

Intercultural Training for Business Expatriates: Cultural-Specific Training Needs of US Business Expatriates on Assignment to Taiwan

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US companies' expansion across political boundaries requires personnel to work in foreign facilities with vastly different local cultures. Intercultural training facilitates adjustment to the foreign environment and improved interaction with host country nationals. This study assessed US expatriates and their Taiwanese colleagues and identified knowledge and skills needed for assignment in Taiwan. The study focused on knowledge of the host country, relationship building, interpersonal communication, business protocol, legal, and living issues.

Keywords: Expatriates, Intercultural Training, Culture-Specific Training

Continually improving information and communication technologies are accelerating business globalization. Globalization has become an inevitable trend in today's business world (McLean, 2001). As businesses expand into global marketplaces, the number of expatriate employees grows. The success of employees who accept foreign assignments is becoming more important to the headquarters in their home countries. To cope with global competition, businesses are in need of employees who are able to work effectively with people from a diversity of countries and cultures.

As the first little dragon to emerge from Asia, Taiwan took advantage of its close strategic ties with the United States to become one of its major trading partners (Vogel, 1991). That economic relationship was expected to grow even further following Taiwan's (Republic of China, or ROC) entry into the WTO (World Trade Organization) in 2002. Therefore, business encounters between US Americans and Taiwanese are likely to occur more often than before in the international business arena.

Researchers have found significant differences between the Chinese culture and Western cultures (Blackman, 1997; Bond, 1991; Hofstede, 1993, 2001; Williams & Bent, 1996). Business interactions between people from different countries often fail due to cultural differences. In particular, expatriates sent by US multinational companies have a much higher failure rate than those of European or Japanese multinational companies (Tung, 1988). The cost of failed international negotiations and failed expatriate assignments is high (Latham, 1988). To prevent problems in this area, it is necessary for US companies to provide effective intercultural training for their expatriate employees.

Statement of the Problem

Despite the rapidly increasing business contacts between the United States and Taiwan, limited research has addressed the specific training needs for expatriates in Taiwan. This study intended to discover cultural-specific training needs of US business expatriates on assignments to Taiwan. The study assessed Taiwan culture training needs of US business expatriates from the perspectives of both US expatriates and their Taiwanese colleagues and compared the perceived importance of these intercultural training needs between these two groups.

Theoretical Framework

Today, Western businesspeople visiting Taiwan's major cities, such as Taipei or Kaohsiung, may find few differences between these modern cities and those in the West. On the surface, people who work in the commercial centers of Eastern or Western countries dress the same, commute the same, and occupy similar office buildings. However, how people conduct business is embedded in their traditions and cultural norms.

Cultural Dimensions

Culture is "the customs, worldviews, language, kinship systems, social organization, and other taken-for-granted day-to-day practices of a people which set that group apart as a distinctive group" (Scollon & Scollon, 2001, p. 139). From this perspective, culture has a significant impact on the development of individuals' values, beliefs,

and worldviews. It further influences their behavior and activities in everyday life. Many anthropologists and social scientists have studied culture. Some of them have attempted to classify culture. In Hall's (1959) *The Silent Language*, culture was considered as a form of communication. Hall and Hall (1990) identified four dimensions of cultural differences based on communication patterns: (1) high-context/low-context, (2) space, (3) time, and (4) information flow.

In his book, *Culture's Consequences*, Hofstede (2001) stated, "culture is to a human collectivity what personality is to an individual" (p. 10). He defined culture as "the collective programming of the mind that distinguishes the members of one group or category of people from another" (p. 8). Hofstede (2001) studied IBM employees in over 50 countries in the 1960's and developed five main dimensions of cultural differences: (1) power distance, (2) uncertainty avoidance, (3) individualism and collectivism, (4) masculinity and femininity, and (5) long-term versus short-term orientation. In Hofstede's (2001) study, Taiwan was found to have larger power distance than the United States. Taiwan had stronger uncertainty avoidance than the United States. The United States had a higher score in masculinity than Taiwan. The United States ranked the highest on individualism, while Taiwan scored low on this dimension. The United States ranked low on long-term orientation. In contrast, Taiwan was found to be highly long-term oriented.

