

Expatriate Orientation Handbook for the Giant English Program

At Songjoong Elementary School

by

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ABSTRACT

New employee orientation is the first experience many new employees have to judge and develop an understanding of their new organizations. Orientations can either welcome and foster a new relationship between the organization and employee or cause fear and distance that employee from the origination.

The study was conducted to indentify the needs of orientation and the elements of how and what should be included to orientate new staff on an expatriate teaching job assignment. Data was collected during the winter and spring of 2010 to identify these characteristics. Based on the review of literature and orientation manual was developed to introduce new teachers to Songjoong's after-school English program.

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Chapter I: Introduction

The Republic of Korea is a country located in East Asia. The Republic of Korea or as it is commonly referred to as, South Korea, has a population of over 50 million residents spread over 38,622 square miles, making it the third most densely populated nation in the world. South Korea is a developed country and has one of the fastest growing economies in the world since the early sixties. Korea is home to such global corporations as Hyundai, Samsung and LG. Currently, Korea has the 4th largest economy in Asia and the 15th largest in the world, all in a country not much bigger than the state of Indiana (CIA, 2010).

The capital of Korea is Seoul, and it contains a metropolitan population of 20,550,000 people spread out over 1,959 square miles making it the world's second largest metropolitan area. To put it into perspective; about 800,000 more people live in Seoul than New York City's metro area, and in just a third of the area. Seoul is often referred too as a global business center due to its location and relations with Japan, China, and the United States (CIA, 2010). According to Forbes, Seoul is the 6th most economically powerful city (Forbes, 7-15, 2008). Accompanying this economic success has been tremendous foreigner population growth in the past few years with an estimated 1,106,884 foreigner residents now residing in Korea, which is more than double the foreigner population estimates of 2006 (Chosun Ilbo, 2009).

Over the past ten years, South Korea has had an influx of foreign born residents that have arrived in South Korea for the purpose of teaching English. In 2003, there were 22,345 expatriate workers in Korea with an English teaching visa, 29,236 in 2006 and is now over 43,000. According to Kang, there will be over 50,000 foreigners in Korea teaching English by 2012 (2009). With Korea's economic growth and the need to communicate in a global marketplace, the Korean government, educational system, and industry itself has put a strong

emphasis on English education. President Lee said, “Among non-English speaking countries those using English are richer than other nations” (Hankyoreh, 2008). President Lee has also formed a transition team to strengthen English Language Education in public school.

The subject of English education is far more complex than just giving more and better opportunities for Korean youth to learn the English Language. Korea like many East Asian nations has a past rooted in Confucianism, which places a high value on education. One of the top concerns for Koreans is the high cost of education. Hagwons or for-profit private academies are prevalent on every street corner in Seoul. In 2008, there were over 70,000 hagwons operational in South Korea. These hagwons have been the subject of strong debate for many years. The perception of these hagwons is that they are the cause for economic hardships on families and a factor on the disparity between educations for different social classes in Korea. According to Samsung Economic Research Institute, Korea spends about \$15.8 billion dollars (US) a year on private English education. Korean also tops the list of countries that apply to take the Test of English as a Foreign Language (TOFEL), paying some 70 million dollars (US) in exam fees. There were also some 250,000 Koreans who traveled abroad for studying. (Kim 2008) These figures are quite high when considering South Korea’s gross national product is 930 billion dollars (US) (Oh, 2010). President Lee noted, “if elected president he will implement measures to cut household spending of private education by half of their current levels by strengthening English education in public schools” (Kang, 2007).

English Hagwons are expensive because of the high cost of attracting native English speaking teachers. Native English speaking teachers usually receive a ticket to Korea, rent-free housing and upon completion of their contracts a return ticket home and a severance payment equal to one month salary. These benefits have made Korea one of the top locations for ESL

teachers in the world. These costs are passed along and many parents. These high costs make it unreasonable to provide this educational experience to their children or it places them in a large financial burden to do so. To combat this President Lee, has placed more dollars in the hands of public schools to hire native speaking English teachers and offer programs for students from all varieties of economic backgrounds.

Giant English is a direct descendant of President Lee's promise for change. Giant English is an after school English program located within Seoul, South Korea under the jurisdiction of the Seoul Metropolitan office of Education for residents within the Sungbuk-gu and Gangbuck-gu educational districts. There are four Giant English Centers located within four different elementary schools in Sungbuk-gu and Gangbuck-gu. All four of the centers jointly opened in the summer of 2008. Since then, the different centers have individualized their own learning programs and curriculum. This study will focus on just one of the schools, Giant English at Songjoong Elementary School.

