. Women are highly respected and
protected in traditional societies and are an integral part
of the economic life of the community. But their role is
usually related to the home. While Americans may not agree
with this role, it is one more example of a value which
they are not sent overseas to change but to which they must
adapt. Illman (1980, p. 7) explains this point when
confronted with this very problem and concludes that,
"Managing in the developing world is a man's
responsibility."

CHAPTER II

REVIEW OF LITERATURE

Introduction

This study reviews the literature available concerning expatriate selection and their preparation for overseas assignments. The researcher found a great deal of general literature on the subject written in the late 1950's, the early 1960's, and again in the 1980's. The 1980's appear to be seeing a renewed interest in the subject of bridging the cultural gaps in international business. Most of the literature was written from the perspective of business and management; very little was written from the perspective of training and development.

First, this chapter will examine the background of the subject by looking briefly at the growth of international business and its importance to our nation's industries. Second, it will summarize the direct and indirect costs the company must consider regarding its overseas personnel including the financial, human resources, and public relations costs. Third, it will look at the costs to the expatriate and his family of living and working overseas and how they can effectively adjust to cultural differences

and handle the many stresses of expatriate life. Fourth, it will analyze what the literature offers about selecting expatriates, the characteristics of successful expatriates, and the basis of their failures. Finally, it will explore the value of preparing the employee through cross-cultural training for more effective work and more satisfying living abroad in a different culture.

The Growth of International Business

During and immediately following World War II, American economic, political, and military dominance was at its peak. The period of most rapid growth of international trade was in the 1950's and 1960's at an average annual rate of 15 percent (Drucker, 1974). This was also a period of astonishing growth of multinational firms. Many people were beginning to go abroad to travel and to conduct business. At this time, American corporations were unchallenged and could conduct business abroad "in much the same fashion they did at home. Recognition of and accommodation to local culture needed to be little more than cursory" (Lee, 1983, p. 22).

Americans soon realized, however, that just introducing a new machine, a new product, or a new technology into a different culture did not automatically mean acceptance and use of it in that society. This came as a surprise to American businesses which were enamored with the technological and information explosion then beginning.

This somewhat rude awakening led to a sudden proliferation of books and journal articles on the subject of cultural and technological change, including Burdick and Lederer's The Ugly American (New York: Norton) in 1958. Says L. Robert Kohls, former director of training and development for the U.S. Information Agency in Washington D.C. and now executive director of the Washington International Center, in his book Survival Kit For Overseas Living (1979, p. 9), the publication of The Ugly American "struck the Americans...like a thunderbolt....We were embarrassed by the behaviors and attitudes Americans displayed as guests in other countries."

In turn, these realizations led to the debut of cross-cultural communication courses in schools in the mid-1960's. Over the past two decades, however, the interest and concern about cross-cultural relationships has been mainly confined to the field of sociology and political science. But private business could benefit from the findings of the social sciences regarding the importance of cross-cultural orientation to success in overseas ventures.

As American influence around the world and in the United Nations declines, said executives interviewed in a 1976 study by The Conference Board, we can no longer ignore the national and cultural values of the host countries (Teague, 1976). As Edwards (1978, p. 36) warns,

> Business is business, but the accent changes from
> region to region, and organizations that fail to
> take into account the personal and professional

needs of employees or the priorities and values
of the host country nationals pay dearly.

The Importance of International Business

It is through international trade that America's
domestic economy can survive and the foundation of our
influence in world affairs can remain strong. The U.S.
produces and consumes about 30 percent of the total world
supply of goods and services, and thus approximately 4.5
million American jobs depend directly on import and export
trade (Musselman, 1981). American industry annually
exports six percent of its production and imports five
percent of the consumer goods used. Certain sections of
the American economy -- milled rice products, cotton farm
products, mining, construction, tractor production, and the
chemical, machinery, and machine tool industries -- depend
signifi- cantly on foreign trade to absorb about 25 to 32
percent of their products. And the need for raw materials
promotes about 54 percent of international business between
all countries (Musselman, 1981).

Economic isolation is impractical and even impossible
in this day. In 1983, Americans took more than 4 million
business trips abroad, almost double that of 1978
(LaFranchi, 1984). And the Internal Revenue Service
estimated that in 1983 there were 450,000 Americans,
excluding government and military personnel, living and
working overseas on a long-term basis (Lee, 1983). At the

same time, Americans are facing a "tougher sell" in the international marketplace. Different languages, cultures, laws, taxes, currencies, and consumption patterns pose complex problems for the international business. Costs are soaring and competition is extremely stiff from other industrialized countries, particularly Germany, France, and Japan.

Costs To The Company

Financial Considerations

When a company decides that a business situation overseas requires the attention or expertise of an employee from the United States, it must remember that,

> a lot more is involved than merely finding a will-
> ing candidate and cutting the transfer papers. In
> terms of sheer economics alone, the dollar invest-
> ment can be considerable.... (Illman, 1976, p. 8).

The company looks at an enormous cost in transferring an employee overseas for an average length of stay of two years. "...remuneration usually represents less than half the incremental cost of placing and maintaining an expatriate overseas" (Frith, 1981, p. 116).

In addition to his regular salary, the company will usually pay the expatriate a foreign service premium for simply taking an overseas assignment, plus a cost of living differential. Then there are moving costs which include transportation of the family to the assignment, shipment of household goods, temporary housing, and meals until perma-

nent housing can be found, and often help in selling or renting the family house in the U.S. Also, the company may have to make special arrangements for the education of the expatriate's children if they are sent to a location where adequate schooling is only available in a private school or at a boarding school.

Edwards (1978) found that relocation costs could range from $34,000 to $210,000 per family unit, depending on the geographic area to which they were sent and the status of the employee. She says that, as a "rule of thumb", the cost of the expatriate's assignment to the company is two and one-half to three times the employee's base salary in the United States. In other words, an employee with a $25,000 base salary who is sent abroad with his family on a two year assignment could easily cost the company between $60,000 and $75,000 per year if all goes well. More recently, Copeland Griggs Productions of San Francisco, which produced a four-part film series entitled "Going International", estimated that the annual cost of keeping a family overseas was about $250,000 (LaFranchi, 1984).

Of course, "costs soar if the manager is ineffective and he returns ahead of schedule" (Edwards, 1978, p. 37). In 1978, the average measurable cost of an aborted overseas assignment was estimated to $70,000 per family unit, according to John Habberton, then president of the Business Council for International Understanding (BCIU). More recent data from the BCIU puts the figure near $125,000 to

bring an expatriate family home prematurely. "With unrealized business added in, total costs come closer to $250,000" (Edwards, 1978, p. 37). Marston (1979) outlines for the human resources manager the effect of expatriate attrition if one assumes:

> ...a reasonable cost for recruiting and relocating an individual and his family from his home country to an international assignment will be approximately $75,000 to $100,000 (and this could easily be $250,000 for an executive in Saudi Arabia)....One can easily determine that profits can be substantially increased as turnover is reduced. Assume... you have...250 expatriates and a [conservative] turnover of 40 percent....That turnover in dollar terms is costing you $7.5 million per year, assuming even the lowest employee replacement cost of $75,000....Therefore, it makes good business sense to reduce turnover and increase company profits.

Human Resources Considerations

Considering the costs, companies in Tulsa that do business overseas should be concerned about the trend that the increase in international business is resulting in high turnover rates for companies doing business in other parts of the world. Tung (1981, p. 68) states that "approximately 30 percent of all overseas assignments are a mistake." Her information is based on early research done by E. R. Henry in 1965. Edwards (1978) sees the attrition rate in small firms as anywhere from 60 percent to as high as 120 percent. Smaller firms have such a high rate because they do not have the labor pool or the money of a large corporation with which to select and train expatriates. For

expatriates of any size company, says Kohls (1979, p. 1),
"If left to luck, your chances of having a really satisfy-
ing experience living abroad would be about one in seven."

Gary Lloyd, director of the Business Council for
International Understanding (BCIU) Institute, American
University, Washington D.C., says that companies doing
business in the Middle East suffer an especially high
employee turnover rate (Edwards, 1978). One hospital
management firm had a turnover rate of 102 percent and by
1978 that rate had increased to 142 percent. He also cited
another case involving a construction firm doing business
in Saudi Arabia that lost 90 of its 155 employees in the
first two months of operation, an attrition rate on an
annual basis of 368 percent (Edwards, 1978).

Feldman (1976), in his work with the federal govern-
ment, cites examples of two companies in Iran which had
turnover rates of 50 and 85 percent. The cold statistics
do not include, he points out, the "headaches and heart-
aches" of the families involved or the negative impact of
this turnover on the Iranian people and their government.

Of course, turnover figures can only measure the
obvious failures of expatriates to complete their assign-
ments. The numbers cannot begin to measure how many
overseas employees are uncomfortable, inadequate, ineffec-
tive, and unproductive in their work and life abroad.
"Success" in overseas business has only been measured
objectively by defining successful expatriates as those who

stay for the full length of their foreign assignment. The
quality of that stay, the effects on one's personal life,
and the achievements of one's business responsibilities
have eluded precise measurement.

Public Relations Considerations

Considering pure economics and the management of its
human resources, it is easy to understand the substantial
cost to the company of its international employees. But
there are other costs involved in sending an employee
overseas to work for and represent the company in the host
country. There are intangible costs as well. As Illman
(1980) explains, a company's reputation spreads rapidly and
if the company is "cursed" with several "wrong" people, it
will inevitably pay the price. That price could well
include a limit to the company's future growth in that
country, its inability to renew contracts or gain new con-
tracts, its inability to hire and maintain a sufficient
work force, and its "increasingly entangled encounters"
with local bureaucracy. Also, as described by Illman
(1976),

> To some degree, every American manager who works
> abroad influences the opportunities of all U.S.
> companies operating there....It is in the best
> interest of all if the American is perceived as
> interested in the welfare of the host country and
> its people and that he operate personally with
> 'candor, fairness, appreciation, and understanding'
> (p. 32).

On a larger scale, Illman (1976) explains that the

American businessman abroad plays the role of informal

ambassador of this country. The local nationals consider

those with whom they have contact to be representative of

the typical American. Anything the expatriate can do to

break the negative stereotype the host nationals have of

the "ugly American" will contribute "to 1) [his] own

pleasure,...2) to the pleasure of those who follow [him],

3) to the improvement of the American image abroad, and

4) even perhaps a smidgen to world understanding" (Kohls,

1979, p. 8).

An expatriate's influence is also emphasized in

Feldman's work (1976) in cross-cultural training for

employees of the federal government. He sees that,

> The success or failure of cross-cultural inter-
> actions have potential costs or benefits which are
> significant in terms of (1) the nation's ability
> to market its industrial and agricultural products
> abroad, (2) the nation's ability to obtain raw
> materials, (3) the value of the dollar and the
> international monetary system, (4) national
> policies and strategies toward other countries,
> (5) economic aid and assistance to other countries,
> and (6) maintaining a world free of military force
> or conflicts (p. 20).

Costs To The Expatriate

It has been established that success or failure of an

expatriate assignment can directly affect the company's

financial picture and its international reputation. It is

obvious that:

> If a company aims to get a viable return from the
> investment of sending an expatriate overseas, the
> expatriate must function effectively. This task

is...made difficult by the environmental, language, and cultural differences under which he must operate (Frith, 1981, p. 122).

Therefore, as Marston (1979) explains:

> ...it is of equal, if not greater, importance to realize that if you increase job satisfaction, prepare each employee and his family for the various differences in living, working, and recreational conditions and if you simultaneously increase or reinforce your morale, esprit de corps, and develop a greater appreciation for their role and its requirements, then the employee and his family, as well as the company, it clients and customers will reap substantial benefits. Everyone will benefit by increased productivity, efficiency and effectiveness. The image of the company and its work force will be improved and additional business gained. The employee will surely be happier and more willing to participate, to contribute, and to remain positive and productive for a longer period of time (p. 21).

Coping With Culture Shock

Culture shock has been called the occupational hazard of overseas living. It is one of the major causes of high turnover rates in companies doing business internationally (Marston, 1979). The sudden immersion in a new country, where people view the world differently, speak a different language, and have a different way of doing even the most routine tasks can be a stressful adjustment for the expatriate and his family. If the employee is not aware of or prepared for the social or business environment he is entering, he and his family can suffer weeks or even months of confusion and distress.

One way in which the employee can be more productive and happy is if he and his family understand and are

prepared for "culture shock." Wayne Shabaz, president of
W. Shabaz Associates, Inc., a Detroit-based consulting
company, illustrates his theory on coping with culture
shock in his brochure entitled <u>Cross-Cultural Orientation
...Don't Leave Home Without It!</u>   Shabaz says that:

> When you encounter cultural differences, frustra-
> tion, confusion, tension and embarrassment are
> inevitable. But coping strategies differ: you can
> observe, listen, and inquire...or you can criti-
> cize, rationalize, and withdraw (Lee, 1983, p. 24).

Most employees who are sent overseas are sent as ex-
perts and it is understandably hard for them to take the
role of a learner. But the expatriate must learn to do
just that. "Anyone entering a new environment to live will
experience culture shock to some degree. They will also be
offered the opportunity to learn and grow in unique and
exciting ways" (Kohls, 1979, p. 21). Their overseas
experience will depend heavily on what Kohls (1979) calls
their cross-cultural perspective -- the ability to lower
their defenses and view themselves and the world through
the eyes of the host people.

Much has been written about the application of the
"morale curve" to the period of adjustment almost all
persons experience in any new situation. Berlin (1982)
explains these three stages of adaptation to a new cultural
environment as: (1) elation and enthusiasm felt during the
first few months when new attitudes and customs are seen as
interesting and frustrations are seen as a result of one's
own ignorance; (2) disappointment and frustration generally

COPING WITH CULTURAL DIFFERENCE

"They have absolutely no regard for appointment times or commitment dates!"

"All he wants to do is drink tea and socialize. Doesn't he realize that we've got a job to do?"

"Logic?! These people don't know what it means to be logical! There's no rhyme or reason to what they do."

"Well the way I look at it, there's a right way and a wrong way to do a job, and if these people were doing it right, they wouldn't still be living in the dark ages!"

Sound familiar? Americans overseas experience frustration, misunderstanding, and even embarrassment because of cultural differences. These are inescapable experiences for those who live and work abroad. But, they are part of life. They're **inevitable**.

Approach	The Facts of Life Abroad (Inevitables)	Coping Strategies (Responses)	Results
Openness Acceptance Trust / Suspicion Fear Prejudice	CULTURAL DIFFERENCES — Frustration Confusion Tension Embarrassment	CHOICES — Observe Listen Inquire / Criticize Rationalize Withdraw	Rapport & Understanding / Alienation & Isolation
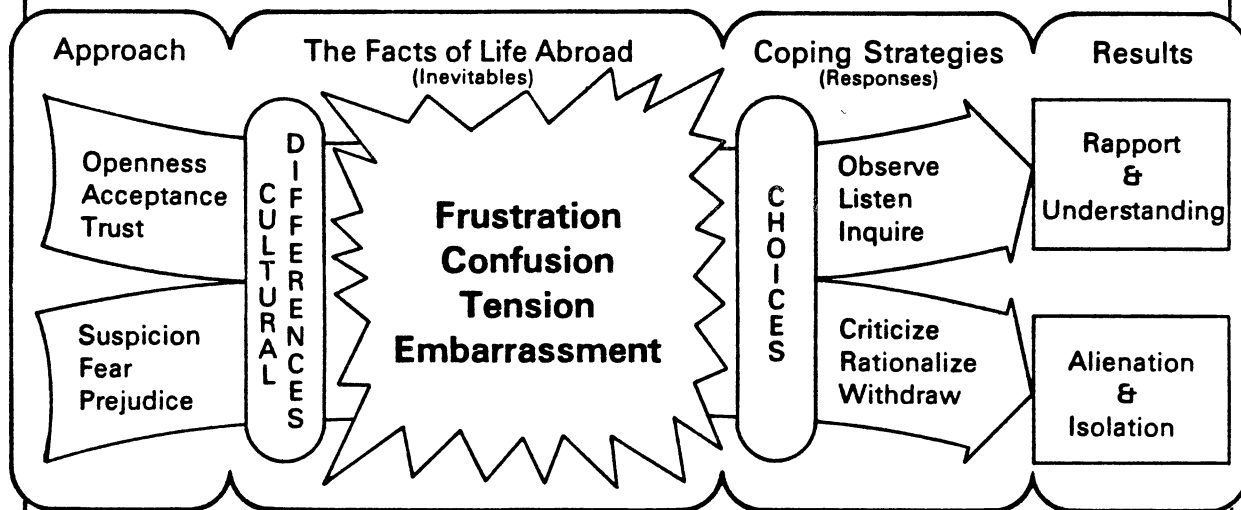
However an expatriate's **response** to conflicts is not inevitable. They have a choice. And positive responses can be learned. Overseas personnel can learn to observe with more insight, to listen at a deeper level, to inquire with relevant questions. Greater rapport and understanding are then achieved with host country colleagues which helps Americans to be more fulfilled, effective and productive.

