Best Cross-Cultural Training Practices for North American and European Expatriates in China: A Delphi Study

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The deployment of expatriate managers by business leaders is expensive, with the cost reported to be in the millions of lost revenue dollars when expatriates fail at their assignment. The rate of failure, which can result in financial loss and talent depletion, necessitates an examination of successful training strategies and techniques used by North American or European expatriates, especially in China, where expatriates face many cross-cultural challenges. The purpose of this modified Delphi study was to explore the strategies and techniques used to prepare expatriates before relocating to China and to develop consensus on the elements most necessary for a successful cross-cultural training (CCT) program. Twenty-three expatriates with at least one year of experience in a foreign assignment participated in the study. Three rounds of data collection and analysis resulted in consensus for the inclusion of 61 CCT outcomes, covering the seven categories for adaptation. The categories were (a) cultural shock and transition; (b) professional and working life, which was grouped into two subcategories of skills and knowledge and cultural awareness and understanding; (c) language and communication; (d) general cultural training; (e) living in China; and (f) training methods. The findings in the current study are important with respect to the identification of a multidimensional theoretical construct for the development of practitioner training programs.

Introduction

The early 21st-century business environment has become increasingly complex as boundaries extend around the globe (Avril & Magnini, 2007; Javidan & House, 2001). Leaders of multinational corporations (MNCs) have continued to increase the number and size of their foreign operations as well as the number of senior and middle managers working overseas (Chouhan, 2006). In an effort to transfer knowledge from parent to subsidiary, organizational leaders often send local managers to foreign locations as the primary method of starting and managing new foreign operations (Graf & Harland, 2005; Pires, Stanton, & Ostenfeld, 2006). Reported failure rates of these expatriated managers vary. In all instances, the rate is high, ranging from 16% to 70% (Shen & Darby, 2005; Solomon, 1996), and these failure rates have not reduced over time (Pires et al., 2006).

Cross-cultural researchers defined expatriate failure as premature return before assignment completion (Avril & Magnini, 2007; Black & Mendenhall, 1990; Kim & Slocum, 2008). According to Jassawalla, Asgary, and Sashittal (2006) and Black and Mendenhall (1989), between 25% and 50% of former expatriates who prematurely left their assignments also left their firms within a year of their return. The cost associated with each failed overseas assignment is between $65,000 and $1.2 million (Pires et al., 2006). With the number of expatriates working abroad increasing each year, the costs to organizations can be substantial (Lee, 2007). The employee selection and preparation process is vital to favorable returns on expatriate investment (Lee, 2005). In addition to the expected deployment and relocation costs (with average compensation packages of $250,000 per annum), business leaders consider most American expatriates who remain at their overseas assignments poor to moderate performers (Lee, 2007).

One of the key reasons for the early return, or failure, of expatriates is frustration due to poor cross-cultural adaptation when fulfilling assignments in foreign countries (Avril & Magnini, 2007; Jassawalla, Truglia, & Garvey, 2004). Expatriates or their families may have a difficult time adjusting to the local culture because of burnout and social withdrawal (Kim & Slocum, 2008), which may lead to poor effectiveness on assignments (Erbacher, D'Netto, & Espana, 2006). Human resource practitioners struggle to select, train, and deploy successful expatriate managers for foreign companies based in Asia (Abbott & Stening, 2006; Abbott, Stening, Atkins, & Grant, 2006).

China is one country in particular that has become the focus of expatriate research due to continued and projected economic growth (China-Window, 2004; Erbacher et al., 2006; Pires et al., 2006). Foreign direct investment in China continues to drive a growing demand for experienced managers (Buckley et al., 2007; Carr, Inkson, & Thorn, 2005; Cheng & Lin, 2009; Li, 2005; Pires et al., 2006). China has millions of urban blue-collar workers, but not the experienced and skilled managers on whom leaders of North American and European multinational firms can depend to fill an increasing number of key positions (Dressler, 2006; Pires et al., 2006; Wu, 2008).

Researchers for *China Daily*, a local newspaper in China, estimated that more than 150,000 expatriates were working in China in 2005, and the number was expected to increase (Wei, 2006). Despite the growth of the expatriate population in China since the early 1990s, expatriates continue to have trouble with cross-cultural adaptation, which remains a major factor in the attrition of expatriates in China (Avril & Magnini, 2007). The successful adjustment of expatriate managers in China has not been thoroughly researched (Erbacher et al., 2006).

Researchers have highlighted the importance of providing cross-cultural training (CCT) for expatriate managers to reduce the failure rate (Black & Mendenhall, 1990; Lee, 2007; Tung, 1981). Mendenhall and Oddou (1985) stressed the importance of providing sound CCT programs to expatriates. Kealey, Protheroe, MacDonald, and Vulpe (2006) noted research is undeveloped on both CCT strategies and techniques that would help North American expatriate managers prepare for assignments in China. Beyond the borders of China, little published research exists on the effects of CCT on expatriate failure (Lee, 2007; Ozdemir & Cizel, 2007). Given the high rate of expatriate failure, a more comprehensive understanding of CCT techniques and approaches that will facilitate improved expatriate adjustment is needed.

Considerable research on CCT was found from the early 1970s (Cooke, 2009; L. N. Littrell,

Salas, Hess, Paley, & Riedel, 2006). Advances did not result from the research that assisted practitioners in improving expatriate adjustment and completing their foreign assignments (L. N. Littrell et al., 2006). Previous empirical CCT research has been redundant and inconclusive in identifying the CCT approaches most effective at preparing expatriates for cultural change. L. N. Littrell and Salas (2005) and Tung (1981) noted the need for subjective judgment on a collaborative basis.

The current study focused on one central research question to address gaps in the relevant literature, particularly with regard to the determinants of successful training that may enhance expatriate cross-cultural adaptation (L. N. Littrell et al., 2006). What are the best CCT techniques, approaches, and practices for North American and European expatriates in China? For the purpose of the study, the term *CCT technique* includes the specific strategies of successful cross-cultural adaptation, whereas *CCT approach* refers to the general grouping of similar sets of CCT techniques and strategies.

Early researchers defined CCT as any intervention designed to increase the skills of expatriates, or increase knowledge in skill areas, to help expatriates operate effectively in an unfamiliar host culture (Kealey et al., 2006; Tung, 1981). Twenty-first-century researchers defined CCT as the education and training process used to improve an individual's intercultural learning skills through the development of cognitive, affective, and behavior competencies necessary for successful interactions across dissimilar cultures (L. N. Littrell et al., 2006; Morris & Robie, 2001; Petison & Johri, 2008). From the two definitions, researchers learned that the goals of CCT are threefold (L. N. Littrell et al., 2006).

One goal of CCT is to assist expatriates in determining the acceptable cultural behaviors and appropriate ways of performing necessary job tasks in the host country (Black & Mendenhall, 1990; Kealey et al., 2006). An additional goal should be to help expatriates cope with unexpected events in the host culture and to reduce conflict resulting from these unexpected situations and actions (Kealey et al., 2006). The third goal of CCT is to create realistic expectations for the expatriates with regard to living and working in the host country (Black & Mendenhall, 1990; Caligiuri, Phillips, Lazarova, Tarique, & Burgi, 2001). Each of the training interventions includes developing awareness among people where a familiar cultural framework does not exist (Caligiuri et al., 2001).

According to L. N. Littrell and Salas (2005), "A condensation of the literature detailing the best practices of CCT, such as what organizations are doing and how their practices can be improved upon, is not yet available" (p. 306). To address the gap in the literature, L. N. Littrell and Salas conducted a comprehensive review of CCT literature beginning in the early 1980s and examined the best practices, guidelines, and research needs of CCT. L. N. Littrell and Salas offered practitioners and researchers a strong set of research-based guidelines on how leaders of organizations should implement CCT to maximize benefits. L. N. Littrell and Salas acknowledged that further research was necessary to update best CCT practices to the changing conditions of the global business environment.