These four centers opened with the same purpose of offering a continuous and systematic educational program with the goal of improving practical English ability of its participants. Giant English's success can show that with, public support and public dollars, a competitive English education can be obtained at a reasonable cost to parents. They further hope that this could provide a framework to assist in alleviating the increasing problem of private educational costs in Korea. They plan on doing this by developing a formal program, staffed with genuine teachers all while being professionally managed. They promise to foster an educational environment, help build students confidence in English, and provide opportunities for students to practice English through festivals and camps. They plan on obtaining these goals by having small class sizes,

native English speaking teachers on staff, classes based on different student levels, and year round learning.

The three goals of the Giant English program are:

1. The improvement of communicative English ability of its participants.
2. Help decrease the financial burden of private English education in Korea
3. Narrow the gap of English education between the rich and the poor.

The Songjoong Giant English program currently has an enrollment of 179 students, down 32% from its opening semester. Giant English employs 5 full time staff. At the 18th month mark of Giant English's Existence at Songjoong, there has been eleven different staff members, six of which were foreign born residents here on an English Teaching Visa. Giant English has had a rocky and unstable beginning. Foreign born teachers on staff (never more than two at one time) have shared in the blame of Giant English's rocky start. Two of the teachers did not finish their one year contracts, and two of them finished their contracts with considerable animosity and disdain for Giant English, and left management with serious concerns of the hiring of new foreign staff members. Each of the foreign born teachers has started their employment with Giant English at Songjoong without an experienced expatriate coworker on staff or a liaison. This may be extremely difficult for a new hire to get adjusted and learn his or her new role within an organization, let alone a new country. In addition, there is no formal or informal, new employee orientation training program of any kind (manual, book, Internet resource). On the first day of employment teachers begin immediately in the classroom teaching students, a secondary issue at hand within the foreigner community at Songjoong is without an experienced foreigner employee on staff or place for expatriate information many non-school related issues get put at the feet of management that may have no knowledge on how to assist. These issues

could be as complex as transferring money overseas, making a reservation with immigration services, or as easy as information about grocery stores or how to navigate and use the subway system. These problems both work related and non, have real implications inside the workplace for an expatriate working overseas and may cause frustration, laziness, but certainly a lack of efficiency.

Statement of the Problem

Giant English at Soongjoong Elementary lacks new employee orientation training for their expatriate staff. This method is highly inefficient for the organization and the individual employee. Therefore, some resource or reference needs to be present for the expatriate staff to insure quicker and better results that adhere to the goals that Giant English has set forth.

Purpose of the Study

The purpose of this study is to create a formal orientation manual for new expatriate staff for the Giant English program at Songjoong Elementary School. The researcher hopes to create a training manual that accomplishes three objectives:

1. A training manual that identifies and possess information that would assist a new hire.
2. A training manual that identifies and possesses resources that an expatriate living in Korea would find useful; from banking and shopping to classroom teaching strategies, etc.
3. Delivering this material in a manner that is effective and efficient not overburden the owner of it with too much information making the resource useless.

Assumptions of the Study

The study assumes a more informed teacher will have a better and stronger teaching experience in Korea. The gained knowledge and experiences of former expatriate teachers will aid in future ESL teachers' experience.

Definition of Terms

Employee Orientation Program: Training programs for new hired employees that seek to introduce the new employee to the organization, culture, supervisors, coworkers and their job (Ellingboe, 2006).

Expatriate: One who has taken residence in a foreign country (Chambers, 2007).

Training: Providing employees the skills and knowledge they will need to do a particular task or job (Ellingboe, 2006).

Limitations of the Study

There are two primary limitations of this study:

1. Permission was granted by senior management. There is some opposition to this project from lower management staff as to the necessity of this resource. Without the full support, of all office staff on the project some ideas may not be explored to their fullest extent.
2. There are cultural and language differences from the school and that of the researcher that might pose obstacles for the researcher to overcome in terms of data collection, and accessibility of information.

Methodology

A through review of literature will be conducted to identify different strategies, information, mediums and practices of orientation materials of organizations. First common characteristics of successful training materials will be identified. Second, useful information will be determined for expatriate teachers. Finally, a useful and productive manner for delivery of the information will be investigated.

Chapter II: Literature Review

Starting a new job can be an extremely stressful, exciting, and altogether overwhelming experience for just about anybody. Now try and imagine that experience in a foreign country half way around the world, where you do not know the language, customs, or culture. This experience is common every day in South Korea. New employees enter the classroom and teach without any understanding about their new organization or the culture they have entered. This review of literature will discuss the importance of employee orientation, expatriate training, and finally this chapter will conclude by looking at the development and delivering of orientation materials and information.