It can be done! An effective bridge can be built to cross any cultural boundary. That's what crosscultural orientation is all about. Don't leave home without it!

(SOURCE: W. Shabaz Associates, Inc. brochure entitled
Cross Cultural Orientation...Don't Leave Home
Without It! Fraser, Michigan, 1981.)

Figure 1. Coping With Cultural Difference

lasting up to a year in trying to accomplish the daily tasks of business and personal life; and (3) reconciliation with the host country when its people and its customs are better understood.

Differences in the general conduct of business and in one's particular role in that business can lead to job shock. This is similar to culture shock in its sudden totality and its requiring an adjustment period. Marston (1979) explains:

> Job shock...has created a major concern on the part of international managers and executives. These are individuals who, in their own home country, were able to move, to make decisions, to exercise authority commensurate with their responsibilities, to be innovative and creative, and who were not constrained by bureaucracy. Upon arrival [in the host country], they frequently find themselves frustrated, distraught, confused, and upset because of the bureaucracy, slow or no direction from headquarters, delays, and lack of support from the home office (p. 23).

Sometimes the mental and physical stamina required to carry on business in foreign countries can be a shock also. Several articles mentioned that being an expatriate was a tiring assignment. This was difficult for the researcher to understand until Stahlman (1979) explained that in many parts of the world, it is customary to take a nap in the middle of the day and then go back to work. The Western expatriate, however, tends to bring his Western business practices with him and this precludes the traditional nap. He works western hours during the day but must frequently entertain or be entertained according to Eastern or

European custom at night--and often far into the night. "An exhausting regimen for even the most energetic expatriate" (Stahlman, 1979, p. 29).

Stresses on the Expatriate Family

If the expatriate seems to have a difficult task in adapting to the many new and different aspects of the host country culture, the family of the expatriate often has a more difficult adjustment to make. "Stresses on spouse and children are often more severe than they are on the employee" (Sieveking, 1981, p. 197). The expatriate at least goes to a place of work each day where often the people do speak some English. He has to deal with different work attitudes and work schedules but at least he can identify with the type of work he is doing - usually in his field of expertise - and can find some self-fulfillment and basis for establishing relationships through the job itself.

The expatriate family often has no such basis for identification or interaction and "faces a more difficult transition in the new environment unless...psychologically prepared" (Berlin, 1982, p. 45). The family finds itself "deprived of familiar necessities and basic means of communication and transportation" (Berlin, 1982, p. 45).

The wife may find it especially difficult to accept cultural values and beliefs about a woman's role that relegate her to the home, particularly in Islamic countries where women are prohibited from driving a car or going out

alone (Abinader, 1976; Edwards, 1978; Kohls, 1979). The spouse is often not allowed to work outside the home as she may have done in the United States. Work visas are sometimes hard to get in other countries because jobs go first to local nationals. One exception is when the wife may be able to be employed by the same company that is sending her husband abroad. However, many companies do not allow this practice domestically or internationally. On the other hand,

> Once in a great while, the wife of an expatriate may find a job in a local business or government office and might rise to a supervisory position. If this occurs, however, it is because of a particular skill she possesses, for example as [a] computer programmer or as an English language teacher (Illman, 1980, p. 7).

If the spouse held a professional position before the overseas transfer, societal attitudes which keep her at home may be a source of great frustration and irritation to her. The wife often finds this confinement intellectually stifling and very boring since even the housekeeping and cooking are usually done by a maid or houseboy (Illman, 1980). Boredom is, in fact, a very prevalent experience for expatriate wives and has reputedly led to a high rate of alcoholism among expatriate spouses (Edwards, 1978; Illman, 1980; Voris, 1975).

Along with boredom, the wife may experience greater loneliness. She may be left alone more often than she is used to if the expatriate's job demands travel or a lot of evening entertainment for business. In addition, her

school-aged children may be in a boarding school in another country or may have even have stayed in the United States and she will, of course, miss them.

On the other hand, loneliness is not always the problem but rather too much togetherness. "A lot of marriages go on the rocks due to the stress of coping with a new environment plus so much togetherness without outside diversion" (Edwards, 1978, p. 43). While a solid marriage "provides a sense of unity for survival abroad...it is already too late to start patching up personal relationships" (Berlin, 1982, p. 45). Sieveking (1981, p. 197), a psychologist, attests to the fact that "pre-existing marital conflict will increase in stressful settings.... [and] there may be a temporary increase in anxiety, depression, anger, or dependency." Kohls (1979) recommends solving marital and other family problems before going overseas because these will almost certainly become worse under the stresses of expatriate life.

Children present special considerations to the company selecting an employee for an overseas assignment. It must be decided if the environment to which the expatriate will be going is really appropriate for children. Particular attention must be paid to education and health care. If the children are very young, education may not be an immediate concern. But how long will the employee be overseas? What types of health problems are unique to the host country and how adequately could the children be

treated for these and other common childhood diseases?

Berlin (1982) maintains that teenage children have the most difficult time adjusting to a new environment due to uprooting from the familiar at an already "tumultuous" time in their lives. It is generally agreed that younger children are more or less at home wherever their parents are and will adapt as they see their parents adapt. The researcher believes this will also be true for older children. So much depends on the individual family unit. Living overseas can certainly be an enriching "education in life" for everyone if they already have established healthy family relationships.

Differences in Life Abroad

Blue and Haynes (1977) detail some of the obvious frustrations the expatriate will encounter overseas. These would include inadequate postal and telecommunications services, restrictive visa regulations, shortage of medical facilities and services, congestion at ports of entry, unavailability or lesser quality of schools, high cost of living, different housing standards, and perhaps most important, a different language.

A businessman who travels overseas is often astounded at the number of languages his foreign counterpart can speak. Stahlman (1979, p. 28) notes that unfortunately "the American is peculiarly monolingual." Due to the nation's geographic isolation and history, Americans had

little economic or political incentive to learn others'
languages. Even today, "the United States is the only
developed nation in the world where you can graduate from
college without studying a foreign language" (Schodolski,
1984, p. 1). This should seriously concern businessmen as
well as educators. Although English has in the past been
the language of international business, this is not neces-
sarily the case any more.

> Americans soon may not be accommodated to the
> degree we have come to expect. As American eco-
> nomic, technological and military superiority
> erodes and a new nationalism asserts itself in
> Africa, Asia, and parts of Europe, it seems likely
> that deference to the English language will wane
> (Stahlman, 1979, p. 28).

Dealing with foreign currency is another challenge for
the new expatriate. He feels silly not knowing or being
able to quickly compute the daily rate of exchange. And
how does he know if he is giving and receiving the correct
change?

Traffic in most foreign cities is another particularly
unnerving experience for the expatriate, even for one from
New York City. Traffic rules and licensing regulations are
often unfamiliar and difficult to understand. The mode of
transportation may be car, bus, bicycle, or horse and cart.

Communications in less-industrialized areas can range
from "a high of mediocre to a low of nonexistent"
(Stahlman, 1979, p. 29). Faulty equipment and lapses in
service are commonplace. This is perhaps one of the major
causes of feelings of isolation at a remote location where

one is not sure he will be able to get in touch with, for example, his office or a doctor if needed.

"Another nicety that is most noticeably absent...is the...practice of queuing up" (Stahlman, 1979, p. 30). Forming a line and waiting for your turn, holding doors open for others, stepping aside as the elevator doors open to let the passengers get off first, allowing a waiting car into the traffic lane--all of these practices are examples of "queuing up". Americans have come to regard such behavior as "more than a mere custom...it is a deeply ingrained habit....the mark of polite society" (Stahlman, 1979, p. 30). But this custom does not prevail in many other cultures.

Many minor irritations and unfamiliarities such as these can easily build into frustrations all out of proportion to their real importance. However, small tensions become very significant to the expatriate and his family who feel isolated, alone, and far from home.

More significant, however, are the cultural values rooted in the history, religion, and ethnicity of the local people. These values are usually less obvious, more subject to interpretation, and varying among individuals within a cultural group. They can thus be more confusing and frustrating for the expatriate and his family to deal with. Kohls (1979, p. 19) advises that, "To understand different values and behaviors, it is useful to approach them nonjudgmentally, searching for what is inherently

logical rather than automatically condemning or accepting them." The American abroad should remember that "what is really foreign is you!" (Kohls, 1979, p. 38).

Perhaps one of the most important attitudinal differences between our Western culture and that of most non-West countries is the way Americans regard time - we live by the clock and see punctuality as a virtue. We are very much present-oriented; we learn from the past and plan into the future in five and ten year increments. But Eastern cultures revere the past and the future is measured in generations (Teague, 1976). In Middle Eastern cultures, the seemingly lack of concern for time can be extremely frustrating for the American businessman. Appointments may not be kept, meetings may not start on time, deliveries may often be late, and employees may be tardy. Americans not used to waiting on others should expect to be frustrated. When one considers a favorite Arab Moslem phrase, "Tomorrow, inshallah" (Tomorrow, if Allah wills) one can see that urgency and subjection to a schedule is generally absent from Islamic cultures. This reflects their belief that Allah controls their fate in all matters so planning for the future is not that important.

Those committed to planning should also be prepared for some frustration. Teague (1976) offers two extreme examples of lack of planning. The docks in Iran are choked with equipment bought by the government but which no one has been trained to operate. And in Saudi Arabia, an

entire pre-fabricated village stands empty because no planning was done for water, sewage, or electricity.

Religion is another major influence in the lives of the people in most traditional societies. In the Middle East, it is taboo to tamper with the Moslem practice of praying five times a day; their faith does not succumb to production schedules. During the month-long Feast of Ramadan, devout Moslems fast all day and feast all night. This observance can certainly make for tired and irritable employees (Illman, 1976) with which the American manager must deal.

Attitudes toward work are another significantly different aspect of doing business overseas. Illman (1980, p. 33) notes that "the one strain of commonality is that all attitudes differ from ours." He also explains that (1976, p. 11):

> Business is a peculiarly American tradition. The typical U.S. manager was born into a culture that has always been strongly oriented toward commerce and industry. Since our nation's founding, these have been part of our life, part of our tradition. In this we are unique, for nowhere else in the world has business formed such an integral part of a country's heritage. The message for the American [businessman] in South America, Asia, or Africa is simply that he cannot expect to find the same enthusiasm for productivity and profits, for objectives, standards, and controls that he has. His sense of what is important is unlikely to... mesh with those of an Iranian or an Indian.

As Teague (1976) notes, other countries are very class conscious. A career in commerce and industry does not have the same status in their eyes as the professions of law,

medicine, science, and education. Since much of the world's leisure time is devoted to the arts, music, literature, and sports, the expatriate would do well to sharpen his skills in these areas.

Usually other cultures have a slower pace of work as well. The more social aspects of work are emphasized. European and Asian employees do not share the "work ethic" of American employees nor the concept of "the dignity of hard work." They do not have the same devotion to the job which so strangely, in their eyes, consumes the American businessman. They do not discuss business at the dinner table although entertaining may be one form of good business relations.

Nepotism is a very strong custom in many parts of the world. Often all working members of the family are employed by the same company. Usually a multinational firm, in agreement with the local government, must hire local people first and finds it almost impossible to fire them (Illman, 1976). This personnel practice can be frustrating for the American manager to deal with. Related to nepotism is the very great loyalty to one's family over everything else, including the job.

Communication styles are another product of culture. "Misunderstanding of the communication habits of people of other cultures is a cause of major inefficiencies" say Allen Ivey and Joseph Litterer, professors at the University of Massachusetts in their study of cultural barriers

(Clutterbuck, 1980, p. 41). For example, the need to save face is an overwhelming communication factor in Asiatic cultures. Although Americans see clarity and conciseness as the mark of an educated, experienced person, Asians consider American directness as rude and suspicious. Asians are not direct in their business or personal inter- actions and Americans often become exasperated with what they see as "a protracted charade involving a multitude of...irrelevancies" (Teague, 1976, p. 6). In this respect, Americans show a "glaring lack of sensitivity toward the subtleties of older and more often complex cultures" (Schodolski, 1984, p. 1). Our straight-forward approach is not acceptable in dealing with people who are as equally concerned with the context and unspoken meanings of a conversation as with the content of the words.

So there are many cultural values and customs that the expatriate and his family must cope with in adjusting to their life overseas. Some are superficial differences in the way of doing things and these ways can be learned over time. Some are more basic differences in the way of looking at the world and the way of thinking. Even if the international employee is aware of these differences, they are difficult to adjust to because our own cultural habits and values are so deeply ingrained in us. If caught unaware and unprepared, the international employee will likely suffer classic culture shock and his family and his job will feel the effects. To be effective, Americans must

learn to respect and work within the framework of the culture in which they find themselves.

Selecting The Expatriate

In trying to analyze who and what make for a successful overseas assignment, the researcher found over and over again that "when a manager fails abroad, either (1) he was the wrong person from the beginning...or (2) his preparation was hopelessly inadequate" (Illman, 1980, p. 1). Indeed, one of the major findings of the review of literature was that the training of personnel to serve overseas cannot be separated from their selection. These two phases of successfully filling an overseas position are closely intertwined, as Sieveking (1981, p. 197) explains:

> Orientation offers little to those lacking the
> necessary prerequisites. The same individual who
> can best adapt to foreign environments will profit
> most from orientation. Orientation will not make
> marginal employees acceptable [for overseas assign-
> ment].

Most personnel administrators participating in a 1976 study by The Conference Board agreed that "selection of the candidate for foreign service is the point at which success or failure of the assignment is determined" (Teague, 1976, p. 8).

Criteria for Selection

The selection process for choosing candidates for expatriation can include recommendations by supervisors,

review of personnel records and performance ratings, job
posting and advertising, referral by agencies specializing
in overseas personnel, psychological testing, personality
profiling, self-nomination, or any number of techniques for
trying to find the person who is technically and personally
right for working and living in another country. Ideally,
the selection process for overseas positions would be a
normal part of the manpower planning or career development
policies of a company. It is all too often, however, the
result of an immediate operating requirement overseas which
takes on crisis proportions in trying to fill that need
(Teague, 1976).

Not everyone is right for overseas work. "Assuming
that a good domestic employee will be a good expatriate
employee can be disastrous for his company, his career, and
his family" (Sieveking, 1978, p. 20). Many factors of
one's personality and the host culture combine to determine
the employee's success or failure abroad. Once a group of
possible candidates is determined, intensive and in-depth
interviews should be held with each employee and his
family.

> It should be stressed that the goal of selection
> interviewing is not to 'sell' the job, but to
> probe, analyze, review and compare while present-
> ing an honest, open, realistic picture of life,
> work, cultural and recreational opportunities and
> conditions (Sieveking, 1978, p. 21).

The employee should not simply be assessed as to his
ability to do the job or cope with the culture. The

employee should also be a participant in the process of selecting or not selecting himself and his family for an assignment that will have a major impact on their lives.

Since "one of five families who returns early do (sic) so because of the wife's or children's inability to adjust" (Edwards, 1978, p. 38), it is essential that the spouse and teenage children be involved in the selection process also. They should be "evaluated just as thoroughly in terms of the stresses they will face" and their acceptance or adaptability to local customs and values (Sieveking, 1978, p. 21). Noer (1975) cites as evidence a situation in which an expatriate's wife was politically active in their home community. The employee was assigned to a post in Eastern Europe and it was not long before his wife had publicly denounced the inadequate housing and shortages of food. Although she may have been right, the company had to bring the expatriate home at the request of that country's government after only two months into an 18-month assignment, and to the great embarrassment of the couple and the company.

The importance of selecting the right candidate for overseas work requires "moving as much of the orientation as possible into the selection process" (Sieveking, 1981, p. 199).

> Unless basic orientation information is made
> available to the candidate during the interview
> (i.e. discussing conditions related to living,
> working, recreation, culture, etc.), the candidate
> cannot possibly make an objective decision regard-

ing an international assignment (Marston, 1979, p. 22).

