Expanding Boundaries: The Meaning and Practice of Global Diversity

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Resources: Presentation and Handouts

Forum Website or App: Click on Session S3-F to access all the following:

1. This Session’s PowerPoint Presentation
2. “Global Diversity - Think Global Act Local”
3. “Global Diversity at Work - Best Practices”
4. “The Value of Cultural Competence”
5. “Unconscious Bias Training Across Cultures”
6. “Cultivating Cultural Intelligence”
7. “Developing Global Leaders”
8. “Confucius Meets Plato”
9. “Global Knowledge Management”
10. Featured Articles List – Hot-linked to article on www
Global Dynamics…..

*Diversity and Inclusion, Cultural Intelligence, Virtual Workforce*

*Global & Virtual*, operating in over 60 countries with clients based on 4 Continents.

25 years of research on Global Diversity initiatives including interviewing or coaching the CDO’s of over 50 top global corporations

**THIS IS ABOUT US!**

*Tell Us About You*

- What is your background?
- Why is global diversity important to you?
Objective- Creating A Charter For Global Diversity

1. We will create a benchmark charter for use by all those seeking to take inclusion and diversity global.

2. This will be a living document with continuous improvements.

3. Goals and roadmap for you and your organization.

4. Enjoy learning from each other!

Creating a Charter - Process

• Initial Group Meets and Records
• Rotation 1
• Rotation 2
• Rotation 3
• Gallery Walk
• Return to Initial Group and Report
• Applications, Dissemination, Next Steps
Five Critical Questions To Consider

1. What is the meaning of diversity and inclusion in each country where your organization is operating?
2. What are the critical issues and concerns of diversity in each country?
3. How would diversity programs be received in each country?
4. How should the content and methods of delivery be localized to meet the specific needs of each country?
5. What are the key demographics and social trends that impact diversity in each country?

Group Project - Theme 1 - Defining

- How is diversity and inclusion defined around the globe?
- How do the dimensions of diversity differ locally?
- Cases from the field
Group Project - Theme 2 - Danger Zones

- What are the “danger zones” when taking a diversity initiative global?
- What topics or training methods need to be considered?
- Cases from the field

Group Project - Theme 3 - Best Practices

- What are some “best practices”? Initiatives, Global Offices of Diversity, Balancing Global Mission with Local Sensitivities, Input From Regions, Employee Resource Groups?
- Cases from the field
Group Project - Theme 4  Useful Resources

- What resources are there that are effective? Models, Activities, Articles and Research, Experts, Groups?
- What topics should be studied?
- Cases from the field

Applications and Next Steps

✓ What Applications Can This Have?
✓ What Do We Do Next?
✓ Improvements and Continuous Improvement
✓ Where and How To Disseminate?
✓ Who Will Share This?
✓ Promotion at The Forum and Other Professional Meetings?
✓ Tell 3 Friends?
✓ Applications for You or Your Organization

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Questions?

Sustaining The Process

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Thank You !!!
Think Globally,
Act Locally

One-size-fits-all solutions don’t work when creating a global diversity and inclusion strategy. Diversity executives must identify which topics are critical to the universal corporate culture, and which should be addressed locally to court success. By Neal R. Goodman

Today’s diversity and inclusion leaders are finding that, through acquisitions, outsourcing and even organic business expansion, they are responsible for an ever-expanding global pool of employees. For many, their responsibilities have grown into unfamiliar terrain. Those in senior diversity leadership roles tasked with rolling out corporate diversity initiatives onto a global stage are entering a high-risk zone if they fail to make sure that they know what they don’t know about the varied approaches to diversity around the world.

As globalization continues to progress, we will see increased attempts to implement universal standards and operating procedures in global companies. Companies will struggle with this, as a U.S.-centric approach to diversity and inclusion (D&I) likely will cause problems outside the U.S.

The historical, legal and social circumstances that make D&I such a compelling issue in the U.S. are not identically replicated elsewhere. This does not mean the topic is not important, but rather the ways diversity and inclusion are defined — and managed — may vary significantly.

For instance, there is no universally agreed upon definition of diversity. In fact, the word does not have an equivalent in some languages, and neither do many related terms, such as affirmative action or equal opportunity. Without an appreciation of this, U.S.-centric approaches will fail and will create more problems than they solve. We must examine and question the fundamental assumptions underlying our understanding of diversity and inclusion to create truly globally diverse and inclusive organizations.

What follows are some key areas of diversity found to vary in scope and importance across cultures.

**Nationality and ethnicity:** Most countries consider nationality and ethnicity important, yet the general definition of this dimension is concerned with immigrants and their integration into the larger society. This poses a potential issue for diversity training initiatives.

For countries where national identity and citizenship are relatively open, such as the U.S. and Canada, issues of nationality and immigration concern how to value the distinct cultural and ethnic contributions of each group. In countries where national identity is more focused, such as Singapore and much of Europe, different cultural identities represented in immigrant communities can be seen as a threat to national identity. Therefore, the definition of integration varies greatly by country and must be addressed prior to a global training initiative rollout.

Events over the past two years in China illustrate that this will be an ongoing area of importance in the world’s most populous country. Likewise, India and Brazil are among the most diverse countries in the world and experience similar situations. Many ethnic conflicts in Eastern Europe simmer due to changed borders.

**Gender:** Gender is a dimension of diversity identified in nearly all countries that have undertaken diversity and inclusion initiatives. In fact, in some countries, this is the only component of diversity that organizations addressed in diversity training, as the changing role of women in the workplace is an important issue. Of course, due to historical and legal differences, each country has a different idea of what the true objectives for gender issues are and how they should be achieved.
Rohini Anand, senior vice president and global chief diversity officer at Sodexo, which has more than 350,000 employees in more than 80 countries, said that while diversity training has some core universal themes, most diversity training in the organization is localized by topic. Further, gender is a diversity topic that could be identified and addressed in many countries, but with varying degrees of importance.

Age and generation: Age and generational differences are identified in most countries as important topics to address in training, as there is significant range in the degree to which age is venerated versus youth is valued. The rapid proliferation of new technologies and their use by younger employees has impacted their value in organizations. However, as one Indian executive said, "Technical competence at social networking is no match to wisdom, which only comes with experience."

