A Framework for Intercultural Training in Hotel Workplaces

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ATTESTATION OF AUTHORSHIP

I, Li (Annie) Xu, hereby declare that this submission is my own work and that, to the best of my knowledge, it contains no material previously published or written by another person, nor material which to a substantial extent has been submitted for the qualification or any other degree or diploma of a university or other institution of higher learning, except where due acknowledgement is made in the references.

Signed:

Li (Annie), Xu
April 2008

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ABSTRACT

More and more cultural conflicts have affected the efficiency of the employees' performance at a lot of international hotel workplaces and it is believed that employees from different cultural backgrounds will have to improve their communication skills. An intercultural training programme is needed in order to prepare multicultural employees for surprises that could arise in complex cultural situations without being frustrated, stressed, and puzzled. The purpose of this study is to design an effective intercultural training programme especially for hotel operations, to enhance the quality of international service, retain the current customers and attract more international customers. The new training programme is designed to help employees feel comfortable in problematic cultural situations and gain the necessary problem solving skills.

There are some cross-cultural or intercultural training programmes available on the market and some of the international hotel chains also have their own intercultural training programmes, but most of them are only designed to compare some major national cultures or targeted on coaching specific cultures or countries. It is thought that those programmes are not good enough to help hotel employees cope with cultural problems and conflicts. Therefore, a new intercultural training progamme will be developed to meet the actual needs.

The new intercultural training programme will be developed by synthesising some other researchers' relative studies and combining with Harzing's Cross-cultural Training Model and Hofstede's Ten Synthetic Culture Model. The case study and semi-structured interviews are suggested to be used for training needs assessment, and lectures, case study, film and computer-based training are recommended as the coaching methods. There will be questionnaires and observations to evaluate the effectiveness of this training programme.

One of the challenges for this study is that there are not enough systematic cross-cultural or intercultural training programmes available currently and this study has to rely on some limited literature. However, this study is designed to identify the major cultural differences and effectively help trainees understand cultural problems and conflicts, and be prepared for surprises in foreign cultural situations.

1   INTRODUCTION

1.1   Introduction

Globalisation is one of the major trends of the previous 20 years and has affected many aspects of the world's development. "Globalisation is a process whereby worldwide interconnections in virtually every sphere of activity are growing, and the result of it is blurred boundaries within and between organizations, nations and global interests" (Parker, 2005, p. 5). The hospitality industry is no longer considered domestic, but rather global or cross-border in the process of globalisation. A hotel is more likely to deliver quality service successfully when customers think hotel employees can understand them better. However, cultural conflicts and misunderstandings could arise because of cultural diversity. Intercultural training was developed in the 1960s, and its primary goal was to train people from different cultures to understand and get along better with one another to improve the productivity of a workplace (Hofstede & Pedersen, 2002). Intercultural training is needed to reduce the problems that result when cultural values, norms, and beliefs clash. Interest in intercultural training has increased as it is believed that an effective intercultural training programme can help an organisation improve employees' performance and sustain the efficiency of a workplace.

1.2   Problem Statement and Objectives

There are a number of intercultural training programmes available on the market but most are generally for multicultural companies and they normally target specific cultures or countries. For example, some intercultural training programmes are designed to teach Asian countries' customs, religions or people's behaviour in western countries so they can easily communicate with Asian people and understand their needs when they have Asian customers. The need to conduct an intercultural training

programme has apparently caught many hoteliers' attention but there is not enough being done with it. Some international hotel chains have intercultural e-learning courses on the companies' website and their employees are required to log in and go through the web pages in order to build up intercultural awareness within the organisation. However, most existing training programmes do not contain enough useful information and they hardly help their hotel employees understand cultural differences and build up their intercultural awareness. To sum up, the lack of effective intercultural training has slowed down the improvement of relations between individuals from different cultures at hotel workplaces, and the process of ameliorating this lack needs to develop. This researcher was therefore motivated to develop a new intercultural training framework for a hotel workplace. The new intercultural training or cross-cultural training programme is not developed to let trainees become cultural issue experts, but to prepare trainees for surprises that can arise in a foreign cultural situation and plant intercultural awareness into the trainees' minds. To achieve this goal, these are the research objectives:

1. Conduct a wider range of research on the current state of knowledge in intercultural training areas and identify the gap this study can fill to help hotels improve intercultural training procedures on a practical basis.

2. Compare existing cultural models and intercultural training programmes in order to identify the weaknesses and strengths of current cultural models and stress the features, which can be used in the new training framework from the existing models.

3. Derive a new intercultural training framework that is more effective and reliable, to prepare hotel employees for the surprises that can arise in a foreign cultural situation.

Chapter Two is the literature review, which helps to achieve the first objective. Harzing's cross-cultural training (CCT) programme, Kluckhohn-Strodtbeck's Model, Hall's Model and Hofstede's 10 Synthetic Culture Profiles were examined in Chapter Three to achieve the second objective. Chapter Four is the main contribution of this

study and also answers the third research question.

1.3   Dissertation Contents

This dissertation consists of five chapters: Introduction, Literature Review, Theoretical Framework, An Intercultural Training Framework, and Conclusion. The introduction is the opening page for this study, which introduces the research topic and sets up the research objectives for the following sections.

The Literature Review provides a broad overview of intercultural training and discusses the origin of the problem and the development of hotel intercultural training. The Theoretical Framework contains the analysis of Harzing's (2004) cross-cultural training (CCT) programme and three cultural models: Kluckhohn-Strodtbeck's Model, Hall's Model and Hofstede's 10 Synthetic Culture Profiles. Harzing's effective CCT programme is a systematic process, which includes five phases: "identifying the type of global assignment for which CCT is needed, determining the specific CCT needs, establishing the goals and measures for determining training effectiveness developing and delivering the CCT programme, and evaluating whether the CCT programme was effective" (Harzing & Ruysseveldt, 2004, p. 289). This CCT programme is designed to increase the knowledge and skills of expatriates who live and work in an unfamiliar situation and its basic principles will be used in the new intercultural training programme. The introduction and comparison of three cultural models explains how the former researchers developed and improved their cultural models and why we chose Hofstede's 10 Synthetic model to be our training content. Hofstede's 10 Synthetic Culture Profiles summarises most of the cultural aspects into five dimensions, and each dimension includes two extremes that form a continuum. "Real cultures have elements of all dimensions and they are multidimensional, but real cultures rarely fall in the extremes of those five dimensions" (Hofstede, 2002, p. 126). Harzing's CCT model and Hofstede's 10 Synthetic Culture Profiles are the fundamental theories for this study. A relationship model will explain how the

researcher utilised the existing cultural and training models to develop the new intercultural training programme.

The author's main contribution to this study is presented in chapter four and the whole chapter is the portrait of the new intercultural training framework, which consists of five phases: Needs Assessment, Objective Setting, Programme Design, Implementation and Evaluation. There are detailed explanations that help understand what is needed before conducting an intercultural training programme in the first two phases. The Programme Design is a simple section containing lesson plans, implementation plans and evaluation plans and it will demonstrate precisely how this intercultural training programme is implemented and evaluated in the last two phases. The conclusion is the closing chapter of this dissertation, which draws conclusions from this study, shows how the research objectives have been met and states the main original contributions the researcher has made.

2 LITERATURE REVIEW

2.1 The origin of the problem

The hotel industry is a people's industry and a hotel must employ enough people to meet the needs of the guests, often on an around-the-clock basis (for example, a three-star or better hotel must have three or more people working at night to do night auditing, look after reception, do room service etc.). Some of the five-star hotels are required to have a 24-hour kitchen in order to retain the quality of the food service. As the hospitality industry grows, a lot of hoteliers are facing the labour shortage issue of the developed world. On the other hand, many educated people are unemployed and the majority is involved in subsistence activities such as farming and manufacturing in developing world. A labour flow from developing countries to developed countries is caused by the uneven labour distribution around the world and the hospitality industry in developed countries has comparatively less entry requirements and absorbed many of the new immigrants. To sum up, the uneven distribution of the world's workforce, the imbalance of the labour supply and demand of the hospitality industry in developed countries and the overspill of the labour and talents from developing countries are the causes of migration into the hospitality industry in many of the western countries. Many hospitality firms have hired more and more international staff to "prevent wage inflation caused by labor shortage and facilitate investment by ensuring that new capacity can be adequately staffed" (Choi, Woods & Murrmann, 2000, p. 64).

2.2 The awareness of cross-cultural issues

As the hospitality industry keeps growing and numbers of migrants have been employed, cross-cultural issues have caught many hoteliers' attention. Everyone grows up in their cultures with the belief that their cultural systems are 'natural', 'rational' and superior to other cultures (Alred, Byram & Fleming, 2003). However,

the diversity of cultures exists and, in fact, none of the cultures is superior to others. We keep experiencing the interaction of different cultures and the experience could be accompanied by a variety of emotions:

> The emotions come from many sources: fear of encountering something new, excitement at the discovery of new and different ways of thinking, relief through self-expression, anger that a deeply held belief may have been challenged (Alred, Byram & Fleming, p. 225-226).

No matter what emotions exist, the reality is that people are shaped by their own cultures and this could be the cause of the cultural conflicts, and failed cross-cultural communication could bring inefficiency to an international organisation. Therefore, being intercultural and aware of cross-cultural issues is necessary, especially in those organisations whose employees largely consist of people from different countries and cultures.

2.3 Framing the culture concept

Before discussing intercultural or cross-cultural issues, it is important to understand 'what is culture?' first. 'Culture' is defined as 'a particular society or civilisation, especially considered in relation to its beliefs, way of life, or art' in the Collins English Dictionary (Sinclair, 2001, p. 368). Some people define culture in terms of subjective culture, whose framework "views individuals as the primary building blocks upon which cultural groups are based" (Goto & Chan, 2003, p. 13). Subjective culture also defines a culture as "those sharing common attitudes, values, and norms for behavior" (Goto & Chan, p. 14). It has been thought that one's culture is from where he/she was born and since the values and attitudes were rooted into one's mind, his/her cultural perspective will never be changed. However, Sackmann and Phillips argued that:

> A shared cultural mindset may emerge or exist whenever a set of basic assumptions or beliefs is held in common by a group of people. And this

concept is based on premise that culture is a collective socially constructed phenomenon that is created and negotiated by its members. The core of this concept is composed of cognitive elements, such as basic beliefs, assumptions, or cultural knowledge that guide the group members' thinking, feeling and actions (2003, p. 39).

This theory implies that as the environment changes, one's multicultural identity may appear and there could be less cultural conflicts and problems if a group of people have shared beliefs, attitudes or norms.

2.4   Intercultural Perspective

Human beings are cultural beings, and "people born and socialized into specific groups tend to assume that the conventions and values by which they live within their groups are inevitable and natural" (Alred, Byram & Fleming, 2003, p. 3). People might think their original cultural system is natural, but when they meet something new or different, they start to question these given cultural values and norms. Alred, Byram and Fleming believe that

> when people have some kind of experience which leads them to question these given conventions and values - but not necessarily to reject them - that they begin to become 'intercultural'. Being intercultural sometimes means 'the capacity to reflect on the relationships among groups and the experience of those relationships (2003, p. 3-4).

Being intercultural does not just mean being international or being interested in or curious about other cultures, but being aware of effective communication with people from different cultures and having an understanding of different values and behaviours.

2.5   Cultural conflict and intercultural communication

People may consider themselves similar when common or shared cultural values, norms and attitudes exist. On the contrary, people may stop communicating or

understanding each other when they view others to be different. "Breakdowns in communication are a leading cause of conflict, and good communication skills are important to develop effective conflict solutions and negotiations" (Silverthorne, 2005, p. 193). Therefore, conflicts could arise through misunderstanding or lack of communication and whenever the conflicts exist, there will be countless problems within an organisation. Successful managers are required to focus on cultural conflict recognising and problem solving in an international organisation, and developing effective intercultural communication skills among staff members is the key to their success.

Although the failure rate of international work assignments is very high due to the assignees' poor intercultural communication skills, there are still some successful experiences. Silverthorne (2005) suggested four rules to follow in order to develop effective intercultural communication skills. Firstly, one should assume cultural differences rather than seek similarities, because once the similarities have been found, it would be difficult to accept cultural differences any more. Secondly, one should focus on describing or evaluating behaviours, not individuals, to make other people less defensive. Furthermore, try to think or behave from other people's point of view because it is easy to communicate when there is an understanding of other people's needs. Finally, one should not hesitate to seek additional information from others rather than only listen to one person because there might be misrepresentation or miscommunication among people.

