

Table 10.3. Best Practices for Intercultural Competence Training.

Best Practice	Suggestions for Implementation
1. Start with a needs assessment, and pay special attention to culturally unique aspects of the job.	<ul style="list-style-type: none"> • Assess the task, organization, and person needs for intercultural competence training. • Focus specifically on culturally unique aspects of the task, organization, and person. • Consider spousal and family needs for expatriate trainees.
2. Cognitive learning outcomes are necessary, but not sufficient . . . develop skill-based and affective outcomes too.	<ul style="list-style-type: none"> • Use experiential training to develop the cognitive, affective, and behavioral aspects of intercultural competence simultaneously. • Use role-playing exercises to simulate the emotions and behaviors that accompany intercultural interaction.
3. Use culture-generic training, especially if trainees could potentially be interacting in multiple cultures.	<ul style="list-style-type: none"> • Focus on developing transferable competencies such as adaptability or social problem-solving. • Provide opportunities for trainees to practice these competencies across a variety of settings.
4. When using culture-specific training, match the design of training and learning outcomes to the work situation.	<ul style="list-style-type: none"> • Focus on the work-related aspects of a culture such as cultural business customs. • Tailor the training to reflect the cultural toughness of a given culture.
5. Use longer, more complex training for longer, more complex assignments.	<ul style="list-style-type: none"> • Match the length of the training components to the length of the transfer assignment. • Avoid wasting resources on extensive training for short-term assignments.

(continued overleaf)

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6. Don't waste time . . . individualize training to the trainee (if possible).	<ul style="list-style-type: none"> • Consider the acculturation profile of the trainee when choosing what training components to implement. • Prioritize various components of the training based on the acculturation profile in order to minimize effort.
7. Provide trainees with an advanced organizer . . . use a guiding theoretical framework.	<ul style="list-style-type: none"> • Give the trainees an advanced organizer early in the training to help guide the process. • Use a clear theoretical framework to develop the advanced organizer.
8. Get the best of both worlds . . . use an integrated training approach.	<ul style="list-style-type: none"> • Do not limit intercultural competence training to any one particular training approach. • Choose the intercultural competence training components based on the needs of the trainees and the transfer situation.
9. Make sure learning occurs during training . . . provide developmental feedback on intercultural competence throughout.	<ul style="list-style-type: none"> • Provide clear, descriptive feedback that provides the trainees with explanation regarding the "why" of their performance. • Provide feedback at multiple times throughout the training process.
10. Evaluation of intercultural competence training should go beyond smile sheets . . . assess multiple outcomes with multiple methods.	<ul style="list-style-type: none"> • Assess changes in trainee cognitions, skills, and attitudes, not just reactions. • Use multiple methods to capture as much relevant outcome information as possible.