Race: Race is an important topic for racially heterogeneous countries. However, relatively homogenous countries, such as Japan and Korea, do not see racism as a major issue relative to nationality. In much of Europe, the broad topic of racism is subsumed under issues about national identity and integration. Many countries in Latin America have begun to address this topic in spite of some historical reluctance to acknowledge the issue, but discussions must be approached with great sensitivity.

Women in the Indian Workplace

The role of women in the Indian workplace is so diverse and so complex that stereotypes about women are both contradicted and confirmed. India is a country where women can attain the highest office in the land but also can be subjected to the worst kind of discrimination.

Though India is the second fastest growing global economy, 2009 World Economic Forum statistics placed it 114 out of 134 nations in terms of man-woman equality, making India one of the worst performers in the world. This broad gender gap translates into disproportionate poverty, unemployment, illiteracy and discrimination in health and survival issues and has serious impact on the majority of Indian women's lives.

Contrast this reality with that of educated Indian women who find their way into positions of prominence in a variety of spheres, including politics, journalism and technology. Indira Gandhi first became prime minister of India in 1966, and the current president, Pratibha Patil, is also a woman. Barkha Dutt is a much-celebrated columnist for the Hindustan Times and has gained prominence as a television journalist for her reports on the Kargil War for New Delhi Television. India's leading all-news channel, Arundhati Roy, the Booker Prize-winning novelist and social activist, has gained international recognition for her book, *The God of Small Things*, as well as her political essays and speeches. Kiron Mazumdar Shaw became the wealthiest Indian woman after the initial public offering of her biotechnology company, Biocon, netting her $480 million.

For every Indian woman who makes headlines, there is a legion of middle class Indian women in the workplace. This is particularly true in the IT sector. India's software trade body, the National Association of Software and Service Companies, reports that 38 percent of all employees in Indian software companies are women — a higher representation than any of its Western counterparts — and these women are on par with their male colleagues in wages and positions.

However, because India's cultural context operates on different assumptions, particularly when it comes to dating and marriage — the vast majority of marriages are arranged by the couple's parents — the way men and women interact in the workplace often plays out differently than it does in the West. Women, particularly when single, tend to associate among themselves except when professional demands call for interactions with male colleagues. This is generally not due to any shyness or sense of inferiority, but because social norms encourage women to ensure their interactions with men are purely professional to avoid any romantic implications.

In line with this social context, one may see corporate measures that protect women's reputations in the workplace, such as shift arrangements that ensure women need not work alone with their male colleagues and corporate-sponsored transportation to ensure safety for female employees traveling to and from work at night.

As is true for many women in the rest of the world, Indian women struggle to balance the demands of work and family. Two factors help them attain workplace balance: the availability of domestic help and extended family systems. Because middle class Indian women can generally afford some domestic help and because one or more sets of grandparents are often willing to take responsibility for much of their grandchildren's care, Indian women often continue working after their children are born, returning back to work sooner than many of their Western counterparts. Further, where homemaking skills were once the key criteria when looking for a match for one's son, now many middle class Indian parents may be equally inclined to look for a daughter-in-law with earning power to contribute to the family finances.«

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Physical ability: Physical ability is an important factor to consider by those in a wide variety of countries, yet few companies are dealing with this as part of their D&I training.

Social class: Social class is seen as one of the most important topics that need to be addressed in a diversity training program. It is particularly critical to certain regions, such as Latin America. Senior diversity leaders from Latin America often require a Latin American-specific series of training programs because most U.S.-based diversity training programs do not address this issue.

Sexual orientation: Sexual orientation is one of the least important factors for companies outside the U.S., but this topic will be an important area for diversity leaders to address globally. In a recent case, LGBT employees wanted to join a U.S.-based corporate LGBT affinity group because they could not start one in their own country due to potential threats to their safety and possible discrimination, and the organization had no way to address their request.

Strategies and Best Practices
When mapping out a strategy for global diversity training, diversity executives must first answer the following questions:

- What is the meaning of D&I in each country where the organization is operating?
- What are the critical issues and concerns about diversity in each country?
- How would diversity programs be received in each country?
- How should the content and methods of delivery be localized to meet the specific needs of each country?
- What are the key demographic and social trends that impact diversity in each country?
- Will affinity groups be available on a global or local level?
- How does diversity and inclusion link to global business strategies?
- Is D&I training linked to cultural intelligence training?
- Are D&I best practices shared across the global organization?

It is incumbent that diversity leaders localize initiatives to avoid the appearance of an irrelevant or even irreverent headquarters-based diversity mandate. This starts with a clear understanding of the business imperatives for D&I.

Samantha Bidwell, director of diversity and inclusion at American Express, said that diversity and inclusion are linked to talent, marketing and workplace transformation. Yet the company’s approach varies by country. For example, some countries see gender as a top priority while others focus on generations.

To be successful, global companies need to bring together diversity champions from each country or region to design a corporate diversity survey focused on the meaning and business case for diversity in each country where they operate. Once this is completed, the next step is to identify which diversity topics and themes are critical to the integrity of the universal corporate culture and which topics should be addressed locally. Where possible, locals should be given autonomy in the design and delivery of diversity initiatives, with support from corporate and local diversity leaders.

Clear and unequivocal support from senior leadership is an important factor for success. One of the key success factors for a Latin American diversity initiative, undertaken by a leading pharmaceutical company in 2008, was that training was localized, delivered by corporate leadership in each country. This gave the topic more credibility than could have been achieved otherwise.

Diversity executives should be prepared for and open to a paradigm shift in their understanding of diversity. They should constantly survey the global news and solicit feedback from global colleagues. For example, there is a need to import workers in many countries due to low birth rates. This has created conflicts and misunderstandings based on the acceptance of guest workers and their children in receiving countries. Further, in many countries, diversity is the result of changing borders due to treaties signed at the end of wars. For instance, currently central Europe is struggling with numerous ethnic enclaves that feel an attachment to their home nationalities across the border.

There are going to be numerous pragmatic issues that D&I leaders will have to contend with. For instance, how do U.S. anti-discrimination laws apply to U.S. companies operating outside the U.S.? Do they apply to local country nationals or only to U.S. citizens? Employee termination for sexual harassment may not comply with local laws. While many countries are just beginning to institute quotas for protected classes, other countries, such as Malaysia, are repealing their quota systems.

Whenever possible, link D&I to initiatives that promote a global mindset. There is a compelling case to be made for understanding how cultural diversity impacts all aspects of business acumen, including marketing, leadership, team building, communications, human resources, supply chain, operations and R&D.

