



Attracting and Developing Talent: Leveraging the Emerging Global Workforce

December 1, 2005
Vancouver, BC

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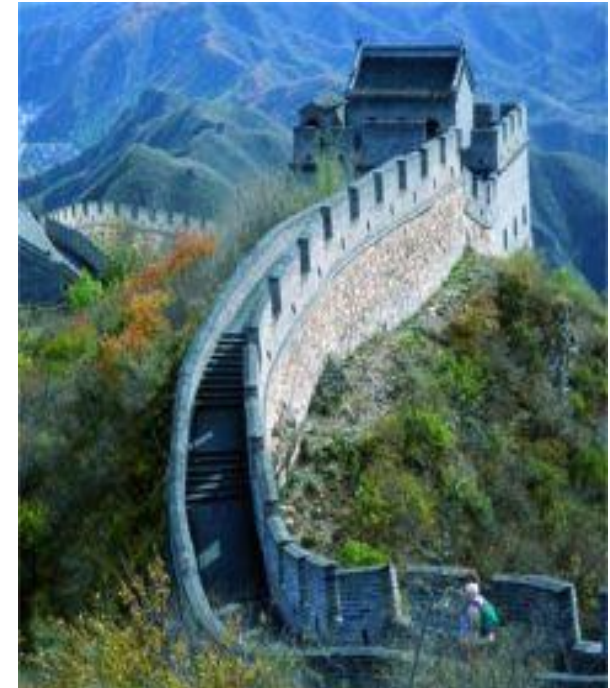


"The most universal quality is diversity."

Michel de Montaigne
The Essays, 1580

Objectives of this Session

- Understand the shifting landscape in workforce demographics and preferences
- Appreciate the dynamics of the changing workforce and how to leverage global diversity
- Provide some recommendations to employers for building a productive, global workforce
- Discuss some thoughts on future trends in the global workforce



Agenda

- Shifting Workforce Demographics
- Global Workforce Dynamics
 - Generational Differences
 - Cultural Differences
- Multicultural Environment
 - Cultural Models
 - Communication Styles
- Role of Global Mindset
 - Global Mindsets Study
 - Multidimensional Model of Global Mindsets
- Globally Aware Workforce
 - Developmental Model
 - Cultural Integration Program
- The Future



Global Workforce Issues

CEO Concerns

- What workforce segments create the most value?
- Where is talent demand outpacing supply?
- What skills do we need in the next five years and in what localities?
- Immigration? How does it affect productivity? Innovation? Quality?
- How will business be impacted by impending retirement and are we prepared?
- How do we integrate the younger generation into our environment?
- Do we understand the financial consequences of talent decisions on our business?

HR Response

- Develop global, strategic workforce planning capabilities
- Think globally, act locally (e.g., hire, fire, comply)
- Create flexible processes to support changing requirements
- Focus on diversity and integration through education and leadership
- Understand critical competencies and build development, coaching, and succession plans
- Foster inclusive and tolerant work culture, appreciative of diversity
- Think of the workforce as a profit center and measure its “value” to the bottom line

A Perspective...

"Most companies are trying to pursue third-generation strategies, using second-generation organizations, staffed with first-generation human resources."

Christopher Bartlett
Harvard Business School



Shifting Workforce Demographics

- Shrinking Workforce
- Changing Workforce

Shifting Landscape

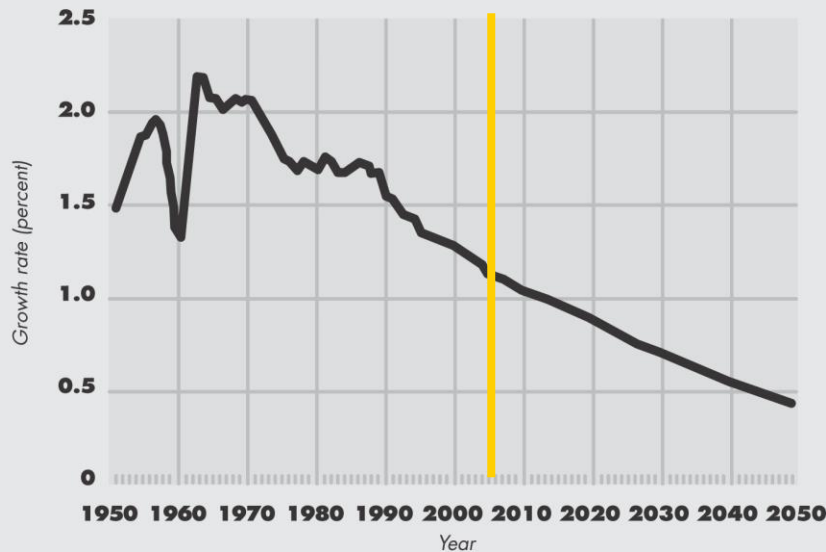
- Workforce is getting older
- Rise in the contingent workforce
- Increasing numbers of women
- Increasing numbers of immigrants
- Projections of 50 percent “minority” workforce by 2050
- Changes in worker preferences and life style demands
- Emergence of the global, mobile, remote, virtual worker
- Dominate business language in next 50 years – Chinese?



Shrinking Global Workforce

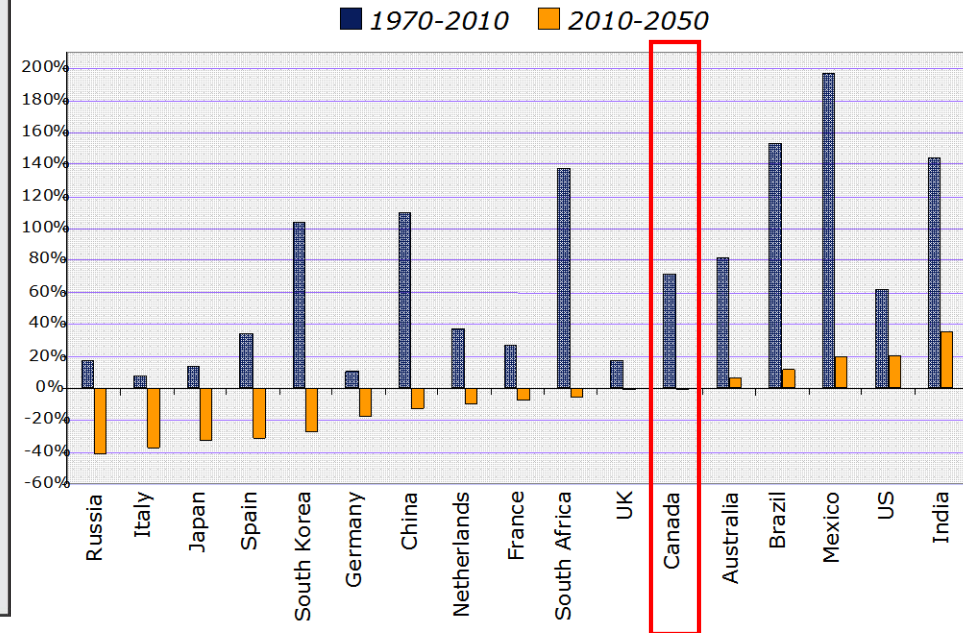


World Population Growth Rate: 1950-2050



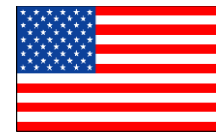
Source: U.S. Census Bureau, International Data Base 5-10-00.