Trompenaars (1998) described culture as "a shared definition of a situation by a group" (p. 20). Culture can be observed through "social interaction, or meaningful communication, presupposes common ways of processing information among the people interacting" (p. 20). Culture is to human as water is to fish. People need it; however, they are usually not aware of it until they are no longer in it (Trompenaars, 1998). According to Trompenaars (1993), culture can be examined through five dimensions: (1) universalism versus particularism (relationships and rules), (2) collectivism versus individualism (the group and the individual), (3) neutral versus emotional (the degree to which feelings are expressed), (4) specific versus diffuse (how much people get involved), and (5) achievement versus ascription (how people achieve status).

Gannon (2001) analyzed cultures of 23 countries and categorized them into groups. He used American football as a cultural metaphor to describe the U.S. American culture and the Chinese family altar to describe the Chinese culture. According to Gannon (2001), countries can be grouped into four types of cultures: (1) authority-ranking national cultures (collectivism with high power distance), (2) equality-matching national cultures (individualism with high power distance), (3) market-pricing national cultures (individualism with low power distance), and (4) community-sharing national cultures (collectivism with low power distance). The United States falls into the category of market pricing. In market-pricing cultures, individualism is emphasized. Countries with this type of culture are also market-dominated. Since it is free market, inequality resulting from this operation is acceptable (Gannon, 2001). Gannon (2001) stated that some cultures should be analyzed beyond the boundary of nations. The Chinese are considered to be an ethnic group, regardless of the nation in which they reside. Chinese tradition is deeply influenced by Confucianism (Gannon, 2001). The Chinese highly respect their ancestors. They are very family-oriented. "The family is the basic social unit through which all are united in a relation-based system" (Gannon, 2001, p. 435). Characteristics of Chinese culture can be symbolized by the Chinese family altar (Gannon, 2001).

Apparently there is a gap between the US and Chinese cultures. Coping with this issue, many US multinational companies hire Chinese Americans as middle people to bridge the gap between East and West (Blackman, 1997; Lam, 2000). These Chinese Americans have the experience of living in mainland China, Taiwan, or Hong Kong, and are hired by US companies to work in these areas. They are then expected to deal with two different legal, social, and political systems, two negotiation styles, two languages, and two sets of expectations (Lam, 2000). Simply relying on Chinese Americans to function in the middle should not be a long-term solution to this personnel problem. Multinational companies need to pay more attention to the training and development of their expatriate employees (Lam, 2000). In addition, the experience of working overseas is very helpful to the development of global leadership (Oddou & Mendenhall, 2000). Business expatriates can become important human resources to companies, especially those with international or multinational operations (Mendenhall, 2001).

Intercultural Training

Intercultural training helps expatriates understand culture differences, provides information and knowledge of a specific culture, and helps reduce emotional challenges (Brislin & Yoshida, 1994). Effective intercultural training can help expatriates adjust to the host culture and enhance job performance (Black & Mendenhall, 1990). Researchers have found that intercultural training in general is effective (Black & Mendenhall, 1990; Deshpande & Viswesvaran, 1992; Morris & Ribie, 2001).

Since intercultural training has broad goals and objectives, it is difficult to determine what exactly should be taught in training. Goodman (1994) proposed a list of knowledge areas that intercultural training should provide for international executives that included both culture-general and culture-specific training. First, international

executives need to understand the role that culture plays in international business. Then they need to know the history and geography of the host country; the social, demographic, and business trends of the country; and the country's politics and economics. They should understand that there are different communication styles between cultures and should know about the verbal and written communication, as well as the nonverbal communication of the culture with which they are dealing. International executives need to learn introductions, greetings, and proper use of people's titles. They also need to know about entertainment and gift-giving in the foreign country. Other than the above, international executives should know the cultural differences in marketing, sales, quality, packaging, decision making, negotiations, and managing (Goodman, 1994).

Brislin and Yoshida (1994) recommended that intercultural training programs should cover four areas: (1) awareness of culture and culture differences; (2) knowledge of a target culture or facts that are accepted within a culture, as they are necessary for adjustment; (3) emotional challenges that trainees will encounter and how to cope with anxiety and stress when they are in a different cultural environment; and (4) acquiring skills and adopting appropriate behaviors of a specific culture. Brislin and Yoshida (1994) also stated that culture-specific training was to provide learners with the knowledge of a specific culture. They concluded with several themes of culture-specific knowledge: "(a) work, (b) time and space, (c) language, (d) roles, (e) importance of the group and importance of the individual, (f) rituals and superstitions, (g) hierarchies: class and status, and (h) values" (p. 45).