One of the reasons that a lack of consensus exists on the best types and timing of CCT strategies may be the variety of theoretical constructs used in CCT research. Social learning theory, cultural shock theory, and sequential model theory contribute useful constructs for understanding the factors affecting expatriate adjustment. Selmer, Chiu, and Shenkar (2007) noted that the specific contextual factors of an expatriate's placement in

a host country affected the acculturation process differently. Exploratory research was necessary to address the gap in the literature with regard to the best CCT strategies used to improve adjustment for expatriates effectively in the cultural and business environment of China (L. N. Littrell & Salas, 2005; Prud'homme van Reine & Trompenaars, 2000; Selmer, 2002; Tung, 1981).

Methodology

Population and Sample
The population for the current study was North American and European expatriate managers from organizations employing between 100 and 1,000 employees that are wholly owned foreign enterprises from a single country or have a majority of foreign ownership in the case of joint ventures. The specific population was expatriate managers working in the Qingdao area of China for North American MNCs for a minimum of 12 months. The sampling criterion of managers of North American or European origin was selected because failure to adjust culturally is more likely when expatriates come from developed countries (Black & Gregersen, 1991; Jassawalla et al., 2006). No upper limits were placed on the number of years of experience of the participants, as after 6 months on an assignment, expatriates settle into the assignment by developing coping skills (Avril & Magnini, 2007; Befus, 1988).

Approximately 3,500 expatriates live in the Qingdao area (A. Wong, personal communication, April 15, 2010). Some of the 50 individuals contacted initially to participate in the study were not available to participate in the research; initial contact with a group of potential participants greater than the sample size of 15 ensured that an adequate number of individuals participated in the study (Clayton, 1997).

Three-Round Modified Delphi Procedure
The modified Delphi procedure involved three rounds of surveys about the most relevant, most important issues in assisting new expatriates as they attempt to transition into the Chinese culture. The first-round survey consisted of open-ended questions that were both general and derived from pertinent literature.

The demographic questionnaire included three multiple-choice-type questions about years of experience in the current assignment, total years as an expatriate, and country of repatriation. This demographic information helped support conclusions about the panelists drawn in the data analysis process (Selmer et al., 2007). The pilot study also included 22 open-ended questions focusing on topics such as CCT, leadership characteristics, preparation for expatriation, the cross-cultural transformation experience, adaptive skills and experiences, information, training for family members, personal characteristics, cultural norms and language barriers, and effective strategies.

To start the first round, 25 invitations to participate were sent via e-mail, along with a link to SurveyMonkey, the Round 1 questions, and the informed consent agreement. Twenty-three participants completed the informed consent and Round 1 questions. The narrative data collected were analyzed by three raters using constant comparative analysis and NVivo qualitative software (QSR International, 2010). All duplication was removed, and 243 items in seven areas emerged. Interrater reliability, defined as the extent to which independent coders evaluate the characteristics of an artifact and reach the same conclusion (Tinsley & Weiss, 2000), was established among three raters.

The outcome of the analysis was the reformation of the data from a question-based format to a categorical format. Coding transcended the questions, and the authors organized the responses

by category rather than by question. Responses fitting into specific categories were identified across the questions. Upon completion of the constant comparison method, the items were divided into the seven categories. These categories were used to organize the data for the development of the Round 2 questionnaire. Each category was reviewed individually, and items for Round 2 were developed from the responses from Round 1. Data were consolidated with similar responses, and items were created, resulting in 243 items on the Round 2 questionnaire. Care was taken to retain the actual wording of the participants. Minor edits, such as spelling and mechanics issues, were addressed when developing the Round 2 survey.

The categorized responses to the open-ended questions from Round 1 were reflected in a Likert-type scale survey in Rounds 2 and 3, with a scale that ranged from 1 (very unimportant) to 5 (very important; Skulmoski, Hartman, & Krahn, 2007). The second and third survey rounds required the expert panelists to use the Likert-type scale to indicate the level of agreement with the statements.
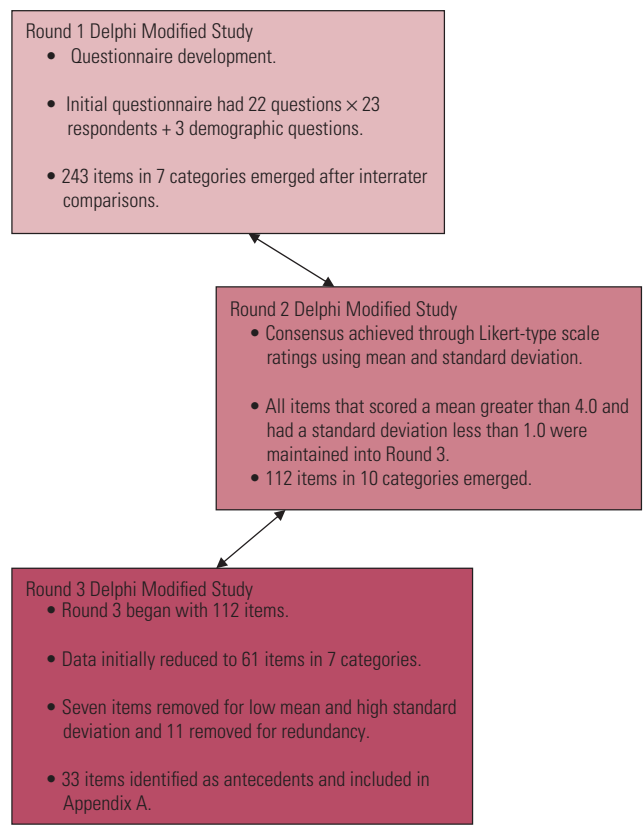
The second-round survey started with 243 items that were ranked using a 5-point Likert-type scale. Twenty-three panelists participated. The mean and standard deviation were determined for each of the 243 items and were used to reduce the data to 112 items in 10 categories. These items were used for the Round 3 survey.

The third round closed after all 23 participants from Round 2 responded. Data were reduced to 61 items using the mean and standard deviation for each item. If the mean was less than 4.0 and the standard deviation greater than 1.0, the item was eliminated.

Church and Waclawski (1998) noted that interpretation of results using the mean average is an acceptable method for understanding results. Mean

and standard deviations, or median and interquartile ratings, are frequently used in Delphi studies to rank the data and determine consensus among the respondents (Brill, Bishop, & Walker, 2006; Plinske & Packard, 2010; Watba & Farmer, 2006). In previous studies that included 5-point Likert-type scales, data with a standard deviation less than 1.0 and mean greater than 4.0 were maintained. Figure 1 depicts data reduction through the three rounds.

Results

Characteristics of the Delphi Panelists

Several demographic statistics were collected and tabulated to characterize the panelists. Table 1

Figure 1

Summary of Modified Delphi Data Reduction Process

Round 1 Delphi Modified Study
- Questionnaire development.
- Initial questionnaire had 22 questions × 23 respondents + 3 demographic questions.
- 243 items in 7 categories emerged after interrater comparisons.

Round 2 Delphi Modified Study
- Consensus achieved through Likert-type scale ratings using mean and standard deviation.
- All items that scored a mean greater than 4.0 and had a standard deviation less than 1.0 were maintained into Round 3.
- 112 items in 10 categories emerged.