Projected Change in Working Age Population (15-64) 2010-2050

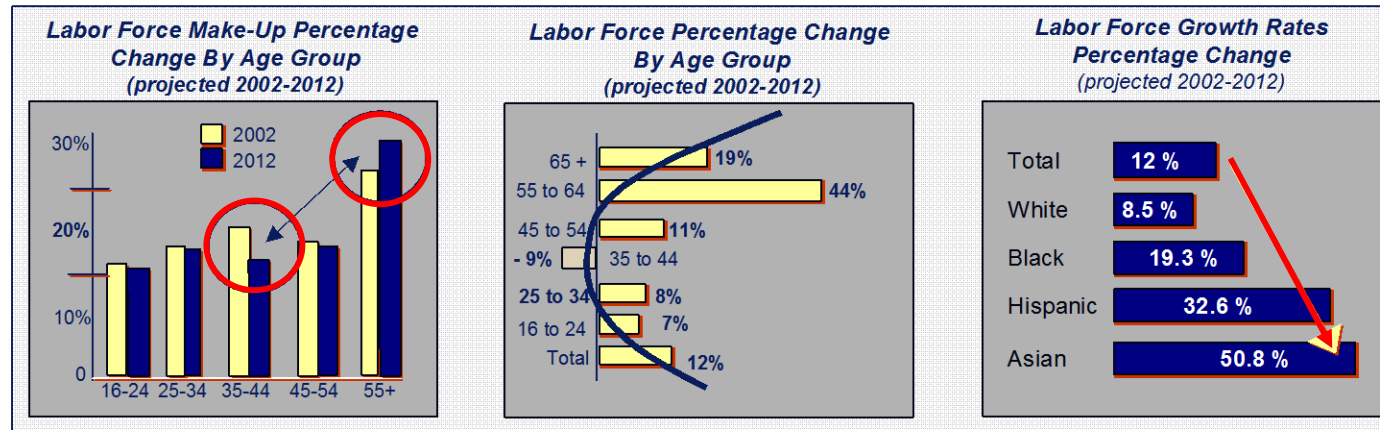


- Shrinking populations throughout Europe, Russia, Japan, and China
- Near zero growth projected in UK, Canada, and Australia
- Projected growth in the U.S. and Canada mostly through immigration

Changing Workforce



- For the first time in history, the number of younger workers entering the labor market will not replace those who are leaving



- For every two experienced workers leaving the workforce one will enter
- One in six workers will be over 55 by 2006
- By 2010, business will face a labor shortage of 10 million workers
- By 2030, the gap will grow to 35 million
- Population growth will primarily be through immigration

Source: Corporate Leadership Council.
State of the Workforce 2004. U.S.



Global Workforce Dynamics

- Generational Differences
 - Cultural Differences

Generational Differences



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Baby Boomers c. 1946-1964

- Make up 43% of workforce
- Grew up in tough, but stable post-war world
- Independent and rebellious
- Focus on civil rights and individual liberties
- "Live to work"
- Loyalty to company
- Motivated by "hard work and success"

Generation X c. 1965-1980

- 50% less than Baby Boomers
- Grew up with the dissolution of the family
- "Latch-key" kids – self-sufficiency at early age
- Focus on music, clothing, environment
- "Work to live"
- Loyalty to profession
- Motivated by "what's in it for me"

Generation Y c. 1981-2000

- Echo Boomers, Newmils, Screenagers
- Grew up with technology & Internet
- High-performance and high-maintenance
- Focus on multi-tasking and multi-culturalism
- "Work/life balance"
- Loyalty to self
- Characterized by "self-esteem on steroids"

Cultural Issues

- In 1990, foreign-born students earned 62% of engineering doctorates in the U.S.
- More than 70% of foreign-born students who got doctorates in the U.S. stayed
- Western Europe will have to double its intake of immigrants to maintain its current population size by 2050
- Lower birth rates and higher rates of immigration are creating larger foreign-born populations within more traditionally homogeneous societies
- This effect is bringing larger and more diverse groups of workers together, creating multi-cultural communication and management challenges in the workplace



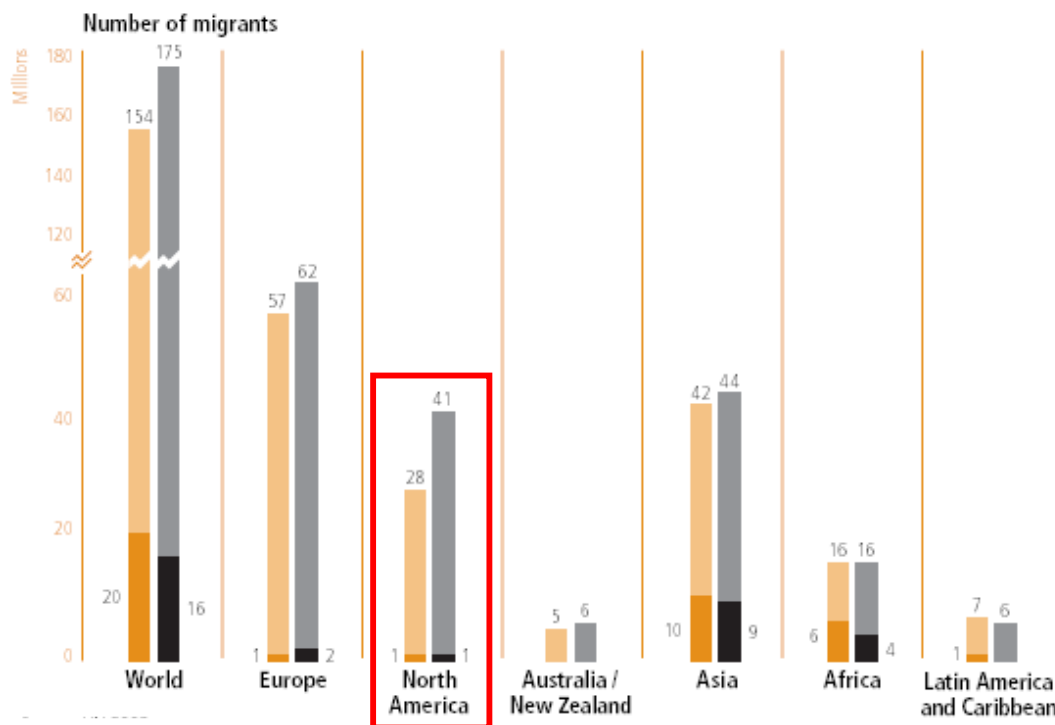
Record Numbers of Migrants



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international

1990 2000

— Refugees



City	Percent
Miami	59
Toronto	44
Los Angeles	41
Vancouver	37
New York City	36
Singapore	33
Sydney	31
Abidjan	30
London	28
Paris	23

Source: Census of Population 2001.
Canadian Statistics. www.statcan.ca.