This can be achieved through discussions, brochures, films, and audio-visual materials to help the candidate and his family see what life in the new location may be like. Thinking through their reactions to what they see, read, and hear, along with talking to people who have been to the host country is helpful. The company can assess how an employee reacts to the information presented, how alert, curious, enthusiastic, and realistic he is. This may give the human resources manager some idea as to how well the employee may cope with the new environment.

Above all, the picture of the job and the general living environment must be realistic so that the company and the employee can make the best decision in selecting the right person to go overseas. Nothing is served - indeed, much can be ruined - if only the positive aspects of an overseas relocation are discussed. The employee and family must look at the possible negative aspects also.

The Basis for Success

Is there a "sure-fire" method for choosing the best candidate for an overseas assignment? Are there certain characteristics that make for success overseas? Of course there is no way to predict how an expatriate and his family will handle the overseas assignment until after they have settled in the host country. But there are ways to improve

the probability of success by paying close attention to who is selected and then how they are prepared for the challenges ahead.

Much research has been done to try to determine what personal characteristics, if any, seem to be typical of those expatriates who are effective in their work and personal lives overseas. A review of the literature provides insight into who succeeds overseas and who does not. The findings narrated here represent a cross section of views expressed in the literature. (See the summary chart on page 35 for an overview of this section.)

Honeywell places a great emphasis on the proper selection of its overseas expatriates and conducts psychological profiles of the employee and his family in counseling-type sessions. Say Honeywell executives, "Given the cost of training and relocating the average executive and his family, the investment spent in proper selection is money well spent" (Dotlitch, 1982, p. 31).

Honeywell managers see the essential characteristics of those who succeed overseas as: (1) interpersonal empathy, or the ability to see the world through the eyes of others; (2) the ability to convey sensitivity through listening, paraphrasing, and nonverbal communication skills; (3) technical competence; (4) flexibility; (5) a low need to control people, situations, or outcomes; (6) patience; (7) interpersonal tact; and (8) a sincere interest in people (Dotlitch, 1982).

The findings of Ward Howell International, Inc., an executive search firm in New York, show that "three of four candidates who are professionally qualified for positions in foreign countries lack the necessary personality traits crucial for working successfully overseas" (Dwyer, 1982). Their experience shows nine important characteristics of successful expatriates: (1) motivated not by money but by ambition, curiosity, or adventure; (2) vitality and spirit, optimism, vigor, enthusiasm; (3) physical and mental stamina to work long hours and endure pressure and frustration; (4) interpersonal skills; (5) a personality that is warm, friendly, interested in people, and able to win the respect of others; (6) happily married to an enthusiastic spouse; (7) with preschool or grown children; (8) flexible and able to work in an unstructured environment; and (9) capable of learning and stretching oneself to handle broader responsibilities than before.

Frith (1981) believes that the ideal candidate will possess the following character traits: (1) self-reliance and resourcefulness, with a strong individualism so he does not need supervision; (2) tolerance and understanding for the language, thought processes, work skills, and general beliefs of the people, along with sensitivity and respect for others' ways; (3) leadership in his knowledge and ability that commands the respect of the local nationals; (4) without prejudices in regard to race and religion, and politically neutral; (5) with an adaptable family that is

somewhat unprovincial and willing to loosen old social ties
to move overseas; and (6) in good physical and mental
health.

In her doctoral research, Frederica Dunn (1978)
correlated certain characteristics with managerial effec-
tiveness in different cultural environments. These charac-
teristics were tested through a Chi Square analysis by
comparing them with company appraisals of thinking, admin-
istration, development of people, relationships, knowledge,
and overall performance. The traits she found to contrib-
ute to success overseas were (1) adventurous attitude; (2)
societal and cultural mobility; (3) emotional stability;
(4) cultural empathy; (5) communication skills; (6) inter-
national philosophy and outlook; (7) belief in mission; (8)
technical competence; (9) organizational skills; and (10)
political sensitivity.

Among the characteristics that Blue and Haynes (1977)
recommend for expatriates are: (1) adaptability; (2)
independence; (3) physical and emotional health; (4) no
prejudices or feelings of superiority about the American
way of life and business; (5) a family that can make
adjustments and handle pressures; and (6) the age and
experience needed to balance the enthusiasm of youth.

Robert T. Moran, director of the cross-cultural
communication program at the American Graduate School of
International Management in Arizona, also offers his
suggestions for the best expatriate candidate. He believes

international employees must possess certain specialized

personality traits that include the ability to: (1)

respect others; (2) tolerate ambiguity; (3) handle unpre-

dictable situations without "visible" discomfort or irrita-

tion; (4) put oneself in the other person's shoes; and (5)

relate and empathize with people (Hawkins, 1983). Moran

particularly emphasizes the need for patience in Arab

cultures and an understanding of the "pervading influence"

of the Moslem religion.

From a psychologist's point of view, Sieveking (1981)

says:

> It is desirable to select somewhat introspective
> individuals with relatively stable marriages.
> Desirable candidates should be able to identify
> without defensiveness the ways in which they have
> managed challenges within their relationships in
> the past....Openness to challenge can be demon-
> strated by superior work records, civic activities,
> contributions which the employee was not required
> to make, independent adventures, and the setting
> of progressively higher personal and professional
> goals (p. 197-198).

In a survey done by Burton Teague (1976) for The

Conference Board, personnel executives of 33 companies were

asked to define the qualities they saw as essential for

success overseas. They determined five categories of

characteristics as the "basis for success." First, they

said, the candidate must possess technical ability for, of

course, the employee is sent overseas to do a specific job

and nationals expect the American to be an expert. Second,

the candidate must possess supervisory and training ability

since a major portion of the overseas job usually involves

"finding a potentially qualified local national and train-
ing him to a degree of proficiency in two years" (Teague,
1976, p. 11). Third, the candidate must possess organiza-
tional abilities since "understanding, communication,and
cooperation do not flow automatically in the overseas
corporation as they do here among the ranks" (Teague, 1976,
p. 12). Fourth, the candidate must possess interpersonal
skills such as the awareness and willingness to understand,
cultural empathy, "a low boiling point, and the patience of
Job" (Teague, 1976, p. 12). Last, the candidate must
possess sufficient "breadth" to be his own information
source and to improvise a lot.

An earlier survey by the American Management Associa-
tion in 1966 studied the responses of 270 executives in 188
organizations in 24 countries in a variety of industries,
services, and institutions (Chorafas, 1976). The charac-
teristics for success they found to be most important were:
(1) adaptability and ability to solve problems in different
frameworks and from different perspectives; (2) openminded-
ness, tolerance, and a broad outlook; (3) empathy,
patience, and prudence; (4) persuasiveness and skill in
communicating; (5) sound technical knowledge and educa-
tional background with a broad knowledge of business; and
(6) adaptable wife and children.

Now all these qualifications may sound too high a
demand for any one person to possess. True, but the more
of these characteristics an employee possesses, perhaps the

better his chances of success for both himself and the
company. According to Illman (1980, p. 19), "Success
results from the favorable interaction of skills and
circumstances." He defined three equally important areas
as the basis for success. Primarily, the employee must
possess technical skills because the American abroad is
expected to be and should be an expert in his field.
Secondly, the expatriate must possess managerial skills
such as setting objectives, planning wisely, organizing
work, evaluating and controlling and leading employees
toward results-producing performance, delegating, coaching
and counseling, and communicating. Thirdly, the expatriate
must possess basic interpersonal skills such as the ability
to empathize, to show openness and trustworthiness and
respect; warmth and concern for others; willingness to help
others grow; and open respect for the culture.

Why make the investment of time and money necessary
for a careful selection process? Honeywell executives
asked themselves that question and, after weighing the
costs and benefits, decided that:

> The bottom line [is] increased efficiency and pro-
> ductivity on a worldwide basis - beginning with
> improved one-to-one relationships between indivi-
> duals despite their nationality or cultural back-
> ground. For international corporations taking
> account of the realities of the 1980's, success in
> an overseas assignment will take more than a will-
> ingness to go abroad. It will take information,
> skill, and awareness (Dotlitch, 1982, p. 31).

TABLE I

SUMMARY OF CHARACTERISTICS OF SUCCESSFUL EXPATRIATES

TRAITS	Honeywell	Ward Howell Int'l, Inc.	S. W. Frith Financial Adv.	Blue & Haynes	R.T. Moran Amer. Grad. Sch. Int'l Mgmt.	N. A. Sieveking Psychologist	B. W. Teague The Conference Board	American Mgmt. Association	F. Dunn Ed.D. Dissert'n
Technical Expertise	*		*			*	*	*	*
Empathy	*	*		*			*	*	*
Resourceful/ Self-Reliant		*	*		*	*	*		
Interpersonal Skills/Tact	*			*		*	*		*
Tolerance/ Patience	*		*			*	*		
Happily Married Family Stable		*	*		*		*		
Communication Skills	*			*			*		*
Respect Others/ Non-Prejudiced			*	*				*	
Sincere Interest/ Warm Personality	*	*						*	
Flexibility	*	*		*					
Managerial Skills						*		*	
Organizational Ability						*			*
Adventurous/ Curious		*							*
Vitality/Stamina		*							
Low Need To Control Others	*								
Political Sensitivity									*
Belief in Mission									*

The Causes of Failure

In contrast to the traits of the successful expatri-
ate, the personnel manager should beware of certain charac-
teristics which may make the candidate unlikely to succeed
in another culture. Some of the following characteristics
should sound a warning bell in the mind of the manager who
is responsible for selecting or screening potential expa-
triates.

Illman (1976 and 1980) cites an example of the
stereotypical expatriate who fails both professionally and
personally overseas. First, he is coldly efficient, a
one-way communicator, and blind to the needs of others.
Second, he is intolerant of or sneers or laughs at the
local customs and thinks his way is the right or best way
to get something done. Third, he is unable or unwilling to
accept or adjust to the local way of life. Fourth, he
carries an air of superiority about himself and his Ameri-
can ways and he looks down on the local nationals and mocks
their way of life. Attitudes like these can spell disaster
for the company and the expatriate overseas.

Ashok Kapoor (1979) edited a book of case studies
about business in the Middle East. From his research, he
concluded that the cases "highlight several oversights of
companies in understanding the business environment of the
Middle East and the correct approach to negotiating a
lasting business relationship" (Kapoor, 1979, p. xii-xiii).

TABLE II

SUMMARY OF THE CAUSES OF EXPATRIATE FAILURES

Cold efficiency in task orientation to the exclusion of people.

One-way communicator - tells, does not ask or listen.

Blind to needs of people.

Intolerant of different ways.

Ethnocentristic - thinks his way is right and best.

Unable or unwilling to accept or adapt to different way of life.

Flaunts Americanism.

Fails to gather knowledge of host country and its culture.

Fails to spend sufficient time planning projects.

Fails to recognize importance of local affiliate.

Fails to anticipate amount of "assistance" expected by local affiliate.

Sets unrealistic time frame.

Fails to develop effective relationships with powerful local groups and individuals.

Fails to take time to develop trust in personal and business relationships.

Fails to identify and train local nationals for managing the company's overseas interests.

He cites eight basic problems which led to failure of business ventures in the Middle East.

First, companies and their expatriates had an inadequate knowledge of the host country and its culture. Second, insufficient time was allowed in planning projects. Third, the company had an inadequate recognition of how much the local affiliate (the intermediary, the agent) would expect in assistance. Fourth, the company was insufficiently aware of the critical role of the local affiliate in the American company's growth prospects in that country. Fifth, the company set unrealistic time frames for achieving its economic goals. Sixth, there was poor understanding of or inattention to the importance of effective relationships with powerful local groups and individuals in order to maintain an efficient business operation. Seventh, the company failed to recognize the importance of trust in personal and business relationships and the time it took to develop these. And eighth, insufficient attention was paid to developing a local management team capable of functioning in coordination with the home office.

Preparing The Expatriate

Undoubtedly, many sources believe that preparation is the key for success overseas (Blue, 1977; Hawkins, 1983; Illman, 1980). "How well they are prepared for what they will find will be the key to the morale, the satisfaction

and the retention of these employees" (Marston, 1979, p. 24). According to the literature reviewed, the orientation and preparation practices of companies sending employees abroad varies greatly from absolutely no orientation to very intensive orientation. Marston (1979, p. 22) assures us that, "To be effective, orientations do not have to be long, extensive, or expensive."

Ideally, cross-cultural orientation should be part of the on-going training and development program. In a company with international operations, cross-cultural training should involve or be open to all employees, recommend Blue and Haynes (1977). Abinader (1976) also describes a well-designed cross-cultural program as one that would involve more than just a single seminar. A comprehensive program should provide a total system which is integrated into the on-going human resources development program. The unifying aim would be to help increase respect for people of all backgrounds, gain awareness of cultural differences, and facilitate the process of adaptation to a new environment.

In addition, Lee (1983, p. 25) suggests that,

> ...formal cross-cultural orientation begin by
> focusing on the trainee's own culture, in accor-
> dance with the theory that you can't expect to
> understand another culture until you are sensitized
> to your own.

Once familiar with their own cultural values and attitudes, competent employees can be helped to perform successfully through a program that allows them to "(1) identify the

'cultural baggage' each nationality carries; (2) anticipate cultural behaviors; and (3) project ways to lessen cultural tensions in specific situations" (Hawkins, 1983, p. 50).

There is a difference between simply "briefing" the employee with country-specific information and actually "training" him to be prepared for the new environment of his overseas assignment. Cross-cultural training involves use of the cultural information and gives the participants a chance to practice and discuss their options for living and working overseas. Business practices that can be the subject of cross-cultural training include using time, motivating employees, understanding attitudes toward productivity and accepting responsibility, teamwork, and negotiating (Abinader, 1976). Social customs can also be the subject of cross-cultural orientation. The BCIU Institute's seminars involve such things as practicing the Mexican form of greeting, the "abrazo" or hug, and preparing, serving, and eating an authentic Middle Eastern meal with fingers while sitting on the floor.

In accordance with adult learning principles, "training must have an element of doing. The nature of effective training demands that the person not only know,...grow,... do,...but also utilize different behavior" (Schnapper, 1980, p. 8). Use of role-playing and critique, or interactive video simulations would be effective ways to incorporate doing with learning about different cultural practices. Schnapper (1980) continues to point out that

training must maintain an appropriate balance between the purely academic and the purely experiential. Necessary and useful information about the history, customs, and business practices in another country is important but not sufficient. The usually academic presentation of this material,

> will not enhance the [person's] personal/cultural
> self awareness, will not give him/her specific
> interpersonal/intercultural skills and will not
> help to initiate and/or facilitate the personally
> profound insights, awareness and dynamics that
> will change a domestic manager into a truly compe-
> tent participant in the multinational management
> world (Schnapper, 1980, p. 9).

As Feldman (1976) emphasizes, cross-cultural relations skills are:

> ...more than learning the language and having the
> cognitive knowledge gained from area studies.
> Understanding how one's values, perceptions, and
> behavior are based upon the norms established by
> one's own culture will help us realize that each
> culture develops unique patterns....There seems to
> be a need to go beyond the cognitive level and
> reach the affective or emotional components. This
> suggests that learning methodologies that employ
> experiential strategies are to be used if we are
> to be effective in obtaining behavior change....
> (p. 21).

In applying adult learning principles to cross-cultural orientation, the human resources professional would seek to involve expatriate candidates in participatory exercises where they discover for themselves new awareness and skills, backed up with an abundance of country-specific and cultural material. An example of an interesting training tool is reported by Dr. Melvin Schnapper, president of Mel Schnapper Associates, Inc., a

Chicago-based consulting firm. For his doctoral disserta-
tion in 1971, Dr. Schnapper developed an extended cultural
simulation training tool for a Canadian agency. A large
group of expatriates were divided into small groups of
12-15 people each. Each group was asked to pretend it had
crash-landed in one of four environments: desert, mountain,
swamp, or island. The groups had to develop ways of coping
with the environment and each other by defining skills,
roles, educational needs, religious values, family struc-
ture, etc. In short, they had to develop a new culture to
fit a new situation.

After four days, each group "met" another group and,
after spending some time together, separated to do a
"we/they" analysis. In every case, the group felt it had
done a better job at adapting to their new environment than
the other group did. A discussion of ethnocentricity,
cultural identification, and cultural perception followed.
On the fifth day, each group sent a representative to
request "help" on a project from an "expert" in another
group. The expert spent one day with the host group and
then returned to his own group to "train" a second expert
to go to help the host group. A discussion of communica-
tion skills, cultural assumptions, and what constitutes
"help" from both the host and the expert perspectives
followed.