Round 3 Delphi Modified Study
- Round 3 began with 112 items.
- Data initially reduced to 61 items in 7 categories.
- Seven items removed for low mean and high standard deviation and 11 removed for redundancy.
- 33 items identified as antecedents and included in Appendix A.

Table 1

Panelists' Length of Time on Current Assignment

Length of Time	n	%
Less than 1 year	0	0.0
1 to less than 2 years	6	32.0
2 to less than 4 years	9	36.0
4 to less than 6 years	4	16.0
6 years or greater	4	16.0

Table 2

Panelists' Total Years of Experience Working in a Foreign Country

Years of Experience	n	%
Less than 3 years	2	8.0
3 to less than 5 years	6	24.0
5 to less than 7 years	5	20.0
7 years to 10 years	7	30.0
10 years or more	3	12.0

Table 3

Panelist Country or Region of Repatriation

Country	n	%
United States	11	47.8
Canada	4	17.4
Europe	8	34.8

Table 4

Panelist Cross-Cultural Training Received in Preparation for Move to China

Description of Training	n	%
No training	12	52.2
Language training	6	26.1
Experience and general education	2	8.7
Internal training by company	2	8.7
A comprehensive training program	1	4.3

indicates the length each expatriate has been on the current assignment (mean = 3.6 years, maximum = 11). All panelists had been on the current assignment for a minimum of 1 year, consistent with the sampling criteria.

As outlined in Table 2, the mean length of time of foreign experience of the panelists was 7.29 years (median = 6.5, minimum = 1.5, maximum = 33). Panelists had many years of foreign country experience and represented a mature group of expatriates.

All panelists were of North American or European origin. Table 3 reflects the panelists' country or region of repatriation, which included a blend from the United States, Canada, and Europe. The European countries were Britain, Belgium, Denmark, and France.

The fourth demographic pertained to the level of CCT training provided to the managers before arriving on assignment in China, as shown in Table 4. More than half of the panelists received no training, and more than a quarter received only language training. Only one received a comprehensive training program.

Open-Ended Question Results

Data from the 22 open-ended questions in the open-ended questionnaire were coded thematically. Coding transcended the questions, and the responses were organized by category rather than by question. Responses fitting into specific categories were identified across the questions. These categories are described below.

Cultural Shock and Transition

Culture shock and transition emerged with two different subcategories: (a) general cultural shock strategies and (b) specific logistics related to the transition. The comments elicited were "just the basics of what culture shock is and the phases that one goes through were mentioned," "the stages of culture shock," "how to recognize culture shock and how to cope and work through it," "strategies in getting through cultural shock," and "strategies for assisting a nonworking spouse's adaptation in a new culture." The following comments were more insightful and philosophical: "understanding my own values and the values of the Chinese people allow an understanding of political history that is impossible if only viewed from my side," "where understanding one's own values and the values of others is a starting point," and

> To unpack. To not keep saying I am going back to America in 3 years and so I am not going to move out of my suitcase. I think being willing to do life in China was a big help.

More specific logistical issues and maintaining contacts were also included such as "staying connected to family/friends." Some participants focused more on planning how to deal with cultural shock: "preparation, laying out a strategic game plan for dealing with culture shock, adjustment issues, etc." or "having a local friend who

knows who to contact for anything in case of an emergency. Expatriate contact for when a little bit of home is required!"

Professional and Work Life

Many participants provided insight into what training was needed in the work environment in the professional and work life section. The professional and work life category was further classified into two subcategories: (a) professional cultural awareness and (b) professional skills. The participants' comments were centered on general aspects of dealing with cultural differences in the workplace within the category of professional cultural awareness: "handling frustrating disorganized systems"; "creating a more productive atmosphere which benefits the company and a more enjoyable experience by the employee and their families"; "the fact that a successful expatriate experience can lead to good employee effectiveness is 100% most important!"; and "the Chinese boss's way of working and the ideal working environment (in terms of the employee), future vision of the employees compared to what they are willing to give to fulfill the vision, and the truth about dealing with business men, suppliers, etc."

Some comments were very clearly based on personal experiences: "only the Legal representative has the power of command. Now I am (in command) since one year and a half (I am) the Legal Representative, so I have the chop to sign"; "the most difficulty I see is in 'trust'"; "A lot of Chinese people do not trust anyone or anything but money. That slows down business efficiency a lot. A word or handshake is worth nothing in China"; "negotiation styles in China"; "negotiating the first contract"; "hierarchical structure in Chinese business"; and "expecting turnover in the workplace."

Other comments fit under professional skills and were more specific, such as "how to behave

when you are together with the Chinese especially during the ongoing business dinners" and "motivations [in the work environment], labour law, and HR policies, like wedding leave and maternity time."

Language and Communication

Language and communication emerged as a category, as the word *language* was prevalent across the 22 questions. Several participants indicated language, but also provided a more complete identification of issues such as "learning local language . . . language training . . . understanding the local language." Participants also expressed more specific aspects of language and language training: "Some specific sounds of Chinese speech such as eh, en, ah, hao, etc.," or "particularly on grammar differences between Chinese and English." In addition to spoken language, the "ability to listen and watch to acquire information" and "body language combined with a serving attitude" are further aspects of communication that are necessary in CCT.

General Cultural Training

Very general comments were mentioned about cultural aspects of a program in CCT, historical and cultural foundations, personal space, crowding, jumping in line, staring, loudness, and so forth. General areas involved comments such as "no understanding of how to deal with people that say yes, know nothing, and will lie and cheat"; "understanding the history of China"; "too many stereotypes and too few explanations where the other culture's behavior is based"; and "What is the root of the behavior? Look for the root of mannerisms—look for the stories behind the culture—example *xiao xin* means caution—why does the literal translation of small heart mean caution?"

Personal experiences were again part of the comments received: "I had no idea that the difficulties would continue throughout my expat life. I thought that after a while it would get easier. . . . It got only slightly easier!" or to understand the "negative aspects of culture," or "what motivates the Chinese," "understanding you cannot change the Chinese culture," and the expectation with respect to "general etiquette and customs," "relationship norms," and "cultural nuances when socializing with Chinese." One participant responded:

> I was not at my normal home and that I was living in a culture where things have been done for 1000s of years and change will be slow. At the beginning I found shopping difficult due to the lack of Western products and the lack of English language on Chinese products.

Living in China

The category of living in China contained two types of responses: (a) general impressions of life in China and (b) specific characteristics of China and the Chinese. For example, general comments were similar to "how Chinese view negotiating in a completely different way from Americans" or in another case "quality of life and standard of living." Other comments included "banking practices, where and how to get to use ATM machines"; "quality of life issues"; "buying habits and locations"; "the medical system and health care"; "setting up a home in China"; "grocery stores and what would be available"; "transportation"; and "safety."

Training Methods

The training topics that emerged across a range of questions were diverse and included all types of media, techniques, and trainers. Media included magazines, newspapers, books, the Internet, classroom, and audiovisuals. One participant suggested

an "adjustment manual which outlines all the day-to-day processes and also cultural nuances of working and socializing with the Chinese."

Suggested techniques were diverse and used all the above media. Suggestions included "role playing stereotypes of the other culture, case studies, and discussion." Other comments related to the uselessness of training as "culture and business culture is learned in the field not at school" or training should be "hands on." The trainer or who should be delivering the training also emerged as an issue. Most contained aspects of various types of interaction: "have a local person who was able to carry out acclimatization constantly" and "interaction with other families who can relate to our circumstances." Other comments were more pointed: "a more appropriate business culture training done by a foreign business man with a big experience of doing business in China and not simply Chinese teachers."