- Immigrants are now responsible for the majority of the population growth in North America
- Vancouver ranks 4th in the top ten cities of the world with foreign-born populations – ahead of New York, Singapore, Sydney, London, and Paris



Fostering a Multicultural Environment

- Cultural Models
- Communication Styles

Approaches to Immigration

- “No country has advanced by closing its borders.”
- Two approaches have been common:
 - *Differentialism* – integrate but keep their own identities
 - *Assimilation* – integrate and lose own identities
- New approach recognizes:
 - *Multiculturalism* – fostering multiple identities
- Key principles to promote multiculturalism:
 - Respect diversity
 - Recognize multiple identities
 - Build common bonds of belonging
 - Promote tolerance and cultural understanding
 - Accommodate differences (e.g., religion, dress)

Source: HDR 2004

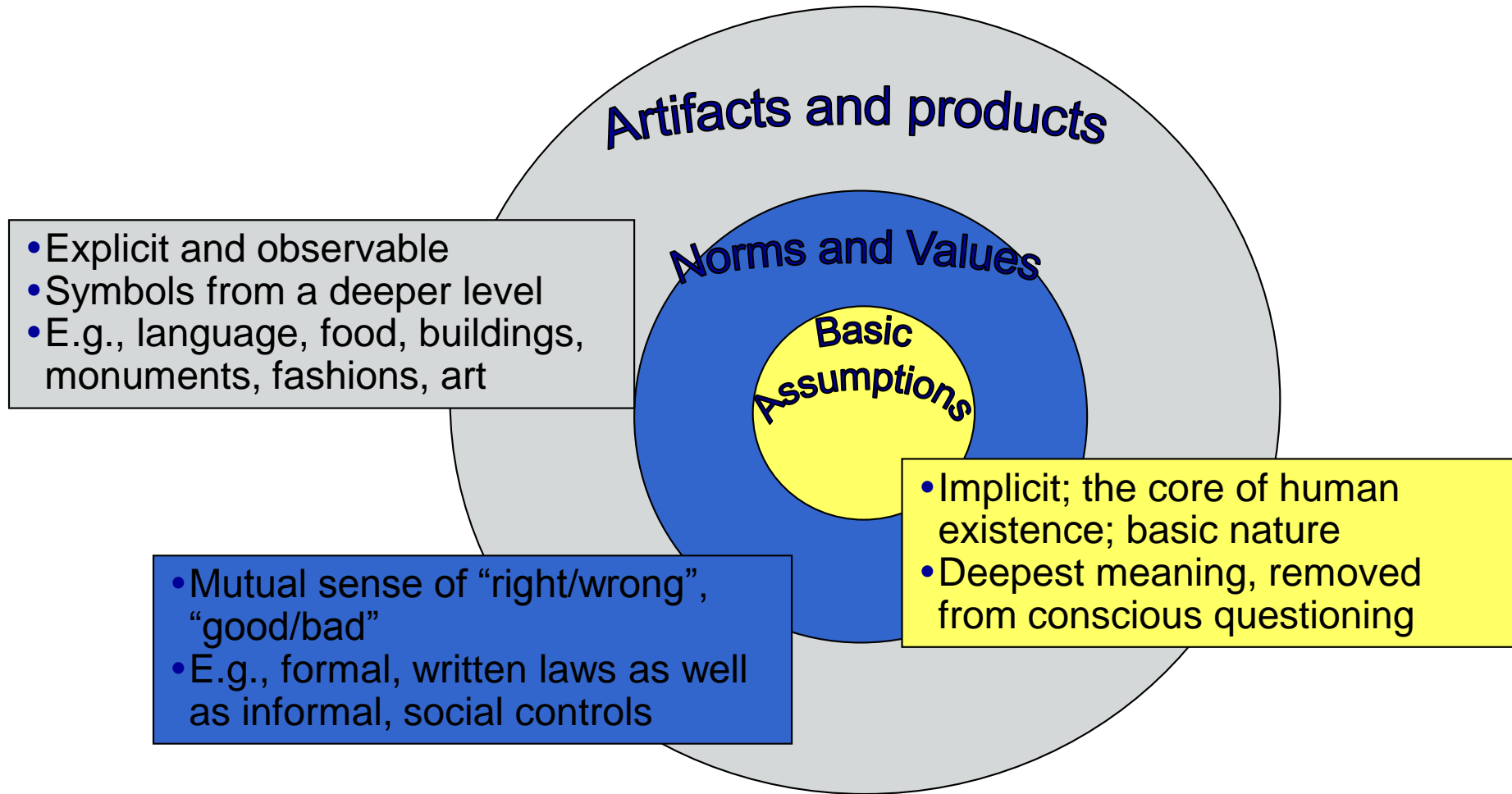
What is Culture?

Culture ('kʌltʃə) n.

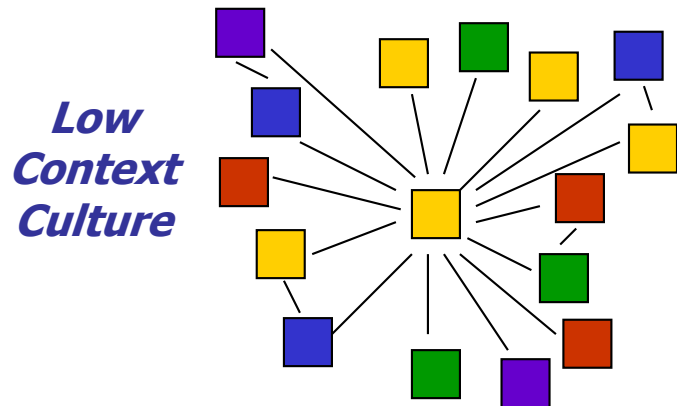
1. the total of the inherited ideas, beliefs, values, and knowledge, which constitute the shared bases of social action.
2. the total range of activities and ideas of a group of people with shared traditions, which are transmitted and reinforced by members of the group; e.g., *the Mayan culture*.
3. the artistic and social pursuits, expression, and tastes valued by a society or class, as in the arts, manners, dress, etc.

Source: Collins English Dictionary 1995

A Cultural Model

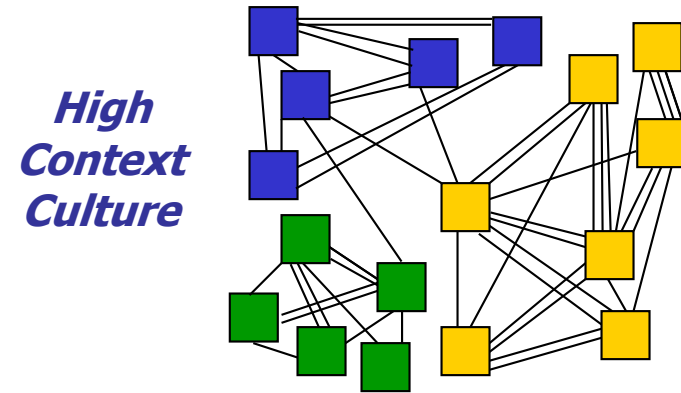


High and Low-Context Cultures



Societies where people tend to have *many connections but of a shorter duration*.

Many aspects of cultural behavior and beliefs are explicit within the context so that new individuals coming into the cultural environment generally know how to behave.