Communicating effectively in an international organisation can be a challenge, and sometimes cultural conflicts are inevitable due to the language difficulties, different cultural values, norms and attitudes. Therefore, developing conflict management skills and international negotiation skills is very important within an organisation as well. McFarlin and Dayton suggested that there are four stages to follow to conduct an international negotiation: "stage 1. non-task sounding, stage 2. task-related exchange of information, stage 3. persuasion, stage 4. agreement" (2003, p. 216). At

the first stage, the conversation will seem to be about some irrelevant personal information or company background and the negotiators will talk freely to each other and the amount of time spent on the irrelevant topics can be varied. The second stage involves the exchange of two parties' needs and ideas and the initial expectation from both parties is supposed to appear. At the third and the fourth stages, everyone has a chance to express themselves, and continuous compromise and adjustment to the initial expectation is required. Eventually, there will be a final agreement or conclusion from both parties (McFarlin & Dayton). In conclusion, cultural conflict is a common occurrence in an international organisation and the most effective way to avoid and minimise conflicts is to communicate or negotiate effectively and during the communication or negotiation process, there should be continuous compromise all the time.

2.6   Intercultural and cross-cultural training in an organisation

Globalisation is an international trend that fosters migration from country to country and migrants have provided the cheap labour force needed for continuing economic growth for developed countries. Managing international staff in the organisation is becoming a challenge for Human Resource Management (HRM). "International human resource managers must be able to contribute to the overall international strategic planning process for the business and think strategically within their own functional area in ways that help the firm achieve its international goals" (McFarlin & Sweeney, 2003, p. 352). In fact, HR managers have to be involved in all of the phases of the company development and keep providing the company with well trained staff because "companies with a highly trained, flexible and motivated international workforce may have an advantage over competitors, especially if that workforce directly supports corporate goals" (McFarlin & Sweeney, p. 353). A well trained employee is required to be professional and have good interpersonal and intercultural skills. Therefore, supplying intercultural or cross-cultural training to the employees in

order to help them communicate effectively cross different cultures is indicated.

The special intercultural or cross-cultural training can be given to the staff who will be sent on expatriate assignments or staff who just joined the organisation from other countries, and the general intercultural or cross-cultural training can be given to everyone in the organisation. The intercultural or cross-cultural training needs will be determined by the company development needs. A Needs Analysis is required beforehand to ensure that the intercultural training is necessary and important. Some companies also found that intercultural training within an international organisation is unnecessary because:

1. It is assumed that expatriates have already got very good cross-cultural communication skills, and they do not need any extra training in this area.
2. Expatriates will have no cross-cultural responsibilities.
3. There is not sufficient time for the intercultural training and even if intercultural training is given, it normally lasts a few days and it may be too short to have any effects on expatriates' performance.
4. Training content can not be identified accurately.
5. The effectiveness of intercultural training is disputed and the poor performance is not necessarily related to the cross-cultural issues (Mead, 2005, pp. 402-403).

However, most of the international companies consider training a professional international workforce to be one of the strategies for the company's future development. "Local staff will benefit from cross-cultural training that enables them to operate at maximum efficiency when dealing with foreign clients, expatriated headquarters' staff and staff from another subsidiary" (Mead, 2005, p. 427).

> Companies who want to expand into the international market will have to elevate their familiarity with other customs and languages, and their newfound cross-cultural awareness will have to permeate not only corporate ranks but all the levels below - down to the employees who carry on the enterprise day after day, and dealing with counterparts in other countries without even visiting those places (Frase, 2007, p.98).

Currently, intercultural training is commonly based on one or two-day seminars or based on website training and the training cost will be different from case to case. Some universities or colleges have their own services to help local businesses succeed in the global market. They release their intercultural training services to help companies by providing the cultural background and intercultural training needed to work successfully with executives and business owners from different countries. The training service is led by an experienced person, who works with intercultural differences on a daily basis, and the workshops are designed to help organisations and businesses develop the cross-cultural skills.

Unfortunately, many existing intercultural training modules on the market are not very successful and they have failed for a few reasons:

1. A holistic theory for describing and analyse the intercultural interaction process is missing.
2. The goals of modules are often not embedded into broader intercultural training programmes.
3. The chosen instructional design models are often very traditional and not established within the broader sequence of the whole intercultural training programme.
4. The total time for intercultural training is often very short
5. Existing intercultural training modules are generally used for nearly all purposes
6. A lot of them betray ethnocentric intentions
7. From a theoretical perspective the training modules neglect the dynamic and development of culture, situations, persons and interactions (Weber, 2003, p. 197).

To solve those problems above, Weber suggested an intercultural framework, which contains the 'mindful identity negotiation' approach from Ting-Toomey (1999) and 'expansive learning' approach from Engestrom (1987). The relationships and interaction processes in intercultural encounters can be isolated, described and analysed in this framework, and it also includes interplay among knowledge acquisition, acculturation processes and negotiation processes (Weber, p. 198).

Although there are some improvements in this framework, intercultural learning is still a life-long learning process, therefore, the whole process needs to be repeated from time to time and intercultural experience learning is based on daily encounters as well.

2.7 Hotel intercultural training

As the service industry is expanding to the global business market, more and more people have paid attention to cross-cultural or intercultural issues in the hospitality industry. Research was carried out in some of the four- and five-star hotels in Florida and the results show that

> Employees with high intercultural sensitivity scored significantly higher than employees with low intercultural sensitivity in terms of service attentiveness, revenue contribution, interpersonal skills, job satisfaction and social satisfaction as they relate to cross-cultural encounters, and there was no significant difference in scores for motivation-to-work and perceptions of primary rewards (Sizoo, Plank, Iskat, & Serrie, 2005, p. 245).

The need for developing intercultural communication skills has been stressed by many other researchers. For example, Roberts interviewed Cornell University students after they returned from an internship with an international hotel group 'Galaxy Hotels' in order to "examine whether and how an awareness of cultural differences affects the technical aspects of a hotel internship experience" (1998, p. 69). She found that all of the students felt that they should have been well prepared for the cultural differences before they went to the internship to communicate effectively with their workmates or guests and improve their negotiation skills. Intercultural competency is not only beneficial for the interns but also for all the hotel employees. However, there were currently not enough hotel intercultural training programmes supplied by the hospitality firms or the hospitality educators.

> A survey of undergraduate hospitality curricula showed that only one hotel undergraduate programme, the Australian International Hotel

School in Canberra, requires a multicultural management course and separate elective courses regarding multicultural management are offered at Cornell's School of Hotel Administration (Roberts, p. 69).

Moreover, a lot of hotels are not offering intercultural training for the staff and the reasons indicated in one of the studies were "high costs, the trend toward employment of local nationals and lack of time" (Bruce & Jeffrey, 1997, p. 1) but recent studies have shown that "effective human-resources management practices, particularly training, can have a direct impact on individual and financial performance and may be an important source of sustained competitive advantage" (Bruce & Jeffrey, p.1). Therefore, an effective intercultural training programme is strongly suggested to be conducted in international hotels. There are three ways to control the cost and improve the efficiency of the intercultural training programme: "work with a local university, develop a training partnership with other hotels, and temporarily relocate employees to hotels in other countries" (William & Jafar, 1994, p. 78).

There is no single intercultural training programme that can fit into all the hotels, and each hotel should put the effort on designing and structuring an intercultural training programme for the hotel's specific needs. Before conducting an intercultural training programme, there are two questions that need to be answered: what should the content of the training programme be, and how should the training programme be conducted? Jeffrey and Bruce recommended a training model which demonstrates 'objective' and 'subjective' characteristics of culture:

> Objective characteristics are tangible and observable: currency, government system, architecture, language, and so on. Programmes that emphasize the objective aspects of culture help managers understand what to expect in their daily routine and the social dynamics they will encounter. The training content should create an awareness of the general dimensions on which cultures differ and the likely effect of the differences on expatriates (1997, p. 34).

How a training programme is conducted will depend on the training outcomes wanted,

for example,

> Passive methods such as lectures, readings and videos will be used to
> facilitate an understanding of the objective culture, and experiential
> methods such as cultural assimilators and role-playing will be used to
> develop the specific knowledge and skills (Jeffrey & Bruce, p. 34).

2.8 How this study helps hotels improve the current situation

This literature review has stressed that developing effective intercultural communication skills among staff members and supplying effective intercultural training is the key to success for hotels since a lot of cultural conflicts and problems are arising while the hospitality industry is absorbing more and more international staff. However, there were currently not enough hotel intercultural training programmes supplied by the hospitality firms or the hospitality educators and the existing hotel intercultural training programmes often failed, this was mostly because a holistic theory for describing and analysing the cultural differences and intercultural interaction process is missing; the training goals were not set up properly and embedded into the training programme; the training design was very traditional and the total training time was often too short. To improve intercultural training efficiency in a hotel workplace, the new training programme is based on a theoretical framework, which is mainly based on Hofstede's 10 Synthetic Culture Profiles and Harzing's cross-cultural training programme. Hofstede's 10 Synthetic Culture Profiles provides a better understanding of cultural differences. Ten cultural dimensions from Hofstede's Model are deep cultural values and the comparisons between different dimensions are significant. Harzing's CCT programme has demonstrated a systematic process of designing intercultural training programme and there is a model which explains the link between the theoretical framework and the new intercultural training framework at the end of Chapter 3. The training objectives will be successfully embedded into the whole training process and the training time

and content will be carefully designed. The training itself is dynamic and involves various training methods to attract trainees' attention.

3 THEORETICAL FRAMEWORK

3.1 The need for an intercultural training programme for hotels

The past few decades have seen a notable increase in the globalisation of the world's economy, and this on-going globalisation has created the need for cross-cultural training for most international companies. In an increasingly globalised business environment, efficient communication is the key to success in global competition. However, there are many cultural differences, such as different beliefs, attitudes, and customs from different cultures. These differences are becoming barriers for employees' effective communication and employers' successful management. Therefore, building up employees' cross cultural awareness and supplying cross cultural training need to be on the decision makers' agendas.

The hotel industry is the biggest service industry and the growth in international services creates opportunities and challenges. In a number of international service encounters, different cultural norms and values could cause cultural conflicts and cultural misunderstandings resulting in inefficiency at work. In contrast, employees' and employers' good cross-cultural awareness will make a better working environment. Recent research shows that employees with high intercultural sensitivity have better scores than employees with low intercultural sensitivity overall (Sizoo, Plank, Iskat, & Serries, 2005). Lack of cross cultural awareness could result in an unhappy customer and frustrated employees. These failures are unnecessary as a cross-cultural training programme may be offered to reduce cross-cultural conflicts. The cross-cultural training programme is designed to build up employees' and employers' intercultural sensitivity.

Cross-cultural training or intercultural training is a fast-growing education field for

the international business world due to the cultural issues that arise from globalisation. The primary goal of cross-cultural training is preparing employees and employers for surprises in difficult cultural situations. Interest in cross-cultural training has increased significantly these days. The hotel industry involves more intercultural service encounters than other industries, and these service encounters among employees and customers from different cultural backgrounds often contain cultural misunderstandings and conflicts because of different cultural values and norms. Therefore, it is necessary to conduct an effective intercultural training programme at a hotel workplace. Unfortunately, most hotel intercultural training programmes are not delivering in-depth cultural values which can help employees understand and accept cultural differences in order to reduce cultural conflicts. Most current intercultural training programmes are designed to teach employees some countries' customs or people's habits, such as how to use chopsticks in China, or Japanese make a bow for greeting. A better intercultural training programme is needed for in-depth intercultural training.

This study therefore proposes a new intercultural training programme for hotel operations based on the following theoretical framework. This framework is not simply an extension of the literature review but a conceptual basis for the new training framework. The first part of the theoretical framework contains the explanation and analysis of Harzing's (2004) effective cross-cultural training model, which consists of five training phases that helps structure the new intercultural training framework in Chapter Four. The second part includes the discussion of Kluckhohn-Strodtbeck's (2005) Model, Hall's (1969; 1983; 1990) Model and Hofstede and Pedersen's (2002) Model and the comparison of the three. The last part indicates the link between Harzing's model and the new training framework and explains how the framework has been developed based on existing material.