Webinars and self-study were also considered to be good training tools. One participant suggested a strategy where "perhaps a short period in a foreign country would have helped to more easily adapt and then maybe not," but qualified the effectiveness of the strategy: "Had I stayed too short a time, I may not have returned." Others indicated that the training should not just be pre-departure or upon arrival to China, but should be "ongoing" or "ongoing training/checkups and/or coaching."

Leadership

Leadership items varied and included skills, knowledge, and personal traits. These items (see Appendix) were gleaned from the specific leadership questions and questions not specifically asked about leadership. Skills and knowledge items had a plethora of ideas. Some were related to knowledge about the culture, workforce, or language.

Others were based on adapting a Western-style skill set to China. Still others were more specific about particular leadership skills. "Listening skills to hear what people say and to what they don't say"; "problem-solving skills"; "ability to inspire people to do great things"; "international negotiation abilities"; and "team building" are all examples of skills and knowledge.

Personal traits were prevalent among comments from the participants. Such items revealed the necessity of a basic personality type: "persistence, tenacity and perseverance"; "ability to see things from a different perspective"; "flexibility"; "being open to cultural differences"; "adaptable"; and "ability to change" were all consistently mentioned by the panelists.

Generating Consensus

After reviewing the Round 2 data, all items that scored a mean greater than 4.0 and had a standard deviation less than 1.0 were maintained into Round 3. A rating between 4.0 and 5.0 indicated respondents rated these items as *important* to *very important*. Items in Round 3 that maintained a mean greater than 4.0 and a standard deviation of less than 1.0 were ranked in descending order of mean to yield consensus on the most important issues in each category that must be addressed in a CCT program.

The data were not found to be normally distributed but rather skewed and clustered about the mean. More than 80 percent of the participants answered with an *important* or *very important* response, indicating consensus had been reached on the 61 issues ranked in Round 3.

Intragroup comparisons were used instead of intergroup comparisons, following the lead of Brill et al. (2006). Brill et al. noted that because there was a high level of agreement among the panelists, intergroup comparisons were not necessary. The

majority of the participants identified a significant number of items in every category as being *important* to *very important* in both Rounds 2 and 3. The panelists' data through Rounds 2 and 3 indicated that all categories were significant and that all categories included items that were important to include in a comprehensive CCT program, thus making cross-category ranking unnecessary.

Category 1, cultural shock and transition, included seven items having a mean between *important* and *very important* in both Rounds 2 and 3. Table 5 presents the items listed in descending order of rank. The top four items that must be addressed are: (a) strategies for assisting a nonworking spouse's adaptation in a new culture, (b) expectations of work environment, (c) recognition

that culture shock will happen, and (d) concrete examples of adjustment strategies.

The mean for all seven items increased from Round 2 to Round 3, indicating an increased importance in six of seven items, with Item 5 being the exception. The standard deviation for all seven items decreased from Round 2 to Round 3, indicating a higher level of agreement among the respondents from Round 2 to Round 3.

Table 6 indicates Subcategory 2A included eight items that ranked with a mean being between *important* and *very important* in both Rounds 2 and 3. In descending order of rank, the top five

Table 5
Category 1: Culture Shock and Transition

Issues Important to Address in CCT	Round 2		Round 3		
	M	SD	M	SD	Rank
Strategies for assisting a nonworking spouse's adaptation in a new culture	4.48	0.67	4.54	0.59	1
Expectations of work environment	4.27	0.88	4.50	0.59	2
Recognition that culture shock will happen and strategies for getting through	4.48	0.95	4.50	0.66	3
Concrete examples of adjustment strategies	4.41	0.73	4.46	0.51	4
Expectations of country	4.18	0.85	4.39	0.58	5
Setting up a home in China	4.04	0.88	4.25	0.74	6
Identification of culture shock	4.13	0.92	4.17	0.82	7

Table 6
Category 2A: Professional and Work Life—Skills and Knowledge

Concepts Important to Address in CCT	Round 2		Round 3		
	M	SD	M	SD	Rank
Negotiating the first contract and negotiation styles in China	4.39	0.78	4.63	0.58	1
How to build trust	4.65	0.57	4.48	0.73	2
Monitoring projects	4.48	0.79	4.42	0.78	3
Learning how to correct mistakes	4.22	0.74	4.38	0.71	4
Social training in proper behavior and expectations	4.13	0.69	4.25	0.68	5
Labor law	4.26	0.69	4.09	0.90	6
The ideal work environment (for the employee)	4.04	0.71	4.04	0.69	7
Human resource policies, like wedding leave and maternity time	4.26	0.69	4.04	0.81	8

items that must be addressed are: (a) negotiating the first contract and negotiating styles in China, (b) how to build trust, (c) monitoring projects, (d) learning how to correct mistakes, and (e) social training in proper behavior and expectations.

The mean for four of the five items increased from Round 2 to Round 3, indicating increased importance. The mean for items 2 and 3 (how to build trust and monitoring projects) decreased by 0.17 and 0.06, respectively, from Round 2 to Round 3, representing an insignificant change, as all five ranked among the most important. The standard deviation for four of the five issues, with the exception of how to build trust, decreased from Round 2 to Round 3, indicating a higher level of agreement.

Table 7 indicates Subcategory 2B had 12 items that ranked with a mean between *important* and *very important* after Round 3. In descending order of rank, the top six items that expatriates must be aware of and understand to assist in adjusting to Chinese culture are: (a) understanding that local Chinese workers would rather do something exactly as they were told rather than point out a superior's error; (b) staff will not point out errors, and thus allow errors or misjudgments to occur; (c) the Chinese boss's way of working; (d) motivating subordinates; (e) handling frustrating disorganized systems; and (f) hierarchical structure in Chinese business.

The mean for four of the six items increased from Round 2 to Round 3, indicating an increased importance. The mean for items 4 and 6 (understanding the motivation of subordinates and the hierarchical structure in Chinese business) decreased by 0.1 from Round 2 to Round 3, representing an insignificant change, as all six ranked among the most important and still had mean scores of 4.38 and 4.29, respectively. The standard deviation for four of the six issues identified as most important to understand, with the exception

Table 7

Category 2B: Professional and Work Life— Cultural Awareness and Understanding

Issues Important to Address in CCT	Round 2		Round 3		
	M	SD	M	SD	Rank
Understanding that they would rather do something exactly as they were told than point out a superior's error	4.30	0.70	4.63	0.49	1
Staff will not point out errors, and thus allow errors or misjudgments to occur	4.30	0.82	4.50	0.66	2
The Chinese boss's way of working	4.26	0.69	4.46	0.66	3
Motivating subordinates	4.48	0.67	4.38	0.71	4
Handling frustrating disorganized systems	4.22	0.74	4.33	0.82	5
Hierarchical structure in Chinese business	4.39	0.89	4.29	0.62	6
The social aspects of business operations, including dinners and drinking	4.22	0.74	4.29	0.75	7
Understanding of the following scenario: when a task had to be completed on time and learning the person asked to do the task had no idea what you were talking about once the deadline was missed	4.04	0.88	4.29	0.75	8
How to correct mistakes once made is important (possible that you could compound the problem by not knowing engagement and etiquette rules to fix the original problem)	4.26	0.62	4.25	0.53	9
Having someone not respond directly to questions	4.00	0.95	4.17	0.82	10
Our cultural values and how they affect our work habits	4.17	0.89	4.13	0.80	11
Subordinates do not challenge authority	4.13	0.81	4.08	0.72	12