There is a clear need for organizations to work more effectively across borders. Diversity must be seen as an opportunity to be leveraged for competitive advantage, not an obstacle to overcome. Diversity will continue to become more important over the next five years in all countries and companies. In many respects, the global journey to promote diversity and inclusion has just begun. We are all pioneers on this journey, and like pioneers, the more we can do to support and sustain each other along the way, the greater the chances are that we will achieve our goals. «

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Stories From the Trenches: Global Diversity at Work

There are many facets of global diversity that can bring value to a business. But successful companies have diversity leadership, a commitment to inclusion and a desire to improve both individuals and their organizations. By Neal Goodman

Many diversity executives recognize that the next frontier for diversity and inclusion is in leveraging global diversity for their organizations.

Global diversity is a multifaceted strategic lever with which major organizations can achieve their global ambitions. The following vignettes illustrate how some of today's top diversity practitioners have brought value to their companies on a global scale.

Merck: Building a Global Diversity Infrastructure

Dottie Brienza, chief diversity officer and executive talent development leader for pharmaceutical company Merck & Co., has been with the company for roughly one year. She joined the organization after leading talent management at Hilton Worldwide and holding numerous HR leadership roles at Johnson & Johnson. Brienza is one of a relatively small group of senior leaders who have dual responsibilities for executive talent and diversity. This strategically intertwines diversity and inclusion with all factors that affect Merck's workforce, and goes beyond talent development to include diversity's effect on marketing, teams, drug development and innovation.

Core drivers at Merck are its nine global employee business resource groups, or EBRGs, each with an executive committee sponsor, a senior business leader adviser and an EBRG leader who has a two-year tenure with 50 percent of his or her work in a line role and 50 percent dedicated to EBRG responsibilities.
The EBRGs often support company activities. For instance, the African-American EBRG helped in a consumer research study on sun exposure and the skin-care needs of the African-American community. Insights from this research affected Merck’s approach to communicating to African-Americans about skin care and sun exposure.

Merck also established the Merck for Mothers Global Giving Program, a corporate grants program through which its global offices can support eligible nonprofit organizations working to improve maternal health and reduce maternal mortality. The program is supporting more than 20 projects in 18 countries, including the U.S. Several EBRGs volunteer in this global initiative.

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The Richard T. Clark Fellowship Program at Merck allows an employee to take a six-month unpaid leave to work with a nongovernmental organization in a developing country. Volunteers work on topics ranging from supply chain and distribution to finance and community health care. The benefit for Merck is in workforce development. Most volunteers come back more enthusiastic about their work and with innovative ideas about how to help the company better understand conditions on the ground in diverse and developing markets.

Merck is rolling out a global initiative to train all vice presidents and above on unconscious bias. This will help to build leader capability in talent management and cultural competence, and ensure better hiring, promotion, development and other talent decisions, as well as promote inclusion across the organization.

At GE, Global Collaboration Leads to Success
Deborah Elam, president of the GE Foundation and chief diversity officer at General Electric Co., began her career at the company 26 years ago as an HR intern and has held a variety of HR positions across numerous GE businesses prior to her current role leading GE’s diversity and inclusion office. Elam has held this position for 10 years, and in 2006 she became a corporate officer.

One of the key elements of GE’s diversity work today is to ensure it is relevant in the larger context of globalization. The company has more than 300,000 employees and operates in more than 160 countries. With more than 60 percent of the company’s revenue outside the United States, the diversity team needed to ensure its work reflected that growth, so GE began to connect its affinity networks to global initiatives. For example, its African American Forum helps to drive company growth in Africa, and its Asian-Pacific American Forum does the same in China and India, as does the Hispanic Forum in Latin America. Elam said the diversity team believes that when one person grows and improves, they all do, and that’s not limited to one geography. What’s applicable in the U.S. diversity experience is customized and localized in other regions.

Each affinity network establishes a focus that makes sense for it and the region or regions with which it is connected, such as talent development. For example, in 2012, at a meeting with about 1,200 members in attendance, GE’s African American Forum set up a booth for members who might be interested in learning about the types of international assignments available in various African countries.

More than 400 employees signed up. “We were thrilled with the interest and the results,” Elam said. “When employees take assignments like these, they help connect colleagues in the region globally, they bring best practices from other parts of the world and in the end they help GE be successful in many different ways. We will certainly use this as a best practice and continue to find ways to support GE’s strategic initiatives.”

Inclusion, the Foundation of Business at Cargill
Raymond Hall, global director of inclusion and diversity at agricultural company Cargill, brings many years of international expertise to his position, which he took over in May 2012. Since he joined the company, he has worked to create a culture of inclusion, and the company’s new strategy is a deliberate attempt to have all employees across the globe understand the role they play in creating that culture and in contributing to the company’s competitive advantage. “In today’s marketplace, we must be fast and agile, and in order to do this we must leverage the diversity of thought that we have across the organization on a global level,” Hall said.

To help Cargill succeed, Hall created multiple avenues to initiate change and measure progress:
- There is greater emphasis on employee engagement — employees are asked if their opinions are being requested and considered.
- Leaders and managers are assessed on whether they model inclusive behaviors.
- When it comes to safety, the focus on inclusion means there
are different people at the table and that leaders directly acknowledge employees’ views regarding risk on the job.

The global inclusion and diversity team has four regional leaders who focus on the specific, local inclusion and diversity needs of businesses in each region. Hall said they have been instrumental in helping senior leadership understand local and country-specific needs, such as the need for a 10 percent representation of people with disabilities in the workforce in Latin America.

Leadership buy-in is also critical. Under Hal’s direction, the Cargill diversity council was created, chaired by CEO Greg Page and made up of senior leaders in the organization who also work with the company’s employee resource groups, or ERGs, to have a strategic impact.

Cargill has seven ERGs, three of which are positioned to have global reach: the Ebony Council, Women’s Network and Disability AWAREness Council. Each ERG is expected to support the organization’s strategic business needs. For example, the Ebony Council helped contribute a recruitment strategy to attract African-Americans to Cargill in the U.S.

All facets of the organization now focus on inclusion in how they operate and plan strategy. For Cargill to be a partner of choice to its customers and operate in a changing global market, inclusion and diversity play a critical role in building future talent pipelines.