New Employee Training

Employees are the primary cause of success or failure of an organization. The organization can succeed by investing in employee training and development (Ellingboe 2006). Jim Collins in his book “Good to Great” studied the difference between similar organizations with one significant difference; one was great while the other was just good. In his research, he compared companies with similar products or services, similar business models but one difference appeared over and over again, people. Whether those people lead the organization or just contributed in the organization, their importance shone through in his research. Jim Collins (2001) wrote about getting the wrong people off the bus and the right ones on and in their correct seats. To take Collins’ analogy further, a successful orientation package can help validate that the organization did indeed get the right passengers on the bus. A successful orientation package can further assist by creating a sense of security and reassurance to the employee. The employees know that they are on the right bus and can act as an itinerary of sorts of where this bus might be taking them and what they should do while on the bus.

The purpose of new employee orientation is to introduce new hires to their jobs, co-workers, and organization (Klein & Weaver, 2002). Klein & Weaver (2000) further state, “orientation is when an employee can become aware and understand the company’s goals and values. Ragsdale and Mueller (2005) said that new employees need to be introduced to the structure, culture, and standards of an organization. Hacker (2004) says it is essential for employees to understand their roles within an organization. Orientation materials and programs seem to have benefits, expectations, and responsibilities for both the new employees as well as the organization. Training employees well can reflect not only on the employee but the organization as a whole. It reflects positively on the values, and everything the organization does. New hire training can set the standard for the future experiences and build a foundation for the new hires assimilation into the organization (Simons, 2005).

Giocalone stated “A comprehensive orientation process gives new employees the feeling that the organization expects them, which in turn makes them glad they joined the company.” A well planned orientation comes with many benefits to all parties involved; it assists in retaining, motivating, increasing productivity, improving morale, facilitate learning, and aid in the reduction of anxiety in new employees (Hacker, 2004). A well thought out orientation package tells an employee that the organization believes they made a smart decision in hiring them. It also conveys that they value the employee, their future, and they are apart of the team, and the success of the employee and the success of the organization are intertwined. Giocalone continued further by saying that “It is imperative that HR, training and supervisors partner together to ensure a smooth transition into the organization. It is crucial to establish the roles and responsibilities of each department up front so that the employee’s introduction into the organization will be smooth and meaningful.

Expatriate Training

Eight Million Americans live and work in foreign countries today (Chambers, 2007). Cross cultural training is a critical part of training employees to work as expatriates in foreign countries. Cross cultural training about the host country is essential to ensure a positive experience for the employer and the employee. If expatriates do not understand customs and behaviors of the host country, they can have an extremely difficult time adjusting to the host country and may take behaviors of natives as personally insulting (Chambers, 2007). An inability to adjust to the host country is a significant factor of an expatriate's failure. Training should happen to prepare the expatriate for their experiences.

Success rates of expatriates are largely determined by whether or not expatriates stay for the entire assignment. It has little to do with how well the employee works in his or her position abroad. On average, about 40% of expatriates fail their assignments, meaning they return home before finishing their assignments. Research has shown a strong correlation between a lack of training for expatriates and failed assignments (Chambers, 2007). The replacement costs of an expatriate can be as much as three times their salary (Chambers, 2007). Teachers failing to complete their obligations can have large social and cultural implications. Many foreign teachers have created reputations that affect new teachers in negative ways and can hurt or cause problems for their replacement that can affect salary, rules, and general prejudices for future English as Second Language (ESL) teachers. A positive correlation has also been noted between cross-cultural training and the development of proper perceptions of the host country natives; between the training and the adjustment and training and performance (Chambers, 2007). Organizations that have prepared and well-adjusted expatriates will likely have greater job satisfaction reducing the risk of premature repatriation (Chambers, 2007).

It is vital to help expatriates understand their own organizations' cultures. It is useful that expatriates understand their organizations' dominant characteristics and how they fit in with the host countries' culture (Chambers, 2007). Along with understanding of the organizations cultures, understanding how to communicate effectively within the organization is crucial (Chambers, 2007). Korea's culture and more preciously organizational culture is quite different and extremely traditional in nature. Office and organizational communication or actions can lead to large problems and can make it quite uncomfortable for teachers. Normal western ways of conducting yourself could be seen as being disrespectful in Korean culture.