Smith (1993) interviewed 10 US business executives who had the experience of working in Taiwan and found that it was necessary for US business expatriates to acquire knowledge and skills in the following areas: (1) building relationships and trust with their Taiwanese counterparts; (2) understanding the history of Taiwan and the political issues between Taiwan and the United States, mainland China, Hong Kong, and Japan; (3) being familiar with communication patterns of their Taiwanese counterparts and being able to deal with communication problems; (4) understanding Taiwan's business protocol and how business is conducted in Taiwan; (5) knowing about the Taiwan market, sales opportunities in Taiwan, and Taiwan's marketing strategies; and (6) understanding behaviors and attitudes of their Taiwanese counterparts in order to know how to perceive them, feel about them, and respond to them.

Research Questions

The study attempted to find answers to the following questions:

1. To what extent are specific intercultural knowledge and skills perceived to be needed by US business expatriates in Taiwan?
2. Do differences exist between US expatriates and their Taiwanese colleagues in terms of the perceived importance of these intercultural training needs?

Research Methods

Participants

This study used the survey method to assess the opinions of US business expatriates and their Taiwanese colleagues. However, it was impossible to identify and locate all US businesspeople who were in Taiwan at the time the study was conducted. To determine the population of US business expatriates in Taiwan, a membership directory was obtained from the American Chamber of Commerce in Taiwan. Approximately 1,000 individuals who represented 600 corporations were listed in the *2001-2002 AmCham_Membership Directory*. It was assumed that Chinese Americans and US citizens who had Chinese ethnicity in their background had been influenced previously by Chinese culture. Therefore, members with Chinese names were eliminated from the list. US subjects who responded that they had Chinese ethnicity in their background were excluded from the study as well. This study also excluded US government agents because they were not business expatriates. Those who had addresses that were not in Taiwan were also eliminated. The final total was 283 individuals from the AmCham in Taiwan who became the target population of the study. Since the number of the population was small, there was no need to sample the population. All 283 people were surveyed.

To determine the Taiwanese subjects, each US subject was asked to recommend two of his or her Taiwanese colleagues to participate in this study. However, between the two Taiwanese subjects, only one was to be used for this study. This was done to avoid giving the subjects a sense of obligation to participate. It was also used to increase the response rate of Taiwanese subjects. US subjects who responded to the survey but whose Taiwanese colleagues did not were not used in this study. The same decision rule was used for those Taiwanese subjects who responded to the survey but whose US colleagues did not. For US subjects who responded to the survey, if both of their Taiwanese colleagues returned the survey, a random selection was used to decide which one to use in the study.

In the first mailing, 283 surveys were sent to US subjects. Thirty-seven surveys were returned because of bad addresses. Among the new total of 246 surveys, 67 US participants and 81 Taiwanese participants returned the questionnaire. These were matched as 64 pairs. An additional 182 surveys were sent as follow up. After the second mailing, 14 additional US participants and 16 additional Taiwanese participants returned the questionnaire. There were 14 additional pairs matched. Therefore, a total of 81 US subjects returned the questionnaire for a response rate of 32.9%. A total of 97 Taiwanese subjects returned the questionnaire for a response rate of 19.7%. Seventy-eight pairs were matched, for a paired response rate of 31.7%. Table 1 lists responses after the first mailing and follow-up, total responses, and total response rates.

Table 1. *Responses and Response Rates*

	US (246)	TW (492)	Pairs (246)
After First Mailing	67	81	64
After Follow Up	14	16	14
Total Responses	81	97	78
Response Rates	32.9%	19.7%	31.7%

Among the 78 US subjects, 82.1% were male and 17.9% were female. All held US citizenship, and none had Chinese ethnicity in their background. Of the US subjects, 73.1% had a spouse or significant other with them in Taiwan, and 39.7% had a child with them in Taiwan; 48.7% of the US respondents had more than 10 years of international work experience, and 33.3% had 1-3 years of work experience in Taiwan. Among the 78 Taiwanese subjects, 50% were male and 50% were female. All held ROC (Taiwan) citizenship, and all had Chinese ethnicity in their background. Most of them (44.9%) had the experience of working with a US expatriate for at least 10 years.

Instrumentation

A survey questionnaire was developed for the study to assess subjects' opinions on the intercultural training needs of US business expatriates in Taiwan. Twenty-six items were identified as knowledge/skill needed for US business expatriates in Taiwan. They were grouped into six categories: (1) knowledge of the nation, (2) relationship building, (3) interpersonal communication, (4) business protocol, (5) legal issues, and (6) living in Taiwan. The scale ranged from 1 to 5 (1 = not needed; 2 = little need; 3 = some need; 4 = much need; 5 = extremely necessary) to measure the extent to which each item is needed by US business expatriates in Taiwan. The questionnaire also contained questions to collect subjects' demographic information. Open-ended questions and space were provided for comments and suggestions.