At the end of the simulation, the groups were brought
together and then redivided into groups according to where

they were being assigned. These new group were given lists
of available resources for learning about their destination
--films, books, people. Schnapper and the staff of the
Canadian agency felt that the questions raised and the
answers sought by the group thus trained were far more
perceptive than the questions and answers of previous
groups trained in a more didactic, academic atmosphere. A
noticeable difference, says Schnapper (1973, p. 5) was "the
shift from purely technical and logistical matters to
concerns about intercultural and interpersonal adjustment."
This type of training gave the participants "learning how
to learn tools...and allowed them to experience concretely
the more abstract concepts of cross-cultural effectiveness"
(Schnapper, 1973, p. 5). One of the goals of the workshop
was to enable the participants to continue learning and
adapting when actually in a new cultural situation by being
better prepared for cultural feelings and confrontations.

Blue and Haynes (1977) see four major areas in which
cultural training can take place. First, language training
is vital not only as the means of communication but also
because of the acculturation process that takes place when
one studies a foreign language. The language reveals the
personality of the people and their customs. If taught by
a native of the host country, language training is espe-
cially effective. Blue and Haynes also feel that language
training should be available to all employees at no cost
but on their own time.

Second, before assigning an employee overseas for a long stay, they suggest sending him on short trips abroad, accompanied by his spouse if possible, so they can get a feel for working in new environments and dealing with different values. Third, cross-cultural orientation can be provided by sending prospective expatriates to overseas management courses. They will study and interact with people of other cultures and gain a broader perspective by being exposed to different values and thought patterns. They are also placed in the minority role for a change and this can be a real eye-opener.

Finally, Blue and Haynes suggest a minimum of three days intensive area-specific training in the history, culture, politics, economy, religion, social and business practices. They recommend this session be conducted during company time, ideally by a native of the host country but at least by a person who has been abroad, and done just prior to departing for the assignment.

Sieveking (1978) suggests basically the same approach: Educate the employees to go below the surface of customs and help them understand the concepts and reasons underlying different practices. More concretely, he feels an orientation should also provide training in:

> ...very basic language skills, the anticipation of personal and family adjustment problems (with ways of preventing and coping with them) and the reactions that are to be expected in the various stages of 'culture shock' and recovery (Sieveking, 1978, p. 21).

Another area of critical importance in cross-cultural preparation is discussed by professors Ivey and Litterer who say that "teaching managers to use communication skills effectively in their own culture makes it easier to master communication difficulties with other cultures" (Clutterbuck, 1980, p. 41). Communication skills could certainly be part of a regular training program for supervisors and managers at all levels and would enhance their abilities to deal with all types of communication situations, including across the language barrier if needed. This training should cover the American style and then various host country styles of (1) asking questions, (2) using body language, (3) reflecting and expressing feelings, (4) providing feedback, (5) focusing on a problem, and (6) offering direction or suggestions (Clutterbuck, 1980).

One final note: Americans abroad will probably be questioned about the American way of life. Expatriates should be prepared to answer specifically about such concepts as democracy, pluralism, the two-party political system, the structure of our government, the division of power between federal, state, and local governments, capitalism and profit, and American foreign policy in the host country (Illman, 1976). Illman (1980) warns, however, against starting or being drawn into political discussions and suggests caution and tact at all times.

The Case For Training

In a world of growing interdependence, some provision must be made for "facilitating meaningful and harmonious cross-cultural interaction among...people" (Feldman, 1976, p. 19). In business and industry, people who need cross-cultural training include (1) those who work overseas, (2) those who work in the U.S. with people coming here from other countries, and (3) those who gather and report international information through their own cultural perspective (Feldman, 1976).

> A little bit of training can make the difference between major rewards and major headaches. Nevertheless, many U.S. companies with substantial operations abroad have little in the way of formal orientation programs....Many international personnel departments are uncomfortably aware of the need for cross-cultural training, yet few offer an intensive in-house orientation program (Lee, 1983, p. 21, 23).

Kohls believes that "the slowness of many of them to provide [cross-cultural training] is due to the current economy, not a lack of awareness" (Lee, 1983, p. 20). As the economy turns around, he believes, cross-cultural human resources development will grow by "leaps and bounds."

Currently, however, the review of literature suggests that the majority of companies who send employees abroad do not have any type of formal orientation to help the employee prepare for and then adjust to cultural differences.

> Despite the growth in overseas orientation services, a number of international business observers say they detect no widespread effort by American companies to educate employees on the

pitfalls they face in trading overseas....Statistics show that less than 10 percent of the 35,000 American companies with international connections provide orientation to employees traveling abroad (LaFranchi, 1984, p. 25).

Reasons given for not providing cross-cultural orientation include that it is seen as too costly to have a training program or that it is too time consuming. As Lee (1983) explains, the cost to launch a comprehensive cross-cultural training may be prohibitively high for small companies sending only a few employees abroad each year. Often, however, these small companies are the ones who most need orientation because they do not have the connections or resources of larger corporations.

Time is a definite limitation because "a major difficulty in conducting adequate training is that the time between selection and actual departure is much too short" (Baker, 1971, p. 43). If a pool of expatriate candidates is not maintained by proper manpower planning and a need arises overseas, companies react by sending the handiest person who meets at least the minimal technical requirements. The employee is then expected to learn about the host country and culture by osmosis--by the experience of living there (Teague, 1976). But as Noer (1975) expresses, why spend a considerable amount of money to select and transport an expatriate to his new assignment only to have him spend an inordinate amount of time just learning to cope with his new environment.

Adaptation and effectiveness in an overseas assignment

should not be left to chance. The costs are too great for both the company and the individual. Gary Lloyd, director of the BCIU Institute in Washington, D.C., warns that in the past,

> Companies have recruited purely on the basis of technical skills without considering individuals' ability to cope and function in what is often a hostile, complex environment. Dislocating personnel in remote areas without providing preliminary training and on-site support to help them effectively maintain their lifestyles creates moral and psychological problems that lead to low performance and high failure rates. If companies are looking for long-term growth and development abroad, there has got to a sharp change in the way they treat people (Edwards, 1978, p. 42).

Companies looking for new markets throughout the world must remember that "one key to their success will be their ability to understand other cultures in order to establish confidence in their partners and customers," says Robert J. Radway, attorney of international law with the firm of Radway and Dalto in New York (Hawkins, 1983, p. 48). Based on his work for many international companies, Radway sees that international joint ventures are increasing and "place members of different cultures in mutually dependent business relationships." He therefore feels that "companies must increase cross-cultural content in preparation seminars for people assigned to a foreign country" (Hawkins, 1983, p. 48).

Companies debating the value of cross-cultural training must consider the cost for training versus the cost of failure of the expatriate in his assignment. Abinader

(1976, p. 38) estimates that, "the base cost of one re-
turned family to the U.S. could pay for transcultural
training for 300 to 500 participants." The benefits of
cross-cultural orientation are numerous.

> The orientation should reduce turnover, improve
> the effectiveness and efficiency and adaptability
> of the employee, provide a greater self-confidence
> on the part of the employee and a more positive
> image of the company. It is money well spent and
> it easily recovered if you reduce your turnover by
> a mere one percent. The more important thing,
> however, is that you have a group of employees who
> are working as part of a team, who are productive,
> who are enjoying their assignment, who are contri-
> buting to the host country and the success of the
> company's project, and who will be both goodwill
> ambassadors while in the country and excellent
> recruiting members of your staff once they return
> from that assignment (Marston, 1979, p. 24).

Summary

This brief review of the literature on the subject of
cross-cultural training attempted to provide the reader
with information about the growth and importance of inter-
national business. It also covered what it costs the
companies and the employees involved in international
operations. The information gathered pointed toward the
usefulness of selecting employees for overseas assignments
who possess certain character traits that have been corre-
lated with effectiveness and adaptability in different
cultures. And the literature suggested a human resources
policy of proper manpower planning and development for
expatriate candidates through cross-cultural orientation
and training.

CHAPTER III

METHODOLOGY

Introduction

This chapter explains the methodology used by the
researcher to accomplish the purpose of this study. The
researcher's objective was to provide information to human
resources professionals regarding the selection and pre-
paration of employees for international business. The
researcher also sought to develop a questionnaire that
companies could use in determining what their expatriates
really need in the way of information and orientation
before going abroad. The population under study is
described. The development of the questionnaire used to
gather data from the companies is described. The develop-
ment of an employee questionnaire is also described. The
methods for collecting the data and the statistics used for
analyzing the data gathered are outlined.

Population

The population under study consisted of 14 major
companies which have their corporate headquarters in the
metropolitan Tulsa, Oklahoma, area and which conduct

business outside the continental United States. At the beginning of this study, the target population was going to be companies in Tulsa, Oklahoma, in the petroleum industry with more than 250 employees and which conducted business overseas. However, the researcher found that most of the Tulsa companies in the oil business were division or regional offices of a larger parent company which was headquartered elsewhere. International recruiting and training were done at the headquarters site if at all. So it was decided to shift the focus to those companies with headquarters in Tulsa because a company's central office would be most likely to be responsible for the selecting and preparing of their expatriates.

Collection of Data

The collection of the data was divided into two parts. First, in order to determine how companies headquartered in Tulsa, Oklahoma, select and prepare their employees for living and working overseas, the researcher completed the following steps:

1. The researcher identified companies in Tulsa, Oklahoma, which (a) have their corporate headquarters or central offices here, and (b) have business concerns which take their employees overseas for short- and/or long-term work.

Identification of the desired population was done by consulting the Tulsa Chamber of Commerce <u>Directory of Busi-</u>

nesses and the Chamber's listing of <u>Major Publicly-Owned</u>
<u>Companies Headquartered in the Metropolitan Tulsa Area</u>.
This second list was published in September 1982, so the
researcher also consulted the Chamber's Information
Specialist to identify companies which had more recently
located to Tulsa. Other companies not on the Chamber of
Commerce lists but suggested by the Tulsa Council for
International Visitors (TCIV) or listed in TCIV's
<u>International Directory</u> were also considered. An article
in the Tulsa World newspaper identified two additional
companies that fit the population requirements and these
were added to the study group.

2. A Personnel or Human Resources Development manager
at each Tulsa-headquartered company identified as sending
employees abroad to live and work was contacted by tele-
phone. Rehearsing an introduction to the reason for the
telephone call helped the researcher be able to reach the
appropriate major manager or assistant manager in every
case. The subject and purpose of the study were explained
and the reason they had been selected to participate. The
researcher then asked if they would be willing to partici-
pate in the study by responding to a questionnaire. Every
manager at every identified company agreed to participate.

3. The researcher mailed a questionnaire with a cover
letter on the day the company was contacted so that it
would be received by the participant the next day. The
cover letter thanked the manager for agreeing to partici-

pate in the study, restated the purpose of the study, assured confidentiality of responses, requested a return on a date one week later, and promised a summary of the findings of the study by April 1. A self-addressed, stamped envelope was included for their convenience. If no response was received within the one week time frame, the researcher contacted the person again by telephone to inquire if they had received the questionnaire and had yet had a chance to fill it out. The researcher thanked them again for their valuable input to this study.

Second, to identify ways in which companies could better assist their expatriates in preparing for an overseas assignment, the researcher completed the following steps:

1. At the suggestion of TCIV, the researcher contacted the president of the Tulsa/Oklahoma City Chapter of the National Oil Equipment Manufacturers and Delegates Society (NOMADS). NOMADS seeks to promote cooperation, goodwill, and fellowship among its members, who have all worked overseas, and its international guests.

2. The researcher inquired about the activities and membership of the NOMADS. After talking with the NOMADS president, it was felt that this group would be professionals with the perspective of extensive first-hand international experience and could therefore serve as both (a) a study group to answer an employee questionnaire, and (b) a group of experts to validate the questionnaire.

3. The NOMADS president agreed to "volunteer" his group to respond to a questionnaire. He submitted the questionnaire to members of the NOMADS at their monthly meeting in December 1984. As responses were received by the organization's president, they were forwarded to the researcher.

4. When only a small number of questionnaires had been returned by February 1, the researcher again contacted the NOMADS president. He agreed to remind the members at the February monthly meeting to get the questionnaires back to him.

5. When still only a small number of questionnaires were returned, the researcher requested the NOMADS mailing list. A friendly reminder letter with another copy of the questionnaire was sent to each member who had not yet responded.

Instruments

Questionnaire for Tulsa Companies in International Business

Appendix A contains a copy of the Questionnaire for Tulsa Companies in International Business used in this study. In addition to analysis by professors at Oklahoma State University, this instrument was "pilot-tested" and critiqued by four individuals--two businessmen who have been involved in personnel selection for overseas assignments, one active and one retired; one consultant who has

worked with businesses in establishing cross-cultural training programs; and one researcher professionally skilled in development and analysis of survey instruments. Changes and clarifications were made based on their suggestions.

The survey consisted of 17 questions, proceeding from easy objective questions to more involved and subjective questions. Seven of the 17 questions on the survey were open-ended questions, but only two of these seven asked for the respondent's opinion. The other five open-ended questions required answers of objective facts about the company's operation. The 10 closed questions asked the respondent to choose among answer options with the opportunity to check "Other" and write in any additional answers. The answer options provided on the survey were structured based on information gathered in the review of literature.

Questionnaire for International Employees

Appendix B contains a copy of the Questionnaire for International Employees. The first version of the questionnaire was "pilot-tested" with three businessmen who have traveled and lived abroad on both long and short-term assignments. This instrument underwent several revisions as their suggestions were incorporated. The final version of the instrument was distributed to members of the Tulsa/

Oklahoma City Chapter of the NOMADS, all professionals who had worked overseas.

The employee questionnaire consisted of 12 questions, four open-ended questions and eight questions with structured answer options. The first page of the questionnaire asked for demographic data on the employee and a list of his/her international experience to be used as a basis for comparison with other international employees in Tulsa. A statement explaining this and an assurance of confidentiality were included on this first page. For completing the questionniare, the employees were asked to consider their longest overseas assignment in the Middle East or, if they had not worked in the Middle East, in another part of the world. They were asked to write in the name of the country in which they were assigned and which they were considering for their answers to this survey.

<div align="center">Analysis of Data</div>

When the questionnaires were collected, the researcher compiled the responses of Tulsa companies as to their overseas operations, how they selected employees for overseas assignments, and how they prepared their employees for living and working overseas.

The responses from the NOMADS as representative of expatriate employees were compiled to find out what specific areas of concern they had about going overseas, how well they felt they were prepared for the cultural

differences before they went overseas, and what areas they wished they had known more about before becoming expatriates.

Because this was a descriptive analysis, the results were reported in descriptive terms. Percentages for each response for each question were figured. In Question #7 of the company survey and Question #1 of the employee survey, the following scale was applied to the rating categories:

+2 = XI = Extremely Important

+1 = I = Important

 0 = NA = Not Applicable/Not Ever Considered

-1 = U = Unimportant

-2 = XU = Extremely Unimportant

Question #2 of the employee survey related to what degree the employee felt his expectations were met in the international assignment. The continuum used was based on a scale of 1 to 10 with 1 representing "a miserable experience; very disappointed with all aspects of assignment" and 10 representing "exceeded all my expectations; very satisfied with all aspects of assignment."

Likewise, Question #9 of the employee survey used the same continuum scale of 1 to 10 in determining to what degree the employee experienced culture shock in going overseas. A 1 on the scale represented "no culture shock at all" and 10 represented "extreme culture shock."

Verbatim responses to open-ended questions were compiled and reported.

Recommendations were made based on the review of literature and the employee questionnaires as to how Tulsa companies can better prepare and manage their human resources in relation to their international business.

CHAPTER IV

FINDINGS

Questionnaire for Tulsa Companies
in International Business

Forty Tulsa companies were initially contacted by the
researcher when trying to focus on the defined population
for this study. Fourteen companies were finally identified
as being headquartered in Tulsa, Oklahoma and sending
employees overseas to live and work. The personnel or
human resources manager at each of these fourteen companies
contacted agreed to participate in this study. However,
only eleven eventually did respond to a questionnaire and
one of these responses was a letter deciding not to partic-
ipate. So ten companies were considered in the analysis of
the Questionnaire for Tulsa Companies in International
Business.