Table 8
Category 3: Language and Communication

Issues of Importance to Be Addressed in CCT	Round 2		Round 3		
	M	*SD*	*M*	*SD*	Rank
Ability to listen and watch to acquire information	4.30	0.70	4.46	0.78	1
To expect miscommunication whether using a translator or not	4.43	0.59	4.42	0.72	2
Listening skills	4.26	0.92	4.33	0.87	3
Handling the language barrier and how to do so	4.74	0.45	4.25	0.74	4
Body language	4.26	0.54	4.17	0.64	5

Table 9
Category 4: General Cultural Training

Issues of Importance to Be Addressed in CCT	Round 2		Round 3		
	M	*SD*	*M*	*SD*	Rank
Learning about face: losing face and saving face	4.52	0.67	4.54	0.66	1
How to deal with the language differences, particularly the lack of *no* but the many nuances of *yes*	4.35	0.65	4.50	0.64	2
General etiquette and customs	4.09	0.79	4.25	0.68	3
The reasons behind Chinese behaviors, not just the behaviors themselves	4.09	0.79	4.17	0.70	4
How to make the Chinese feel good, to build their self-esteem	4.13	0.69	4.17	0.76	5
What is typical regarding such things as personal space, lines, crowding, both in public and in business	4.09	0.73	4.08	0.78	6
Time issues: expect challenges, waits, problems	4.09	0.73	4.08	0.83	7
Perspective: how do they see me, how do I see them	4.09	1.00	4.04	0.91	8

of how to motivate subordinates and how to handle frustrating situations, decreased from Round 2 to Round 3, indicating a higher level of agreement.

In Category 3 (language and communication), five items were ranked between *important* and *very important* after Round 3 (see Table 8). In descending order of rank, the top four items that expatriates must understand and have addressed are: (a) ability to listen and watch to acquire information, (b) to expect miscommunication whether using a translator or not, (c) listening skills, and (d) addressing the language barrier.

The mean for two of the four items increased from Round 2 to 3, indicating an increased importance. Item 4, handling the language barrier, had a reduction in the mean of 0.49 from Round 2 to Round 3, representing a significant change, as the ranking fell from rank 1 to 4. All four items still maintained significance, as the lowest mean of the four issues was still 4.25 and the highest 4.46. The standard deviation for three of the four issues identified as most important increased from

Round 2 to Round 3, indicating a lower level of agreement among the respondents from Rounds 2 to Round 3. Listening skills was the issue that ranked third and showed a slight reduction in the standard deviation, indicating an increase in agreement.

In Category 4 (general cultural training), eight items ranked with a mean between *important* and *very important* after Round 3 (see Table 9). In descending order of rank, the top four items that

expatriates must understand and have addressed are: (a) learning about face (losing face and saving face); (b) how to deal with the language differences, particularly the lack of *no* but the many nuances of *yes*; (c) general etiquette and customs; and (d) the reasons behind Chinese behaviors and not just the behaviors themselves. The mean for all four items increased from Round 2 to Round 3, indicating an increased importance, and the standard deviation for all four decreased from Round 2 to Round 3, indicating an increase in the level of agreement.

Category 5 (living in China) included 10 items that ranked with a mean between *important* and *very important* after Round 3 (see Table 10). In descending order of rank, the top five items that expatriates must become accustomed to and familiar with are: (a) being open to different habits and being tolerant; (b) accepting the situation rather than reacting to how it should be different; (c) the medical system and health care; (d) quality-of-life issues; and (e) the importance of relationships in the society for living, working, and managing. The mean for all five items increased from Round 2 to Round 3, indicating increased importance. The standard deviation for all five decreased from Round 2 to Round 3, indicating an increase in the level of agreement.

In Category 6 (training methods), 11 items were ranked with a mean between *important* and *very important* after Round 3 (see Table 11). In descending order of rank, the top six items that the training practices, technique, topics, and approaches must include are: (a) addressing issues the expatriate is actually facing; (b) the expatriate businessperson working in China; (c) the closer the training simulates real experiences, the better; (d) talking to other expatriates; (e) an introductory-level CCT program, including challenges and problems; and (f) involving other expatriates who

Table 10
Category 5: Living in China

Issues of Importance to Include With CCT	Round 2		Round 3		
	M	SD	M	SD	Rank
Being open to different habits and being tolerant	4.35	0.65	4.58	0.50	1
Accepting the situation rather than reacting to how it should be different	4.09	0.95	4.54	0.59	2
The medical system and health care	4.22	0.95	4.46	0.72	3
Quality-of-life issues	4.30	0.70	4.33	0.64	4
The importance of relationships in this society for living, working, managing	4.22	0.74	4.33	0.64	5
Added in Round 3: Topic areas covering the steps of "what needs to be done" initially to live in China, such as how to get a driver's license, how to set up the Internet, how to rent an apartment, where to buy groceries			4.25	0.74	6
Understanding the way locals do business, including personality and patterns	4.17	0.65	4.17	0.70	7
The need for establishing relationships as a means of integrating into a society	4.04	0.71	4.08	0.78	8
Values on public behavior (like spitting, defecating in public, lack of soap or toilet paper)	4.13	0.76	4.00	0.98	9
Safety	4.13	0.69	3.96	0.88	10

Table 11
Category 6: Training Methods

Items	Round 2		Round 3		
	M	SD	M	SD	Rank
Should address issues expatriate is actually facing	4.43	0.66	4.50	0.59	1
Expatriate businessperson working in China	4.43	0.59	4.43	0.90	2
The closer the training simulates real experiences, the better	4.22	0.90	4.42	0.65	3
Talking to other expatriates	4.35	0.78	4.38	0.77	4
An introductory-level cross-cultural training program, including challenges and problems[a]			4.33	0.82	5
Training should include other expatriates who have adapted to this culture, not just Chinese instructors	4.43	0.84	4.29	0.75	6
Training content is scheduled based on level of knowledge; culture shock and living in China; position/leadership, such as motivation and disorganization; specifics such as labor law, human resources[a]			4.29	0.91	7
Ongoing training when you are in the field	4.00	0.74	4.25	0.74	8
Guided discussion with people who are in the same situation	4.09	0.79	4.17	0.82	9
Checkup on status after months in China[a] Ongoing training in the position to identify and analyze culturally different practices[a]			4.17	1.01	9
Predeparture training			4.13	0.85	10

[a] Item added based on comments from Round 2.