3.2　Training and Development of International Staff

3.2.1　Research Background and Introduction

Since tourism has become a major industry in many countries, the hospitality industry has also become very important. Hotel operations are turning global, and cross-border employee training to support hotel operations will be one of the issues that will reshape the global hospitality industry. Training and developing international staff has already caught the attention of Human Resource (HR) managers and, during the training process, cultural differences will become a major concern. Many multinational companies increasingly send expatriates on international assignments in order to acquire and transfer knowledge to sustain the company's competitive advantage. The performance of the expatriates in the host countries will mostly depend on how they adjust from their home country to the new working and living environment. Therefore, developing and improving cross-cultural adjustment have been the focuses for many Multinational Companies (MNCs) (Harzing & Ruysseveldt, 2004).

Cross-cultural training is designed to improve the skills and performance of expatriates so that they can live and work effectively in unfamiliar countries (Harzing & Ruysseveldt, 2004). The earliest known in-house cross-cultural training programme was established by Standard Vacuum Oil Company in 1954 for their personnel in Indonesia (Renwick, 1994). Jean Phillips Martinsson, an expatriate from Great Britain, used her overseas living experience and communication training to create her own cross-cultural training programme and wrote a book, *Swedes as Others See Them* (Dahlen, 1997). The mid-1960s to the mid-1980s was a time of enormous activity in devising ways of dealing with the reality of intercultural contact (Landis & Bennett, 2004). "David Kolb's work on learning styles (1981) and experiential learning (1984) encouraged trainers to use the experiential cycle as a way to organize the training process and to take the different learning styles of their

trainees into consideration" (Landis & Bennett, p. 22). However, there were not enough reliable sources for published materials in this field. *Cross-Cultural Orientation Programs*, which is related to training, had been published in 1976. In the 1990s, Sage Publications was publishing some less academic intercultural works for researchers and scholars. The International Journal of Intercultural Relations (IJIR) began publication in 1977 and continues to be the primary journal in this field.

There is a wealth of material on cross-cultural training now, but one of the difficulties for this study is the lack of reliable sources on systematic training programmes to use in the development of a new systematic intercultural training programme for hotels. Luckily, Harzing's (2004) cross-cultural training (CCT) programme has provided a good solution. Harzing's CCT programme is a well-designed CCT programme, which benefits both employers and employees, and this programme consists of five distinguished phases:

> Identify the type of global assignment for which CCT is needed; Determine the specific cross-cultural training needs; Establish the goals and measures for determining training effectiveness; Develop and deliver the CCT programme; Evaluate whether the CCT programme was effective (Harzing & Ruysseveldt, 2004, p. 289).

This model is also the foundation for the new intercultural training framework in this dissertation and the overall goal of this CCT programme is to improve the performance of the international staff in the host countries, which matches the overall objective of the new intercultural training framework in this study.

3.2.2   Effective CCT Programme

Harzing (2004) suggested that the systematic process for designing an effective CCT programme should include five distinct phases:

1. Identify the type of global assignment for which CCT is needed.

2. Determine the specific cross-cultural training needs.
3. Establish the goals and measures for determining training effectiveness.
4. Develop and deliver the CCT programme.
5. Evaluate whether the CCT programme was effective
   (Harzing & Ruysseveldt, p. 289)

PHASE ONE: IDENTIFY THE TYPE OF GLOBAL ASSIGNMENT

There are four kinds of international assignments according to Harzing: technical, functional, developmental and strategic. Technical and functional assignments are similar to the assignees' domestic positions. The difference between these is that the functional assignees need to interact with the local people when they are doing the assignments, but technical assignees are usually not expected to fit into the new environment, as their only commitment is to transfer knowledge or skills. This kind of assignment is normally short-term and usually designed for technicians. However, in this writer's opinion, technical assignments do not occur even as short-term because effective communication is always important in an assignment, so most hotel international assignments are considered as functional. Developmental and strategic assignments are totally different. MNCs send their developmental and strategic assignees overseas to develop and enter into the new market. The developmental assignees are usually on a managerial training programme. Strategic assignees, on the other hand, need to be very flexible and are expected to be cultural experts because this kind of assignment is usually for senior managers, such as general managers and vice presidents. It is very important to identify the types of global assignments, and different cross-cultural training programmes are recommended for different types of assignments to improve the assignees' performance effectively in host countries as failure in decision-making could be very costly. The Wall Street Journal has reported that "probably between $2 billion and $2.5 billion a year is lost from failed expatriate assignments" (Lissy, 1993, p. 17).

PHASE TWO: CONDUCT A CROSS-CULTURAL TRAINING NEEDS ANALYSIS

Many companies have found that it is necessary and important to conduct cross-cultural training. According to Harzing, a cross cultural training needs analysis will cross organisational, individual and assignment levels. Organisational analysis is used to consider how the CCT programme assists the headquarters and the subsidiary in supporting its global strategy (Harzing, 2004). The costs and benefits will be taken into consideration carefully. Individual analysis is used to examine how the CCT programme helps the expatriates to transfer their knowledge and skills. The expatriates' intercultural communication skills will also be analysed. Assignment analysis is performed to judge how successfully the expatriates complete international tasks along with the CCT programme, and what improvements can be made. In most cases, the needs analysis will mainly be conducted on the first level, because individual analysis and assignment analysis are very difficult to be examined at the beginning of the training programme, and normally they will be analysed in the evaluation section.

PHASE THREE: ESTABLISH CCT GOALS AND MEASURES

"The general goal of cross-cultural training will be any intervention aimed at increasing an individual's capability to cope with and work in a foreign environment" (Zakaria, 2000, p. 59). There are long-term goals and short-term goals, and each goal needs different identification. Short-term goals specify the completion of the assignment. In contrast, long-term goals are aimed at the final outcomes of the CCT programme. Short-term CCT goals can bring out three types of changes – cognitive, effective, and behavioural. Different types of international assignments are supposed to bring trainees different changes. For example, people who are sent on a technical assignment need to focus on cognitive goals (e.g. providing practical information such as information on shopping experiences and the transportation systems of the host countries). People who are sent on a developmental assignment need to focus on the behavioural goals (e.g. developing their intercultural communication skills) (Harzing, 2004).

PHASE FOUR: DEVELOP AND DELIVER THE CCT PROGRAMME

Generally speaking, CCT methodologies can be separated into two categories: didactic approach and experiential approach. Harzing has explained each of these:

> A didactic approach to training emphasises knowledge acquisition and is based on the assumption that a cognitive understanding of a culture is necessary to appreciate the norms and behaviours of that culture; the experiential approach to training stresses skills acquisition and is based on the assumption that individuals learn best from their experiences in the host country or from interacting with individuals from other cultures (Harzing, p. 291).

Appropriate instructional methods play an important part in CCT programmes:

> For example, the methods for the didactic approach will include area studies, videotapes, orientation briefings, case studies, lectures, seminars, reading material, discussions, videotapes, culture-general assimilators and so on. And immersion programmes, intensive workshops, role-playing, look-see trips, in-country cultural coaching, and language training are often used for the experiential approach (Harzing, p. 291).

There are pre-departure CCT (provided before departure), in-country CCT (provided after arrival in the new country) and sequential CCT (combination of the two), according to the sequencing of training sessions. Different methods can be used according to the actual situation. For example, if a hotel wants to provide expatriates with basic information of the new country, a pre-departure CCT with a didactic training approach is suggested. For the new intercultural training programme in this dissertation, an in-country CCT with experiential approach will be used because most trainees are hotel employees and they have some living and working experience before the training programme. The primary goal of this intercultural training programme is to prepare trainees for the unfamiliar cultural situations and to teach them how to interact with others from different cultures effectively at the hotel workplace.

PHASE FIVE: EVALUATE CROSS-CULTURAL TRAINING

An effective evaluation programme will help multinational companies decide whether or not they should continue their CCT programmes, and "cross-cultural training evaluation refers to the systematic process of gathering information necessary to determine the effectiveness of the CCT" (Harzing, p. 294). The evaluation strategies should be developed as soon as the CCT programme goals are set. The evaluation of the CCT short-term goals will exhibit how much of the cross-cultural knowledge, skills and behaviours the trainees have gained, and this could be measured by observing the performance of the trainees in a cultural simulator or in role play. The evaluation of the long-term goals will focus on the performance or professional effectiveness of the trainees on the assignment, and this could be measured through studying the daily cultural interaction of the trainees with the locals (Harzing, 2004). A gap between what the trainees could do and what they had been expected to do is allowed because of the limited resources, inadequate means, different ways of thinking, power relationships and s forth. (Branine, 2005). Zakaria (2000) found there is a substantial positive relationship between cross-cultural training and expatriates' adjustment, which means the more effective the cross-cultural training programme is, the better the trainees will adjust their performance in the host countries.

3.2.3   Summation

Harzing's effective cross-cultural training model provided a better understanding of the systematic process of designing the CCT programme. This model consists of five phases that will improve the process for developing, delivering and evaluating CCT programmes for both the companies and the expatriates. This systematic process included identifying the type of global assignment; determining the specific CCT needs; establishing the goals and measures for evaluating training effectiveness; developing and delivering the CCT programme; and evaluating whether the CCT is effective. This section has also mentioned that this is an effective cross-cultural training model that can help expatriates acquire and transfer knowledge, and improve

their performance in the host countries. There are many approaches and methods suitable for the new intercultural training framework, however, Harzing's effective cross-cultural training model is only a proposed training programme for general purposes and does not provide hoteliers with detailed training procedures and content This training model can not therefore be directly used as an intercultural training programme directly for any workplace. A detailed and well-designed training framework will need to be developed for this study, and more discussions on this are made in the next chapter.

3.3   Exploring Culture – Three Cultural Models

3.3.1   Research Background and Introduction

It has been thought that the world is a global village, and it would be a better place if everybody behaved like the people in their own countries (Hofstede & Pedersen, 2002). This is an ideal statement, and the purpose of it is to create a world in which everybody agrees on the same rules. However, as a manager or a trainer, one should not agree with this statement. Firstly, everybody behaves differently, either because of their character or personal history. Furthermore, people are social beings, and they learn how to behave through the groups in which they participate (Hofstede & Pedersen). Therefore, omitting the differences is not the key, and effective communication is based on knowing the differences and learning how to deal with them.

Intercultural training was developed in the 1960s, and its primary goal was to train people from different cultures to understand and get along better with one another to improve the productivity of a workplace (Hofstede & Pedersen). Intercultural training or cross-cultural training is about teaching people from different cultural backgrounds how to communicate with each other without being puzzled, angry or frustrated. In this section, three cultural models will be introduced.

Kluckhohn-Strodtbeck's Model (2005) is considered the earliest cultural model, and demonstrates six basic orientations:

     1. what is the nature of people;
     2. what is the person's relationship to nature;
     3. what is the person's relationship to other people;
     4. what is the modality of human activity;
     5. what is the temporal focus of human activity;
     6. what is the conception of space (Mead, 2005, p.29).

This model provides a range of possible answers to each orientation; Hall (1969; 1983; 1990) described cultural differences as in two dimensions: Low Context & High Context and Monochromic & Polychromic; Hofstede created a 10 Synthetic Culture Model, which summarised some cultural differences into five dimensions: "Identity, Hierarchy, Gender, Truth and Virtue" (Hofstede & Pedersen, 2002, p. 91). Each dimension has a continuum: "Collectivism - Individualism; Large power distance - Small power distance; Feminine - Masculine; Strong uncertainty avoidance - Weak uncertainty avoidance; Long-term orientation - Short-term orientation" (Hofstede & Pedersen, p. 91). None of the above extremes is real, and the idea is to prepare people for surprises in foreign situations. In the interpretation of the profiles, there will be seven key elements and a general description for each of the extremes.

3.3.2   Kluckhohn-Strodtbeck Model

Kluckhohn and Strodtbeck (2005) developed an early cultural comparative model, which distinguished six basic orientations: "What is the Nature of people; What is the person's relationship to nature; What is the person's relationship to other people; What is the modality of human activity; What is the temporal focus of human activity; What is the conception of space?"(Mead, 2005, p. 29). Kluckhohn and Strodtbeck also provided a range of possible answers to each orientation, for example, there are "good, evil and a mixture of good and evil" in response to "What is the nature of people?" and "future, present and past" in response to "what is the temporal focus of human activity?"(Mead, p. 29).

This model has some influence over those later cultural models and many researchers have used the basic principles from it, however, it has only touched a few aspects of cultural differences. In addition, six basic orientations and their possible answers do not have the logical relationship and those answers are very simple and extreme, so it is very hard for followers to link this model to national cultures.