One hundred percent of the managers actually respond-
ing were directly involved in selecting or preparing
employees for overseas assignments. Forty percent of these
were responsible for recruiting employees into the company
specifically for overseas positions. Thirty percent also
screened, interviewed, and selected candidates for overseas

positions from a pool of applicants. Thirty percent were also involved in developing and advising employees of relocation, compensation, and benefits policies. Twenty percent said they also helped prepare the expatriates for adapting to foreign locations.

The ten companies represented in this survey conducted various types of business overseas with 50% involved in sales or marketing of a domestic product on the international market. Forty percent of the companies were involved in energy exploration, drilling, or equipment manufacturing. Seventy percent of these companies had overseas offices. These companies conducted business all over the globe in as few as two locations to as many as 44 locations. Some of the areas represented were South America, Central America, Asia, Europe, Indonesia, Far East, Australia, Middle East, and the Caribbean. Forty percent of overseas offices were sales offices, 30% were subsidiaries, 20% were joint venture partnerships with the local national government or local company and 20% were manufacturing plants.

When asked to report approximately how many employees from the Tulsa area have been (a) assigned overseas and (b) traveling overseas in the last 10, 5,and 1 years, most companies did not have figures from as far back as five or 10 years. The researcher was attempting to identify any trend toward increased or decreased relocation or traveling abroad from the Tulsa area. For employees assigned

overseas, one company noted a 60% decrease and another reported a 100% decrease, from 30 overseas employees to none. One company simply noted that their overseas numbers were steadily increasing in Asia but steadily decreasing in the Western Hemisphere countries. For employees traveling overseas, one company reported a 100% increase and one company reported a 30% increase. Two companies reported significant reductions in overseas traveling, one 85% and one 82%. There did not appear to be any relationship between the type of business conducted overseas and an increase or decrease in the number of expatriates assigned or traveling overseas.

Eighty percent of the employees sent abroad went as managers/executives. Forty percent went overseas as engineers or technicians. Thirty percent went abroad as salespeople or highly skilled equipment operators. Twenty percent went overseas as either production foreman or accountants. Ten percent reported employees sent overseas as troubleshooters, computer programmers/operators, trainers, or semiskilled nonprofessional workers. No companies reported sending scientists, lawyers, or doctors overseas.

Respondents were asked to rate each of 24 criteria in terms of importance to the company when selecting an employee for overseas assignment. Table III summarizes the percentages of responses for each criteria and Figure 2 compares the average importance of each of these criteria. Technical Expertise was chosen as "Extremely Important" by

TABLE III

SELECTION CRITERIA FOR EXPATRIATES

Criteria	Percent Choosing				
	XI	I	NA	U	XU
Technical Expertise/Product Knowledge	80	20	0	0	0
Managerial Skill/Sales Skill	60	40	0	0	0
Interpersonal Skill	50	40	10	0	0
Communication Skill	50	40	10	0	0
Training & Development Skill	10	70	10	10	0
Past Overseas Experience	10	60	10	20	0
Years with Company	0	30	60	10	0
Experience in Company	10	50	20	20	0
Age	0	20	60	10	10
Sex	10	20	50	0	20
Marital Status	0	30	40	20	10
Religious Identity	0	40	60	0	0
Past Performance Ratings	40	50	10	0	0
Educational Level	0	60	20	20	0
Fluency in Language	10	40	40	10	0
Knowledge/Familiarity with Country	0	40	40	20	0
Career Development Path	0	60	10	30	0
Test for Potential Advancement	0	0	50	40	10
Maturity/Emotional Stability	50	40	10	0	0
Independence/Self-Confidence	30	60	10	0	0
Respect for People of Different Backgrounds	20	70	10	0	0
Stability of Marital Relationship	20	40	30	10	0
Spouse/Family Adaptability	20	40	30	10	0
Political Sensitivity	20	40	30	10	0

XI = Extremely Important
I = Important
NA = Not Applicable/Not Considered
U = Unimportant
XU = Extremely Unimportant

```
        CRITERIA                                              SCALE

                                         +        +                  -          -
                                         2    .   1    .   0    .    1     .    2
                                         ...................|....................
                                                            |
Technical Expertise/Product Knowledge    xxxxxxxxxxxxxxxxxxx|
Managerial Skill/Sales Skill             xxxxxxxxxxxxxxxxx|
Interpersonal Skill                      xxxxxxxxxxxxxxx|
Communication Skill                      xxxxxxxxxxxxxx|
Training & Development Skill              xxxxxxxx|
Past Overseas Experience                  xxxxxx|
Years with Company                           xx|
Experience in Company                     xxxxx|
Age                                             |x
Sex                                             x
Marital Status                                  |x
Religious Identity                         xxxx|
Past Performance Ratings                 xxxxxxxxxxxxx|
Educational Level                          xxxx|
Fluency in Language                        xxxxx|
Knowledge/Familiarity with Country           xx|
Career Development                          xxx|
Test for Potential Advancement                  |xxxxxx
Maturity/Emotional Stability             xxxxxxxxxxxxxx|
Independence/Self-Confidence             xxxxxxxxxxxx|
Respect for People of Different Backgrounds xxxxxxxxxxx|
Stability of Marital Relationship          xxxxxx|
Spouse/Family Adaptability                 xxxxxx|
Political Sensitivity                      xxxxxx|
                                                |
+2 = Extremely Important      0 = No Application      -1 = Unimportant
+1 = Important                                        -2 = Extremely Unimportant
```

Figure 2. Relative Importance of Selection Criteria for Expatriates

80% of the companies, followed by Managerial/Sales Skill
(60%). Training and Development Skill (70%) and Respect
for People of Different Backgrounds (70%) were chosen most
often as "Important". In terms of overall relative impor-
tance, however, the leading criteria were Technical Exper-
tise (+1.8 on a scale of -2 to +2), Managerial/Sales Skill
(+1.6), Interpersonal Skill (+1.4), Communication Skill
(+1.4), and Maturity/Emotional Stability (+1.4).

A great variety of selection processes were reported
by these ten companies. Fifty percent relied at least in
part on interviews with a Personnel officer and the manager
of the overseas operation. Forty percent noted use of
recommendations by managers or other employees. Thirty
percent also used local internal and external advertising
and 20% used agencies specializing in international employ-
ees. Only 20% reported use of past job performance refer-
ences and ratings, although it seems likely that employees
recommended for expatriation by managers had good perfor-
mance ratings. Twenty percent also identified technical
knowledge or skill based on an employee's current position
as basis for finding suitable expatriate candidates.

The selection decision was made by agreement among
more than one party in 80% of the companies. Fifty percent
of the companies relied first on the Personnel office to
identify, screen, and select candidates. Fifty percent
left the final selection decision to the manager of the
overseas position being filled, or other managerial levels.

Another 40% of the companies reported final approval of the selection decision at vice president or higher levels.

Table IV summarizes the specific ways in which companies say they provide information, orientation, or training for their employees going overseas to live and work. Seventy percent or more of the companies appear to be particularly attentive to providing job descriptions, transfer information and assistance, compensation and benefits information, and housing and transportation information and assistance. A noteworthy effort is also made by 60% to provide the employee with some contact with another expatriate who has been to the country before.

Table V summarizes the methods by which employees become familiar with various job, country, and culture information about their overseas assignment. It appears that most frequently the employee learns on his/her own about the country and culture and learns about the job itself from a briefing with a Personnel officer. Supportive information is gained primarily through talking with former expatriates who have been to the country and then by experience when actually overseas on the job.

Thirty percent of the companies reported that the expatriate receives some information and orientation regarding the assignment during all three phases -- the selection process, after selection and before departing for overseas, and upon arriving in the host country. Thirty percent said the employee receives the bulk of his/her -

TABLE IV

INFORMATION/ORIENTATION/TRAINING
PROVIDED BY TULSA COMPANIES

Category	Percent Providing	Item
JOB	70	Job Description
	40	Job Goals, Objectives, Time Frame
	20	Career Plan/Repatriation
TRANSFER	70	Moving Policy
	90	Passports
	80	Medical Exams/Innoculations
	80	Work Permits
COMPENSATION	80	Salary
	80	Benefits/Special Allowances
	90	Insurance Coverage
	60	Taxes
	80	Vacation/Holiday Schedule
LIVING	80	General Living Conditions
	80	Housing Arrangements/Cost
	70	Transportation (availability, licenses, traffic rules)
	50	Schools/Education Options for Children
	40	Health Care Standards/Facilities
	50	Banking/Currency/Rate of Exchange
	30	Shopping
	20	Recreation Forms/Facilities
	20	Appropriate Dress/Clothing to Take
	0	Other: _____
AREA STUDY	50	Climate
	30	Geography
	20	National History
	40	Company's History in Country
	30	People/Events Special to Country
	40	Political Situation
	40	American Foreign Policy toward Country
	30	Religion of People
	50	Customs/Holidays
	0	Other: _____
TRAINING	20	Language or Linguistics
	20	Communication Skills
	20	Managerial Skills
	20	Human Relations Skills
	10	American Cultural Values
	20	Cultural Values of Host Country
	10	Anticipating & Coping with Culture Shock
	10	Other: Task Specific Skills
OTHER PREPARATION	30	Pre-Transfer Visit to Host Country
	10	Planned, Short Field Experiences Working with People of Different Backgrounds
	30	Meetings with Host Country Nationals
	60	Meetings with other Expatriates who have been there

TABLE V

HOW TULSA COMPANIES EXPECTED THEIR EMPLOYEES
TO BECOME FAMILIAR WITH
THE OVERSEAS JOB, COUNTRY, AND CULTURE

| Percentages of Responses | | | Method of Learning |
Job	Country	Culture	
40	60	70	Employee on his/her own
70	50	40	Briefing by Personnel
10	10	10	In-house seminars
10	10	20	Outside consultants/seminars
10	10	10	Classes at Educational Institution
50	20	20	On-the-job in domestic business
50	50	50	On-the-job overseas
70	60	50	Meeting w/ other/former expatriates
30	20	20	Meeting w/ host country nationals

information and orientation after selection and before departure. Another 20% agreed but added a great deal of information and orientation takes place upon arriving in the host country. One company reported most of the information and orientation took place during the selection process and one company did not answer the question.

Thirty percent said the expatriate's spouse and family did not usually travel overseas during the assignment. Twenty percent reported no information/orientation/training process for the families that do travel overseas. Fifty percent reported they attempted to provide at least some information/orientation/training for the families. Of these five companies, two try to involve the family during all three phases--the selection process, after selection and before departure, and upon arriving in the host country. Two companies involve the family only in the last two phases and one company involves the family only in the second phase.

Forty percent of the companies reported they did not have a formal orientation/training program. Fifty percent reported they did not evaluate the usefulness of the information/orientation they did provide to expatriates. Only 1 in 10 reported evaluating orientation effectiveness by testing for country-specific information retention and by having formal field evaluations. This particular organization had reported the largest numbers of employees traveling overseas.

Sixty percent of the 9 of 10 companies not having a formal orientation program nor evaluating the effectiveness of information they did provide said the major reason was that there was not enough personnel going overseas to warrant formal program development. Thirty percent also indicated other major reasons as lacking time for any orientation once the employee is selected and the temporary nature of the overseas assignment. Twenty percent also mentioned a tendency to employ local nationals overseas. One company felt that the job the expatriate was sent to do was the same regardless of what country it was in so all that was required was technical skill.

Many measures of an expatriate's success were offered by the ten companies surveyed. Forty percent based success primarily on evaluating to what degree predetermined job performance goals were met. Thirty percent measured success based on if the employee stayed for the full term of his/her assignment. Thirty percent looked at profits generated and/or costs decreased.

Based on these various measures of success, companies reported anywhere from 50 to 95 percent of their overseas employees were successful. The average "success" rate was 84%, surprisingly high to the researcher.

Many opinions were given as to why expatriates succeed or fail. Thirty percent of the respondents mentioned adapting to local culture, twenty percent mentioned selecting candidate with proper qualifications, and twenty

percent mentioned having proper orientation as the basis for success. Other reasons mentioned singularly that the company could control included having a strong manager at the overseas location, maintaining close communication between the home and overseas office, and effectively screening the family members for their adaptability to overseas life. Personal characteristics mentioned as important for the expatriate to possess included positive attitude, inner motivation to succeed, intellectual curiosity, openmindedness, focus on the job task, acceptance of challenges, technical knowledge, initiative, and decisiveness.

Expatriate failures were attributed to the stresses of the foreign environment and living conditions by forty percent of the companies. Twenty percent also mentioned the language barrier, personal family problems, poor manager or lack of manager, and lack of desire to succeed as reasons expatriates fail. Other opinions based failure on personal instability of employee, cultural insensitivity and rudeness, not knowing what to expect, hard physical labor, extremely long hours, and personality clash with foreign supervisor.

Questionnaire For International
Employees

Questionnaires were sent to 45 members of the NOMADS organization. Twenty-two were returned but only 11 of

these 22 were actual responses. The other 11 contained
letters stating that the member had traveled overseas but
had not actually lived overseas and so therefore did not
feel qualified to answer the questionnaire.

Forty-six percent of the respondents had been sent
overseas as engineers. Twenty-seven percent had been in
marketing or sales and another 27% had been in management.
The average age of the expatriates was 54 years, excluding
the one 29 year old. All respondents were men. Ten of the
11 were married at the time of their expatriation and most
of their children were teenagers while overseas.

The respondents as a group had worked around the world
in 28 locations for a total of 37 assignments. During only
eight of these assignments did the family accompany the
expatriate. Only four of the total number of assignments
were in Middle Eastern countries; 12 assignments were in
Europe, six in South America, four in the Far East, three
in Africa, two in Australia, two in Canada, one in Green-
land, one in Mexico, and one in Russia.

The reasons most often chosen as "Extremely Important"
in motivating these expatriates to accept overseas assign-
ments were "to broaden my horizons" (46%), "the job con-
tent" (36%), and "the opportunity to travel" (36%). Table
VI summarizes the percentages of responses for each item.
In terms of relative importance, however, "the job content"
(+1.4 on a +2 to -2 scale), "money and financial benefits"
(+1 on the scale), and "to broaden my horizons" (+1 on the

TABLE VI

MOTIVATIONS IN ACCEPTING OVERSEAS ASSIGNMENT

Motivation	Percent Choosing				
	XI	I	NA	U	XU
Money/Financial Benefits	9	82	9	0	0
Job Itself	36	64	0	0	0
Adventure	27	18	27	27	0
Broaden My Horizons	46	27	9	18	0
Opportunity to Travel	36	27	9	27	0
Step in Career Ladder	27	27	27	9	9
Required by Company (Negative Consequences if not accepted)	18	36	27	9	9
Assist in Developing Country	9	18	46	18	9
See How Others Live	9	46	27	18	0
Break Out of Current Situation	18	9	36	18	18
Other Reasons	18	0	0	0	0

XI = Extremely Important
I = Important
NA = Not Applicable/Not Considered
U = Unimportant
XU = Extremely Unimportant

scale) rated the highest. The least-important motivators were "to break out of current situation" (0 on the scale) and "to assist in developing country" (-.1 on the scale). Figure 3 illustrates the relative importance of the motivators.

In retrospect, the respondents were asked to rate their overseas assignments in terms of meeting their expectations and motivations. The rating scale was 1 (disappointed with all aspects) to 10 (satisfied with all aspects). The mean rating was 8.4 with the mode and median responses being 8.0.

Using the same checklist as was given to Tulsa companies participating in this study, the expatriates were asked to (a) check all items provided by their company to help them prepare for the experience of living and working overseas, and (b) circle all items which they see as essential for anyone going overseas to know about. The particular items the employees seemed to feel were most crucial for the expatriate were language training (55%), understanding of cultural values of the host country (55%), knowledge of the general living conditions (46%), information and assistance with housing arrangements/cost (46%), and specific information on the job goals, objectives, and time frame (46%). On the other hand, the items most often provided by their companies included information and assistance with passports (73%), medical exams (64%), work permits (64%), salary (64%), benefits/special allowances

```
         MOTIVATION                                    SCALE
                                     +           +                   -           -
                                     2     .     1     .     0     .  1    .     2
                                     ........................................................
                                                                 |
Money/Financial Benefits                         xxxxxxxxxx|
                                                                 |
Job Itself                                 xxxxxxxxxxxxxx|
                                                                 |
Adventure                                              xxxxx|
                                                                 |
Broaden My Horizons                              xxxxxxxxxx|
                                                                 |
Opportunity to Travel                             xxxxxxx|
                                                                 |
Step in Career Ladder                              xxxxx|
                                                                 |
Required by Company                                xxxxx|
                                                                 |
Assist in Developing Country                            x
                                                                 |
See How Others Live                                xxxxx|
                                                                 |
Break Out of Current Situation                         |x
                                                                 |
Other Reasons                                       xxxx|
                                                                 |
```

| +2 = Extremely Important | 0 = No Application | −1 = Unimportant |
| +1 = Important | | −2 = Extremely Unimportant |

Figure 3. Relative Importance of Motivations in Accepting Overseas Assignment

(64%), and vacation/holiday schedule (55%). Table VII summarizes the percentages of responses for each item on the checklist.