have adapted to the culture, and not just Chinese instructors. The mean for four of the six items either increased or remained unchanged from Round 2 to Round 3, indicating increased importance. Item 5 was introduced from Round 2 comments as it was relevant, and Item 6 had a small reduction in the mean. All six items had a range in the mean from rank 1 at 4.50 down to the sixth item, which had a mean of 4.29, and were important. With the exception of Item 2, the standard deviation for all items decreased from Round 2 to Round 3, indicating an increase in agreement.
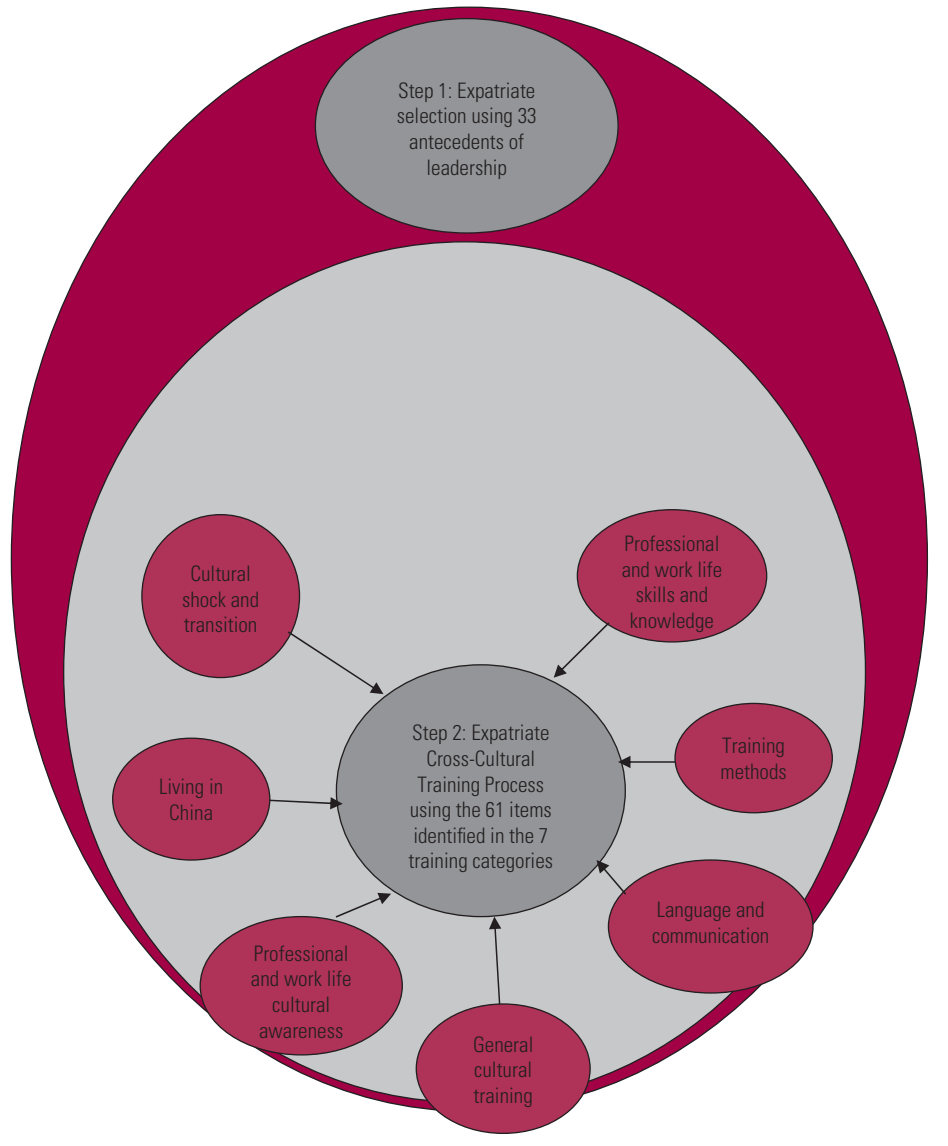
Discussion

The responses in the seven categories and the identification of significant antecedents for successful CCT preparation for foreign assignments revealed a multidimensional construct for successful expatriation. A single training or practice is not the answer to improved expatriation; a more sophisticated and comprehensive approach is necessary. The categories and subcategories indicated areas for training; the antecedents provided a basis for more astute selection criteria and preparation in advance of foreign assignments. Previous research did not identify the need for a more multidimensional approach to expatriate training, but rather the failure of current practices or the need to address a group of practices. As a multidimensional construct, CCT training could be effective and affect expatriate success when viewed more comprehensively. A detailed discussion of the seven categories and associated subcategories (see Figure 2) follows.

Findings by Major Category
The research question in the current study was: What are the best CCT techniques, approaches, and practices for North American and European

Figure 2

Model of Multidimensional CCT Construct for Expatriates in China

Two-Step Expatriate Cross-Cultural Training Process

Step 1: Expatriate selection using 33 antecedents of leadership

Cultural shock and transition

Professional and work life skills and knowledge

Step 2: Expatriate Cross-Cultural Training Process using the 61 items identified in the 7 training categories

Living in China

Training methods

Professional and work life cultural awareness

Language and communication

General cultural training

expatriates in China? Consensus was reached on seven categories identified as being the most significant factors to be addressed in a CCT program: (a) cultural shock and transition; (b) professional and working life; (c) cultural awareness and understanding; (d) language and communication; (e) general cultural training; (f) living in China; and (g) training methods.

Category 1: Cultural Shock and Transition
The top four items, in descending order of rank, that must be addressed were (a) strategies for

assisting a nonworking spouse's adaptation in a new culture, (b) expectations of work environment, (c) recognition that culture shock will happen, and (d) concrete examples of adjustment strategies. This category and the significant issues are consistent with cultural shock theories proposed by Befus (1988). Much of the theoretical foundation for cross-cultural adjustment research is based on Oberg's (1960) work on cultural shock. Torbiorn (1982) described the process of cross-cultural adjustment in a number of stage-based theories. Befus (1988) noted that any training to reduce cross-cultural shock should include approaches and techniques that address the needs of the expatriates on every level.

Oberg's (1960) four stages of reaction is one theory used to understand emotional reaction to the cross-cultural adjustment process. The first stage is the honeymoon stage, defined by the initial excitement and curiosity of the newly arrived individual, usually lasting less than two months (Black & Gregersen, 1991; Torbiorn, 1982). When the initial enthusiasm wears off, people feel challenged by the requirements of the new culture, which Oberg characterized as the second stage of reaction: the crisis stage. In the recovery stage, the individual fits into the new culture as crisis resolution and culture learning takes place. The final adjustment stage includes the increased ability to adapt and function competently in the new culture (Oberg, 1960). According to the majority of the Delphi panelists, the notion of understanding that cultural shock will occur and how to identify and then cope with the cultural situation with real adjustment strategies are critical to successful adjustment and must be addressed within a CCT program.

The most important issues identified within the cultural shock and transition category related to the spouse's successful adjustment, the one aspect of CCT addressed in prior literature. Previous researchers considered the failure of a spouse to adjust to living in a foreign culture as the primary cause for the premature return of an expatriate from an overseas assignment (Tung, 1981).

Black and Gregersen (1991) did not find a significant relationship between the spouse's previous international experience and the spouse's adjustment. The spouses in Black and Gregersen's study were in cultures different from their home country. Participants could not apply their previous experience when adjusting to these new cultures. Black and Gregersen found that the adjustment of the spouse was positively related to the expatriate's intention to stay in the international assignment. Marital status, spousal satisfaction, and presence and number of children are other factors that have potential influence on expatriates' performance and adjustment (Black & Gregersen, 1991; Konopaske, Robie, & Ivancevich, 2005; Mateu, 2006). Current study participants ranked strategies for assisting a nonworking spouse the highest in that category, confirming the importance of its inclusion in CCT programs.

Category 2A: Professional and Work Life— Skills and Knowledge

The top six items that panelist feedback suggested must be addressed were (a) negotiating the first contract, (b) negotiating styles in China, (c) how to build trust, (d) monitoring projects, (e) learning how to correct mistakes, and (f) social training in proper behavior and expectations. These skills and knowledge items were consistent with Black and Mendenhall (1989), who proposed an approach to CCT selection based on social learning theory. Social learning theory provides a framework for practitioners to choose the right CCT approaches to assist expatriates in acquiring the necessary

social skills for their overseas assignment (Bhagat, Triandis, Baliga, Billing, & Davis, 2007). Social learning theory espouses learning as a process of observing and experiencing, meaning that a person must be exposed to an environment in which observations may influence behavior (Selmer et al., 2007). The consequences of exposure to behavior through modeling the behavior will increase the individual's learning (Bandura, 1977; Bhagat et al., 2007; Selmer et al., 2007).

When applying the concepts of social learning theory to CCT, individuals can observe both acceptable and unacceptable behaviors in the host country (Bhagat et al., 2007) and may model their own behaviors in a similar fashion (Selmer et al., 2007). CCT is a social learning process in which an expatriate can acquire social skills through observation and practice (Selmer et al., 2007). When selecting CCT practices, managers in MNCs should consider practices that would allow expatriates to observe acceptable and unacceptable behaviors (Selmer et al., 2007). According to Bhagat and Prien (1996), by observing models of acceptable behavior, individuals can recognize model behavior in the host country and would be more likely to emulate the behavior correctly.