Ingersoll Rand’s global women’s leadership program provides high-potential women with mentors, seminars and the opportunity to work on business problems and present to senior leaders.

Ingersoll Rand: Promoting Global Inclusion and Respect

Nereida “Neddy” Perez, vice president of global diversity and inclusion at industrial company Ingersoll Rand, faced her first cross-cultural crisis while working for UPS, when as an HR supervisor she was sent to Mexico to resolve a labor strike based on religious differences. When she persuaded the head-quarters to change the policy and accommodate the employee, she was on her way to becoming a global diversity leader.

At nearly 150-year-old Ingersoll Rand, diversity and inclusion is one of three core global business strategies. The initiative began with the commitment of the CEO and chairman to create a function to focus on diversity and inclusion and make it part of the business strategy. Business sectors and divisions all have scorecards with built-in objectives related to diversity. To be certain there would be global implantation of this initiative, Ingersoll Rand’s regional diversity councils were established in Europe, Latin America, China, India and North America. The head of each council is a senior sector president or leader who serves on the Global Enterprise Diversity Council. This approach ensures cross-collaboration and support for strategies globally.

One of the most successful initiatives is a global women’s leadership program, which provides a cohort of high-potential women with mentors, tailored seminars and the opportunity to work on actual business problems and present recommendations to senior executives. In its first year in 2012, all the women who participated were retained, and 69 percent received promotions, including the first female executive leadership team member in Europe. The key to success is the focus on development, mentoring partnerships and high-profile business cases. For example, one cohort is working on cases that affect branding, IT and logistics.

Mercer: Leading With Cross-Cultural Competence

Tyronne Stoudemire, principal and senior diversity consultant at consulting firm Mercer, joined the organization in January after more than 20 years of leadership experience in other organizations. In a short time working with the president of Mercer’s talent business, Orlando Ashford, Stoudemire has brought about a major change of direction at the company focused on the need to build cross-cultural competence in its leadership. This change includes a diversity council chaired by CEO Julio Portalatin, and composed of senior executives who each have a goal to sponsor an ERG. Stoudemire said the goal is to embed diversity and inclusion into business imperatives so the workforce can better serve global clientele, stakeholders and colleagues.

The initiative includes a half-day to full-day workshop on cross-cultural competence that uses an assessment from which participants learn about themselves and the degree to which they have cross-cultural perspective. This is followed by a coaching session focused on participants’ degree of cross-cultural understanding. A series of films, books, conferences and other activities are then assigned to participants for practice and to help sustain their cross-cultural competence. For example, they may be asked to sponsor an ERG.

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of a group different from their own cultural background.

The goal of enhancing leadership capabilities is to allow participants to see the world from not only their own perspective, but also the perspectives of others. This will enhance communications and lead to more trust, collaboration and innovation across the organization, which will influence others to contribute to long-lasting, sustainable results.

The cross-cultural competency program is being rolled out internationally wherever Mercer has a presence. Stoudemire said his goal is to use Mercer as an internal client and use its success as a case study to help its clients as well.

Lockheed Martin: From Diversity to Sustainability

Kimberly Admire, vice president of diversity, inclusion and equal opportunity programs at aerospace company Lockheed Martin Corp. has held senior HR positions for more than 15 years in several of the company's businesses. Three years ago, she was offered her current role and became a trusted partner for approximately 116,000 employees in more than 70 countries.

Lockheed Martin launched its first executive diversity council more than a decade ago and expanded to supporting international diversity councils several years later, with a key location in the U.K. This past year, the corporation transitioned to a corporate sustainability council, whose focus includes diversity, innovation and the environment. This broader responsibility is expected to place diversity and inclusion in a more strategic role in the company, which earlier this year launched Lockheed Martin International to deliver a holistic, one-company approach to understand and deliver solutions to its customers' technology challenges.

As part of its global diversity focus, Lockheed Martin also launched a leadership program focused on engagement and respect. There has been a great deal of learning from its operations in the U.K., including an increased awareness of how diversity and inclusion are perceived in other countries and how the language of inclusion needs to be adapted to each country.

While all of these diversity executives give extensive credit to the vision and support of their CEOs and the hard work and creativity and innovations coming from their business resource groups, none of these successes would have been accomplished if it were not for these D&I leaders. The march toward globalization continues, and organizations that fail to include all employees from every country where they operate in their D&I initiatives will lose the battle to their competitors who understand and value global diversity.

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The Value of Cultural Competence

Culturally competent employees are the difference between successful global operations and gridlock, angst and disappointment.

By Neal Goodman

What would a typical chief diversity officer say if the CEO asked, "How is the office of diversity and inclusion helping us penetrate emerging markets?" Few CDOs have a full suite of solutions, but they can provide strategic guidance to help their organizations meet the growing challenges of global expansion.

There are numerous cases where a lack of understanding about cultural norms resulted in mistrust and failed business opportunities. For example, high sales of Mattel's Barbie doll in China did not materialize as expected. Part of the problem was that the Chinese prefer cute dolls like Hello Kitty rather than the sexier Barbie. In Japan, eBay did not generate expected sales because leaders did not take into account that the Japanese prefer to pay with cash.

Cultural competence can be a critical piece of a diversity and inclusion platform because employees, suppliers and markets are more global than in the past. Cultural competence can help employees from different cultures see scenarios from multiple perspectives and encourages them to ask the right questions. The rewards are increased productivity, innovation and sales.

The New Reality

A geographically dispersed, culturally diverse workforce and marketplace is the new reality. Global businesses and organizations need culturally competent members and an environment that promotes mutual respect and creative collaboration to derive the most from their talent.

Roy Chua of Harvard's research on creativity and innovation and the book The Innovator's DNA by Jeffrey Dyer, Hal Gregersen, and Clayton Christensen conclude that employees with multicultural social networks
and exposure to other cultures are more creative and likely to come up with innovations for their organizations. However, exposure alone does not make this happen.

Exposure to new cultures and to multicultural social networks and teams is more likely to have positive consequences if those involved have been properly trained to understand and appreciate fundamental cultural differences and values that impact workplace relationships. Factors such as communication style, management style and approaches to diversity and inclusion are as varied as cultures.

The chief diversity officer must become a major advocate of cultural competence and build alliances with all leaders across the organization who support associates, vendors, markets and clients from diverse cultures. The office of diversity and inclusion should be a center of excellence for cultural competence.