3.3.3   Hall's Model

Hall (1969; 1983; 1990) has provided two other cultural dimensions: Low Context & High Context and Monochromic & Polychromic. Monochronic cultures focus on the performance on a task and there is a sharp division between work and personal life. On the other hand, Polychronic cultures like the Chinese and French will prefer more relaxing ways to do business, such as meeting clients in a café or restaurant, rather than at work.

Hall's cultural model started to learn cultural differences in a different way, and instead of using questions and answers to identify cultural orientations, he generalised national cultures into dimensions: low-context to high-context and monochromic to polychromic. This model successfully created a path between academic cultural models and national cultures, and it is much easier for people to link national cultures to the cultural dimensions this model has provided, but again, there are only two dimensions and the description seems very unilateral.

3.3.4   Hofstede's 10 Synthetic Culture Profiles

Table 1: The Dimensions of Hofstede's 10 Synthetic Culture Profiles

Dimensions	One Extreme	The Other Extreme
Identity	Indiv	Collec
Hierarchy	Hipow	Lopow
Gender	Mascu	Femi
Truth	Uncavo	Unctol
Virtue	Lotor	Shotor

Source: *Exploring Culture,* p. 92.

Table 1 shows the five dimensions and the ten extremes, and each dimension has two extremes. For example, extreme individualism and extreme collectivism are two extremes of dimension identity, and they form an identity continuum. The real cultures could fall into anywhere in the continuum, but none of the extremes exists. For example, American culture is very close to extreme individualism, but it is still not extreme individualism and some features of extreme collectivism can also fit into American culture.

The following is the explanation for the terms in Table 2:

Identity (*Indiv* for extreme individualism, *Collec* for extreme collectivism);

Hierarchy (*Hipow* for an extremely large power distance, *Lopow* for an extremely small power distance);

Gender (*Mascu* for extreme masculinity, *Femi* for extreme femininity);

Truth (*Uncavo* for extremely strong uncertainty avoidance, *Unctol* for extreme uncertainty tolerance);

Virtue (*Lotor* for extreme long-term orientation, *Shotor* for extreme short-term orientation) (Hofstede & Pedersen, 2002, p. 91)

The Interpretation of the Profiles

The interpretation of each extreme in these Synthetic Culture Profiles contains seven key elements and a general description. The seven key elements are the rules for appropriate behaviour of that culture and they describe aspects of home and working life. The general description will deliver an overall image of the extreme and one can picture himself or herself as the member of that culture in order to understand the associated positive and negative feelings, and eventually accept the cultural differences.

Extreme Individualism (*Indiv*)

Seven Key Elements:

1. Indivs are honest and they usually express themselves directly even if others think they are rude. They like to speak in public and their opinions are very unlikely to be changed by others.

2. Indivs prefer one to one communication and they do not want to waste time on guessing other people's opinions by their body language or facial expression. When communicating with indivs, do not imply anything because indivs will get annoyed and think you are dishonest.

3. Indivs are workaholics and responsible. They will do their best to finish the tasks but relationships do not mean too much to them.

4. Everyone is equal for Indivs, and they want everybody to learn and know about laws and people's rights. It is easy to deal with Indivs if you always follow the rules they make.

5. Privacy is the priority over others for Indivs and they do not like other people to be involved if it is not their concern.

6. Everyone is supposed to have a personal opinion on any topic. If you do not have your own outstanding opinions to show Indivs, it will be very difficult for you to

stand out and gain respect from them.

7. Indivs prefer everything to be written on paper for mutual benefits and if there are conflicts, they will refer to the contract and get things sorted out according to the contract (Hofstede & Pedersen, 2002).

General Description:

Indivs are self-centred, they like talking and making eye contact freely and prefer being alone most of the time. They like to challenge their ability and measure other people in terms of how useful they are. American culture is very close to *Indiv* culture. Americans place a great emphasis on the individuals than on the group and they talk, argue and blame individuals. Americans are concerned about "getting things done" straight away rather than anything else.

Extreme Collectivism (*Collec*)

Seven Key Elements:

1. *Collecs* are physically and mentally close to in-groups and far away from out-groups. Their personal honour is earned through the groups to which they belong.

2. Team work is highly valued by *collecs* and they consider in-group harmony to be very important. They do not like confrontation because they think confrontation might cause division.

3. *Collecs* spend a lot of time on making friends and socialising with workmates to build up good relationships. They think it important to take care of every member in the group rather than complete a task.

4. *Collecs* never speak in public individually but represent a group. They will discuss in the group and draw a conclusion and every group member will fully support the final decision.

5. Trespassing is not acceptable by *collecs* as well, but it is based on groups. There will be sharing and interaction among group members.

6. *Collec* employees always consider their companies as families and their

employers as parents. Firing staff and quitting are immoral for collecs, because they think employers are responsible to look after employees, and employees are responsible to "sacrifice" themselves to their "families".

7. *Collecs* are very sensitive and they will watch the listeners and adjust their tone and words when they are speaking (Hofstede & Pedersen, 2002).

General Description:

Collecs like being with in-group people, and they are very close in the group. However, they can be violent to out-group people. They are not very forthright and always seem silent with strangers. Japan, Colombia, Indonesia and South Korea are collectivistic countries (Hooker, 2003), and there is more emphasis on group loyalty and harmony than on fulfillment of individual desires and goals in these countries.

Extremely High Power Distance (*Hipow*)

Seven Key Elements:

1. Power is the first concern for Hipows, and they always try their best to get power in their lives.

2. Hipows think powerful people are respectable and power can bring fortune, good status and privilege for everybody.

3. Less powerful people are dependent on those who are more powerful. People without power will listen to more powerful people.

4. Centralisation is popular. Hipows think power is everything, so they will do their best to get power and achieve centralisation. Powerful people are taking more and more control over others.

5. Subordinates and children expect direction. They do not speak without being asked. A typical Hipow culture is Indian culture. India is a hierarchical society, in which subordinates and children should always obey fathers or bosses and be compliant and respectful.

6. The ideal boss is a benevolent autocrat or 'good father'. The boss is considered as the most powerful person in an organisation or a family, so he/she is expected

to be an autocrat. A weak person will never be in charge among Hipows.

7. Style of speech is formal and acknowledges hierarchical positions. Style of speech is the symbol of power for Hipows, and this is very similar with Collec culture. Hipows usually give speech in order according to the hierarchical positions and the final decision will be made by the top person (Hofstede & Pedersen, 2002).

General Description:

Hipows are always polite and speak in a soft voice. They behave in a formal way and worship power. If there are any problems, they will tend to shift blame downward. (Hofstede & Pedersen, 2002). The findings of analysing power distance of different cultures show that "Confucian and other East Asian cultures are in fact authoritarian; younger people defer to their elders, women to men, and employees to bosses that are almost always older and male." (Hooker, 2003, p. 132). Malaysia has been ranked as the highest power distance country in the related research (Hooker).

Extremely Low Power Distance (*Lopow*)

Seven Key Elements:

1. *Lopows* appeal to equalities and they hate using power to get privileges and status. They think everybody should have the same right in the society.

2. There should be interdependence between less and more powerful people. Power is not everything for *lopows*, so even powerful people in the society need to rely on others and this interdependence is acceptable and appreciated.

3. Hierarchy should be abolished in *Lopows'* opinion, and they think hierarchism will only bring inequality and inefficiency.

4. Decentralisation is considered to be a social trend for *Lopows*, and centralisation is avoided.

5. Subordinates and children are supported and they are allowed and expected to speak their minds.

6. In a conversation, anyone can take the lead at any time. *Lopows* like to talk freely

and there are no hierarchical positions. They usually sit in a circle while they are speaking so that everyone can contribute if they want.

7. Power is not important for *Lopows*, and people are not proud of their power, therefore, powerful people like to hide their status rather than show off (Hofstede & Pedersen, 2002).

General Description:

Lopows are informal and unruly. They always talk freely and it is easy for conflicts to arise.

Extreme Masculinity (*Mascu*)

Seven Key Elements:

1. Mascus think rich and powerful people are successful, and everyone is going after material success.

2. It is good to be bigger and faster.

3. Men should be assertive, ambitious and tough and women should be subservient and tender.

4. Mascus like to admire exceptional achievements or people. They always compare who is more successful by their achievements or social status.

5. Failing (at school, at work, in sports, or wherever) is a disaster and it leads to humiliation.

6. Mascus are straight forward and they like to speak their minds out and solve problems on the table.

7. The best student, worker, or manager sets the rules in the society. Being successful is the key value for Mascus, so they listen to someone who is better and strong (Hofstede & Pedersen, 2002).

General Description:

Mascus think men are more powerful and are highly favoured in management roles. They like physical contact and direct eye contact.

Extreme Femininity (*Femi*)

Seven Key Elements:

1. Caring for the weak is considered to be important for Femis.

2. Small and slow are beautiful, and it is acceptable to be weak because Femis always take good care of everyone in the society.

3. Everybody is supposed to be kind and empathetic.

4. Femis do not care too much about wealth, social status or achievements.

5. Compromise and negotiation are the solutions.

6. Equality is important and no one should be left behind.

7. Society is permissive and people are caring. Femi countries usually have a very good welfare system and everyone is supposed to be taken care of. (Hofstede & Pedersen, 2002)

General Description:

Femis are very warm and friendly. It is very hard for them to stand up for their rights. Losers are always pampered (Hofstede & Pedersen). It is very useful to look at the male and female roles when talking about cultures because there are only two kinds of humans after all: men and women. However, the gender role is not always the same, and in recent decades women have rapidly gained more power in many countries.

Extreme Uncertainty Avoidance (*Uncavo*)

Seven Key Elements:

1. What is different is dangerous. Uncavos do not like taking risks to try new things and they will follow rules.

2. It is hard to expect Uncavos to be creative and challengeable but they can be very good employees if there are certain rules for them to follow.

3. Rules are important, even if the rules will never work. Everything should be written down for Uncavos so that they do not need to take any new risk.

4. There are certain rules about what is dirty, wrong or indecent.

5. Time is money. Uncavos will use every minute to finish their work and they do not like wasting time on exploring and creating.

6. Uncavos do not believe new truth or findings.

7. Experts and specialisation are valued (Hofstede & Pedersen, 2002).

General Description:

Uncavos are well organised, but emotional. Older men are usually respected by *uncavos*. They can be very efficient, but they do not like taking risks.

Extreme Uncertainty Tolerance (*Unctol*)

Seven Key Elements:

1. Curiosity and creativity can be generated by what is different.

2. Ambiguous situations and unfamiliar risks cause no discomfort and everyone should learn how to get used to it. Unctols feel good to handle unfamiliar situations and they get stressed if nothing changes.

3. Rules should be limited to those that are absolutely necessary and too many rules will make Unctols frustrated. Unctols know how to deal with unexpected situations so many rules will stop them being creative.

4. Aggression and emotions are not valued.

5. Unctols never force themselves to do anything extra and enjoying life makes them feel good.

6. Innovative ideas and behaviour are tolerated and acceptable.

7. Generalists are popular in the society (Hofstede & Pedersen, 2002).

General Description:

Unctols are relaxed everyday and take each day as it comes; they are very informal and they do not follow strict rules. Exceptions are easily accepted by them and they can be very flexible (Hofstede & Pedersen). Hofstede has defined the cultural characteristic of Uncertainty Avoidance as:

…the extent to which people within a culture are made nervous by situations which they perceive as unstructured, unclear, or unpredictable, situations which they therefore try to avoid by maintaining strict codes of behaviour and a belief in absolute truths. Cultures with strong uncertainty avoidance are active, aggressive, emotional, compulsive, security-seeking, and intolerant; cultures with weak uncertainty avoidance are contemplative, less aggressive, unemotional, relaxed, accept personal risks, and are relatively tolerant (Hofstede, 1986, pp. 307-308)

Sweden is reported as an uncertainty-avoiding country because the society is highly regulated and safety rules are very strict. For example, the only permissible blood alcohol level for drivers is zero (Hooker, 2003). Higgs found that employees who are from a high uncertainty avoidance culture will look for clearly defined, formal rules and conventions governing their behaviour (Higgs, 1996).

Extreme Long-term Orientation (*Lotor*)

Seven Key Elements:

1. Working very hard is good and long-term contribution is highly valued.
2. Thrift and saving are good.
3. Never give up, even if results are disappointing. Lotors like to spend their lifetime to achieve the results they want.
4. People may devote their lives to lofty, remote ideals, and they do not mind spending a lot of time to achieve those.
5. Traditions can be adapted to a modern context. There are no lines among past, present and future, and traditions from a long time ago still mean a lot and continuity is valued.
6. Achieving one's purpose may be worth losing face and eventual success will bring satisfaction.