Category 2B: Professional and Working Life— Cultural Awareness and Understanding

The top six items that expatriates must be aware of and understand to assist in adjusting to Chinese culture were (a) understanding that local Chinese workers would rather do something exactly as they were told rather than point out a superior's error; (b) staff will not point out errors, thus allow errors or misjudgments to occur; (c) the Chinese boss's way of working; (d) motivating subordinates; (e) handling frustrating disorganized systems; and (f) hierarchical structure in Chinese business. According to Befus (1988), both social learning theory and

cultural awareness training have previously been identified as critical aspects of CCT. The ranked items from the study are culture specific and indicate a need for cultural awareness and training in differences as part of a CCT program.

Category 3: Language and Communication

The top four items in this category were (a) ability to listen and watch to acquire information, (b) to expect miscommunication whether using a translator or not, (c) listening skills, and (d) handling the language barrier. Language training was identified in the literature as a significant contributor to expatriate adjustment and positive experiences while on assignment (Befus, 1988; Bennett, Aston, & Colquhoun, 2000; Kealey et al., 2006). According to Kealey et al. (2006), the focus of language training is to facilitate intercultural adjustment for those assignments where the expatriate is immersed in a culture speaking a different language such as in China. The focus of language study should be on teaching expatriates how to exchange common courtesies in the host language (Befus, 1988; Bennett et al., 2000; Kealey et al., 2006). Kealey et al. (2006) explained that the purpose of these cross-cultural skills is to increase skills in the management of transition stress, cross-cultural communication, negotiation, and relationship building.

Researchers have examined the relationship between Chinese language ability and adjustment among North American business expatriates assigned to China. Selmer (2006) found expatriate language ability positively correlated with all the adjustment variables; this association was strongest for interaction adjustment and weakest for work adjustment. According to Selmer (2006), the strong relationship between language ability and interaction adjustment is important because interaction adjustment may correlate positively

with performance. Language ability is especially important because much of the business in China is based on personal relations (R. F. Littrell, 2007; Lowry, Zhang, Zhou, & Fu, 2007; Shen & Darby, 2005). Demonstrating basic skills with elementary speaking practices might indicate to the local residents that the expatriate has made an effort to understand the culture (Selmer, 2006).

While examining how Australian expatriates in China are selected and trained, Hutchings (2005) found that expatriates who have been in China for three or more years (the majority of whom also speak Mandarin) believe language skills and increasing lengths of time in China improve adjustment. Hutchings noted that understanding cultural practices decreased the likelihood of committing a cultural faux pas. The findings of the current study reinforced the importance of language and communications training to successful adjustment.

Category 4: General Cultural Training

In descending order of rank, the top four items were (a) learning about face (losing face and saving face); (b) how to deal with the language differences, particularly the lack of *no* but the many nuances of *yes*; (c) general etiquette and customs; and (d) the reasons behind Chinese behaviors, not just the behaviors themselves. These items are identified in the literature as a type of didactic training, one of the most common CCT strategies. Didactic training entails providing expatriates with information about working conditions, living conditions, and cultural differences (Bennett et al., 2000). Trainees use information-giving activities to enhance the cognitive skills that assist in understanding the host culture. Informal briefings, traditional formal training activities, and culture assimilators are the most common didactic training techniques (Bennett et al., 2000). Two-thirds

of the leaders of MNCs surveyed by Kealey et al. (2006) used informal briefings.

Cultural shock theory and cultural awareness training were identified in the literature as similar concepts to explain an important aspect of training identified by current study panelists. The focus of cultural awareness training is to teach trainees about their own culture so they will appreciate the cultural differences between their culture and that of the host country (Befus, 1988). The training is based on the assumption that individuals with a better understanding of their own culture will be more effective in an overseas assignment (Bennett et al., 2000; Jun & Gentry, 2005).

Category 5: Living in China

Category 5 consisted of cultural awareness and practical how-to items that would help prepare expatriates for general attitudes and views they would need to cope and live in China successfully. In descending order of rank, the top five items were (a) being open to different habits and being tolerant; (b) accepting the situation rather than reacting to how it should be different; (c) knowing the medical system and health care; (d) accepting quality-of-life issues; and (e) understanding the importance of relationships in the society for living, working, and managing. Social learning theory and cultural awareness training support these issues as being important to successful cross-cultural adjustment. Didactic and experimental training are methods of delivering information relating to daily living in the host country (Bennett et al., 2000; Kealey et al., 2006). Didactic training is discussed in the previous section on Category 4.

The focus of experimental training is learning by completing a task to master (Morris & Robie, 2001). The activities are aimed at developing skills necessary for expatriates living and working with host nationals (Morris & Robie, 2001; Kealey et al.,

2006). Techniques include look-see visits, role-play, intercultural workshops, and simulations (Dewald & Self, 2008; Friedman, Dyke, & Murphy, 2009; Kealey et al., 2006; Morris & Robie, 2001). Panelists in the current study cited several significant issues that resembled the content and techniques found in the literature pertaining to didactic and experimental training.

Category 6: Training Methods

In descending order of rank, the top six items that training practices, techniques, topics, and approaches must include are (a) issues the expatriate is actually facing; (b) the expatriate business-person working in China; (c) the closer the training simulates real experiences, the better; (d) talking to other expatriates; (e) an introductory-level CCT program that includes challenges and problems; and (f) inclusion of other expatriates who have adapted to the culture, and not just Chinese instructors.

Adult learning theory and sequential model theory were proposed as part of the theoretical framework to support understanding the development of an effective CCT program. Both theories support the current study findings in the category of training methods. Knowles's theory of andragogy (1970) indicates that adults should be understood as self-directed learners; adult development is implicitly based on the responsible choices of adults (Brookfield, 2005). As responsible and autonomous individuals, adults must be in control of their education (Brookfield, 2005). Active learning allows adults to apply their experiences (both positive and negative) to their education, which improves adults' ability to contextualize the new learning in applicable ways (Mitchell & Courtney, 2005).

Hilliard (2006) noted that adult educators working in expatriate preparation programs should be aware of adult learning theory and apply it throughout predeparture and postdeparture training. Adult learning theory may be even more important in postdeparture training because of the unfamiliarity that expatriates may have upon entering the host country (Brookfield, 2005; Dirkx, 2006). In the current study, the panelists' consensus indicated the need for real experiences and an actual work environment in understanding a new cultural setting, especially in the case of China. Such an approach directly aligns with adult learning theory.

Recommendations for Leadership

The current study supported and expanded on previous research on expatriates' success in their foreign assignments. Leaders need to consider two factors when selecting an employee to send to a foreign assignment (Caligiuri, 2000a; Downes, Varner, & Musinski, 2007; Harvey & Novicevic, 2002; Takeuchi, Tesluk, Yun, & Lepak 2005; Tye & Chen, 2005). First, human resources personnel must identify managers who have the needed characteristics to survive and thrive in a foreign assignment. Second, leaders need to ensure that the potential candidate has the necessary training that he or she will need to deal with the practical issues of living in a different culture.