To learn how to design and execute cultural competence programs as a key element of diversity and inclusion initiatives, here are some practices from culturally competent organizations.

**Build cultural competence into employees’ professional development goals.** Organizations such as Johnson & Johnson and Hilton Hotels & Resorts that use a competency-based professional development assessment process have added cultural competence or global mindset to their list of required competencies. Even without such a mandate, increasingly, companies such as Novartis and American Express are offering a basic cross-cultural competence course to all employees at all levels. A core course to meet this requirement should cover:

- Cultural awareness of self and others.
- The consequences of cultural assumptions.
- Ways to promote effective working relations.
- Styles of doing business around the world.
- Cultural differences in communication styles.
- The impact of virtual communications on intercultural understanding.
- An overview for each major region.
- An action planning session with clear timelines and metrics to implement the new practices based on a culturally competent platform.

Most programs also feature a cross-cultural diagnostic assessment tool that allows participants to gauge their cultural style and a process to develop strategies to bridge cultural differences. Often the diagnostic tools are completed prior to a program, and the participants bring their results with them. Or, the diagnostic tool is done live, and the results are immediately posted for all to see.

**Create country- or culture-specific expertise and training.** Employees working with specific countries need in-depth, cross-cultural training on the nuances of the relevant cultures, including:

- Communication style.
- Approaches to risk-taking.
- Negotiation style.
- Ways to promote effective working relations with representatives of the country, contrasting styles of doing business between each of the relevant countries.
- An in-depth regional and historical overview of the country and its relationship to its neighbors.
- Functional topics as needed such as labor unions, quality/standards, work habits, intellectual property and holidays.

Companies such as Dolby Laboratories, ConocoPhillips and Novartis have such programs on countries ranging from China, the U.S., The Netherlands, India, Brazil and Saudi Arabia.

**Build global cultural competence into the leadership track.** By now all diversity departments should have a strategic leadership track or program to address the developmental needs of current and potential leaders. If they don’t, they need to put this in place first, and cultural competence can help make the case.

The key role for the office of diversity and inclusion is to create a track for global leadership, which requires unique competencies.

Global leaders need to be able to create personal and organizational action plans for effective intercultural leadership in the global/virtual workplace. This includes not only an understanding of globalization, diversity and cross-cultural differences, but also an intuitive grasp of the areas in which misunderstandings are likely to occur so leaders can proactively forecast and develop appropriate strategies.

An effective global leader must be able to view the same situation from multiple perspectives simultaneously to respond effectively to each culture’s needs. Global leaders must demonstrate an inclusive, collaborative style that enhances open dialogue with local leaders. They must do more listening than commanding.

A good example of this is the Genesis Park program at PricewaterhouseCoopers (PwC). In this program, cohorts of 50 future PwC leaders from more than 20 countries are
brought to a foreign country for 10 weeks and taught how to use cultural competence to work in multicultural teams, build skills they will need as leaders and explore the country. Global leadership and cultural competence courses are a key element, but also can be a starting point. Making international assignments a requisite for a leadership position makes sense in today’s global economy.

**Link international assignee development programs to diversity and inclusion initiatives.** Most international assignees bring a vast amount of cultural wisdom that is rarely tapped by diversity executives. Further, all expatriates and their families need in-depth cross-cultural training on working and living in their host countries; this is usually provided before or after the expatriate leaves for the new country. Chevron-Phillips Chemical Co. trains its expats before they leave on assignment or conducts training in the host country.

While the training is best done in person, Skype and other technologies can be used. The expats will need to learn the cultural nuances of their host country, ways to promote effective relations, an in-depth understanding of the country and region, an understanding of how to balance local versus headquarters requirements, strategies to deal with culture shock and an understanding of how diversity and inclusion are practiced in the host country.

Rather than training just the outgoing expats and their families to adapt to their new host culture, cultural diversity training can be provided to the receiving manager, after which the receiving manager and assignee would have an alignment meeting. There would then be an alignment meeting between the assignee and her or his new team. Finally the assignee would be coached during the assignment and the best practices would be captured for all to share. This is driven by the office of diversity and inclusion in companies such as Dow Chemical Co.

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**How to Work Together When Cultures Are Far Apart**

There are several core cultural differences that impact working relationships. They include:

- Attitude toward hierarchy.
- Attitude toward time and relationships.
- Future or past orientation.
- Preference for risk taking.
- Direct versus indirect communication styles.
- Preference for group versus individual behavior and recognition.
- Attitudes toward the fairness of applying the same rules to all people equally.
- Action oriented versus being oriented.

Understanding these tendencies and learning how to effectively bridge them fosters inclusion in the workplace and excellence in the marketplace. «

— Neal Goodman

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**Four Ways to Build Trust**

To date, there is no substitute for in-person meetings to solidify trust. A firm handshake and a genuine smile are indicators of a leader’s sincere effort to build connections and trust in North America. When working across borders, managers must determine the gestures, words and protocol to use to establish and maintain trust.

High-trust relationships build confidence between partners and produce easier conversations, win-win propositions and greater productivity, innovation and engagement. Low trust can cause tension between collaborators and usually can be traced back to a miscommunication, misunderstanding or gap in behavioral expectations.

To build a trusting working relationship across borders, a leader must consider his or her character and competency. Character is the demonstration of integrity, good intent and clear expectations and can be exemplified in the phrase “doing the right thing.” Competency is the manifestation of one’s talents, skills and abilities and is about “doing things right.”

Cultural competency is about enhancing self-awareness and creating “other-awareness”: acknowledging that differences across cultures exist, can be understood and can be used to bridge differences in a respectful, non-threatening way and to form operational agreements that reflect mutually beneficial adaptations.

The four skills of cultural competency are:

- **Cultural due diligence:** Adequately assessing and preparing for the possible effects of culture in preparation for a venture or engagement.
- **Style switching:** The ability to use a broad and flexible repertoire of cultural behavioral skills based on the situation.
- **Cultural dialogue:** The capability to illuminate cultural underpinnings of behavior and performance, close cultural gaps and create cultural synergy through conversation.
Train diverse intercultural teams in concert. Diversity and inclusion can play a pivotal role in the success of multicultural teams. Diverse insights and perspectives can help teams uncover hidden cultural biases and stereotyping that may impact their work and relationships. Cross-cultural competency team-building programs can help to avoid misunderstandings and to establish team trust in the formative stages of team development.