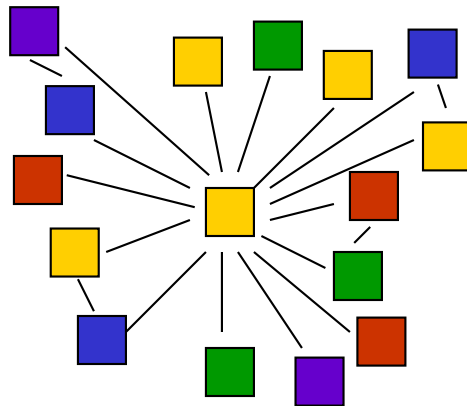


Societies where people tend to have *close connections over a long period of time*.

Many aspects of cultural behavior and beliefs are implicit and do not need to be spelled out because members know what to do and think from years of interaction with each other.

High and Low-Context Cultures

Low Context Culture



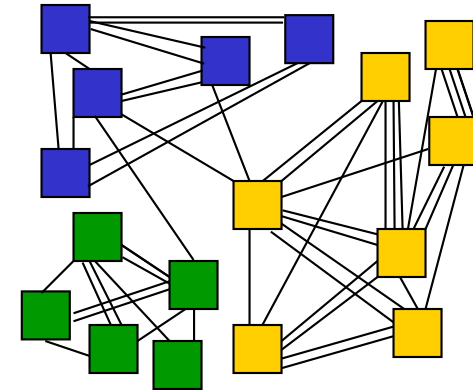
Characteristics:

- Individualistic
- Loose, wide networks
- Shorter term, compartmentalized relationships
- Tasks more important than relationships
- Logical, linear, rule-oriented
- Reliance on the verbal over the nonverbal
- Knowledge is transferable (above the waterline)
- Explicit knowledge, consciously organized
- Competitive; short interpersonal connections
- Change over tradition; present & future-oriented
- Separation of time, space, tasks, relationships

Examples:

- Large US Airports, supermarket chains, cafeterias
- US, UK, Canada, Germany, Denmark, Norway

High Context Culture



Characteristics:

- Collective
- Dense, intersecting networks
- Long-term relationships
- Relationships more important than tasks
- Intuitive and relational
- Reliance on the non-verbal over verbal
- Knowledge is situational (below the waterline)
- Implicit knowledge, patterns not fully conscious
- Cooperative; long-term relationships
- Tradition over change; past-oriented
- Strong boundaries, insiders versus outsiders

Examples:

- Family gatherings, neighborhood restaurants
- Japan, China, Egypt, Saudi Arabia, France, Italy, Spain

Individualism and Collectivism

Individualism

Individuals are seen as independent, self-directed, and autonomous; able to make proposals, concessions, and maximize gains in their own self-interest. Children are rewarded for initiative, personal achievement, and individual leadership. Duty, honor, and deference to authority are less prominent.

Collectivism

Individuals are seen as part of a circle of relations. Identity as a member of a group comes first, members are rewarded for allegiance to group. Identity is not isolated from others, but is determined with others according to group needs and views. When conflict arises, behavior and responses tend to be jointly chosen.

Characteristics:

- Independence and individual achievement
- Self-expression, individual thinking, personal choice
- Egalitarian relationships, flexibility in roles
- Achievement involves individual goal-setting and action
- Autonomous, decisions based on individual opinion
- Accountable to self
- Belief in equality and ability of everyone to make their own personal choices
- Physical work apart from its meaning for human life
- Private property, individual ownership

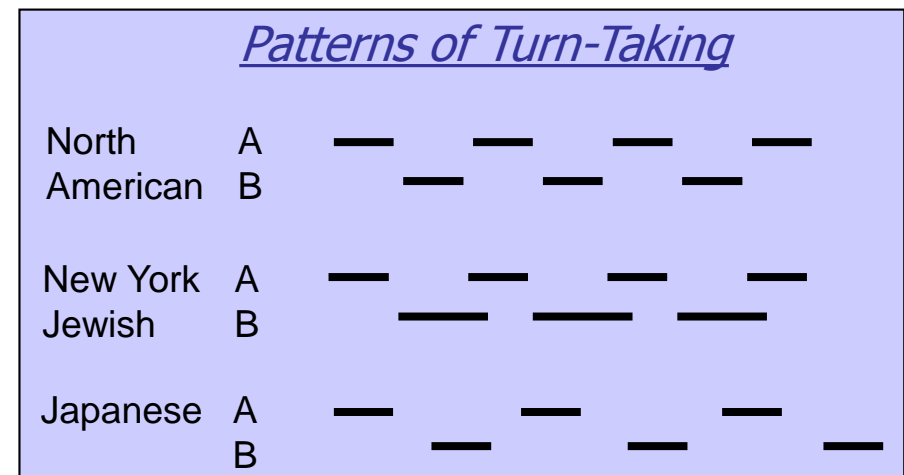
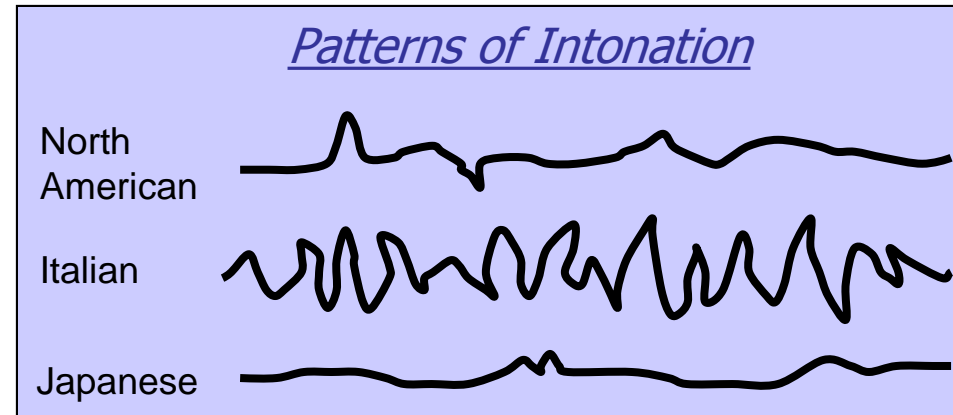
Characteristics:

- Interdependence and group success
- Adherence to norms, respect for authority, consensus
- Hierarchical roles (gender, family, background, age)
- Decisions should not disrupt group harmony & cohesion
- Choices made in consultation with family & authority
- Accountable to the group
- Respect for hierarchy and acceptance of direction from those of higher status
- Physical world in the context of meaning for human life
- Shared property, group ownership

Source: Hofstede 2004, 1980

Verbal Communication Differences

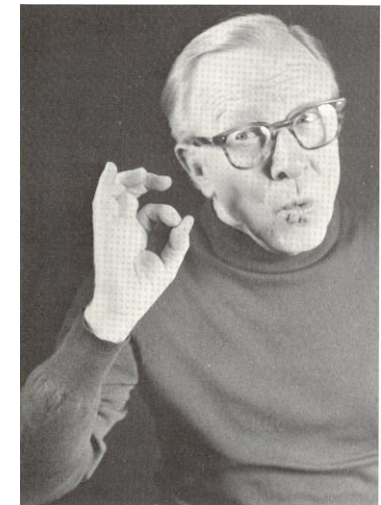
- Intonation – significant patterns of variation in the fundamental frequency of a speaker's voice
- Turn-taking – social convention governing who speaks when in a discourse with multiple people
- Greetings – social conventions on how people are greeted – e.g., “kiss, bow, or shake hands”
- Terms of Address – Tu/Vous; John vs. Monsieur vs. Herr Doktor Professor
- Directness/Indirectness – vagueness versus exactness
- Agreement/Disagreement – methods/words for yes, no, maybe, don't know
- Lexical – use of borrowings, slang, euphemisms, proverbs, word forms
- Humor – use of humor, jokes, small talk in conversations