Expatriate panelists in the current study pointed to areas needed in any CCT program. Leaders need to implement specific mandatory training for each expatriate. Most of the expatriate panelists in the current study had little or no training in the practicalities of living in a different culture before their assignment and may not have been adequately prepared for how to handle those practicalities. Scagliotti and Mujtaba (2009) noted that MNCs in most foreign countries provide

considerably more training and preparation than do U.S. companies. Almost two thirds of U.S. companies offer no training at all for their expatriates (Scagliotti & Mujtaba, 2009). Gao (2010) reported that of the 15 international companies studied, only a small number offered any training for their expatriates. Gao noted that intercultural training should be mandatory before an expatriate is assigned because intercultural training can be a high-value contributor to the success of an MNC.

Based on the findings in the current study, leaders need to rethink their approach to overseas assignments. A firm plan needs to be in place to cover the selection process for candidates, guided by the multidimensional construct identified in the current study, including leadership antecedents. As the panelists in the current study suggested, companies need a well-designed CCT program that will help candidates function in a new environment. A manager who is having a difficult time adjusting to the new culture is more likely to leave that assignment, costing the company considerable expense in replacing the expatriate. Gao (2010) reported that companies spend from $150,000 to $200,000 dollars a year to keep a family in a foreign assignment, which can be triple the employee's annual salary. To make such assignments more cost effective, leaders need to begin by selecting the right candidate and then supporting that candidate's success by offering high-quality CCT programs.

Recommendations for CCT Program Development

A longer training period is necessary—perhaps one that runs for a year and which at various stages includes the expatriate and his or her family in the

training session. The primary reason for expatriate failure has to do with the expatriate's family and an unsuccessful adjustment to the new culture (Caligiuri, 2000b; Caligiuri & Colakoglu, 2007). Including the expatriate's family in various parts of the training process might help the family adjust more quickly in a foreign country.

One of the categories identified in the current study was awareness and understanding of the other cultures. Researchers have suggested that the best CCT involves expatriates after they have arrived at the assignment and includes local members as well (Caplan, 2004). Employees and managers could discuss issues that might cause conflict or misunderstandings because of cultural issues. When CCT includes everyone, cultural groups are better able to learn from each other, thereby closing the gap between cultural differences (Caplan, 2004; Gao, 2010). Continuing the CCT program at the foreign assignment may provide further support for expatriates and their families while on assignment.

The current study findings support additional practical suggestions for CCT programs. First, expatriates should participate in a CCT training program for a year before starting their assignment. Second, this year of training should include immersion in the foreign language of the country where the expatriate will live and a discussion of the expatriate's own culture and core values so that the expatriate better understands himself or herself. Third, it should include a lesson in cultural differences between the home and host culture and values so that no shock is felt in encountering these differences.

The training program should include practical matters, such as how to rent a house or apartment, what schools are available for expatriates' children, where to go for medical attention, and what areas are the best for expatriates to live.

Other topics might be the benefits and support the expatriate can expect from the company, how to handle financial matters in the foreign country, how to network with other expatriates in the area, and what social organizations are available.

Training should not be limited to one time period. CCT programs should not end when the expatriate lands in the foreign country. The training should continue at the foreign office in the form of discussions that would allow the expatriate to discuss problems he or she may be having or questions that might need answering. These CCT programs could be held monthly and should include all expatriates working at the time in same city. The programs would help expatriates get to know each other and share their experiences of living in another culture.

As Gao (2010) and other researchers have noted, CCT is essential for expatriates' success in assignments and is important to the financial success of the corporation that invests in sending employees overseas. CCT training programs cannot be brief if they are to be effective. The programs must be considered carefully and conducted over an extended period of time. The training should take place in modules based on the topics discussed above so that the training is interesting and valuable to the expatriates, with a heavy emphasis on the practical matters of living in a new cultural environment. ◆

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Appendix: Tables of Data Elements Separated From Training for Prescreening From Results

Table F1
Leadership Skills or Knowledge

	Round 2		Round 3		
	MM	*SSD*	*M*	*SD*	Rank
Listening skills to what people say and to what they don't say	4.26	0.81	4.46	0.66	1
Problem-solving skills	4.43	0.84	4.46	0.72	2
Ability to inspire people to do great things	4.17	0.98	4.42	0.83	3
Team building	4.30	0.88	4.38	0.82	4
Analyze the motivations, feelings, fears, and environmental circumstances to interpret situations	4.39	0.84	4.33	0.76	5
How to initiate actions	4.43	0.59	4.29	0.69	6
Delegate work	4.30	0.76	4.29	0.75	7
Knowledge of human behavior	4.22	0.80	4.29	0.75	8
Adapting Western management styles to Chinese business	4.22	0.85	4.25	0.90	9

	Round 2		Round 3		
	MM	*SSD*	*M*	*SD*	Rank
Show we care	4.32	0.72	4.17	0.87	10
The ability to solicit constructive feedback	4.35	0.88	4.08	0.83	11
Consideration of the welfare of followers based on the wisdom of the people around them and their own experience	3.96	0.71	Eliminated after Round 2		
Immerse oneself in the culture and the language	3.91	1.08			
Micromanage every task, no matter how small or trivial	3.74	1.21			
How to make friends with each employee and their families	3.61	0.94			
Skeptical attitude	3.39	1.12			
International negotiation abilities (reduced because of redundancy in Round 3)	4.22	0.67	4.13	0.80	

Table F2
Leadership Personal Traits

	Round 2		Round 3		
	M	SD	M	SD	Rank
Persistence	4.35	0.88	4.75	0.44	1
Tenacity and perseverance	4.30	0.70	4.71	0.46	2
Ability to see things from a different perspective	4.48	0.73	4.63	0.49	3
Flexibility	4.35	0.83	4.63	0.58	4
Being open to cultural differences	4.74	0.45	4.58	0.58	5
Adaptable and ability to change	4.35	0.78	4.58	0.58	6
Patience	4.52	0.95	4.58	0.65	7
Open-mindedness	4.55	0.80	4.54	0.59	8
Act, not react	4.39	0.66	4.50	0.51	9
Realistic global vision and strategic awareness	4.17	0.72	4.50	0.66	10
Ability to accept what can't be changed and slowly push/work toward/ improve areas that can be changed	4.39	0.72	4.46	0.66	11
Foster an inquisitive mind	4.26	0.69	4.42	0.58	12
Adaptation (ability to accept another culture and fit habits)	4.26	0.81	4.42	0.65	13
Foresight	4.26	0.81	4.38	0.77	14
Try to be firm, yet flexible	4.26	0.75	4.33	0.70	15
Trust	4.35	0.71	4.33	0.82	16
Being willing to take control of familiarizing yourself with the language, the area, and the customs	4.22	0.80	4.29	0.75	17
The ability to show confidence and courage when there is fear of the unknown	4.30	0.70	4.26	0.75	18

	Round 2		Round 3		
	M	SD	M	SD	Rank
Ability to admit you face challenges	4.26	0.92	4.25	0.85	19
Reserve judgment	4.35	0.71	4.21	0.78	20
Aim higher and identify good targets	4.17	0.78	4.17	0.76	21
Celebrate the different (fun events with dinner)	4.26	0.75	4.00	0.93	22
Not sitting back and waiting for someone to help you	4.35	1.03	Merged for Round 3		
Humility	4.26	0.75			
Strive to understand cultural differences	4.26	0.81			
Get involved	4.22	0.74			
Worry only about what is in your control; let go of that which is not	4.22	0.85			
Leaders who can say, "I don't get it" open themselves to figuring "it" out	4.17	0.72			
Ability to admit you do not know or understand	4.17	0.78			
Explaining why things are being done	4.17	1.07			
Other aspects of leadership that are important in cross-cultural adaptation	4.09	0.95	Eliminated After Round 2		
Creative approach to life and work	4.09	0.95			
Assertiveness	4.09	1.00			
Attitude that there is no need to force them to follow your way of thinking	4.04	0.77			

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