Programs should discuss:

• Team members’ mutual perceptions.
• Setting global standards for roles, responsibility, accountability, and leadership and management styles.
• Establishing protocol for virtual and face-to-face communication styles and the development of a communication plan.

Novartis was putting together an IT team made up of employees from the U.S. and India for a three-month project. After the first three weeks, the director of the program wanted to cancel it due to poor results. Instead, one of the cultural diversity specialists brought in a cross-cultural team-building organization to help the team members realize they have different work habits. Americans would ask the Indians to perform a task and once done the Indians would wait to be told what to do next, while the Americans were expecting the Indians to come to them once the task was done. After a day-and-a-half-long cultural competency team-building program, the project was back on schedule.

Strategically utilize employee resource or affinity groups. Most companies include senior leadership in affinity groups and work closely with these groups on everything from recruiting and retention to marketing strategy for relevant target customer audiences.

IBM, American Express, Eli Lilly and Merck have an excellent track record in globalizing their ERGs, and their companies profit from the input. One Eli Lilly group helped to identify doctors in underserved communities who could nominate patients for clinical trials where these populations were underrepresented.

Compile, organize and share collective cultural intelligence. Corporate intranets, diversity websites and other central repositories can be used to pool an organization’s collective cultural intelligence. These Web-based interactive resources should have practical information on all relevant cultures, industry-specific case studies and company-specific intelligence. Further, they should enable and encourage interaction across teams and practices to leverage that intelligence.

Pharmaceutical company Sanofi compiled a cultural diversity profile on each of the major countries where it operates and used the system to capture case studies and best practices so employees working across cultures could learn from each other.

Ensuring employees are culturally competent can mean the difference between successful global operations and gridlock, angst and disappointment.

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Unconscious Bias Training Across Cultures

Three lessons that can help trainers understand the risks of directly replicating the same unconscious bias training program across cultural boundaries. BY NEAL GOODMAN, PH.D.

How does an organization that is committed to providing unconscious bias training to its managers and executives on a global basis overcome the serious cultural and societal differences in the dimensions and meaning of diversity found around the globe?

This was the issue facing a large manufacturer of USB memory devices that wanted to provide unconscious bias training to its leaders and managers across Asia. In an earlier article, we covered the best practices in unconscious bias training in the U.S. (http://pubs.royle.com/publication/?i=215708&p=64). Now let’s examine the challenges of delivering a program with a similar message but different applications and adjustments to be successful in both the U.S. and Asia. Here are three lessons that can help:

Lesson 1: Don’t expect political correctness. You can expect and prepare for statements such as this one from a manager in China: “There are too many women engineers on my team.” When asked to explain, the manager stated that women would be spending too much time being emotional and consoling each other. They also would take advantage of extended maternity leave and take a full year away from work, he said. One cultural nuance to be considered is that the term, “too many,” also can mean “a lot”; however, in this case, the implication was clearly that this manager felt his team was at a disadvantage by having too many women. Such comments need to be addressed directly as an example of both expressed and unconscious bias.

When asked if the manager had observed women being too emotional, he said he had not, but he had heard about this from others. When asked what else he had heard, he stated that women are not as intelligent as men. Having heard this comment before, the trainer was prepared to demonstrate the results of IQ tests that show IQ averages for men and women are the same even though the distributions may be slightly different.

Lesson 2: The dimensions of diversity vary by country. In the U.S., issues such as race and veterans status may be relevant issues, while in Asia, age may be an important factor. In some cases, age is venerated and the older you are, the more respect you get, while in engineering settings, younger employees often view older employees as not being innovative due to their lack of experience in e-commerce. In countries such as Malaysia, there are significant and sensitive differences between Indians, Ethnic Chinese, and Malays that are behind many aspects of conscious and unconscious bias. Gender appears to be the one universal dimension of unconscious bias that all societies are comfortable with discussing, but there will be differences by country. Also, since China and Japan are relatively homogenous cultures, they are not as aware of incongruities around religion.

When delivering unconscious bias training outside the U.S., there will be more receptivity to analyzing and discussing the impact of language fluency, accents, and cultural differences as contributing factors in bias and micro-inequities. For example, Americans often assume that if Chinese do not speak up on a conference call it is because they have nothing to contribute and are assumed to be unhelpful to the team. The Chinese, on the other hand, are being respectful and waiting for their American counterparts to call on them. To the Chinese, the Americans are excluding them from participation.

Lesson 3: Differences in self-disclosure vary by culture. In an unconscious bias training program in the U.S., learners might be asked to participate in self-disclosure activities such as describing a situation where they were subjected to unconscious bias. But the Chinese, for example, have not been raised in a culture where people talk openly about their feelings, so such activities are confusing.

Ultimately, while many organizations may take pride in having one corporate culture with a common set of values such as honoring diversity and inclusion, how that is put into practice will vary significantly from culture to culture. If you have any best practices for delivering unconscious bias training across cultures, questions, or case studies to share, send them to ngoodman@global-dynamics.com for inclusion in future articles that address this topic.
Cultivating Cultural Intelligence

The better a training department can capture, retain, and disseminate its acquired cultural intelligence throughout the organization, the greater the strategic value it will bring. BY NEAL GOODMAN, PH.D.

If you open to the business section of any newspaper, you’ll see that regardless of where a company is headquartered, it likely is struggling with development and movement of talent to deal with the global, culturally diverse workplace and marketplace.

To a large degree, the success or failure of global business lies in the hands of the training department. Harvard Business Review reported that CQ (cultural intelligence) is the most important competence for successful global business. In essence, HBR says, CQ takes over where EQ (emotional intelligence) leaves off.

So, where do we begin?

1. Everyone in the corporation needs a core understanding of how to work effectively with associates, clients, and suppliers from various cultural backgrounds and how to develop a global mind-set. A core course to meet this requirement should cover cultural awareness of self and others, ethnocentrism, the consequences of cultural assumptions, ways to promote effective working relations, styles of doing business around the world, cultural differences in communication styles, the impact of virtual communications on intercultural understanding, an overview for each major region, and a review of available resources for more in-depth information.

