



How to train in interculturality? 1/3

BRENNUS 4.0

Monsieur Benjamin Pelletier, formateur en management interculturel

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«I've been resisting the transformation! And to think I wanted to transform to the others! »- Tchouang -Tzu

The question submitted for consideration here is the following carries two assumptions. According to the prethe question of why has been resolvedread. Indeed, it is imperative to have dug upundermined the objective of intercultural training the way in which the debend it. If the reason for the training is not clear, theand shared, the means of its implementation are implementation may lack coherence.and suffer from a lack of commitment. of the participants. This will seem like an evito anyone who knows that it is pointless to mobilize forces without a strategic vision.

However, more than ten years of cross-computer training have beenthe company have shown that the objective of the is often no more accurate than "avoid misunderstandings", «getting our messages across», «to understand each other better"or"work better together». These requests concern two types of organizations that, although starting from opposing positions, come together on the spectrum ofintercultural immaturity: on the one hand, those who arediscovering the international and who, due to a lack of experience , do nothave a clear idea of the intercultural challenges they will be facing; on the other hand, those who have a great international experience, but who were born On the other hand, those who have a great deal of international experience, but who for along time glided over the interculturalapproach with acultural overhang anda preconceived notion of excellence, whichmanifests itselfinparticular through the will toimpose practices that are necessarily considered better thanthose of foreign partners . In one case, the demand for training ininterculturality comes in the"soft", in thesecond case in the "hard", in other words after misunderstandings ,tensions or conflicts .

When responding to calls for training tenderswhen defending an intercultural proposal.but also when we talk informally.with international players, we can understands that the objectives of the cross-computer issuesturels are in fact rarely defined, or simple to define.default mentto

make up for a situation conflict that has been going on for one, two, three years. years, or even more than a decade[1]. The popular adage that prevention is better than cure has never been truer than in intercultural relations. When the need to integrate cultural links (in relations with hierarchy, teamwork, decision-making, project management, transfer of know-how, communication, etc.) into international projects is stressed, it is clear that this is not the case.), some managers still ask, without going any further, "But how much does it cost? without going any further into the question: "But how much does it cost?", without asking what is the cost of intercultural incompetence. As they focus on very short-term economic objectives, forgetting that they owe performance to the people on the ground, they miss the definition of intercultural objectives.

Conquering intercultural maturity

Knowing why training in interculturality requires maturity which unfortunately often comes as a result of difficulties or of chess. When Renault and Volvo were planning to merge... in 1993, the one-It never came to fruition, undermined by differences of opinion and financial disputes, but also by misunderstandings between the parties that seem to make the two cultures irreconcilable. hence surprise. The Swedes, who appreciate a hierarchical distance very moderate, are hurt by the autocratic reactions of their French colleagues. For them, a good manager is before a whole facilitator, while it is the expertise that is put in before at Renault. For their part, the French are annoyed by a decision-making process that requires a long process for the Swedes. us of consultation with a view to reaching a consensus which, on a faiths reached, can no longer be questioned. If the Swedes have a strong collective commitment to the decision to take the lead in this area. consensus decision, their weakness is a lack of commitment to the anque flexibility once the action is launched, which weakens their course of action. adaptation when the environment has changed and would require to redirect the original decision. The French, on the other hand, have weakness a lack of commitment to decisions «from above"...but are far more responsive than the Swedes...to adjust to the changing environment. ent complex operations. In the absence of an explanation of the practices and adaptation of the most divergent ones, of the parte of different countries often end up not being able to meet their needs. see more than differences between them. However, if we forgetie that we are more similar than different, how can-we communicate and work together? When Renault does alliance with Nissan six years after the failure of the merger with Volvo, the feedback from the 1993 failure will be used to help lesson so as not to repeat the same mistakes, as they arelles were due to the lack of anticipation of cultural misunderstandings-The illusion that belonging to the same cul(automotive engineering) was enough to do in so that both would cooperate without difficulty. Ité, to the outbreak of cultural rivalry born of the judgment of value carried by each other. The current setbacks of the head of the Renault Nissan alliance should not obliterate the fundamental work that was carried out at the very beginning of the rapprochement between the two companies to prepare the best possible cooperation between the French and Japanese . Immersions in each other's professional contexts have been organized in order to discover the respective working methods and to develop interpersonal links between them . But it is not enough to know each other and develop empathy to work well together. Workshops were set up to identify the meaning and practices associated with the concepts mobilized in each one's professional context in order to identify common points and divergences (for example: how is a decision made? what are the qualities of a good manager? how are satisfaction and dissatisfaction expressed?). Where divergences emerged, the French and Japanese explained themselves and defined common practices together , so that in this process no one renounces oneself by becoming the other, but that on certain subjects, each takes a step towards the other .