7. Past and future generations are important, and there is one common goal for the past, current and future generations. Continuous effort is recommended (Hofstede & Pedersen, 2002).

General Description:

Lotors are direct and focused; they are hard working and self-motivated; they tend to blame themselves if there are problems, and they can cope with heavy workloads and work under pressure.

Extreme Short-term Orientation (*Shotor*)

Seven Key Elements:

1. Losing face may cost a lot for Shotors because they cannot afford spending more time on one target. Shotors want to see results immediately and wasting time is a big concern for them.
2. Shotors do not mind overspending.
3. Quick results are expected and long-term contribution is not appreciated. If you can get things done as soon as possible, you will get the trust from Shotors.
4. Traditions should be respected and can not be applied into modern situation. Tradition is tradition for Shotors, and there must be new rules or principles in modern society.
5. Social demands (for example, reciprocating gifts) are met regardless of cost.
6. Personal stability is much valued.
7. Saving is not popular, so there is little money for investment. Saving costs too much time for Shotors and short-term investment will be the choice for them (Hofstede & Pedersen, 2002).

General Description:

Shotors enjoy talking about the past; they are stylish, warm and formal; they are desperate to save face and are distressed at loss of face (Hofstede & Pedersen). Long-term and short-term orientation cultures could be related to the society,

government policies, or the economy pattern. For example, most of the capitalistic countries have short-term orientation cultures and quick results are usually highly valued.

The weaknesses and strengths of Hofstede's model

Ten dimensions from Hofstede's model are deep cultural values and the comparisons between different dimensions are significant, so it is easy to picture oneself in that cultural situation and find out cultural differences. No other cultural models have touched so many details of cultures and explained so many in-depth cultural values and norms before. Hofstede's model is the opening page for further studies in this area, and it allows other researchers to contribute more into this model. This model does not compare any national cultures but cultural dimensions, so that cultural differences can be more easily understood by our learners. However, the ten dimensions from this model still can not describe all aspects of cultural differences and further dimensions will need to be added in. To summaries, Hofstede's Ten Synthetic Culture Profiles is an ideal model for intercultural training and it will be inculcated to trainees through this new intercultural training programme.

3.3.5   Summation

Three cultural models have been introduced in the second part of the literature review so far, namely, Kluckhohn-Strodtbeck's Model, Hall's Model and Hofstede's 10 Synthetic Culture Model. Kluckhohn and Strodtbeck's Model is an early cultural model, which distinguished six orientations regarding the basic cultural aspects and also provided possible answers to those orientations; Hall's Model classified cultural differences into two cultural dimensions: Low Context Culture & High Context Culture and Monochromic Culture & Polychromic Culture, and national cultures can fit into those dimensions; Hofstede's 10 Synthetic Culture Model has defined all the cultural differences in a very different way: all the cultural differences belong to five dimensions: Identity, Hierarchy, Gender, Truth and Virtue, and each dimension has

two extremes that form a continuum. Hofstede was trying to teach how to analyse those cultural differences from a different point of view. Every national culture would be affiliated with a particular extreme of each dimension, but it would not be an exact description of that culture. For example, American culture is very close to 'Extreme Individualism', but not totally the same. And Japanese culture is much more like 'Extreme Collectivism', but it also has some features from 'Extreme Individualism'. The purpose of introducing this profile is to help develop an intercultural awareness. Apart from cultural differences, there are other factors such as personality and history that will also need to be considered. All in all, Hofstede's 10 Synthetic Culture Model is such an amazing cultural model that it will be chosen as the training content of the new intercultural training framework of this study. There will also be an instruction that tells how the researcher of this study links the literature review and the training framework together in the next chapter.

3.4 The Link between the Theoretical Framework and the Intercultural Training Framework
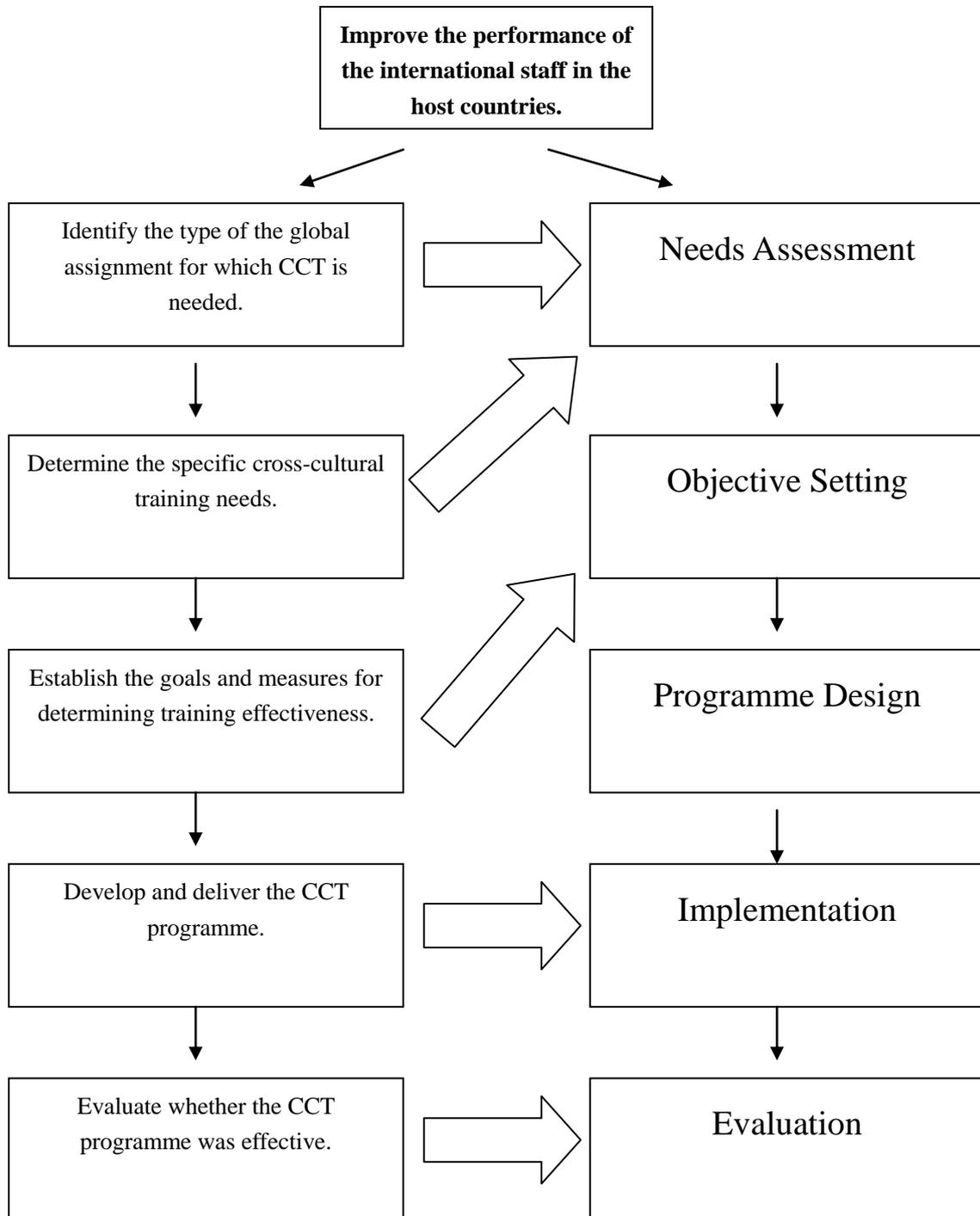

Figure 1. The Relationship diagram of Harzing's (2004) Model and the New Framework

It has been realised that there are not enough effective intercultural training programmes available and most of the current intercultural training programmes do not contain deeper cultural differences nor foster employees' intercultural awareness effectively. A proposed intercultural training framework has therefore been developed based on Harzing's (2004) CCT programme and Hofstede's (2002) 10 Synthetic Culture Profiles. Figure 1 shows how the new intercultural training framework links to the existing CCT programme. The aim of this study is to develop an intercultural training framework for the hotel workplace, in order to introduce Hofstede's 10 Synthetic Culture Profiles. Since the comparison of the three cultural models in Chapter Three indicates that Hofstede's model is the best one so far, this will be used as the training content to prepare hotel employees for surprises which may arise in foreign cultural situations.

Both of the training programmes have a systematic process and they are intended to help hotels improve the performance of international staff in the host countries. The chart flow on the left side represents Harzing's five-phase CCT programme and the chart flow on the right side demonstrates the proposed intercultural training framework for this study. The structure of Harzing's CCT programme has been utilised in the new training framework. For example, Harzing's CCT programme contains five phases, which need to be conducted step by step, as well as the new training framework. There are different methods suggested in Harzing's CCT programme and some of them have been selected for the new training framework. For example, a cross-cultural training needs analysis will cross three levels – organisational level, individual level and assignment level in Harzing's CCT programme but the new training framework will only focus on organisational level and individual level. Case studies and semi-structured interviews will therefore be used to examine and analyse how the training framework can help employees communicate effectively and support a hotel's global strategy. Short-term and long-term goals were mentioned by Harzing and the new training framework also has these two kinds of training objectives. A four-level evaluation will be conducted to

see whether the training can achieve short-term goals and a post-training evaluation is designed for the long-term goals. Case studies, lectures, discussions, videotapes and role-playing. are the coaching approaches in the new training framework and they were all mentioned by Harzing in her CCT programme. Generally speaking, phase one and phase two of Harzing's CCT programme have been combined into Needs Assessment in the new training framework, and phases three, four, and five are respectively the prototypes of Objective Setting, Implementation and Evaluation in the new training framework.

4 AN INTERCULTURAL TRAINING FRAMEWORK

4.1 Introduction

Many cross-border hotels have found that expanding into the global market and functioning effectively will require the knowledge or awareness of other customs and languages. It is very important to show employees a wider world and to provide information about other countries or cultures.

Cultural diversity could bring a workplace both challenges and opportunities. People from different cultures come together to work, and this will eventually create more service encounters for people from different cultures. However, cultural diversity could create a barrier for employee communication because of different values, beliefs and habits. There are a number of intercultural training programmes available but those programmes are generally for multicultural companies and most are narrowly targeted on specific cultures or countries. A successful intercultural training programme is needed especially for hotels and must address deeper cultural differences which will effectively enhance employees' intercultural awareness.

The researcher of this study has synthesised other scholars' research and designed a new training programme. This training programme is named the Intercultural Training Framework, as this is a fundamental training structure and more training methods will need to be added in.

This training framework contains five parts: Needs Assessment, Objective Setting, Programme Design, Implementation, and Evaluation. It is a systematic training process and is very easy to follow and put into practice. The structure design is mostly based on Harzing's CCT programme from the literature review of this

dissertation, and Hofstede's Ten Synthetic Culture Profiles has been chosen as the training content and its in-depth cultural values will be explained and inculcated.

4.2   Needs Assessment

4.2.1   Introduction

Needs assessment is a part of programme planning. It is essential to conduct needs assessment because a decision-maker will decide whether or not to adopt this intercultural training programme, and the accuracy of the assessment could help the hotel earn or lose money. Needs assessment is normally the first step of a training design model, and this is where appropriate data are collected to determine the precise problem, and decide whether or not training is a feasible solution (Jaszay & Dunk, 2003). There are many kinds of methods for needs assessment, and in this framework case studies and semi-structured interviews are used for both managers and hotel staff. Five case studies will give the decision-makers a general idea about what happens in hotels in terms of cultural misunderstanding and cultural conflicts. The semi-structured interview will collect as many opinions as possible from managers and staff. The more participants this study has, the more accurate the result will be, but a sample selection is also required due to the time limitation. A single-case and cross-case analysis will allow the researcher to analyse data effectively.

4.2.2   Case Studies

The following presents five hypothetical cases, which will give an idea about the influence of cultural differences in the hotel workplaces. Most cases were generated specifically for this dissertation from the researcher's and colleagues' experiences, and some were adapted from existing literature. Table 2 shows the major cultures and the issues from the five cases, and each issue is the main concern for the case studies.