To develop the questionnaire, the researcher created a draft questionnaire based upon Smith's (1993) findings. After the draft was created, ten people were requested to review the questionnaire to ensure its validity. They included five US expatriates with experience working in Taiwan and five Taiwanese with the experience of working with US expatriates. Changes were then made in accordance with their suggestions.

A Chinese version of the questionnaire was created by the researcher and was reviewed by a Taiwanese who is fluent in both Chinese and English. Then, a US American who has Chinese language training back translated the Chinese questionnaire into English. The back-translated questionnaire was then compared with the original English version of the questionnaire to ensure that the questions in the two languages delivered the same meanings. Revisions in the translated version were made until it was deemed that the two questionnaires were asking for the same information. In the questionnaire for the Taiwanese subjects, each item was written in English (for those who preferred to work in English), immediately followed by its Chinese translation.

After the questionnaire was developed, a pilot study was conducted. Four US businesspeople who had experience working in Taiwan and four Taiwanese who had experience working with US business expatriates participated. The results of the pilot study suggested that there were no obvious problems in the questionnaire.

Reliability of the instrument was established based on actual questionnaire results. The Cronbach's alphas were .76, .90, .66, .85, .83, and .88 for categories 1 through 6, respectively. The overall alpha was .90.

Procedures

Before the questionnaire was mailed to the US subjects, a pre-notice letter was sent to inform them of the survey. Then, the survey was sent to the US subjects by airmail from the United States. Each envelope contained one copy of the questionnaire for the US subjects, two copies of the questionnaire for distribution to their Taiwanese colleagues, a cover letter to US subjects, two cover letters (with Chinese translation) to Taiwanese subjects, and three addressed return envelopes. In the cover letter, all US subjects were asked to give the Chinese questionnaires to two of their Taiwanese colleagues. Each questionnaire was assigned a code number. For each questionnaire sent to the US subjects, there was a number that matched the one assigned to their Taiwanese colleagues. This was

intended to help the researcher pair US participants with Taiwanese participants. These numbers also served as an identification code to protect the respondents' anonymity. A follow-up contact was made to the US subjects at about four weeks after the first mailing.

Limitations

This study surveyed US business expatriates and their Taiwanese colleagues. However, only 246 US Americans in the American Chamber of Commerce in Taiwan were surveyed. Since the scope of the study was small, generalizability of study findings is limited to this target population. Moreover, a 31.7% return rate is low. Many subjects who received surveys did not return them. The response rate among the Taiwanese subjects (19.7%) was much lower than the US subjects (32.9%). Because this study asked US expatriates to distribute the questionnaire to Taiwanese subjects, the IRB only approved one follow-up to US subjects. Therefore, a non-respondent investigation was not appropriate due to the anonymity of participants. It is not known if a 100% return rate would have resulted in different findings.

Results

To What Extent Are Specific Intercultural Knowledge and Skills Perceived to Be Needed by US Business Expatriates in Taiwan?

Among the 26 items rated by the US subjects, "the relationship between Taiwan and mainland China" has the highest mean, followed by three items with the same mean: "business ethical standards in Taiwan," "the way business is usually conducted in Taiwan," and "the negotiation strategies used by Taiwanese business people." The top 3 items with the highest means rated by the Taiwanese subjects were "the way business is usually conducted in Taiwan," "how to deal with situations when communication problems occur between them and their Taiwanese associates," and "how to build social relationships with their Taiwanese associates." Both US and Taiwanese subjects perceived "how to communicate with Taiwanese people in Taiwanese" as the least needed for US business expatriates in Taiwan.

Do Differences Exist between US Expatriates and Their Taiwanese Colleagues in Terms of the Perceived Importance of These Intercultural Training Needs?

Data collected from 78 US subjects and 78 Taiwanese subjects were analyzed using matched pairs t-tests. Between-group differences for the overall 26 items and each category were examined. Results from matched pairs t-tests indicate that there is a significant difference between the US subjects and Taiwanese subjects in the perceived importance of the overall items, $t(2027) = 4.597$, $p < .01$. While the US subjects perceived the items, overall, to be needed more than the Taiwanese subjects did, the difference is quite small (.11). The results of the matched pairs t-test of all items are shown in Table 2. Matched pairs t-tests were also calculated for each category. The results indicate that there is a significant difference between the US and Taiwanese subjects in categories 1, 2, 4, and 5 (see Table 3). US subjects generally perceived "knowledge of the nation," "relationship building," "business protocol," and "legal issues" as more important than Taiwanese subjects did. There were no significant differences between the US and Taiwanese subjects in category 3, "interpersonal communication," and category 6, "living in Taiwan."