In reporting the ways in which most of their information and orientation to the job, country, and culture were gained, 91% said they learned about the country and culture through their own efforts and 55% said they learned about the job through their own efforts. Other principle ways of gaining information about the job included actual on the job experience overseas (55%) and on the job domestically (36%). Information about the country was also gained through meeting with former expatriates (46%) and meeting with host country nationals (46%). Information about the culture was gained through meeting with host country nationals (55%) and on the job experiences overseas (46%). Table VIII summarizes the percentages of responses for each method used to learn about the assignment.

None of the expatriates had ever been to the host country before accepting an assignment there. None of the expatriates knew the local language before going to the host country. But 82% of the expatriates, through their own efforts, learned the native language after arriving in the host country.

Twenty-seven percent reported that their families made no special preparations for living in a new environment. One respondent (9%) reported that the only preparation his family made was to acquire the proper clothing for the

TABLE VII

INFORMATION/ORIENTATION/TRAINING
SEEN AS VITAL BY EXPATRAITES

Category	Percent Providing	Item
JOB	36	Job Description
	46	Job Goals, Objectives, Time Frame
	36	Career Plan/Repatriation
TRANSFER	27	Moving Policy
	18	Passports
	18	Medical Exams/Innoculations
	18	Work Permits
COMPENSATION	18	Salary
	36	Benefits/Special Allowances
	27	Insurance Coverage
	18	Taxes
	18	Vacation/Holiday Schedule
LIVING	46	General Living Conditions
	46	Housing Arrangements/Cost
	18	Transportation (availability, licenses, traffic rules)
	27	Schools/Education Options for Children
	27	Health Care Standards/Facilities
	18	Banking/Currency/Rate of Exchange
	9	Shopping
	0	Recreation Forms/Facilities
	9	Appropriate Dress/Clothing to Take
	0	Other: _____
AREA STUDY	18	Climate
	18	Geography
	18	National History
	27	Company's History in Country
	18	People/Events Special to Country
	36	Political Situation
	18	American Foreign Policy toward Country
	0	Religion of People
	18	Customs/Holidays
	0	Other: _____
TRAINING	55	Language or Linguistics
	27	Communication Skills
	0	Managerial Skills
	27	Human Relations Skills
	18	American Cultural Values
	55	Cultural Values of Host Country
	27	Anticipating & Coping with Culture Shock
	0	Other: _____
OTHER PREPARATION	27	Pre-Transfer Visit to Host Country
	18	Planned, Short Field Experiences Working with People of Different Backgrounds
	36	Meetings with Host Country Nationals
	36	Meetings with other Expatriates who have been there

TABLE VIII

HOW FORMER EXPATRIATES SAY THEY BECAME FAMILIAR WITH
THE OVERSEAS JOB, COUNTRY, AND CULTURE

Percentages of Responses			Method of Learning
Job	Country	Culture	
55	91	91	Employee on his/her own
9	0	0	Briefing by Personnel
9	9	9	In-house seminars
0	0	0	Outside consultants/seminars
0	0	0	Classes at Educational Institution
36	9	18	On-the-job in domestic business
55	18	46	On-the-job overseas
9	46	27	Meeting w/ former/other expatriates
0	46	55	Meeting w/ host country nationals

climate. There appears to be a noticeable lack of family involvement in the overseas assignment.

An attempt was made to determine what efforts the expatriates made on their own to learn about and involve themselves with the local people and the culture. Sixty-four percent said they made an effort to associate with the local people at work and by visiting in their homes and inviting them to their own homes. Thirty-six percent mentioned social encounters such as church groups, clubs, or children's school activities as an effective way to become involved with the local people. Eighteen percent mentioned travel as a way to familiarize themselves with the new environment. Singular responses included study, read local publications, and attend technical meetings. One respondent did not give an answer.

The expatriates were asked to what degree they felt they had experienced culture shock when they went overseas. Culture shock was defined in the question as "the frustration, confusion, tension, and embarrassment that result from encountering different ways of doing things and different values." The scale used was 1 (no culture shock at all) to 10 (extreme culture shock). The mean degree of culture shock reported was 4.2. The median was 4.5 and the mode was 5.0.

When asked what had been the most difficult thing to adjust to in overseas living, 36% said the language barrier, 18% said not having the familiar comforts of home as in

the U.S., and 18% said nationals' work attitudes and habits. Individual answers included no support from family, being separated from spouse, lack of contact with other Americans or English-speaking people, different foods, and constant delays. Eighteen percent said the language barrier was also the most difficult adjustment for their family to make. Another 18% listed lower standard of housing as hardest for the family to adjust to. Other family difficulties included being separated, general living conditions, shopping inconveniences, lack of doctors, and different foods.

The expatriates were asked how their companies could have helped them and their families be more prepared for the challenges of living overseas. Forty-six percent requested language training. Eighteen percent suggested cultural information about local customs and another 18% requested better housing assistance. Individual answers included being provided with interpersonal skills training; a better job description; a pre-transfer visit; a more realistic evaluation of living conditions; a better understanding of the company's role in the host country's economy; a better description of the tour of duty, benefits, and taxes; sports and recreation information; and help with education expenses for children.

When asked if they would accept another overseas assignment, 64% of the employees said yes, they definitely would. It is interesting to note that in this same group

were the individual who rated himself highest on the
culture shock scale and the individual who rated himself
lowest on the culture shock scale. The researcher could
perceive no relationship between the degree of culture
shock felt by the expatriate and the reluctance or willing-
ness to accept another overseas assignment. Eighteen
percent said they probably would consider another interna-
tional assignment, both of these rating themselves a 5 on
the culture shock scale. Nine percent said it would depend
on where the assignment was (culture shock rating of 3) and
nine percent said they would only accept under special
circumstances (culture shock rating of 6). None said they
absolutely would not accept another assignment abroad.

Incidental Findings

The Tulsa Council for International Visitors (TCIV)
was founded in 1976 to promote Tulsa and meet the profes-
sional needs of international dignitaries touring the U.S.
as guests of the government and to coordinate international
groups and activities. Benefits of this international
visitors program include opportunities for local leaders to
meet with counterparts from other countries and thus
develop greater knowledge of and improved relations with
foreign countries. A better climate for trade and in-
creased international understanding is fostered.

In October 1983, TCIV conducted an informal community
survey of Tulsa businesses. A survey listing a dozen ways

in which TCIV could assist businesses as a resource center was sent out to approximately 90 Tulsa companies. About 53 (59%) were returned and the results showed that 10 companies (11%) specifically noted that Cross-Cultural Training and Family Orientation would be beneficial to them. Other suggestions to TCIV included 24 companies (27%) requesting a directory listing people and organizations providing tutoring in various languages and/or assistance in language training, and 21 companies (23%) requesting information packets about doing business in specific countries around the world.

By September 1984, TCIV had compiled information packets on France, Germany, and Japan which included information on the economy, housing, medical care, education, customs, transportation, taxes, and other topics of interest to businesses. Booklets on the United Kingdom, Canada, and Italy were completed by October 1984. Also by October 1984, "The International Directory" was published describing over 100 nonprofit international organizations in the Tulsa area.

One of TCIV's most ambitious projects came as a result of the community survey. In October 1984, TCIV sponsored a "Business Abroad" workshop conducted by the Business Council for International Understanding Institute from the American University in Washington, D.C. The Institute is one of the nation's oldest and most prestigious cultural training organizations. The director, Gary Lloyd, came to

Tulsa to conduct the first workshop BCIU had ever held in the state of Oklahoma. Corporate executives, marketing staff, and human resources managers were invited to attend this seminar which covered international negotiations, adaptation to foreign cultures, and settlement of personnel and families for long and short term assignments. Fourteen people from 11 companies attended the seminar on October 26 at the Westin Hotel in Tulsa. Evaluations of the seminar have reportedly been excellent.

Subjects   Percentage of Responses

                    0   10   20   30   40   50   60   70   80   90   100

JOB

Job Description   **************************

                                  ++

Job Goals,Objectives,Time Frame   *********************************

                                  +++++++++++++++++++++++++++++++

Career Plan/Possible Positions Upon   **************************
    Repatriation   ------
                                      ++++++++++++++

TRANSFER

Moving Policy   ******************

                                  +++

Passports   ***********

                                  +++

Medical Exams/Innoculations   ***********

                                  ++

Work Permits   ***********

                                  +++

KEY:

******* Expatriates See As Essential
------- Their Companies Provided
+++++++ Tulsa Companies Provide
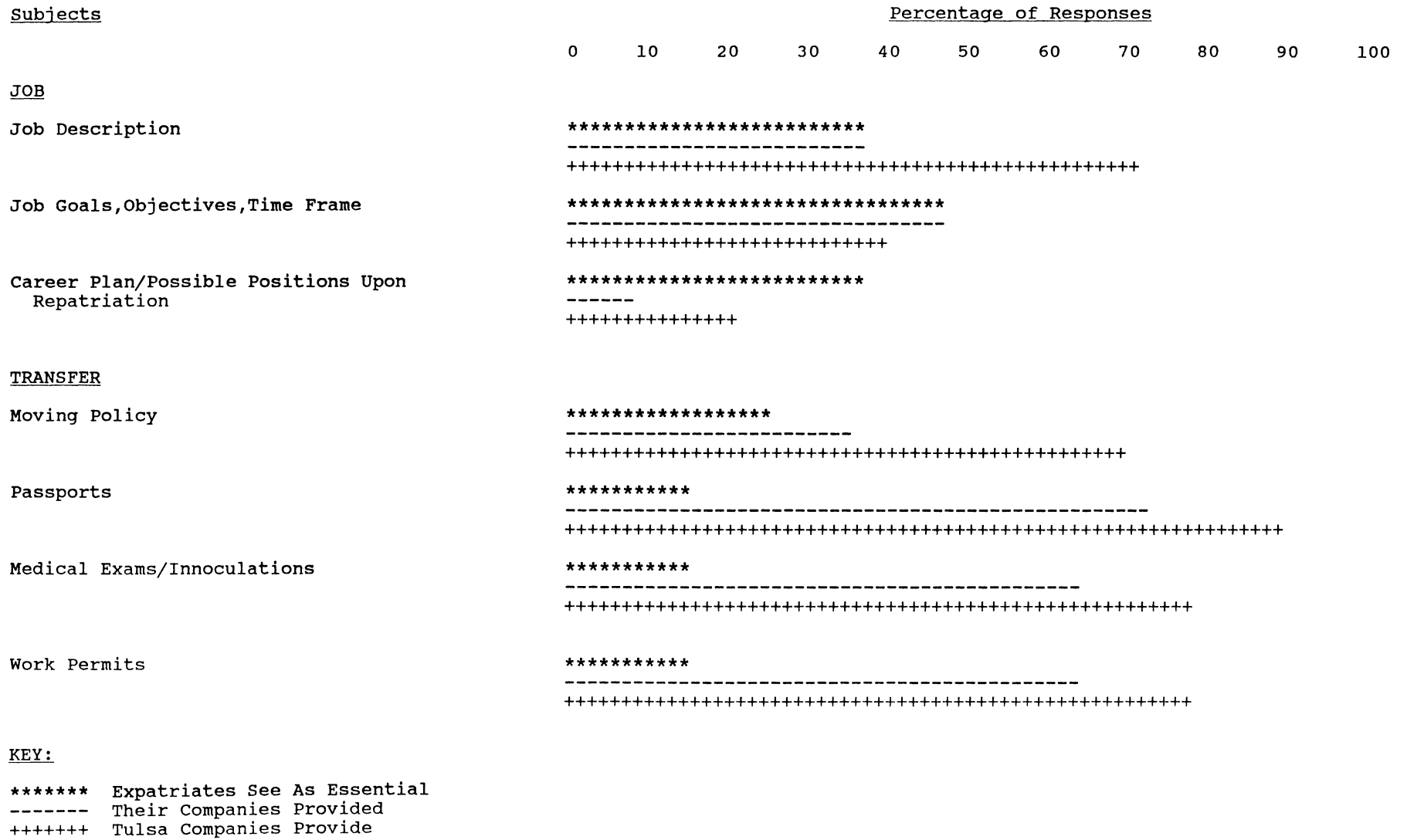
Figure 4.   Comparison of Information/Orientation/Training Seen as Essential
            By Expatriates With What was Actually Provided by Their
            Companies and With What is Being Provided by Tulsa Companies

Subjects   <u>Percentage of Responses</u>

                                  0   10   20   30   40   50   60   70   80   90   100

<u>COMPENSATION</u>

Salary   **********

                                  +++

Benefits/Special Allowances   ************************

                                  +++

Insurance Coverage   ******************

                                  +++

Taxes   ************

                                  +++
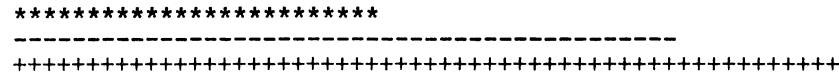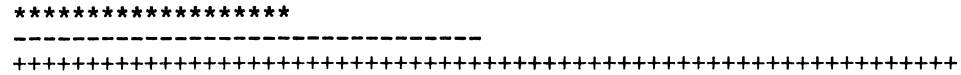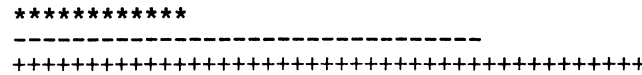
Vacation/Holiday Schedule   ************

                                  +++

                        Figure 4.   (Continued)

Percentage of Responses

                                                  0   10   20   30   40   50   60   70   80   90   100

LIVING

General Living Conditions   ********************************

                                                  ++

Housing Arrangements/Cost   ******************************

                                                  ++

Transportation   ***********

                                                  ++

Schools/Education Options for Children   ******************

                                                  +++

Health Care Standards/Facilities   *******************

                                                  ++++++++++++++++++++++++++++++

Banking/Currency/Exchange Rates   ***********

                                                  ++++++++++++++++++++++++++++++++++++

Shopping   ******

                                                  +++++++++++++++++++++

Recreation Forms/Facilities   *

                                                  +++++++++++++

Appropriate Dress/Clothing to Take   ******

                                                  +++++++++++++
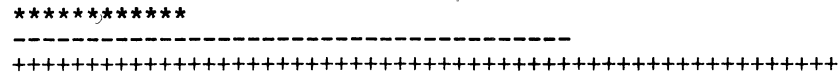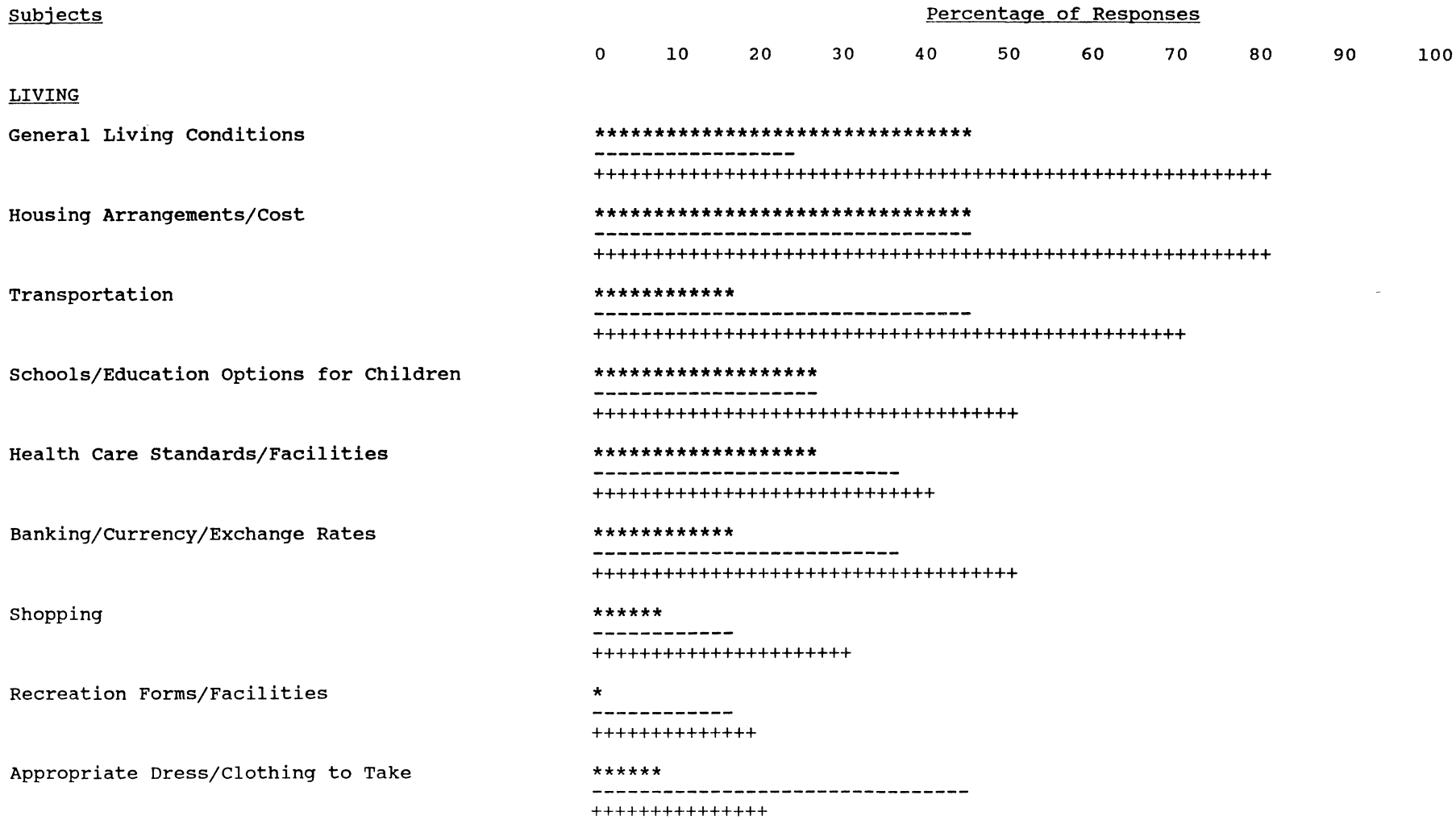
Figure 4. (Continued)