Table 2: Five Cultural Cases

Case	Case One	Case Two	Case Three	Case Four	Case Five
Culture	English	Japanese	Korean	American	Chinese
Issue	Informality	Employment Relationships	Collectivism	Self-reliance	Privacy

Case One: Miss Li (Chinese) had been working at the front desk in a Chinese hotel for two years. She was meeting different guests from different countries every day. One day she was told by the front desk manager that a famous artist, James Forbes, from England, was coming to stay in their hotel for four nights. Miss Li had always been a big fan of this person, and she was very excited the day the guest arrived. Mr James Forbes showed great interest in what Miss Li was doing and asked a lot of questions about her job and other things about the country. Miss Li had been very patient and started to call this guest James. However, Mr Forbes walked away after being called James without telling her why, and never spoke to Miss Li again until the day he wanted to check out.

Case Two: Louise Reid (American) was the HR Manager of a hotel in America. She had signed a contract to be internally transferred to the same branded hotel in Japan as the General Manager. When she first arrived in Japan, it was very exciting to experience the differences from her home country. Her new colleagues were all fluent in English and were very friendly to her. She found Japanese staff were all hard working and tireless; no one asked for annual leave during the busy season and they considered the hotel to be their home. Unfortunately, she felt very frustrated because her Japanese colleagues kept taking her aside and asking about her personal life. Six months later Louise resigned and went back to America.

Case Three: A new hotel was under development in Korea and Tony Jackson (a New Zealander) was going to be the Human Resources Manager. Mr Tony Jackson had six

years HRM experience and was very good at selecting the right people for the right positions. He was always interested in hiring local people because he believed that local employees knew more about the country, which would help their customers get better service. Before he went to Korea, two excellent Korean mechanics were introduced by a good friend of his, and luckily his new hotel needed mechanics urgently. He offered those two workers a better salary and benefits package than they were currently getting, but the two workers refused his offer two days later. Mr Jackson did not understand why the Koreans were not interested in better opportunities.

Case Four: Ayaka was a Japanese student in America. She wanted to work in a hotel as a Food and Beverage Attendant. After her graduation, she got a job in the Food and Beverage department in a very good hotel. She worked very hard and developed good relationships with the other people who were working in the hotel. After two years, most of the front-line staff were promoted and became supervisors or managers, but Ayaka was still a Food and Beverage Attendant. She could not understand and did not want to talk about her concerns to anyone, because she thought it was not appropriate (Kohls and Knight, 1994).

Case Five: Two female housekeepers who were chatting with each other during the lunch break. One was from France and the other was from China. Both were very interested in the other's country and culture and after a while, the conversation turned to their personal lives. The Chinese girl kept asking questions about the French lady's salary and how much her house cost and so on. On the other hand, the French lady was more concerned about the Chinese girl's relationship with her boyfriend, whether they were living together or not, and which restaurants they usually dined at. After chatting, they both thought the other person was very rude and selfish, and neither of them wanted to have a similar conversation any more (Sinclair, 1990).

Comments:

Case One: For the English, being called by their first name is earned only through long acquaintance. In this situation, the relationship between Miss Li and Mr Forbes is receptionist and customer. Being called James in a public place by a hotel receptionist made the English celebrity feel embarrassed. It is suggested that Miss Li apologise for the mild offence immediately, and go back to calling the Englishman Mr Forbes and picking up some topics of conversation that he would be interested in.

CaseTwo: The employee-employer relationship in Japan is very different from other countries. All of the workers perceive the company that they work for as their family, and, therefore, it should play an important part in their personal lives. In this case, all other hotel staff consider the general manager the parent of the hotel, and they want to know more about the manager and to be supervised. 'When in Rome, do as the Romans do'. If discussing your personal life is one of the ways to communicate, why not accept it?

Case Three: In Korea, collectivism is the predominant characteristic of its culture. Dedication, loyalty and long-term commitment are far more important than getting ahead or seeking better opportunities for Korean employees. However, in return, the Korean employees expect the same loyalty from the employers. That is why Korean companies seldom fire people even if they are incompetent. If Mr Jackson intends to hire a Korean, he should start looking for young mechanics to train and consequently encourage their loyalty to his hotel.

Case Four: Self-reliance and self-support are central to the American culture. As an assertive person, you have to take as many opportunities as you can and show that you are confident with a positive attitude. It is very different from Japanese culture, but it is time for Ayaka to let the manager or supervisor know what she thinks and what she wants to do, and asking for some more training could be another good way.

Case Five: There is a significant conflict in the social etiquette between Chinese and western cultures. Living together before marriage is still not acceptable by Chinese society, so asking a Chinese girl about de facto relationships will normally make her blush. On the other hand, salary and a woman's age are considered private matters in western culture. One solution could be to ask the other person why she is angry, and to try and explain their own culture and situation. This is a good opportunity to learn something about cultural differences and to compromise if possible.

The five hypothetical case studies have shown how the cultural differences could cause problems and misunderstandings. It is very important to build up the employees' intercultural awareness, especially in a hotel workplace, because of

> The increased air travel, the development of a global marketplace, increasing sensitivities to gender and ethnic differences in the workplace, the movement of immigrants and refugees, and the development of programmes aimed at person-to-person contact (Brislin & Yoshida, 1994, p. 4).

Cultural misunderstandings could occur without anyone realising it. For example, in Case one, business formality is considered essential in the business environment for English people, and informality could become a mild offence in many situations. In Case Five, different kinds of information are considered private in different cultures. Therefore, it is necessary to complete the intercultural training for more effective interpersonal relations when employees interact with individuals from other cultures.

4.2.3   Semi-structured Interview

Semi-structured Interview

Needs Assessment could be completed by using a semi-structured interview or moderately scheduled interview, which means the interview is neither highly structured nor unstructured, and the interviewee is simply guided to talk freely about whatever comes up. Interviewers will help to guide the interview on the right track

and the interview will start with some questions about the interviewee's background to "warm up" interviewees. At all stages, interviewees are supposed to observed, and when they are feeling comfortable, the interview will process towards research questions.

Interview Questions

Interview questions are the key for the interview because data analysis will be based on interview questions and answers. Interview questions should be separated into two categories: manager interview questions and staff interview questions. This is because the evaluation will need ideas from both trainers and trainees. Some sample questions are:

Manager/supervisor interview questions:

1. High turnover rate is always a big problem in hotels. Do you find it difficult when staff want to resign and you have to recruit new staff and train them?

2. When you are looking for new staff, are their nationalities or cultural backgrounds very important?

3. Do you find it difficult to communicate with people from different backgrounds or cultures?

4. When you are training international staff, have you ever been confronted by any cultural conflicts? And can you describe what happened?

5. If things go very wrong in terms of cultural misunderstanding, what would you do?

6. What do you think the good side of having international staff in the hotel is?

7. Does having international staff in the hotel really help in giving international customers better service or, in other words, improve the productivity in the hotel?

8. If there were an intercultural training framework designed to help people in the hotel to communicate with others from different cultural backgrounds, do you think it would help to solve some of the HR problems?

Other hotel staff interview questions:

1. High turnover rate is very common in the hotel industry, do you often think about quitting or changing your job?

2. Are you satisfied with your training? Why / Why not?

3. During your training, do you find it difficult to communicate with people who are from different backgrounds or cultures?

4. In the training process, have you ever been confronted by any cultural conflicts? And can you describe what happened?

5. If things go very wrong in terms of the cultural misunderstanding, what would you do?

6. What do you think the good side of having international staff in the hotel is?

7. Do you think it is advantageous to serve customers who are from the same cultural background as you? Why / Why not? (for international staff)
   Do you think it is advantageous for international staff to serve customers who are from the same cultural background as them? Why / Why not? (For local staff)

8. If there were an intercultural training programme designed to help you to communicate with other staff from different cultural backgrounds, do you think it will be interesting and helpful for you?

Note: The proposed questions above can be revised as appropriate.

4.2.4   Summation

There are case studies and semi-structured interviews in the needs assessment section to help decision makers decide whether or not to conduct an intercultural training programme. Five case studies have provided five stories which happened in different hotels and focused everyone's attention on intercultural awareness. The comment on each case study has shown what the problem is and how to deal with it. A

semi-structured interview is designed to collect both managers' and employees' opinions on intercultural training and how much they would like to cooperate.

4.3   Objective Setting

If decision makers decide to conduct an intercultural training programme after a needs assessment, the next step will be setting objectives for the training programme. Harzing (2004) has mentioned that CCT programmes should have short-term goals and long-term goals, where as short-term goals should be focused on the completion of the assignment, and the long-term goals should be aimed at the final outcome of the CCT programmes (Harzing & Ruysseveldt). Different assignments should have different goals, for example, cognitive goals need to be set for technical assignments, and behavioural goals should be designed for the developmental assignments (Harzing & Ruysseveldt). This training framework is mainly focused on the technical assignments, which means the purpose of the framework is mainly to provide practical information, so the cognitive goals method will be used in this framework. The following includes the long-term goals and short-term goals for this intercultural training framework.

Long-term Goals

Improve the employees' performance

Improving employees' performance is the key to an organisation's success, and making sure employees' goals align with the organisation's strategies is a major task. The strategy of this framework is improving the employees' performance in order to retain the efficiency of the organisation. Therefore, the employees' personal goals for this training programme should be improving the interpersonal relationship with other staff from different cultural backgrounds.

Stress Reduction

In many situations such as the case studies in the literature review, cultural

differences could often cause conflicts, and the employees' stress will be increased. It is unreasonable to expect high employee performance when they are under pressure, so stress reduction is another long-term objective for this training programme. Stress reduction is also very hard to evaluate, and there will be evaluation suggestions in the next section.

<u>Short-term Goals</u>

There are three kinds of "desired outcomes" (Landis & Bennett, 2004, p. 45) in this framework, and achieving these outcomes will be the short-term goals for this training programme. Both trainers and trainees have to know the desired outcomes before they start the training:

Knowledge

Knowledge acquisition is the most common outcome for the intercultural training. This framework is designed to introduce Hofstede's 10 Synthetic Culture Profiles, along with some case studies to build up employees' intercultural awareness. After this intercultural training, all trainees should be able to understand the following:

  1. What is Hosftede's 10 Synthetic Culture Profiles?

  2. Why do we introduce this model?

  3. How do we use this model to solve the practical problems?

Skills

In the intercultural training programme, developing skills could be the advanced-level outcome. Such skills might include "looking at situations from more than one perspective, identifying cultural bias in job interviews, learning how to learn in confusing situations, using more (or less) direct communication in a specific setting, and so on" (Landis & Bennett, 2004, p46). The particular skills that trainees are intended to gain after the training include identifying the cultural differences in complex working environments and avoiding bias.

Attitudes

Modifying trainees' attitudes is a very important short-term goal, but is the hardest part as it is difficult to evaluate. People's attitudes are mostly from their ethnic groups,

and their learned values, attitudes and beliefs may have been deeply embedded in their minds for most of their lives. The purpose of this study is not focused on changing trainees' cultural attitudes, but helping them understand that cultural differences exist and to avoid being biased towards other cultures.

4.4   Programme Design

Needs assessment will be followed by a process called Programme Design, which contains three parts: Lesson Plan, Training Implementation, and Training Evaluation. After some case studies of other hotels, there will be a semi-structured interview conducted in the target hotel. The purpose of the interview is to collect as much data as possible for analysis. There will be a needs assessment report for the HR managers to decide whether or not to do this intercultural training programme. If the decision for the needs assessment is "yes", the whole process will move on to Lesson Plan, which will provide the trainers and the trainees with the training content and methods. Once all of the plans have been completed, training will be implemented. The last section is Training Evaluation, which means a return to the Training Objectives Setting to evaluate whether or not the training programme was successful.
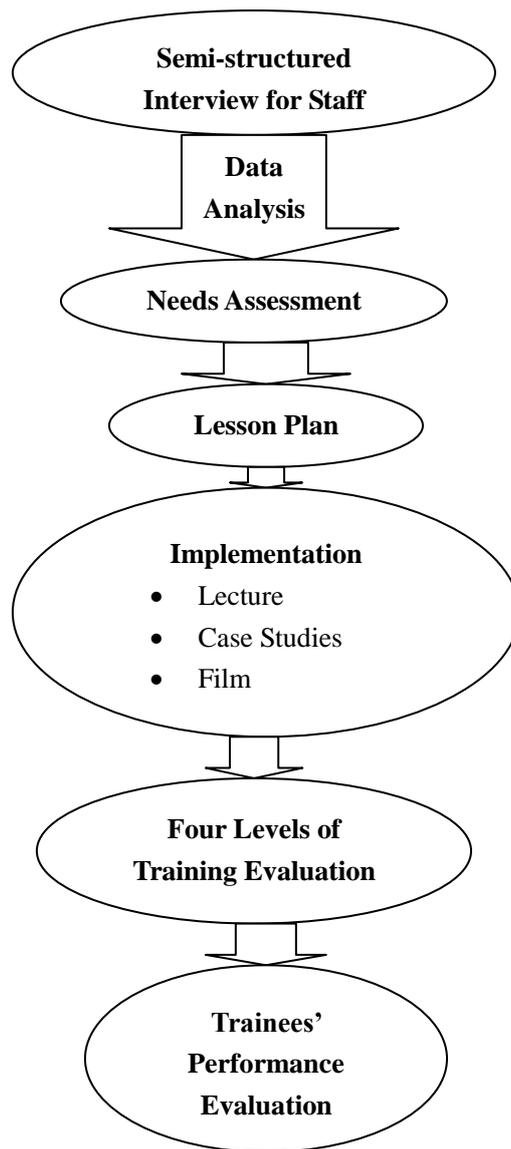
Figure 2. Programme Design Model

Figure 2 shows the Programme Design process. A semi-structured interview and some case studies are needed beforehand. After the analysis of the data collected from the interviews, there will be a needs assessment mainly within the management team. The management team will decide whether or not to conduct the programme. If an intercultural training programme is needed in the organisation, a detailed lesson plan will be required. All the teaching methods, coaching tools and the teaching sites etc. are included in the lesson plan and it will be followed by training implementation.