Table 2. *Matched Pairs t-Test for All Items (n = 78)*

US		TW		df	t	p
M	SD	M	SD			
3.64	.93	3.53	.92	2027	4.597	.000

Table 3. *Matched Pairs t-Test by Category (n = 78)*

Category	US		TW		df	t	p
	M	SD	M	SD			
1. Knowledge of the Nation	3.63	.85	3.47	.90	467	3.085	.002**
2. Relationship Building	4.08	.83	3.94	.69	233	2.038	.043*
3. Interpersonal Communication	2.98	1.03	3.05	1.11	389	-1.226	.221
4. Business Protocol	4.17	.77	3.97	.72	233	3.065	.002**
5. Legal Issues	3.94	.78	3.76	.74	311	4.474	.000**
6. Living in Taiwan	3.52	.71	3.48	.82	389	.741	.459

Note. * $p < .05$. ** $p < .01$.

Discussion

This study found that both US expatriates and their Taiwanese colleagues believed that it is necessary for US expatriates to acquire knowledge and skills in all the six areas of the survey. US subjects generally believed that the overall items are needed more than their Taiwanese colleagues did. They particularly perceived more need in categories “knowledge of the nation,” “relationship building,” “business protocol,” and “legal issue.” This can be explained perhaps by the fact that, since the US subjects themselves are business expatriates, naturally they experience a strong need to acquire cross-cultural knowledge and skills, particularly in those four areas.

Knowledge of the Nation

The study agrees with Brislin and Yoshida (1994) that intercultural training should provide knowledge or facts of a target culture. This also supports Goodman’s (1994) suggestion that cultural-specific training include the history, geography, and politics of the host country. Both groups in this study suggested that it is important to know the people in Taiwan. This item was not listed on the questionnaire; it should be considered for inclusion in future research. This study also confirmed Smith’s (1993) finding that US business expatriates need to understand the relationship between Taiwan and mainland China, and the role of the United States in Taiwan-China relations.

Relationship Building

The Taiwanese have a longer-term view of business than US Americans (Hofstede, 2001). Since good relations and friends are important to the Taiwanese, they generally put more time into relationship building before doing business (Smith, 1993). Results of the study are congruent with Smith’s (1993) conclusion that it is critical for US expatriates to know how to build relationships and trust with their Taiwanese counterparts. This study found knowledge/skills in “relationship building” and “interpersonal communication” to be important learning needs for US expatriates. This indicates that adjustment to interacting with host-country nationals is essential to expatriate adjustment (Black, Gegersen & Mendenhall, 1992).

Interpersonal Communication

Previous literature reported that business expatriates should be aware of different communication styles between cultures (Goodman, 1994). They need to learn the verbal and non-verbal languages of the host country (Brislin & Yoshida, 1994; Goodman, 1994). This study found that it is important for US expatriates to understand different communication patterns across cultures and learn how to deal with situations when communication problems occur. In terms of language training, since many US expatriates communicate with their Taiwanese associates in English, it is not critical for US expatriates to learn Mandarin or Taiwanese. US expatriates need to learn how to communicate in Mandarin if they are on an extended assignment; however, if they plan to stay in Taiwan for a short time (less than 2 years), they can get by with only English. This study found low importance from both groups for US expatriates to acquire Taiwanese language skill despite the fact that it is a major dialect in Taiwan. Although it is not a necessity, some respondents suggested that US expatriates will find it helpful if they can communicate with Taiwanese people in Taiwanese.

Business Protocol

Smith (1993) found that one theme for US business expatriates success in Taiwan was to know Taiwan’s business protocol. The current study provides evidence of the importance of understanding Taiwan’s business protocol for US expatriates. Items grouped in “business protocol” and “legal issue” are learning needs related to work. This indicates that work adjustment is an important dimension of expatriate adjustment (Black et al., 1992).