2. Those who work on global teams need to go through a cross-cultural teambuilding program in the formative stages of team development to avoid misunderstandings and to establish team trust. It is critical that team members explore the cultural nuances that often undermine global team effectiveness. This includes: team members’ mutual perceptions, setting global standards of roles, responsibility and accountability, leadership and management styles, discussion of virtual and face-to-face communication styles and the development of a communication plan. Other relevant topics to be covered should include the cultural tendencies of all relevant countries and how these impact teamwork.

3. Employees working with specific countries need in-depth cross-cultural training on the nuances of these cultures, including: communication style; approaches to risk taking; negotiation style; ways to promote effective working relations with representatives of the country; contrasting styles of doing business between each of the relevant countries; an in-depth regional and historical overview of the country and its relationship to its neighbors; and an as-needed review of available resources and other functional topics such as labor unions, quality/standards, work habits, intellectual property, holidays, etc.

4. All training and development departments by now should have a global leadership curriculum. In addition to other skills, global leaders need to be able to create personal and organizational action plans for effective intercultural leadership in the multicultural/global/virtual workplace. This includes not only an understanding of globalization, diversity, and cross-cultural differences, but also an intuitive grasp of the areas in which misunderstandings are likely to occur, so they can proactively forecast and develop appropriate strategies in advance.

5. All expatriates (and their family members) will need in-depth cross-cultural training on both working in and living in their respective host countries. They will need to learn the cultural nuances of their host country, ways to promote effective relations, an in-depth understanding of the country and region, an understanding of how to balance local vs. headquarters requirements, strategies for dealing with culture shock, and a review of available resources and other functional topics as needed. Finally, to protect and leverage the investment of all these learnings, training departments should capture and retain in a central database all of the global information obtained through every training program that has a global and cross-cultural component. The deployment of this information across all groups within the corporation is essential.
What Not to Do When Developing Global Leaders

The current hit-or-miss approach to global leadership development is much too costly and inefficient. 

BY NEAL GOODMAN, PH.D.

Organizations today struggle to identify both current and future global leaders. Equally significant, they are failing to help these global leaders to acquire and leverage the competencies necessary to succeed in the face of greater globalization. Failure to develop global leadership is easier—and more common—than you might think. This is how many companies do it:

**Ignore the research.** Most research on global leadership identifies competencies such as having a global business mindset; creativity, innovation, and vision; cultural intelligence (CQ); and collaborative leadership, teambuilding, and partnering as key factors for success. Most global leadership development programs fail primarily due to the lack of a systematic internal process to create astute, flexible, and visionary leaders who can hold multiple perspectives simultaneously. To ensure failure, do not develop a coherent training and development process that promotes the attainment of these competencies.

**Do not develop a customized core curriculum for global leadership.** Settle on a generic course or two in the corporate university rather than developing a customized curriculum that is directly applicable to the needs of global leadership competencies. Alternatively, outsource your global leadership curriculum to a university where there will be little or no customization to your organization's needs and culture.

**Keep them home.** One of the best ways to guarantee failure of senior global leaders is to keep them from experiencing immersion in a new culture. International travel is no substitute for an international assignment. Even when there is an international assignment, there is usually no coordinated training and development plan to develop the skills needed to become a future leader of the organization. As a result, some people return from an international assignment with few of the competencies mentioned above.

**If you must send them overseas, do not measure progress.** Many organizations do include an international assignment as a prerequisite for global leadership positions but then do not measure whether these people have gained core global leadership competencies as a result of their assignments. Often, those on assignments are “out of sight, out of mind,” and the significant new information and styles of doing business they are learning are not being captured or measured.

**Disregard the need for a global focus in executive coaching.** While executive coaching has become the norm in many organizations, there are few executive coaches who have the competency and experience to provide guidance to achieve the qualities of a global leader. By not establishing an effective global executive coaching program that will target the specific issues associated with global work, companies will be sure to leave out the key ingredient of the global leadership recipe. Much of this is focused on the hidden cultural dimensions that are not “seen” by either the executive or the coach if they have not been trained in the field of intercultural interactions.

**Fail to leverage the potential of leading global project teams.** Similar to the international assignment, if leadership of global project teams is focused purely on functional tasks without a deliberate effort to teach global leadership skills, there is little chance that some of the most important lessons will be appreciated and utilized. If such skill building was integrated into the leaders’ development plans, there would be a greater cohort of potential global leaders in the organization.

**THE MORAL OF THIS STORY**

If organizations wish to succeed in the global marketplace, they will need to do a better job at training and developing their global leaders. The current hit-or-miss approach is much too costly and inefficient. Creative approaches to build the competence of global leaders must be developed and integrated across the organization.

If you have any case studies or examples of best practices in training and developing global leaders—or ensuring the failure of global leadership—I would be happy to receive them and share them with the other readers of this column. Please send them to me at ngooman@global-dynamics.com.
How do the cultural differences between the East and the West affect the approach a Western trainer must take when designing and/or facilitating a program for Asians? Broadly speaking, the Western approach to learning, based on Plato, is one of discovering: seeking new knowledge, innovation, and change. In contrast, the Asian approach to learning and development, based on Confucius, focuses on achieving a more perfect social order based on tradition, learning the truth from a master, following the right path, and maintaining harmony between opposing realities.

One other major difference is that in Western societies, students are expected to learn to learn; instructors facilitate the learning, but the emphasis is on self-discovery and an open discussion of ideas. Conversely, Eastern students are expected to listen and learn; asking questions and “sticking out” may result in negative outcomes from both the instructor and the other students.

Training in Western cultures is likely to include dialogue between instructors and students. Students are likely to be called upon to provide their own insights and opinions. This is not the norm in Asian cultures. If an Asian student is pressured to voice an opinion to an instructor during a training session, his or her response is likely to automatically be in the affirmative in order to avoid any loss of face.