After implementation, a four-level training evaluation will be processed to test trainees' understanding of the training programme. The supervisors or managers of those trainees should observe their performance for three months after the training, and a post-training evaluation is suggested.

4.5   Implementation

4.5.1   Introduction

There is a detailed schedule for hotel trainers to follow in this section, which consists of all the procedures for this training programme. The training programme will take approximately 13 working days. The needs assessment should be finished within the first five working days, with another five working days for the training itself. The last three working days will be used as evaluation days, and a final trainees' performance evaluation summary is to be submitted by their supervisors. There are five steps for this training programme: needs assessment, lesson plan, training implementation, training evaluation, trainees' performance evaluation:

4.5.2   Step One: Needs Assessment

Table 3: Needs Assessment Schedule

Days	Contents
Day 1	Interview for managers and supervisors
Day 2	Interview for other staff
Day 3	Transcription and single-case analysis
Day 4	Transcription and single-case analysis
Day 5	Cross-case analysis and discussion

Needs assessment is the first thing required for this training programme. The purpose of this is to obtain ideas from the managers and other hotel staff about the training programme by using semi-structured interviews. A single-case analysis and a

cross-case analysis will be the tool used to analyse the data. The interview time could be varied, e.g. a management meeting could be the interview for the managers, and the interviewer could interview hotel staff during their lunch break.

4.5.3   Step Two: Lesson Plan

Table 4: Training Schedule

Days	Contents	Participants
Day 1	Hofstede's 10 Synthetic Culture Profiles	Lecturers and trainees
Day 2	Case Studies	Lecturers and trainees
Day 3	Films	Lecturers and trainees
Day 4	Training Test	Trainees
Day 5	Computer-based Training	Trainees

The intercultural training will take five working days, and two hours for each day. It will require different resources for different sections, for example, a classroom with some student desks, chairs, a whiteboard, a projector, and a computer etc. is needed for the first and the second days. A DVD player will be used for the third day, and a well-designed e-training website will be developed for the computer-based training.

4.5.4   Step Three: Training Implementation

Five days teaching

Lecture (day one)

The purpose of the lecture is to introduce Hofstede's 10 Synthetic Culture Profiles, which summarises all cultural differences in five dimensions: Identity, Hierarchy, Gender, Truth, and Virtue. There are a lot of different cultures, and it is very difficult to compare any two cultures, and tell people what the differences are. Hofstede's 10 Synthetic Culture Profiles have provided synthetic culture profiles, which contains 10 cultural extremes. It is an effective way to show people that there are differences

among different cultures, and that everybody should be aware of what these are. Some PowerPoint slides will be created for the lecture based on Hofstede's 10 Synthetic Culture Profiles and the training content will be focused on the seven key elements of each cultural extreme. By the end of the lecture, trainees should be able to understand that cultural differences exist and one should accept those differences in order to communicate effectively at hotel workplace.

Case Studies (day two)

There are five cases and every case presents one issue in terms of cultural misunderstandings or cultural differences. All the trainees will be put into five different groups, and each group will go through one case. After reading the case study and discussing it within the group, a short summary is reported to the class orally. The purpose of this section is to broaden the trainees' vision, and let them gain a general idea about what happened in the cases and why we should be aware of those issues.

Film (day three)

There are many good commercial video training programmes available, and the trainers are responsible for selecting some to be used during training. This is a useful training method that easily focuses the trainees' attention and is easy for trainees to understand the content.

Training Test (day four)

A two-hour training test should be held on the fourth day of the training. The purpose is to test the trainees' understanding of what has been taught and whether they can better understand cultural differences. The questions can be multiple-choice.

Computer-based Training (day five)

Some hotels have already realised the convenience of using computer-based training. It can lower training costs and allow trainees to choose the training time and locations for themselves. However, because it is a self-teaching method, it is less able to be controlled and some of the trainees might not be patient enough to finish the training. A good testing method is therefore recommended.

4.5.5   Step Four: Training Evaluation

This dissertation will adopt Jaszay and Dunk's (2003) four-level evaluation programme that includes:

1. Whether or not the trainees mastered the session's material.

2. Whether the training meets the employees' needs.

3. Whether the presentation's content was the right subject matter.

4. Whether the training actually corrected the problem for which it was designed (pp. 168-169).

A questionnaire will be given to the trainees to help do the evaluation (see appendix B).

4.5.6   Step Five: Trainees' Performance Evaluation

Two long-term objectives have been set before the training programme has been implemented:

1. Improve the employees' performance

2. Reduce the employees' work stress.

It is very hard to judge whether the training programme has improved the employees' performance or reduced the employees' stress, however, observation is suggested to test the trainees' interpersonal relationship with other staff and compare the employees' pre-training performance with their post-training performance.

4.5.7   Summation

This training implementation has introduced a five-step method with detailed content included within each step. This is a systematic programme that needs to be put into practice step by step. A good training plan is essential for the implementation of the programme and the training evaluation will make sure the training itself and its implementation are effective. The implementation is supposed to transfer the

knowledge and enhance the productivity in a workplace, and a periodic assessment of the training must be conducted at the same time. It is also very important to keep the trainees' performance at the desired level after the training.

4.6 Evaluation

4.6.1 Introduction

According to Jaszay and Dunk (2003), there are four levels of evaluation:

1. Whether or not the trainees mastered the session's material.

2. Whether the training met the employees' needs.

3. Whether the presentation's subject matter was the right subject matter.

4. Whether the training actually corrected the problem for which it was designed (pp. 168 - 169).

The four levels of evaluation will be conducted after the training by giving the trainees a written test and a questionnaire. It is suggested that a trainees' performance evaluation be processed three months after the training programme.

4.6.2 Four Levels of Evaluation

<u>Level 1: Whether or not the trainee mastered the session's material.</u>

A combination test, which contains a written test and a simulation, is designed to be the evaluation instrument on this level. The short-term objective of this framework is that the trainees have acquired the knowledge and are able to use some of the skills to solve problems in the workplace, and that the primary attitudes of the employees towards cultural differences have changed to meet the practical needs. Therefore, the written test is mainly to test the knowledge the trainees have gained, and a simulation or a role-playing exercise can be a good way to test the trainees' problem-solving skills and attitudes.

Level 2: Whether the training met the employees' needs.

The employees' satisfaction is also very important for the framework, because if the employees are not happy with the intercultural training, there is no point in continuing the training.

> Once the trainees have experienced the training, their input should be requested, and we must assure our trainees that their opinions are needed to improve training and that their opinions will in no way be used against them (Jaszay & Dunk, 2003, p. 173).

A questionnaire will be given to the trainees to obtain their opinions.

Level 3: Whether the presentation's subject matter was the right subject matter.

Improving the employees' performance is one of the long-term goals for this framework, and it is also very hard to evaluate. If the answer to the question on this level is 'yes', the employees' performance has at least been improved to some extent.

Level 4: Whether the training actually corrected the problem for which it was designed.

Another long-term goal for this framework is reducing employees' stress. There is pre-training data collected in the needs assessment, and the trainees have been asked about the cultural problems and conflicts that have occurred in the hotel. A post-training interview or conversation between the trainers and trainees could be a good way to evaluate whether the training actually corrected the problem for which it was designed.

4.6.3   Post-training Evaluation

A post-training evaluation is required after the training programme, and the trainees' supervisors or managers should observe the trainees' performance in terms of the

interpersonal relationship and cultural problem solving. There will be a written report handed into the HR manager three months after the training, and the HR manager will analyse the data accordingly.

4.6.4　Summation

"We design training only if we will be able to utilise it again and again" (Jaszay & Dunk, 2003). It is costly if there is no effective evaluation programme because, in that case, there is no way to examine whether the training has corrected the problems that have existed in the workplace, whether the trainees have mastered the training content, and whether the training programme is useful. The evaluation programme in this study has consisted of a four-level evaluation and a post-training evaluation in order to ascertain what has been achieved, or will be able to achieve, the objectives set before the training commence. The effects of the training will also be observed continuously by the trainers or managers.

4.7　Summation

This chapter presents a proposed intercultural training framework, which consists of five systematic phases: Needs Assessment, Objective Setting, Programme Design, Implementation and Evaluation. Needs Assessment is the first step of this training programme. Case Studies and Semi-structured interviews have been used for the hoteliers to decide whether or not to conduct this training programme at managerial level. After all of the analysis and study, if hotel managers agree to carry out this new training programme, they must set training objectives first. This model suggests that there will be long-term and short-term goals. Short-term goals focus on the completion of the programme and long-term goals focus on the final effects of the programme. The first two phases are mainly the preparation for the training programme, and the next three phases are considered as executive phases. Programme Design is a rough training plan, which shows what the trainees or managers need to do and a Programme Design Model is included so that this training programme can be

carried on like a flow. The training details are included in Implementation and Evaluation.

5   CONCLUSIONS

International travel was predicted by the World Tourism Organisation (WTO) to grow by 4.4% in 2006. With the increasing number of international visitors, multiculturalism has already been a fact in the hospitality industry. "A number of people have recognised that intercultural awareness and key cross-cultural skills will enable employees to interact effectively with foreign guests, and facilitate organisations to take it to the next level in customer service" (Champagnie, 2006, p. 1). Managers in the hospitality industry should have an intercultural awareness and be willing to train their staff to gain intercultural communication skills. This dissertation was finished by synthesising some researchers' cross-cultural or intercultural studies and deriving a new intercultural training programme to meet the needs of hotel operations.

The labour shortage in the developed world and the overspill of the labor and talents in the developing world have caused the labour flow from developing countries to developed countries. The hospitality industry is gathering more and more international staff as this industry continuously crosses borders. Hoteliers are facing cross-cultural issues and are required to be aware. Cultural conflicts and problems can arise since people were born in their own cultural groups and they all think their cultures are natural. However, a shared cultural mindset might occur as some basic assumptions or beliefs are held in common by a group of people. Therefore, an effective intercultural training programme is needed in order to generate these assumptions or beliefs. There is some argument on the necessity of conducting an intercultural training programme in an organisation and the researcher of this study believes that it is necessary and important to do intercultural training, however, the current training programmes are not good enough to improve the employees' intercultural skills and help them cope with cultural misunderstanding or miscommunication. Developing an effective intercultural training programme for

hotel operations has been set as the overall goal of this study.

There are three objectives for this study to achieve this goal:

1. Undertake a wider range of research on the current state of knowledge in intercultural training areas and find out the gap this study can fill to help hotels improve intercultural training procedures on the practical basis. This objective has been met in chapter 2.