Legal Issue

When doing business, Taiwanese tend to believe in the importance of good relationships, while US Americans tend to emphasize rules and laws (Kenna & Lacy, 1994; William & Bent, 1996). Taiwan’s legal system is quite different from that of the United States. Smith (1993) stated that legal issues were recognized as learning needs, but they were not considered as a critical factor to US business expatriates’ success in Taiwan. Findings of the current study show that both US expatriates and their Taiwanese colleagues perceived legal issues to be important learning needs for US expatriates in Taiwan. This does not contradict Smith’s findings. It may not be critical, but it is important for US expatriates to know legal issues in Taiwan.

Living in Taiwan

In the three-dimensional model of expatriate adjustment proposed by Black et al. (1992), besides work adjustment and interaction adjustment, the third dimension was environment adjustment. In this study, items in “living in Taiwan” were learning needs related to adjustment to the general non-work environment. They were found to be important learning needs for US expatriates in Taiwan.

Another noteworthy finding is that some Taiwanese participants stated that US expatriates were too arrogant. They seemed to believe that they were superior to Taiwanese and did not respect them or their culture. Even some US participants pointed out that US expatriates needed to be aware of cultural differences and learn to respect a

different culture. This indicates that there is a lack of cultural-general sensitivity, perhaps arising from a lack of training, among US expatriates.

Conclusions

This study found that both US expatriates and their Taiwanese colleagues believed that US expatriates need to acquire knowledge and skills in: (1) knowledge of the nation, (2) relationship building, (3) interpersonal communication, (4) business protocol, (5) legal issues, and (6) living in Taiwan. US expatriates believed that they had a need for more knowledge overall and in four of the areas than did their Taiwanese colleagues: knowledge of the nation, relationship building, business protocol, and legal issue. The study also found that US expatriates are in need of intercultural training; however, their companies have not paid enough attention to this area. Not only is cultural-specific training needed, but there is also a lack of cultural-general training among US expatriates in Taiwan.

Recommendations for HRD Practice and Research

The following suggestions are recommended for practitioners when developing and implementing intercultural training for US business expatriates going on assignment to Taiwan.

1. The training should include the general knowledge or facts about Taiwan. US expatriates need to know the history, geography, and politics of Taiwan. They need to know the different groups of people in Taiwan, as well as regional cultural differences of Taiwan. It is particularly important for US expatriates to know the relationship between Taiwan and mainland China, Taiwan and the United States, and the role of the United States in Taiwan-China relations.
2. The training should provide US expatriates with the knowledge and skills in building relationships with their Taiwan associates. US expatriates need to understand the importance of family and friends to the Taiwanese. They need to know the role of social relationships in business and learn how to build and maintain good relationships with their Taiwanese associates.
3. The training should include the knowledge and skills in interpersonal communication. US expatriates need to understand that there are different communication styles between cultures and know the communication patterns of Taiwanese people. It is very important for them to know how to deal with situations when communication problems occur between them and their Taiwanese associates.
4. The training should include Taiwan's business protocol. This includes the way business is usually conducted in Taiwan, how business meetings are usually conducted, and the negotiation strategies used by Taiwanese business people.
5. The training should include legal issues related to doing business in Taiwan. US expatriates need to know about Taiwan's legal system, the use of contracts in Taiwan, business ethical standards in Taiwan, and Taiwan's government regulations for business.
6. The training should provide US expatriates with information about living in Taiwan. This includes the life styles of people in Taiwan, the food and dining conditions, the commuting conditions, the housing conditions, and the schooling conditions in Taiwan. The training should provide information about the social support available to US expatriates in Taiwan and how to access it. The training also should inform US expatriates about how to cope with natural disasters, such as typhoons and earthquakes.
7. US business expatriates need intercultural training. Companies working across country borders should pay more attention to this training. In addition to cultural-specific training, companies should provide cultural-general training for their expatriates.

There is a need to study a broader group of US expatriates in Taiwan. This will add validity and expand generalizability of these findings. Future research should expand the questionnaire used to include the items that surfaced in this study in response to the open-ended questions. Second, a model for Taiwan culture training should be developed and its effectiveness should be evaluated. Future studies can focus on the development and refinement of the model. Another suggestion is that although there has been an abundance of literature on intercultural training, rarely has research been done on Taiwan cultural-specific training. More studies need to be done in this area. For instance, future research can investigate the intercultural training needs of US expatriates in different occupations. Future research also can examine the relationship between intercultural training and gender. Finally, there is a lack of theory developed in the literature on intercultural training. More research needs to be done to generate knowledge that can contribute to theory building in intercultural training, especially in Taiwan cultural-specific training.

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