Source: Ferraro, 2002

Non-Verbal Communication

- Paralinguistics – the nonverbal elements in speech, such as body language, intonation – more than 70% of the communication channel
 - Dependent on the culture and the context. While some aspects may be universal (e.g., smiles, frowns), the majority are learned and vary across cultures
 - Many non-verbal elements are out of our conscious control (e.g., blushing when embarrassed, perspiring when nervous, pupil dilation when frightened)
 - Studies have shown that when there's a discrepancy between the verbal and the non-verbal message, people will believe the non-verbal
 - Research has shown that women are better able to read non-verbal cues; 75% showed a significant female advantage
- Kinesics – the study of the role of body movements, such as winking, shrugging, etc.; includes gestures, facial expressions, touching, posture, eye contact
- Proxemics – the study of spatial interrelationships and its role in communications
- Silence – social conventions around timing and turn-taking
- Clothing/Hairstyles/Cosmetics – influence our perception as to status, personal/ political/ religious leanings, etc.



Source: Ferraro, 2002

Style and Culture in Meetings

North American Culture

- Direct
- Drive to be explicit:
 - Give / get the facts
 - State a clear position and rationale
 - Decide on the merits or rely on position of authority
- Giving and taking negative feedback is a sign of strength
- Confront when necessary with logic and persuasion skills

Asian Culture

- Indirect
- Drive to reach consensus:
 - Explore interest of all parties
 - Reserve stating a firm position
 - Achieve consensus
- Protect the dignity and self esteem of yourself and others
- Avoid confrontation
- Strive to develop harmonious, trusting business relationships

Source: Nemelka, 1998

Dual Identities

Perhaps the most challenging of all transformations is the ability to develop a dual identification."

Identification with Parent Culture	High	<u>Unacculturated</u> (high stress)	<u>Bicultural</u> (low stress)
	Low	<u>Alienated</u> (high stress)	<u>Reacculturated</u> (medium stress)
		Low	High
		Identification with Host Culture	

- High stress situations result when individuals can't identify with the host culture
- Reacculturated individuals have lost identification with their home culture – "going native" syndrome
- Dual identity individuals – *Biculturals* – identify with both the parent and host culture