2. Conduct research specifically on cultural models and intercultural training programmes in order to identify the weaknesses and strengths of current cultural models and find out the features, which can be used in the new training framework from the existing models. A few models have been reviewed to meet this objective. Harzing's (2004) CCT programme is a systematic and well-designed cross-cultural training programme, which consists of five distinguished phases: identify the type of global assignment for which CCT is needed, determine the specific cross-cultural training needs, establish the goals and measures for determining training effective ness, develop and deliver the CCT programme, and evaluate whether the CCT programme was effective. This cross-cultural training model contains pre-training and post-training sections that will benefit both employers and employees and the design of the new intercultural training framework is mostly based on Harzing's CCT programme. In the mean time, three cultural models, namely, Kluckhohn-Strodtbeck's Model, Hall's Model and Hofstede's 10 Synthetic Culture Profiles have provided an idea about how the former researchers developed their cultural models. Kluckhohn-Strodtbeck's Model is considered as the earliest cultural model and the principles from it have been used by its followers, but this model only contains six cultural orientations and the possible answers to each orientation. Hall's Model developed a new way to study cultural differences by demonstrating two cultural dimensions: Low-context & High-context culture; Monochromic & Polychromic culture. This model has paved a new path to study cultural differences and Hofstede (2002) continued Hall's research direction but provided another five cultural

dimensions: Identity, Hierarchy, Gender, Truth, and Virtue. This model contains the former researchers' results and presents a comparatively perfect cultural model. It is believed that Hofstede's 10 Synthetic Culture Profiles is the ideal cultural training material and it has been used as the training content in the new framework. Figure 1 in this study has demonstrated how the existing cultural and intercultural training models link to the new intercultural training framework.

3. Derive a new intercultural training framework that is more effective and reliable to prepare hotel employees for the surprises that can arise in a foreign cultural situation. The new training framework has been presented in chapter four and as most of the hotel training models, this new intercultural training framework has five essential steps: needs assessment, objective setting, programme design, implementation and evaluation. Some hypothetical case studies and semi-structured interviews have been used as the tools for the needs assessment, and objective setting and the evaluation plans are suggested to be processed at the same time. The objective setting will be followed by the programme design, in which the trainers and the managers will decide what the training content will be and what kind of training methods will be used etc. The trainers are responsible for all of the training needs throughout the implementation process and there is a detailed training schedule included in this section. At the end, the evaluation includes a four-level evaluation: did the trainee master the session's material? Did the training meet the employees' needs? Did the presentation's subject matter was the right subject matter? Did the training actually correct the problem for which it was designed? A post-training evaluation, which is to identify the overall improvement of the employees' performance, is also recommended. To summarize, the new intercultural training framework is especially designed for hotel operations to help hotel employees better understand cultural differences, successfully communicate with others from different cultural backgrounds, reduce the conflicts, stress, misunderstandings etc. that are caused by different cultural values, norms, beliefs and so on. This programme is based on a combination of other researchers' intercultural studies and is made for managerial and

operational purposes. The following are some of the main original contributions from this study:

Use of Hofstede's 10 Synthetic Culture Profiles as the training content

Many intercultural training programmes available are mainly designed to introduce or compare some of the major cultural differences, e.g. the differences between western cultures and eastern cultures, or generally target on coaching specific cultures or countries. Those intercultural training programmes only teach people some customs, cultural beliefs, values or people's habits, and do not answer the need for intercultural training for hotel operations, because teaching employees some different cultural values does not always help them understand and accept cultural differences. Hosfstede's 10 Synthetic Culture Profiles have defined cultural differences in a different way: not about language, race, nationality or religion, but five dimensions (Identity, Hierarchy, Gender, Truth, and Virtue). Those dimensions are in-depth cultural values and the understanding of this model can help hotel employees see cultural conflicts and misunderstandings from very different angle. The solution of cultural problems is not limited to finding a common rule to abide by but respecting others based on understanding and accepting cultural differences. It has provided the skills and ability to analyse more complex and multidimensional cultural situations.

Selection of different coaching tools to help trainees understand the training material

Lectures, case studies, film and computer-based training have been chosen as the main coaching tools. Different coaching tools will bring different benefits to the training and avoid boredom. For example, a lecture is a very useful teaching method to introduce Hofstede's Ten Synthetic Culture Model. Case studies and film have added some stories into the training itself and they will increase the opportunity for the trainees to participate. The training cost will be one of the main concerns for most hotels. An effective e-learning website will allow the trainees to choose the training time and the training locations for themselves and save a lot of money for the

management. Some hotels have already adopted this training method effectively, e.g. Accor Hotel Groups has created an e-learning website that introduces some of the most typical cultural differences from different cultures.

The training process is a systematic flow

The new training programme contains five distinguished phases: Needs Assessment, Objective Setting, Programme Design, Implementation, and Evaluation. The logical relationship among those five phases makes this training programme reusable. Needs Assessment is made at the managerial level and the feasibility of implementation will require hotel managers to set certain objectives for the next step. Programme Design is a guide for both trainees and trainers to conduct the training programme smoothly. After implementation, a four-level evaluation and a post-training evaluation are made to see whether this training programme has achieved the short-term and long-term objectives in order to increase the efficiency of this training programme.

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Appendix A

THE SLIDE SHOW OF HOFSTEDE'S 10 SYNTHETIC

CULTURE PROFILES

The Dimensions of Hofstede's 10 Synthetic Culture Profiles

Dimensions	One Extreme	The Other Extreme
Identity	Indiv	Collec
Hierarchy	Hipow	Lopow
Gender	Mascu	Femi
Truth	Uncavo	Unctol
Virtue	Lotor	Shotor

Explanation

Identity (Indiv for extreme individualism, Collec for extreme collectivism);

Hierarchy (Hipow for an extremely large power distance, Lopow for an extremely small power distance);

Gender (Mascu for extreme masculinity, Femi for extreme femininity);

Truth (Uncavo for extremely strong uncertainty avoidance, Unctol for extreme uncertainty tolerance);

Virtue (Lotor for extreme long-term orientation, Shotor for extreme short-term orientation).

◀

Extreme Individualism (Indiv)

- Honest people speak their minds

- Low-context communication (explicit concepts) is preferred

- The task takes precedence over relationships

- Laws and rights are the same for all

- Trespassing leads to guilt and loss of self-respect

- Everyone is supposed to have a personal opinion on any topic

- The relationship between employer and employee or between parents and children is a contract based on mutual advantage

Extreme Collectivism (Collec)

- Members of one's ingroup (organisation, extended family) are very close, whereas other, outgroup people are very distant

- Harmony should always be maintained and direct confrontations avoided

- Relationships are more important than the task at hand

- Laws, rights and opinions differ by group

- Trespassing leads to shame and loss of face for the entire ingroup

- The relationship between employer and employee is perceived in moral terms, like a family link

- Spoken communication uses imprecise style
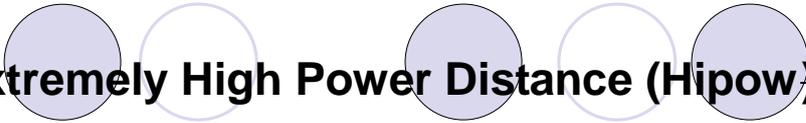
Extremely High Power Distance (Hipow)

- Less powerful people are dependent on those who are more powerful

- Power, status, and privilege go together

- Power is good

- Centralisation is popular

- Subordinates and children expect direction

- The ideal boss is a benevolent autocrat or 'good father'

- Style of speech is formal and acknowledges hierarchical position

Extremely Low Power Distance (Lopow)

- Inequalities among people should be minimized

- There should be, and is, interdependence between less and more powerful people

- Hierarchy in organisations means an inequality of roles only, established for convenience

- Decentralisation is popular

- Subordinates and children expect to be consulted

- In a conversation, anyone can take the lead at any time

- Powerful people try to appear less powerful than they are

Extreme Masculinity (Mascu)

- Material success and progress are dominant values

- Bigger and faster are better

- Men are supposed to be assertive, ambitious and tough

- Mascus like to admire exceptional achievements or people

- Failing (at school, at work, in sports, or wherever) is a disaster and it leads humiliation

- Conflicts are resolved by arguing or fighting them out

- The best student, worker, or manager sets the norm

Extreme Femininity (Femi)

- Dominant values in society are caring for the weak and preservation (for example, of environment)

- Small and slow are beautiful

- Everybody is supposed to be modest, soft-spoken, and empathetic

- Femis play down exceptional achievements and people

- Conflicts are resolved through compromise and negotiation

- Society is permissive

- Equality, solidarity, and quality of work and life are emphasised

Extreme Uncertainty Avoidance (Uncavo)

- What is different is dangerous

- Familiar risks are accepted, but ambiguous situations and unfamiliar risks are feared

- Rules are important, even if the rules will never work

- Rigid taboos exist about what is dirty, wrong or indecent

- Time is money

- There is only one truth and it is known for Uncavos, so they don't believe new truth or findings

- Experts and specialisation are valued

Extreme Uncertainty Tolerance (Unctol)

- What is different causes curiosity and creativity

- Ambiguous situations and unfamiliar risks cause no discomfort and everyone should learn how to get used to it

- Rules should be limited to those that are absolutely necessary and too many rules will make Unctols frustrated

- Aggression and emotions should be hidden

- Being lazy feels good; working hard is valued only when needed

- Deviant and innovative ideas and behaviour are tolerated

- Generalists are valued, as is common sense

Extreme Long-term Orientation (Lotor)

- Working very hard is good and long-term contribution is highly valued

- Thrift and saving are good

- Never give up, even if results are disappointing

- People may devote their lives to lofty, remote ideals, and they don't mind spending a lot of time to achieve those

- Traditions can be adapted to a modern context

- Achieving one's purpose may be worth losing face and eventual success will bring satisfaction

- Past and future generations are important, and there is one common goal for the past, current and future generations

Extreme Short-term Orientation (Shotor)

- Losing face may cost a lot for Shotors because they can not afford spending more time on one target

- There is a social pressure to 'keep up with the Joneses,' even if it means overspending

- "Quick results are expected and long-term contribution is not appreciated

- Traditions should be respected and can not be applied into modern situation

- Social demands (for example, reciprocating gifts) are met regardless of cost

- Personal stability is much valued

- Saving is not popular, so that there is little money for investment

Appendix B
EVALUATION QUESTIONNAIRE FOR ×× HOTEL

Dear participants,

I would like to take this opportunity to congratulate you on your achievement in this training with us and wish you all the best in your future. You will find a few questions included in this survey questionnaire and we would be glad if you could take a few minutes to complete the questionnaire and return it to us.

The information collected by this survey will be used to improve our working performance and our further training. Please note that the responses you provide on the questionnaire will be kept completely confidential and no individual will be identifiable.

Q1. How much do you think you understand this training content?

A. not at all   B. 50%   C.80%   D. more than 98%

Q2. Suppose that your teacher announces today that he/she will give you a short surprise test sometime in the next few days. Do you feel:

A. very high anxiety   B. high anxiety   C. low anxiety   D. almost no anxiety

Q3. Do you think Hofstede's five cultural dimensions described the national cultures very well?

A. yes   B. no comments   C. yes and no   D. no

Q4. Do you think the training pace is:

A. too fast   B. ok   C. no feeling   D. too slow

Q5. Do you think the training methods are:

A. suitable for you   B. all right   C. no feeling   D. not suitable for you

Q6. Do you think this intercultural training will help you communicate with other staff or customers in the future?
A. yes   B. not sure   C. a little bit   D. don't think so

Q7. Do you think the training subject interests you?
A. yes   B. a little bit   C. no feeling   D. not at all

Q8. Do you think you understand people from other cultural background better after the training?
A. absolutely   B. may be   C. a little bit   D. still the same

Q9. If your workmate has different cultural belief or attitude from yours, how do you deal with it?
A. convince him/her to change   B. ignore him/her
C. tell him/her what is right/wrong   D. let him/her be himself/herself

Q10. Which part of the training is the best for you?
A. case study   B. lecture   C. role-playing   D. film   E. e-training

Q11. How did you deal with cultural conflicts before this training?
A. argued with people who had different cultural opinions
B. stopped talking and ran away
C. ignored them
D. found out why and looked for the solution

Q12. How would you deal with cultural conflicts after this training?
A. argue with people who have different cultural opinions
B. stop talking and run away

C. ignore them

D. find out why and look for the solution

Q13. Do you think the trainee has delivered the training content in a correct way?

A. yes, very good   B. no feeling   C. sometimes yes, sometimes no   D. no

Q14. Do you think the trainer has explained Hofstede's Ten Synthetic Culture Profiles clearly?

A. yes   B. yes and no   C. no comments   D. not at all

Q15. Do you think you will recommend this training to your colleagues?

A. yes   B. maybe   C. depends on whom   D. no

This is the end of the survey, and thank you again for your help. Please return your completed questionnaire to the Human Resources Manager.