Subjects   <u>Percentage of Responses</u>

                               0   10   20   30   40   50   60   70   80   90   100

<u>AREA STUDY</u>
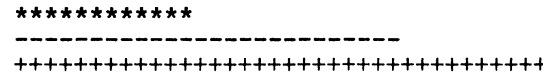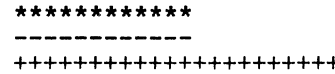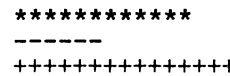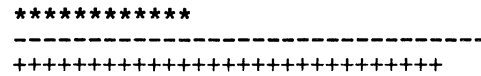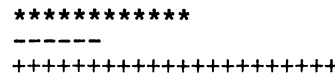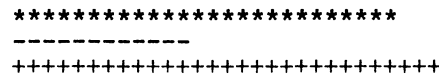
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Climate
                               ************
                               -------------------------
                               +++++++++++++++++++++++++++++++++++++++++++

Geography
                               ************
                               ------------
                               +++++++++++++++++++++++

National History
                               ************
                               ------
                               +++++++++++++++

Company's History in Country
                               ************
                               ----------------------------------
                               +++++++++++++++++++++++++++++++

People/Events Special to Country
                               ************
                               ------
                               ++++++++++++++++++++++++

Political Situation
                               **************************
                               ------------
                               +++++++++++++++++++++++++++++++

American Foreign Policy in Country
                               ************
                               ------
                               ++++++++++++++++++++++++++++++

Religion of People
                               *
                               ------
                               +++++++++++++++++++++++

Customs/Holidays
                               ************
                               ------
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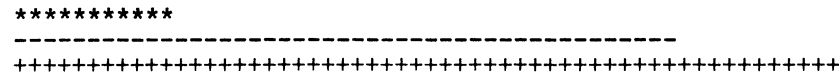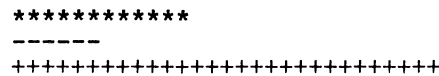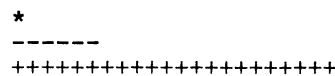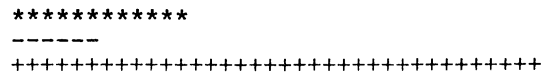
Figure 4.   (Continued)

Subjects	Percentage of Responses

```
                                          0    10    20    30    40    50    60    70    80    90   100

TRAINING

Language or Linguistics              **************************************
                                     ------------
                                     ++++++++++++++

Communication Skills                 ********************
                                     ------------
                                     ++++++++++++++        `

Managerial Skills                    *
                                     ------
                                     ++++++++++++++

Human Relations Skills               ********************
                                     ------
                                     ++++++++++++++

American Cultural Values             ************
                                     ------------
                                     +++++++

Cultural Values of Host Country      ********************************************
                                     ------------
                                     ++++++++++++++

Anticipating & Coping with Culture Shock    ********************
                                            --------------------
                                            +++++++
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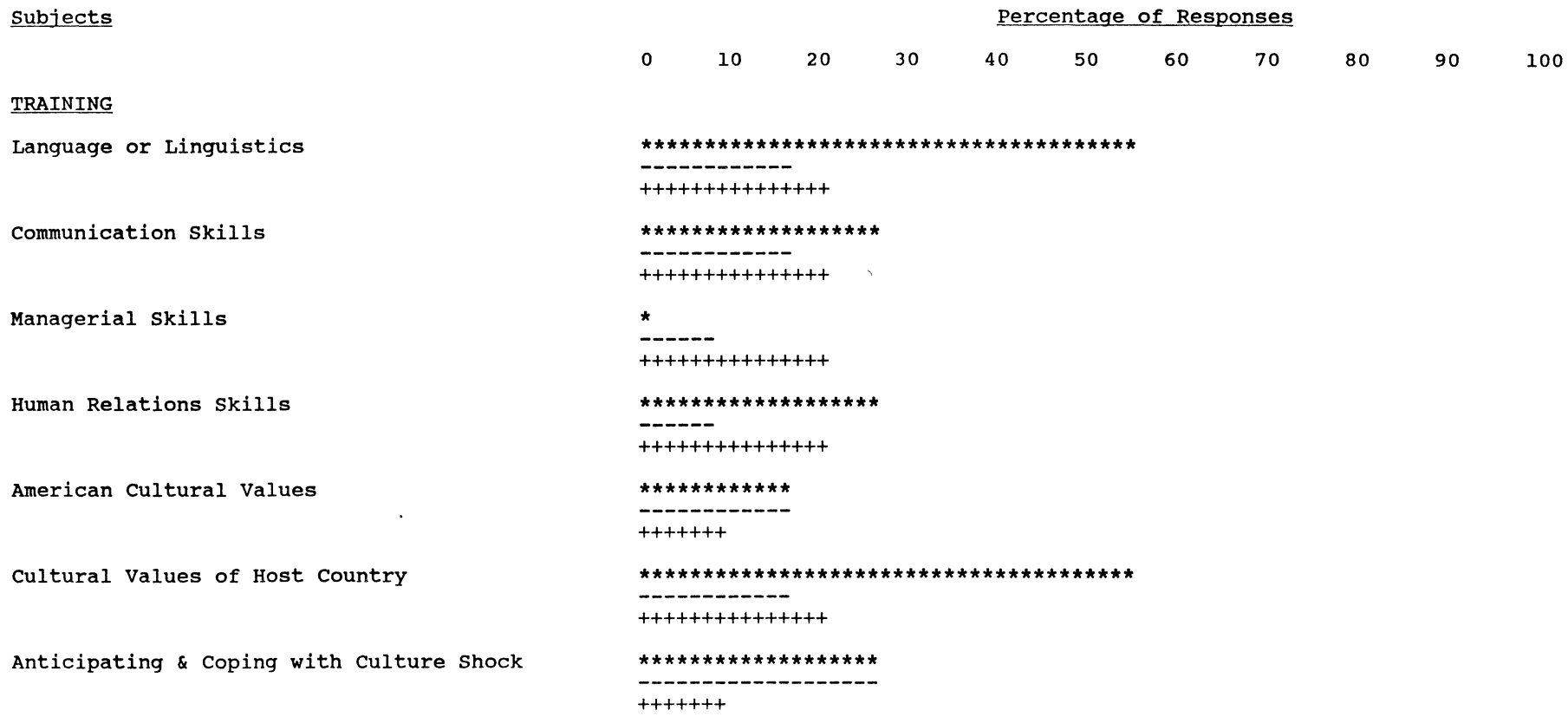
Figure 4.   (Continued)