Source: Sanchez et al., 2000



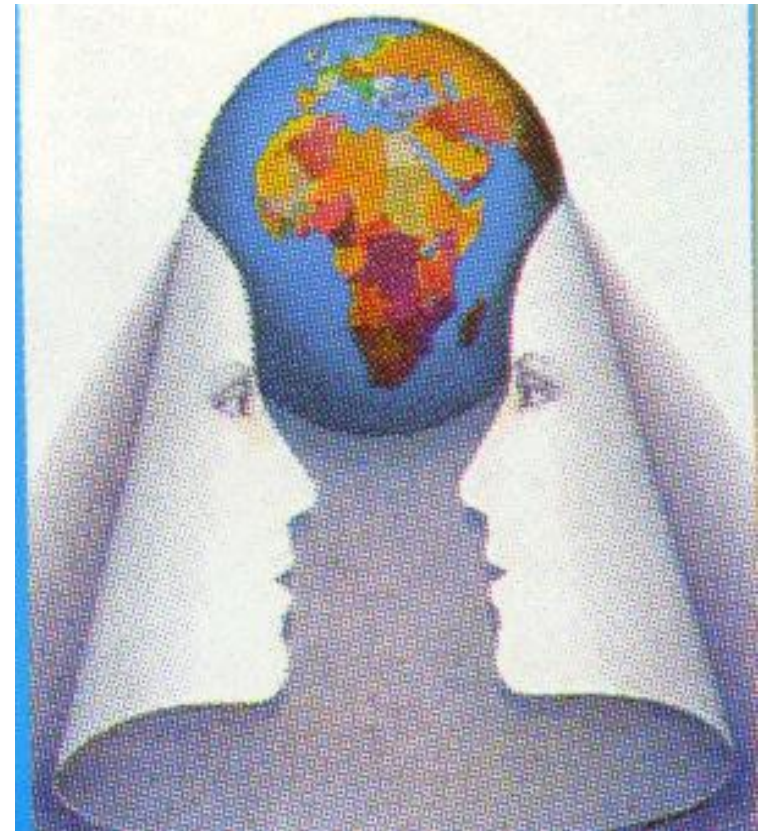
The Role of Global Mindset

- Global Mindsets Study
- Multidimensional Model of Global Mindsets

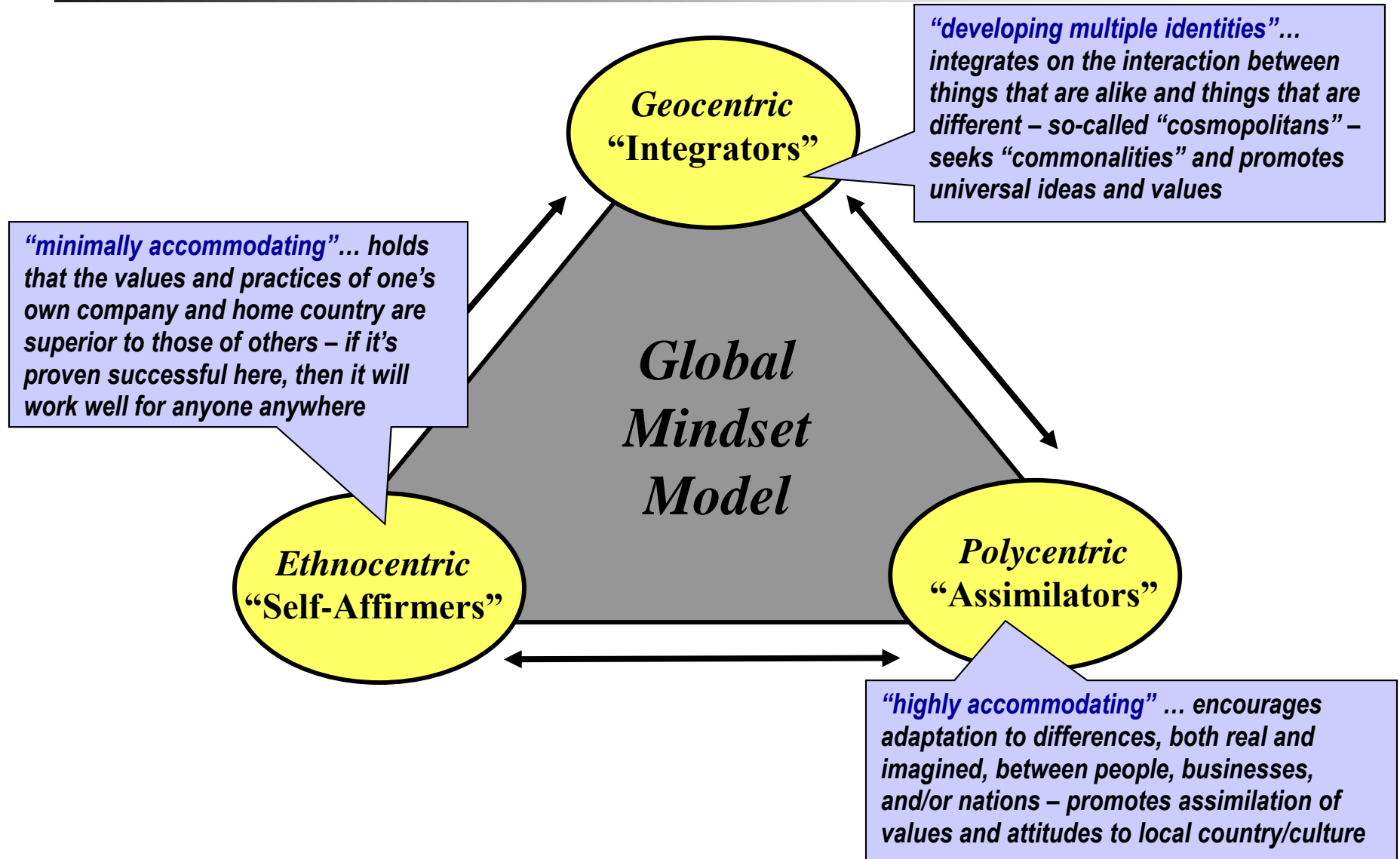
The Role of Global Mindset

Mindsets are "deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action."

Peter Senge,
The Fifth Discipline, 1990



Global Mindsets Model



Global Mindsets Differences

ETHNOCENTRIC

Benefits:

- Safeguards proprietary technology and business design
- Poses cognitive challenges, inspiring emulation

Risks:

- Tries to fit all situations into one and only way of doing things
- Promotes “not-invented-here” syndrome
- Inhibits adaptation and absorption of new ideas

POLYCENTRIC

Benefits:

- Bridges differences by being an empathetic facilitator
- Accelerates market entry, product adaptation, positioning
- Attuned to various customers, markets, and institutions

Risks:

- Can have limited territorial scope
- Champions “idealized” foreign markets / “going native”
- Tendency to generalize small experiences to larger domain

GEOCENTRIC

Benefits:

- Supports diversity and sensitivity to local practices
- Thinks of individuals as part of the global community
- Pushes managers to seek new ways of doing things

Risks:

- Knowing a little about everything, but not much about anything
- Difficult to develop and retain while preserving who you are
- Can erode clarity and common purpose; lost in “hodge-podge”

Source: Sullivan 2001

"How do individuals' personalities, experiences, attitudes, and global orientation towards the intercultural experience relate to their success on an international assignment?"



Survey Demographics

Nationality	N	%
United States	50	50.0%
Canada	10	10.0%
Europe	28	28.0%
Latin America	3	3.0%
Asia Pacific	8	8.0%
Africa	1	1.0%
TOTAL	100	100.0%

Destination	N	%
United States	15	15.0%
Europe	54	54.0%
Latin America	7	7.0%
Asia Pacific	20	20.0%
Africa	3	3.0%
Middle East	1	1.0%
TOTAL	100	100.0%

Intl Experience	N	%
< 6 months	23	23.0%
6-12 months	10	10.0%
1-2 years	16	16.0%
3-5 years	18	18.0%
> 5 years	33	33.0%
TOTAL	100	100.0%

Education	N	%
Some College	8	8.0%
Bachelors Degree	34	34.0%
Masters Degree	48	48.0%
Advanced Degree	10	10.0%
TOTAL	100	100.0%

Age Group	N	%
Under 30	4	4.0%
30-39 years	33	33.0%
40-49 years	25	25.0%
Over 50	38	38.0%
TOTAL	100	100.0%

Gender	N	%
Male	73	73.0%
Female	27	27.0%
TOTAL	100	100.0%

Note: n=100

Source: Guy & Beaman 2003, 2004

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Findings – Global Mindset

Measures	Ethno	Poly	Geo
ASSIGNMENT:			
Satisfying	-0.171		
Successful			
Frustrating			0.318
Educational		0.257	
EXPERIENCE:			
Amount of Experience		0.165	
Duration of Stay		0.216	-0.214
Stay Extended			
Time Since Completed	-0.347		
LANGUAGE:			
Linguistic Accommodation		0.196	
Prior Language Ability			0.172
Language Improvement	-0.169		
Language Maintained		0.209	
MEMBERSHIP:			
Home Comm/Social Orgs		-0.196	
Home Prof/Acad Orgs	0.181	-0.230	
Global Comm/Social Orgs			
Global Prof/Acad Orgs			
ATTITUDE:			
Local Language		0.306	
Local Friendships	-0.201		-0.238
Home Management Support			0.219
Spousal Support			

Note: $p < .05$ ($r = .164$); $p < .01$ ($r = .230$); $p < .005$ ($r = .254$); $n = 100$

- ◀ Ethnocentrics found the experience the least satisfying; Geocentrics the most frustrating; Polys the most educational
- ◀ Polycentrics had the most experience and longest stays; Geos the shortest stays; Ethnos had the longest time elapsed since their assignment ended
- ◀ Ethnos showed the least language improvement; Polys the strongest linguistic accommodation; Geos the best language ability prior to the assignment
- ◀ Ethnos more likely to participate in home country orgs; Polys the least likely
- ◀ Ethnos and Geos least likely to make local friends; Geos need most home management support

Source: Guy & Beaman 2003, 2004

Findings – Personality

Measures	Cultural Liking	Risk Taking	Amiability
ASSIGNMENT:			
Rewarding		0.307	
Successful	0.197	0.271	
Frustrating		0.183	
Educational	0.205		
EXPERIENCE:			
Amount of Experience	0.206	0.189	
Duration of Stay	0.175	0.235	
Stay Extended		0.252	
Time Since Completed			
LANGUAGE:			
Linguistic Accommodation			-0.165
Prior Language Ability			0.207
Language Improvement			
Language Maintained			
MEMBERSHIP:			
Home Comm/Social Orgs			
Home Prof/Acad Orgs			
Global Comm/Social Orgs			
Global Prof/Acad Orgs			
ATTITUDE:			
Local Language			
Local Friendships	0.271		
Home Management Support			
Spousal Support			

- ◀ High degree of Intercultural-Liking and Risk-Taking correlated with more rewarding and successful assignments
- ◀ High degree of Intercultural-Liking and Risk-Taking correlated more experience, longer stays, and likelihood of extension
- ◀ High degree of Amiability correlated with prior language ability and language improvement during the assignment
- ◀ High degree of Intercultural-Liking correlated with making local friendships

Note: $p < .05$ ($r = .164$); $p < .01$ ($r = .230$); $p < .005$ ($r = .254$);

Source: Guy & Beaman 2003, 2004

Findings – Nationality

Measures	USA n=50	Non- USA n=50
MINDSET:		
Ethnocentricity	7.9	7.4
Polycentricity		
Geocentricity		
ASSIGNMENT:		
Satisfying	2.7	2.0
Successful	4.4	4.0
Frustrating		
Rewarding		
EXPERIENCE:		
Amount of Experience	No Significant Differences	
Duration of Stay		
Stay Extended		
Time Since Completed		
LANGUAGE:		
Linguistic Accommodation	1.2	2.8
Prior Language Ability		
Language Improvement		
No of Languages Spoken	2.1	2.7
MEMBERSHIP:		
Home Comm/Social Orgs	No Significant Differences	
Home Prof/Acad Orgs		
Global Comm/Social Orgs		
Global Prof/Acad Orgs		
ATTITUDE:		
Local TV/Radio	3.7	4.2
Local Friendships		
Home Management Support	4.2	3.6
Spousal Support		

◀ Americans were more likely to be Geocentric than the non-Americans

◀ Americans also found the experience simultaneously more frustrating and rewarding

◀ Non-Americans were more likely speak more languages and have prior foreign language skills

◀ Non-Americans were more likely watch local TV/radio; Americans required more home management support

Note: All significant at $p < .05$ level and most at $p < .01$ by t-test.