Diversity of objectives, diversity of training

But managerial practices do not exhaust the reason of the training in interculturality. The why is available in a wide variety of objectives that lead to how specifics. Thus, when a French administration is astonished to fail to make the case, within the European Commission, its safety standards in a particular type of transport even though she, she said-she, the "best record", she decided to rethink her approach by rebalancing the competence of its officials through the development of the set of soft skills: linguistic, relational and cross-cultural. Finally, it raises the question of its objective influence and the complexity of carrying it out in an environment that is non-multicultural training. Thus, training in interculturality will focus on the objective, not the other way around.

Other examples show how the diversity of the objectives depends on the diversity of intercultural situations. A company wishes to apply the same policy in favour of diversity in all the European countries where it is implemented. This identical approach meets with a lot of resistance. It then defines a need for intercultural training to better understand gender parity, the promotion of juniors, the enhancement of seniority, the place of disability in the target countries to better understand the cultural reasons for the proximity and gaps with its European policy and identify what needs to be adjusted and what should constitute the common base. A major telecoms group offers employees the opportunity to give French language courses to their foreign colleagues. In order to support them, it defines a specific training need concerning the taking into account of cultural factors in the teaching of French. Another company is going international and has recently integrated expatriates into its French headquarters. However, faced with the increase in sick leave and the resignation of several foreign employees, it is wondering about the link between psychosocial risks and the tensions that can arise due to certain cultural misunderstandings. She therefore organises workshops to free up speech and to identify the intercultural challenges involved in the discomfort felt by foreign employees. She was surprised to discover that it takes the British and Americans more than a year to integrate into the French company, compared to six to eight months for the Chinese and Indians. This was the first step towards exploring the cultural factors to be taken into account in order to better support these expatriates, and therefore to better manage certain psychosocial risks.

This last example should alert us to the fact that the training. The intercultural approach is not an intellectual relaxation that can be achieved through the use of a variety of methods. It aims to satisfy our curiosity for other cultures. It should rather be conceived as a form of management of risks, the common denominator under which its different purposes. This is all the more obvious when the interculturality concerns safety issues. What about the effect of taking cultural factors into account when it is to train employees in areas where a high level of reliability is required, as for example in nuclear or aeronautics? Let's take the case of French instructors from ENAC in charge of training airline pilots for three years. In recent years, certain promotions have been essential to the success of the company. Chinese, due to the explosion of the air transport in their country [2]. But how do you form this public to piloting skills and aviation safety when it expresses a very high degree of deference to the institution, avoids pointing out errors, favours harmony from the relationship to the expression of a divergent point of view, shows difficulties in adapting the knowledge learned to the diversity of situations experienced? The instructors realized that it was necessary to develop for an average of one year to develop in these apprentices communication style, an explicit communication style, a relationship to the moderate hierarchy, a decomplexed error relationship, or a ability to contextualize stored information. To do so they had to understand their strengths and weaknesses, and the points learning situation, grasp the influence of the influence that the Chinese education system on their mode of reasoning, understanding relational levers and the relationship to the Commission will continue to work with the Member States to adjust their training programmes accordingly.

1] While Air France and KLM are celebrating the 15th anniversary of their merger in April 2019, the intercultural tensions between the French and Dutch have never been so exacerbated (differences of opinion). the relationship to the hierarchy, the style of communication, the conduct of meetings, management skills-management skills, evaluation interviews, etc.) according to an in-depth report. Internal confidential, made public on 18 July 2017 by the site internet of the Dutch TV channel Een Vandaag.

[2] According to Boeing's forecast announced in a communication-press release of August 27, 2018, China will have to recruit over the next 20 years more than 128,000 pilots of line.

Title :	Monsieur Benjamin Pelletier, formateur en management interculturel
Author (s) :	Monsieur Benjamin Pelletier, formateur en management interculturel
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