```
                                                    0    10   20   30   40   50   60   70   80   90   100
```

OTHER PREPARATION

Pre-Transfer Visit to Host Country
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                                                    *******************
                                                    -------------------
                                                    ++++++++++++++++++++++
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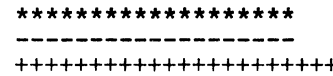
Planned, Short Experiences Working With
  People of Other Cultures
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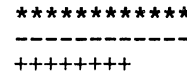
Meetings with Host Country Nationals
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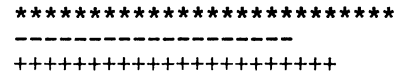
Meetings with Other Expatriates Who Had
  Been There
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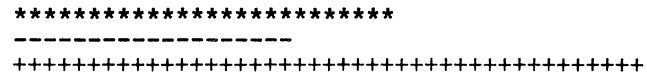
Figure 4. (Continued)

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Research was conducted to try to determine the expatriate selection and orientation procedures utilized by companies headquartered in Tulsa, Oklahoma. Available literature was reviewed regarding (1) the growth and importance of international business; (2) the financial, human resources, and public relations costs to the company of its expatriates; (3) the costs to the expatriate and his family in terms of coping with culture shock and the differences in life abroad; (4) the criteria for selecting expatriates and the basis for both success and failure in an overseas assignment; and (5) suggestions for preparing and training the expatriate for the challenges of living and working overseas.

Two questionnaires were developed, piloted, and administered. The Questionnaire for Tulsa Companies in International Business was distributed to 14 companies headquartered in Tulsa, Oklahoma identified as sending employees overseas to live and work. The findings reported in Chapter IV for this questionnaire were based on a return

rate of 71%. The Questionnaire for International Employees
was distributed to 45 members of a professional organiza-
tion for expatriates. The findings reported in Chapter IV
for this questionnaire were based on a return rate of 24%.

Conclusions

Proper selection and preparation of employees for
overseas assignments are keys to the expatriate's success
and thus the company success in the host country. Tulsa
companies could profit by learning from others' experienc-
es. When selecting candidates for expatriation, they
should consider that,

> Expatriation to an extraneous environment where
> the culture, language, and customs are alien to
> the average American can be a demanding and frus-
> trating experience. It takes a certain type of
> individual to successfully meet such a challenge,
> and, because expatriate failures and turnovers are
> so costly, it necessitates great diligence...in
> screening prospective candidates....The man best
> qualified technically is not always the man who
> can do the best job abroad! Prospective expatri-
> ates have got to be adaptable, independent, and
> sincere; they must have a real desire to go over-
> seas and the ability to tolerate different behav-
> ioral, cultural, social, and religious norms and
> to learn to empathize with local problems ranging
> from poverty and disease to political instability
> and corruption (Frith, 1981, p. 11-12).

Thorough knowledge of the employee's work record and
interpersonal relationship skills cannot be overemphasized
because,

> ...effective screening of candidates at home will
> often prevent failure abroad. Careful selection
> and preparation are essential, especially if the
> manager under consideration is going into a devel-
> oping country....If the wrong man is selected, he

has to be brought home, relocated, and the whole
process is begun again. The costs echo and re-echo.
And yet, this pattern is often repeated, especially
by companies doing business abroad for the first
time....In terms of the money involved, corporate
reputation, and success of the business enterprise
abroad, a little time and care to be sure the
right person is chosen are essential investments
(Illman, 1976, p. 7-8).

The recruiter or manager making the selection decision should be experienced in overseas living because they can best understand the pressures of expatriation and the special qualifications required for success overseas. Domestic managers working with overseas managers should also have some international experience so they can better understand the differences between conditions at home and abroad.

In preparing their expatriates for entering a new business and social environment, it seems that companies headquartered in Tulsa, Oklahoma which conduct business overseas realize the value of cross-cultural orientation but do not provide it for their expatriates. Tulsa companies most often provide basic information regarding the actual move overseas itself, helping the employee with the logistics of passports, medical exams, and work permits. A great deal of activity is focused on informing the employee about the compensation package including salary, benefits, special allowances, taxes, and vacation times. Relatively little assistance is offered in language training or learning the cultural values of the host country, both seen as essential by more than half of the expatriates surveyed.

Recommendations

"Language often provides the key to whether an expatriate feels 'lost' or 'at home' in a foreign country" (Hill, 1983, p. 84). Usually the local nationals appreciate even the attempt of an American to speak their language. Trying to fit into a new culture by learning and using the native language demonstrates to the people a respect for their way of life. Language opens a communication channel and leads to involvement in the new culture.

The first recommendation, therefore, is that language training be provided for expatriates going abroad. Ongoing instruction in the languages of the countries in which the company operates would ideally be available to all company employees. A one-hour session even once a week during lunch time in a company conference room led by a language educator from a local school or organization would make a statement that the company feels foreign language skills are needed. At the least, an "advertised" policy of tuition reimbursement especially for language classes would encourage cross-culture awareness and communication skills for all employees. Most important, however, is that language training be required for expatriates selected to go overseas and, ideally, for their families also.

This requirement would, of course, necessitate addressing another problem of importance. The company must plan more time between selection and departure of the

expatriate for his overseas assignment so that the employee and his family can more thoroughly prepare themselves. The details and chaos that a household move entails, the need to wrap up current projects at work and delegate responsibilities or perhaps even train someone new for the domestic position, and the potential for culture shock always being present require some time to handle. The family and the company would be able to work together to answer as many questions as possible and to learn as much as possible about the job, country, culture, and language. One to two months would be recommended preparation time, with an additional 2 to 5 days free upon arrival at the destination, especially if housing is not provided by the company. This would give the employee and his family time to begin getting oriented to their new surroundings.

The need for more preparation time leads to a third recommendation: better human resources planning to meet manpower needs overseas. Identify employees who possess the technical knowledge and skills that might be needed in the overseas positions. Do some initial screening of these employees based on their past performance, human relations skills, and willingness to work overseas. When a pool of potential expatriates have been identified, begin systematically providing for their development by enrolling them in relevant intercultural training programs, for example intercultural communication skills or negotiating with people of different cultures. Encourage them to pursue

language training (and require it if they are eventually selected for a particular assignment). Send them, as appropriate, on short business trips to overseas locations so they can become familiar with various foreign environments. Keep this candidate pool up to date as people are hired, promoted, or relocated. Human resources planning and ongoing development will provide a type of buffer when time is truly of the essence.

A fourth recommendation is to establish a system for providing country-specific information and exposing the employee to the cultural values of the host country before he departs for overseas. This can be done in two ways. First, develop a library of books, articles, and films about countries in which the company operates. Compile and continually update country packets which would include information on all topics related to the specific country and its people. Second, compile names, addresses, and phone numbers of expatriates and former expatriates that the employee might contact. Arrange one work-day meeting and/or one after-hours meeting for the newly selected expatriate with someone who has lived and worked in the country to which he is going or, ideally, with a native of the host country.

Fifth, include the employee's spouse and family in any and all information, orientation, and training sessions as much as possible. The success of the expatriate in being able to do his job and settle into life abroad is directly

affected by the adaptability, comfort, and support of his family. If the family as a whole is aware and prepared for the challenges of overseas life, the chances for staying the full term of the assignment and fulfilling the objectives of that assignment are much greater.

Sixth, companies should analyze and develop a more definitive measure of an expatriate's success or failure. This measurement should take into consideration both the company's business goals and employee's personal goals. Job performance goals should be mutually determined before the employee goes overseas and then progress toward these goals evaluated at set intervals. The company should also seek to understand the employee's motivations for accepting and expectations of the overseas assignment.

Finally, the company should make a decided effort to keep its expatriates in the mainstream of corporate life. Many ways are available for keeping the expatriate in touch with the home office, domestic business, and other overseas operations while out of the country. Suggestions include having major managers visiting the expatriate when overseas, holding periodic meetings and presentations for groups of expatriates at a central overseas location, distributing handbooks spelling out policies that concern expatriates, mailing newsletters and other general information on a regular basis, and scheduling time for the expatriate to attend conferences and other training seminars to help him keep current with his field and his peers.

Summary

In 1983, the United Nations studied 30,000 children aged 10 and 14 in nine countries to judge their comprehension of foreign cultures. American students placed next to last. Many experts believe,

> This lack of basic historic, cultural and linguistic talents has undermined the U.S. foreign policy, the nation's ties to even its closest allies in Europe, and the ability of the United States to compete effectively in a business world that grows more interrelated every day (Schodolski, 1984, p. 1).

This should be of great concern to educators and businessmen as we enter the 21st century. Effective interaction with nations of the world requires people who can speak others' languages and understand their ways. Increased cross-cultural awareness and skill will not happen without proper information and training. And in today's world of economic interdependence and the search for peaceful coexistence, cross-cultural skills are crucial.

As Werner Heisenberg, one of the founders of the Quantum Theory, states (Wigglesworth, 1981, p. 76):

> It is probably true quite generally that in the history of human thinking the most fruitful developments take place at those points where two different lines of thought meet. These lines have their roots in quite different parts of human culture, in different times or different cultural environments or different religious tradition: hence if they actually meet, that is,... [if] a real intersection can take place, then one may hope that new and interesting developments may follow.

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APPENDIX A

QUESTIONNAIRE FOR TULSA COMPANIES

IN INTERNATIONAL BUSINESS

<u>QUESTIONNAIRE FOR</u>

<u>TULSA COMPANIES IN INTERNATIONAL BUSINESS</u>

Name of your company: _____

Your name: _____

Your position: _____

Date: _____

1. What type of overseas business does your company
    conduct?

2. Does your company have an overseas office(s)?

    YES (If Yes, continue.)

    NO (If No, go to Question #4B.)

    Approximately how many locations? _____

    Approximately how many countries? _____

    In what regions of the world?

3. In general, in what capacity does the overseas
    office(s) function in relationship to the Tulsa
    office?

    _____ Joint Venture partnership
    _____ Result of Government contract
    _____ Result of Military contract
    _____ Another Office or Division of Multinational
           Company
    _____ Subsidiary
    _____ Marketing/Sales Office
    _____ Manufacturing Plant
    _____ Other: _____

4. From the Tulsa area, approximately how many employees with your company have been:

	A	B
	Assigned Overseas	Traveling Overseas
In the last 10 yrs?	_____	_____
In the last 5 yrs?	_____	_____
In the last 1 yr?	_____	_____

5. In what capacity are your international employees sent abroad?   (check all that apply)

_____ Manager/Executive
_____ Production Foreman
_____ Engineer
_____ Technician
_____ Salesperson
_____ Troubleshooter
_____ Computer Programmer/Operator
_____ Scientist
_____ Lawyer
_____ Doctor
_____ Accountant
_____ Trainer
_____ Other: _____

6. Are you involved in selecting or preparing employees for overseas assignments?

YES   NO

If YES, in what capacity?

7. Please rate each of the following criteria in terms of importance to your company when selecting an employee for overseas assignment:

        XI - Extremely Important
        I   - Important
        NA - Not Applicable/Not Ever Considered as Criteria
        U   - Unimportant
        XU - Extremely Unimportant

a.	Technical Expertise/ Product Knowledge	XI	I	NA	U	NU
b.	Managerial Skill/Sales Skill	XI	I	NA	U	XU
c.	Interpersonal Skill	XI	I	NA	U	XU
d.	Communication Skill	XI	I	NA	U	XU
e.	Training & Development Skill	XI	I	NA	U	XU
f.	Past Overseas Experience	XI	I	NA	U	XU
g.	Years with Company	XI	I	NA	U	XU
h.	Experience in Company	XI	I	NA	U	XU
i.	Age	XI	I	NA	U	XU
j.	Sex	XI	I	NA	U	XU
k.	Marital Status	XI	I	NA	U	XU
l.	Religious Identity	XI	I	NA	U	XU
m.	Past Performance Ratings	XI	I	NA	U	XU
n.	Educational Level	XI	I	NA	U	XU
o.	Fluency in Language	XI	I	NA	U	XU
p.	Knowledge/Familiarity with Country	XI	I	NA	U	XU
q.	Career Development Path	XI	I	NA	U	XU
r.	Test for Potential Advancement	XI	I	NA	U	XU
s.	Maturity/Emotional Stability	XI	I	NA	U	XU
t.	Independence/Self-Confidence	XI	I	NA	U	XU
u.	Respect for People of Different Backgrounds	XI	I	NA	U	NU
v.	Stability of Marital Relationship	XI	I	NA	U	NU
w.	Spouse/Family Adaptability	XI	I	NA	U	XU
x.	Political Sensitivity	XI	I	NA	U	XU
y.	Other Criteria Used:					

8. What selection process does your company use to find suitable candidates for overseas assignments? (for example, local or national advertising, interviews with Personnel or other managers, etc.)

9.   Who makes the selection decision?

10.   In what specific ways, if any, does your company
       provide information, orientation, or training
       especially for employees going to live and work
       overseas?   (check ALL that apply)

       JOB

       _____ Job Description
       _____ Job Goals, Objectives, Time Frame
       _____ Career Plan/Possible Positions Upon Repatriation

       TRANSFER

       _____ Moving Policy
       _____ Passports
       _____ Medical Exams/Innoculations (if needed)
       _____ Work Permits (if needed)

       COMPENSATION

       _____ Salary
       _____ Benefits/Special Allowances
       _____ Insurance Coverage
       _____ Taxes
       _____ Vacation/Holiday Schedule

       LIVING

       _____ General Living Conditions
       _____ Housing Arrangements/Cost
       _____ Transportation (availability, licenses,
                   traffic rules, etc.)
       _____ Schools/Education Options for Children
       _____ Health Care Standards/Facilities
       _____ Banking/Currency/Rate of Exchange
       _____ Shopping
       _____ Recreation Forms/Facilities
       _____ Appropriate Dress/Clothing to Take
       _____ Other: _____

AREA STUDY

_____ Climate
_____ Geography
_____ National History
_____ Company's History in Country
_____ People/Events Special to Country
_____ Political Situation
_____ American Foreign Policy toward Country
_____ Religion of People
_____ Customs/Holidays
_____ Other: _____

TRAINING

_____ Language or Linguistics
_____ Communication Skills
_____ Managerial Skills
_____ Human Relations Skills
_____ American Cultural Values
_____ Cultural Values of Host Country
_____ Anticipating & Coping with Culture Shock
_____ Other: _____

OTHER PREPARATION

_____ Pre-Transfer Visit to Host Country
_____ Planned, Short Field Experiences Working
         with People
_____ Meetings with Host Country Nationals
_____ Meetings with other Expatriates who have
         been there
_____ Other: _____

11. Check the method(s) by which your international
    employees become familiar with their overseas
    assignment in terms of:

Job	Country	Culture	
_____	_____	_____	Employee on his/her own
_____	_____	_____	Briefing by Personnel Officer
_____	_____	_____	In-house seminars
_____	_____	_____	Outside consultants/ seminars
_____	_____	_____	Classes at educational institution
_____	_____	_____	On-the-job in domestic business
_____	_____	_____	On-the-job overseas
_____	_____	_____	Meeting with former expatriates
_____	_____	_____	Meeting with host country nationals
_____	_____	_____	Other: _____

12. When is the candidate exposed to this information?

    _____ During selection process
    _____ After selection/Before departing for overseas
    _____ Upon arriving in host country

13. If the candidate's spouse and family will travel
    overseas, are they involved in the information/orien-
    tation/training process?

    YES   NO

    If YES, at what point do they become involved?

    _____ During selection process
    _____ After selection/Before departing for overseas
    _____ Upon arriving in host country

14. If formal orientation/training is given, does the
    company evaluate its effectiveness?

    YES   NO

    If YES, when and how is the evaluation done?

15. If no formal orientation/training is given, what are the major reasons?

    _____ Tendency to employ local nationals overseas
    _____ Temporary nature of employee's assignment
    _____ Not enough personnel going overseas to warrant
            formal program development
    _____ Doubt effectiveness of such orientation
    _____ Lack time for training once employee is selected
    _____ Lack staff to plan and implement orientation
    _____ Lack money to support formal orientation
    _____ Other: _____

16. How does your company measure an expatriate's
    "success" in his or her overseas assignment?

    Based on this measure, what percentage of your inter-
    national employees would you say are "successful"?

17. In your professional opinion, what are the major
    reasons an expatriate succeeds?

    In your professional opinion, what are the major
    reasons an expatriate fails?

APPENDIX B

QUESTIONNAIRE FOR INTERNATIONAL EMPLOYEES

QUESTIONNAIRE FOR

INTERNATIONAL EMPLOYEES

Name: (optional) _____

Company: _____

Current Position & Location: _____

Last Overseas Position & Location: _____

_____

Age: (optional) _____

Marital Status: (optional) _____

Ages of Children, if any: (optional) _____

(THE INFORMATION ON THIS PAGE IS REQUESTED ONLY TO GATHER
DEMOGRAPHIC DATA AS A BASIS FOR COMPARISON WITH OVERSEAS
EMPLOYEES OF OTHER LOCAL COMPANIES. YOU CAN BE SURE THIS
INFORMATION AND YOUR RESPONSES TO THIS QUESTIONNAIRE WILL
BE KEPT CONFIDENTIAL.)

Please list your overseas experience:

Country	Time Period	Position	Accompanied By Family?
			Yes No
			Yes No
			Yes No
			Yes No
			Yes No
			Yes No

IF YOU HAVE WORKED IN THE MIDDLE EAST, PLEASE CONSIDER
YOUR LONGEST ASSIGNMENT IN THAT AREA FOR THE FOLLOWING
QUESTIONS. IF YOU HAVE NOT WORKED IN THE MIDDLE EAST,
PLEASE CONSIDER YOUR LONGEST OVERSEAS ASSIGNMENT IN ANY
PART OF THE WORLD WHEN ANSWERING THE FOLLOWING QUESTIONS.

My answers relate to my assignment in _____.

1.   Please rate each of the following as reasons why you
     accepted this overseas assignment:

          XI - Extremely Important
          I - Important
          NA - Not Applicable/Not Ever Considered
          U - Unimportant
          XU - Extremely Unimportant

a.   Money/Financial Benefits   XI   I   NA   U   XU
b.   Job Itself   XI   I   NA   U   XU
c.   Adventure   XI   I   NA   U   XU
d.   Broaden My Horizons   XI   I   NA   U   XU
e.   Opportunity to Travel   XI   I   NA   U   XU
f.   Step in Career Ladder   XI   I   NA   U   XU
g.   Required by Company   XI   I   NA   U   XU
h.   To Assist in Developing   XI   I   NA   U   XU
        Country
i.   To See How Others Live   XI   I   NA   U   XU
j.   Break Out of Current Situation   XI   I   NA   U   XU
k.   Other Reasons: _____

     _____

2.   In retrospect, to what degree do you feel your
     overseas assignment met your expectations or
     motivations?

     10   9   8   7   6   5   4   3   2   1

     _._._._._._._._._._._

     10 = Exceeded my expectations; very satisfied
          with all aspects of assignment.

      1 = A miserable experience; very disappointed with
          all aspects of assignment.

3. This is a two-part question. On the following list,

   A. CHECK ALL ITEMS PROVIDED BY YOUR COMPANY to help you prepare for the experience of living and working overseas.

   B. CIRCLE ALL ITEMS THAT YOU SEE AS CRUCIAL for employees going overseas to be familiar with, based on your past experiences.

JOB

_____ Job Description
_____ Job Goals, Objectives, Time Frame
_____ Career Plan/Possible Positions Upon
         Repatriation

TRANSFER

_____ Moving Policy
_____ Passports
_____ Medical Exams/Innoculations (if needed)
_____ Work Permits (if needed)

COMPENSATION

_____ Salary
_____ Benefits/Special Allowances
_____ Insurance Coverage
_____ Taxes
_____ Vacation/Holiday Schedule

LIVING

_____ General Living Conditions
_____ Housing Arrangements/Cost
_____ Transportation (availability, licenses,
         traffic rules)
_____ Schools/Education Options for Children
_____ Health Care Standards/Facilities
_____ Banking/Currency/Rate of Exchange
_____ Shopping
_____ Recreation Forms/Facilities
_____ Appropriate Dress/Clothing to Take
_____ Other: _____

AREA STUDY

_____ Climate
_____ Geography
_____ National History
_____ Company's History in Country
_____ People/Events Special to Country
_____ Political Situation
_____ American Foreign Policy toward Country
_____ Religion of People
_____ Customs/Holidays
_____ Other: _____

TRAINING

_____ Language or Linguistics
_____ Communication Skills
_____ Managerial Skills
_____ Human Relations Skills
_____ American Cultural Values
_____ Cultural Values of Host Country
_____ Anticipating & Coping with Culture Shock
_____ Other: _____

OTHER PREPARATION

_____ Pre-Transfer Visit to Host Country
_____ Planned, Short Field Experiences Working
   with People
_____ Meetings with Host Country Nationals
_____ Meetings with other Expatriates who have
   been there
_____ Other: _____

4. How did you gain most of the information/training
  about your overseas assignment in terms of:

Job	Country	Culture	
_____	_____	_____	On my own
_____	_____	_____	Briefing by Personnel Officer
_____	_____	_____	Company training workshops
_____	_____	_____	Outside consultants/seminars
_____	_____	_____	Classes at Educational Institution
_____	_____	_____	On-the-job in domestic business
_____	_____	_____	On-the-job overseas
_____	_____	_____	Meeting with former expatriates
_____	_____	_____	Meeting with host country nationals
_____	_____	_____	Other: _____

5. Had you ever been to the host country before
  accepting an assignment there?

_____ YES
_____ NO

6. Did you know or learn the native language before going
  to the host country?

_____ YES (Circle one: KNEW LEARNED)
_____ NO

If NO, did you, through your own efforts, try to learn the native language <u>after</u> arriving in the host country?

_____ YES
_____ NO

7.   If your family accompanied you overseas, did they prepare in any special ways for living in a new environment?

8.   In what ways, if any, were you able to learn about and involve yourself with the local people and their culture?

9.   Culture Shock--the frustration, confusion, tension, and embarrassment that result from encountering different ways of doing things and different values-- is said to be the occupational hazard of working overseas. To what degree do you feel you experienced "culture shock" when you went overseas?

     10   9   8   7   6   5   4   3   2   1
     .   .   .   .

     10 = Extreme "culture shock"

      1 = No "culture shock" at all.

10. What was the most difficult thing for you to adjust to in your overseas assignment?

        For your family?

11. In what particular ways, if any, could your employer have helped you be better prepared to work and live overseas and have made your assignment more successful and effective?

12. Considering the positive and negative aspects of your past overseas experiences, would you accept another overseas assignment?

        _____ YES, I would.
        _____ I would probably consider it.
        _____ It would depend on where it was.
        _____ Only under special circumstances; unlikely.
        _____ NO, I would not.

APPENDIX C

THE CULTURAL ENVIRONMENT OF

INTERNATIONAL BUSINESS

THE CULTURAL ENVIRONMENT OF INTERNATIONAL BUSINESS

LANGUAGE

Spoken language
Written language
Official language
Linguistic pluralism
Language hierarchy
International languages
Mass media

RELIGION

Sacred objects
Philosophical systems
Beliefs and norms
Prayer
Taboos
Holidays
Rituals

VALUES AND ATTITUDES

Toward:
  time
  achievement
  work
  wealth
  change
  scientific method
  risk-taking

LAW

Common law
Code law
Foreign law
Home country law
Antitrust policy
International law
Regulation

EDUCATION

Formal education
Vocational training
Primary education
Secondary education
Higher education
Literacy level
Human resources
  planning

POLITICS

Nationalism
Sovereignty
Imperialism
Power
National interests
Ideologies
Political risk

TECHNOLOGY AND MATERIAL CULTURE

Transportation
Energy systems
Tools and objects
Communications
Urbanization
Science
Invention

SOCIAL ORGANIZATION

Kinship
Social institutions
Authority structures
Interest groups
Social mobility
Social stratification
Status systems

Source. Vern Terpstra, *Cultural Environment of International Business* (Cincinnati: South-Western Publishing, 1978), p. xiv.

VITA ∂

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