Source: Guy & Beaman 2003, 2004

Findings – Position and Job

Measures	Position Level	Job Type
GLOBAL MINDSET:		
Ethnocentric		-0.220
Polycentric	0.174	0.191
Geocentric		
PERSONALITY:		
Intercultural-Liking		
Risk-Taking		
Amiability		
Extroversion	0.204	0.177
ASSIGNMENT:		
Satisfying		
Successful		
Frustrating		
Educational	0.200	
EXPERIENCE:		
Amount of Experience		
Duration of Stay		0.178
Stay Extended		
Time Since Completed		
LANGUAGE:		
Linguistic Accommodation		
Number of Languages Spoken	-0.224	
Language Improvement		
Language Maintained		
ATTITUDE:		
Local Friendships	-0.186	
Family Accompaniment	0.203	0.198
Home Country Standards	-0.174	-0.260
Home Management Support		
Spousal Support	0.379	0.274

Note: $p < .05$ ($r = .164$); $p < .01$ ($r = .230$); $p < .005$ ($r = .254$); $n = 100$

- ◀ Polycentrics tended to have higher level positions and jobs requiring more outward communication; not true for ethnocentrics
- ◀ High extroversion skills also correlated with higher level positions and jobs requiring more outward communication
- ◀ The higher the position, the more educational the experience
- ◀ The more outwardly focused the position, the longer the assignment
- ◀ The higher the position, the fewer languages the individual spoken
- ◀ The higher the position, the fewer local friendships and the higher importance of family accompanying and spousal support

Source: Guy & Beaman 2003, 2004

Findings – Family Situation

Measures	Family Went n=44	Family DidntGo n=32	No Family n=24
ASSIGNMENT:			
Satisfying	4.6	4.1	4.5
Successful	2.2	2.0	2.6
Frustrating			
Educational			
EXPERIENCE:			
Amount of Experience	3.8	2.1	2.7
Duration of Stay			
Stay Extended			
Willingness to Go Again	1.0	1.1	1.7
Time Since Completed	2.5	3.4	3.3
LANGUAGE:			
Linguistic Accommodation	No Significant Differences		
Prior Language Ability			
Language Improvement			
Language Maintained			
MEMBERSHIP:			
No of Comm/Social Orgs	1.8	1.3	0.8
No of Prof/Acad Orgs	1.4	1.5	0.6
Global Comm/Social Orgs	2.1	1.4	1.6
Global Prof/Acad Orgs	2.3	1.9	1.3
ATTITUDE:			
Local Language			
Local Friendships	4.5	4.4	4.8
Home Management Support			
Spousal Support			

◀ Those with family along and those with no family were the most satisfied and most successful (personal evaluation)

◀ Those with family along and those without family stayed the longest and were more willing to return.

◀ Those with family along were more likely to participate in social and professional organizations of all types

◀ Those with family along and those with no family made more local friends

Note: All significant at $p < .05$ level and most at $p < .01$ by t-test.

Source: Guy & Beaman 2003, 2004

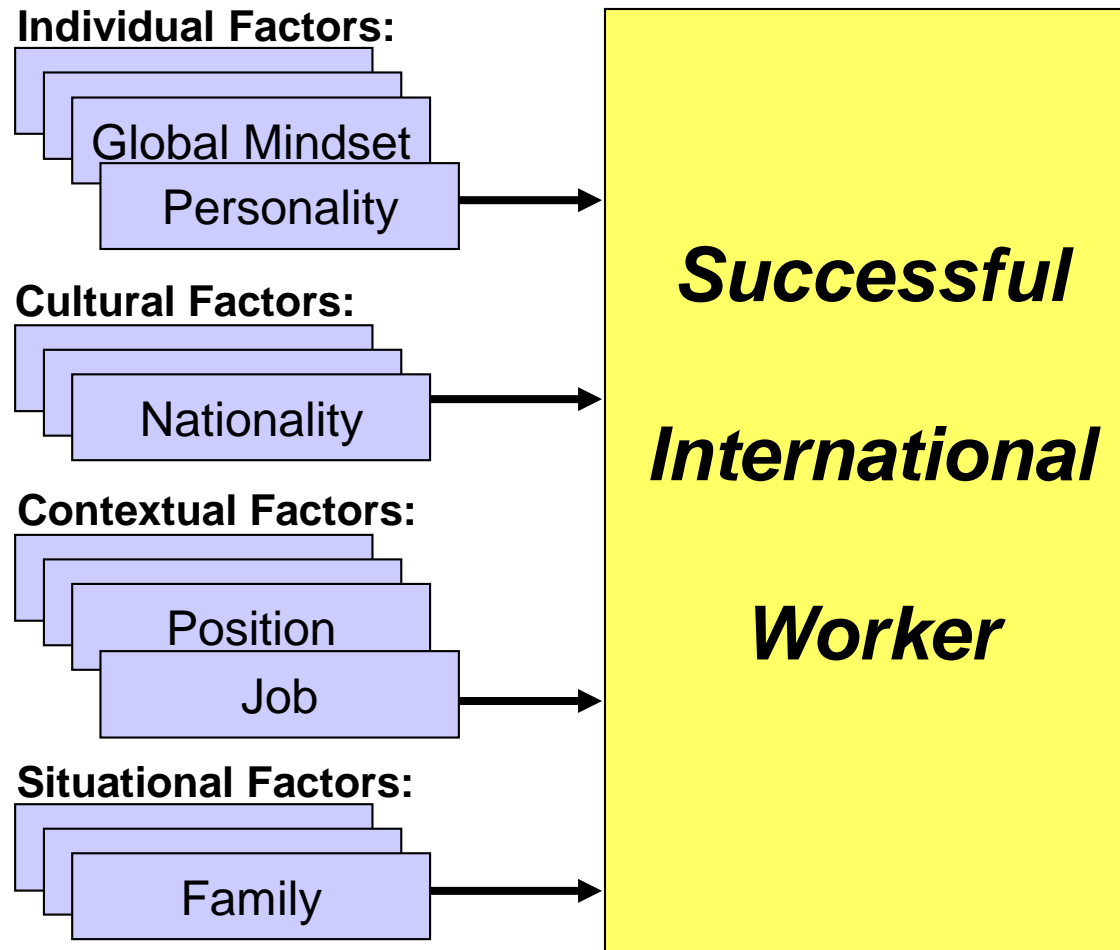
Study Conclusions

- Determination of international success in a global environment is multi-factorial – individual, cultural, situational, and experience-based
- Global Mindset and inherent personality characteristics affect individual reactions to the international experience, and hence satisfaction and performance
- Ethnocentricity diminishes with experience, demonstrating that Global Mindsets are malleable and evolve over time



Source: Beaman 2004

Multidimensional Global Mindset Model




Source: Beaman 2004



Building a Globally Aware Workforce

- Developmental Model
- Cultural Integration Program



"In the future, success will come to those companies, large and small, that can meet global standards and tap into global networks."