Training across cultures always requires some cultural education. Here are a few ways to attain such knowledge:

• Find a cultural informant. Ideally, this person could review your course content and delivery style and make recommendations on how to adapt the program to the audience; it may even be helpful to have a local trainer co-facilitate.
• Enroll in a course on Instructing Across Cultures to learn the fundamental differences in instruction and learning styles and some practical tools and strategies for effective instruction across cultures.
• Read about the culture you are visiting. There are Websites that have the front page of most major newspapers in the world. See www.global-dynamics.com/resources.
• Arrive at the location in advance, and take the time to learn about the local culture in person.
• Learn the communication styles of the participants regarding silence, verbal, vocal, and non-verbal communications.
• Avoid slang, jargon, and acronyms as the trainees may not understand them.
• Maintain genuine curiosity; enjoy the adventure of the learning experience. Here are a few more specific tips to help guide Westerners training Asians:
  • Establish your credibility. Have a local leader introduce you to the class and talk about your accomplishments, experience, expertise, education, and publications if any.
  • Use small groups for interactive discussion. Break the students into small groups and have them ask and respond to instructor questions as a group.
  • Err on the side of formality. Use your title if you have one.
  • Understand what it means to be the “expert” in the context of an Asian culture. Asian participants likely are coming to the session to hear your ideas, not provide their own.
  • Don’t use “yes” or “no” questions to verify understanding. If you must check to ensure whether a student understands a concept, ask him or her to provide an example.
  • Formalize and celebrate the conclusion of the training. Arrange to have a closing ceremony or banquet if possible. Hand out certificates, and, by all means, arrange to have a group photo with you in it to share with the group at the end of the program or to be sent after the program.

If you have any case studies or examples of best practices in training and development across cultures, please send them to me at ngoodman@global-dynamics.com, and I will share them with the other readers of this column. The best suggestion to this column will receive a complementary copy of a new Cultural Tendencies Diagnostic Tool.
Companies expanding across borders must corral their knowledge.

Knowledge Management in a Global Enterprise

BY NEAL GOODMAN

What happens when large corporations have gained valuable global and intercultural knowledge, learned hard lessons, and overcome major obstacles—yet have no central repository in which to capture that information? In the best-case scenario, they needlessly spend money on training and development to gain knowledge that they already have. In the worst-case scenario, they repeat old mistakes. The larger the company, the more information they don’t know they have.
It goes something like this: Department A decides it needs to better understand how to sell its services to Japanese companies. It commissions a study and hires external consultants to teach its employees what they need to know. On the face of it, this is a wise investment. Unfortunately, they didn't know that Department B already has expertise in this area. A great deal of time and money has been wasted.

According to Delphi Group, employees spend 7 percent to 20 percent of their time on the job replicating existing solutions for others. Ernst & Young reports that 44 percent of employees are poor or very poor at transferring knowledge. These statistics—which are just the tip of the iceberg—can translate to process redundancy, subpar performance, marketing mistakes and inconsistencies, customer defection, low employee retention, and revenue loss.

Many multinational companies are now beginning to realize that if they are involved in multiple training and development programs to support their globalization efforts, they need to develop a centralized system to capture their collective global intelligence.

**Challenges**

When companies are ready to commit to a knowledge management system, they should be prepared to face the following challenges.

**Poor data quality.** It’s not common that an organization’s existing electronic data are not entirely accurate or complete. Companies should not only adopt new data collection and maintenance standards, but also cleanse their existing databases.

**Complications arising from internal organizational structure.** In large corporations, divisions and departments typically maintain versions of the same data, categorized in different ways. Company-wide data storage protocols will be necessary for effective knowledge management.

**Bias for action.** A common impediment to knowledge management in some cultures, such as the United States, is a “bias for action”—favoring action over reflection—that often causes knowledge management efforts to drop on the list of business priorities.

Knowledge management done right

Here are a few examples of how organizations can benefit from a successful knowledge management system.

First-round interviews for a position with a multinational corporation are conducted over the phone by U.S.-based recruiters. The candidates are located all over the world. The recruiters know, prior to each interview, to go into the company’s knowledge management system to review information on cultural nuances that could influence—for better or worse—how they view the candidate.

So when the American recruiter calls a British candidate’s former manager for a reference and hears the former manager say that the candidate’s performance was “fine,” the American recruiter, who might have otherwise considered “fine” to be faint praise, now understands that evaluative terminology tends to be relatively understated in the United Kingdom. When the same American hiring manager extends an offer to a Japanese candidate and the initial response is “yes,” the manager understands that may really mean, “I hear your offer and I will consider it.”

A German company is planning a new venture in Russia. The project leader asks his team to explore the organization’s knowledge management database, where they find a wealth of information about Russian culture, as well as information on employees who have worked in Russia and are willing to serve as advisors to the project team.

An executive has been advised to undertake an international assignment to enhance her candidacy for a global leadership position. The company’s knowledge management system assists the executive with selecting an international assignment, presents a two-year blended learning curriculum to support her in the assignment, provides access to lessons learned from previous international executives, and matches her with an executive mentor.

Knowledge management done wrong

Those were all examples of knowledge management done right. Unfortunately, there are many examples of organizations that suffered for not having an effective knowledge management system. Here are just a couple.

A large pharmaceutical company lost its privileged position with the Chinese government when its new drug discovery team failed to ask for an informational meeting with the outgoing team. This was the second time they had made this mistake—the first time this happened, no one at the company had preserved the mistake in a
knowledge management system from which a future team could learn.

A major accounting firm lost its best customer in China because the American executive whom the firm hired to oversee its Asia division met with this customer and immediately began going over the new rate structure. Offended that the executive hadn’t first taken the time to build a friendly relationship, the customer went to a new provider the next day. A well-maintained knowledge management system would have offered information on how to build a strong relationship with the Chinese customer.

What’s needed
Now that you understand the benefits of having a knowledge management system, it’s important to know which capabilities the system should have. The following are a good starting point.

• Host a social platform that features individual employee profiles, where users can find information on employees’ global challenges, personal goals, case studies, lessons learned, and contact information; and form virtual communities around common goals or interests.
• Establish curriculum “paths” to core competencies. For example, a curriculum path may focus on building cross-cultural teaming excellence, while other paths could focus on developing future global leaders, negotiators, and project managers.
• Create competency or career roadmaps for individual employees, and systematically track individual progress toward competency goals.
• Trigger (and capture information from) coaching initiatives for employees embarking on or concluding their international assignments. These could include a predeparture discussion between the assignee and host manager to align expectations, training of the incoming assignee by the outgoing assignee, or debriefing meetings at the conclusion of the assignment.
• Record lessons learned from employees’ international assignments; these would be kept in a searchable database.
• Capture international business challenges in the database so that employees can learn from them, collaborate on possible solutions, or research them when facing similar issues in the future.
• Analyze information to identify and interpret trends, and identify process improvement opportunities.
• Host blended learning courseware, including both in-house and external programs.

Managing this knowledge is essential for preserving, maintaining, and empowering the social and intellectual capital of an organization.

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