Rosabeth Moss Kanter
Harvard University

Developmental Model for Multicultural Sensitivity

THE ETHNOCENTRIC STAGES

- I. DENIAL
 - A. Isolation
 - B. Separation
- II. DEFENSE
 - A. Denigration
 - B. Superiority
 - C. Reversal
- III. MINIMIZATION
 - A. Physical Universalism
 - B. Transcendent Universalism

THE ETHNORELATIVE STAGES

- IV. ACCEPTANCE
 - A. Respect for Behavioral Difference
 - B. Respect for Value Difference
- V. ADAPTATION
 - A. Empathy
 - B. Pluralism
- VI. INTEGRATION
 - A. Contextual Evaluation
 - B. Constructive Marginality

Source: Bennett 1993

Successful Integration Strategies

Hiring:

- Hire first for motivation and capacity
- Hire second for flexibility and accommodation
- Hire third for Global Mindset and “ethnorelativism”
- Identify needed technical/functional skills and target populations

Training:

- Create education programs
e.g., videos, seminars
- Celebrate “ethnic days”
e.g., Chinese New Year
- Facilitate cross-cultural assignments

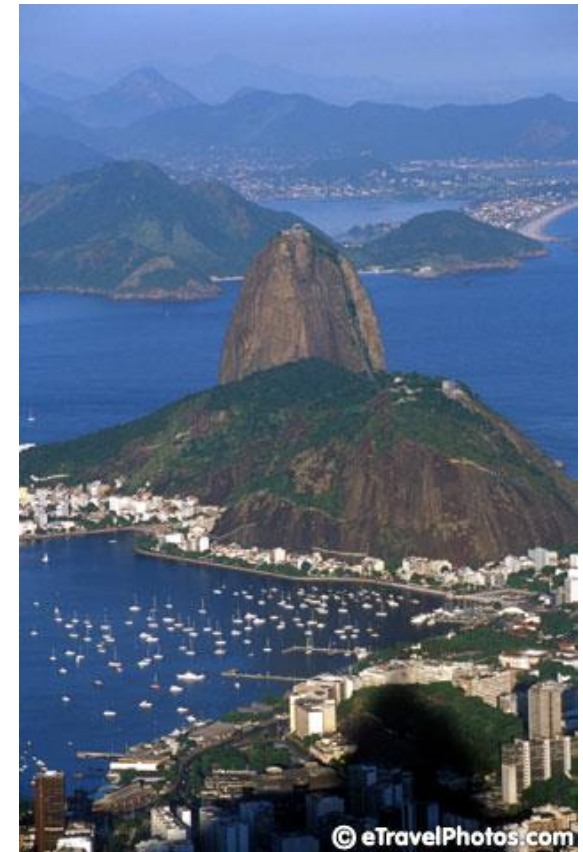
Ongoing:

- Assess progress, adjust strategies,
and reinforce successes
- Set up mentoring and coaching programs
- Foster a inclusive, collaborative environment



Challenges for the HR Professional

- Understand that all cultures are not alike
- Demonstrate empathy – not sympathy
- Foster accommodation, and tolerance
- Create inclusion – common bonds of belonging
- Develop enhanced analytical and collaboration abilities
- Build cross-functional, cross-geographic teams
- Strive for business alignment and demand process flexibility





The Future

Business Case for Diversity

There are three main points in the business case for diversity:

A talent shortage that requires us to seek out and use the full capabilities of all our employees.

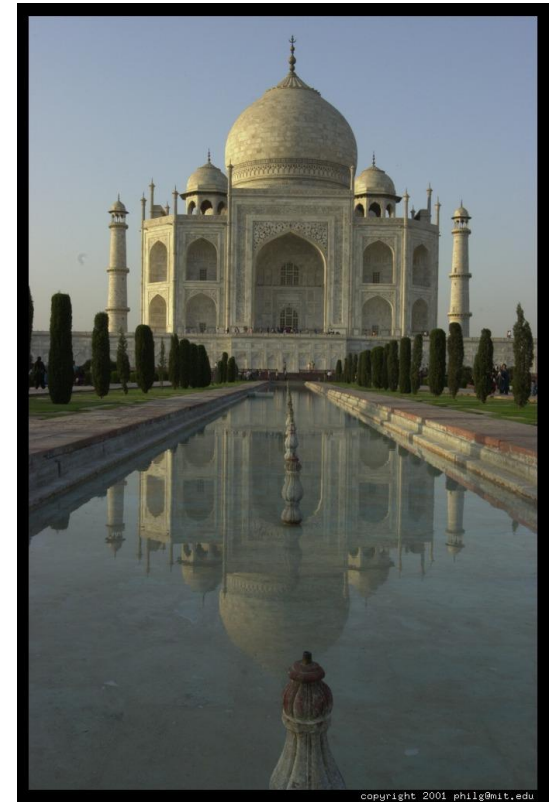
The need to be like our customers, including the need to understand and communicate with them in terms that reflect their concerns.

Diverse teams produce better results.

*Lew Platt
Former Chairman and CEO
Hewlett-Packard*

Winning the War for Talent

- Understand changing workforce demographics and worker preferences
- Support different personalities and styles of learning
- Celebrate diversity and embrace multiculturalism
- Manage the acculturation process through training and coaching
- Foster a learning environment and teach appreciation for diversity
- Develop Global Mindsets by building “world citizens” – Geocentrics



Future Global Workforce Trends

- Continued immigration creating an ever more diverse workforce with resultant communication challenges
- Movement toward more collaborative, functionally oriented project and team work
- Evolution of the knowledge worker to stronger reliance on independence and self-sufficiency
- Greater focus on incentives and pay-for-performance
- Increased emphasis on metrics and measuring performance against goals



A Final Word

Finally, the truth about the relationship between nutrition, health and diversity:

- The Japanese eat very little fat and suffer fewer heart attacks than the British, Canadian, and Americans.
- The French eat a lot of fat and also suffer fewer heart attacks than the British, Canadians, and Americans.
- The Chinese drink very little red wine and suffer fewer heart attacks than the British, Canadians, and Americans.
- The Italians drink excessive amounts of red wine and also suffer fewer heart attacks than the British, Canadians, and Americans.
- The Germans drink a lot of beer and eat lots of sausages yet suffer fewer heart attacks than the British, Canadians, and Americans.

CONCLUSION:

Eat and drink what you like: apparently it's speaking English that kills you.

Thank You!

Merci

Obrigada

Ευχαριστω

Dankeschön

Kiitos

Tack

Gracias

Dank u

Grazie

Shukriya

Tesekkür ederim

Takk

Terimah Kasih

Krop Kuhn Kah

Dziêkujê

Arigato

Asante Sana

Go Raibh Maith Agat

Thank You!

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