Research about the type of training offered have indicated that it is not so important about what training is used but the process of being trained that has the most impact. Training makes expatriates aware of the experience they will face and prepares them to deal with it more effectively (Chambers, 2007). In addition, when an employee receives training from their employer before an expatriate experience they feel more supported for what they will be going through (Chambers, 2007).

English teaching expatriates certainly share similarities and some of the same difficulties that the typical expatriate on an overseas assignment. Differences can be found from the organizational perspective. Typically a new expatriate employee will still be working for their host country's organization or are being outsourced to a new country or customer. ESL teachers are contract employees for entirely new organizations and may experience further problems without any organizational support from their native country.

Development & Delivery of Orientation Materials

Koch (2008) said "While I'm all for diving headfirst into the pool, I'd at least like to know how deep it is before I do. The same can be said for new employees. People like security.

They do not like wondering if they are meeting expectation. Koch (2008) also suggests preparing a launch document. Shakespeare (1997) suggests an employee manual is an easy effective way to convey the organization's philosophy while laying out the organizations guidelines. The primary function of an employee manual is to present information in a clear and concise manner and can act as a future source of reference (Shakespeare, 1997). Effective employee references share in some basic characteristics; they are well written, attractively designed, and they are formatted for users to use conveniently and for designers to revise easily and illustrated appropriately to enhance understanding (Casady, 1992). A complete manual "reflects the intent and spirit of the owner," says Casey Willson, a Maryland-based retail and restaurant consultant (Mansueto LLC, 2010).

Shakespeare (1997) suggests delivery information in 3 ring binders or loose-leaf folder that allows for additions and changes easily. Soongjoong Elementary does not a long expatriate English employee on staff; a 3 ring binder might be a convenient and effective for updates, changes to be made and general upkeep for future employees and management.

Orientation will make a difference in how quickly an employee becomes productive in an organization. This critical time can create momentum in an employee's time within an organization and capitalize on the excitement many new employees have entering a new position. It is indispensable to keep the goals of a new employee orientation in mind when creating a new employee orientation manual. The purposes of employee orientation; reduce startup-costs, reduce anxiety, reduce employee turnover, save time for supervisors and coworkers, develop realistic job expectation, positive attitude and job satisfaction. (work911, 2010)

Christina Hamlett (2010) says the first step in writing an employee orientation manual is to identify the scope and purpose of the manual. Is it for a first day employee to inform them how to do tasks or to introduce them to the corporate culture; describe organization rules and procedures or all of the above? The second step is to outline topics to be covered. The topics task, procedures should be arranged in a logical order that the new employee can be gain understanding of topics and how they all fit together. The third step is to collect existing documents for inclusion in the manual.

When collecting existing documents try to focus on commonly used forms, phone numbers, a list of references or places where more detailed information can be found should be included. Giacalone (2009) suggest the collection of information such as; history, culture of an organization, benefits, policies procedures, phone, email, job description, expectations, safety and security should be included in any kind new employee orientation. After the collection of that information, one should list information that would not be commonly found in other places; organizational norms such as birthdays, nearby restaurants, etc. Solicit information from recently hired individuals on topics that they wished they would have known sooner. Following that would be acquiring or creating a welcome letter. The manual should begin with a welcome page and state the organization's philosophy and expectations (Shakespeare, 1997). Then collect rules and procedures in terms of the lunch hours, personal phone calls and general etiquette. Finally, collect the information in a 3-ring binder. Include a list of key points or a summary of each section heading to make information easier to use in the future. Have it peer reviewed and include a sign-off sheet for the new employee to acknowledge receipt if issues arise in the future. The last thing that should be prepared is the title page, table of contents, name of manual, author, copyright, and any acknowledgements.

When creating an orientation manual, design should be considered to draw interest from the employees to review the document and increase the likelihood that the employee will use it as a resource throughout their tenure within the organization. A well designed manual should be easy to read, have an attractive design and be something that can be used for a future reference. According to Wikibook (2010) the author should write in basic English and avoid technical terms because the audience for this document is a new employee. If there are technical terms or language used in the organization, that information should be included in its own glossary of terms. The author should use an active voice, and be consistent in his use of terminology. The author should avoid long sentences and phrases. Numbered steps should be used when appropriate as opposed to long paragraphs. Illustrations should be used when appropriate to clarify concepts or clarify understanding (Wikibooks, 2010).

A visually appealing and easy to use reference guide can motivate new hires to use the reference, as opposed to the common pitfalls of just something that collects dust on their desk after their first day. A decent layout can aid in making information accessible to the reader. Wikibooks discusses several graphic design principles; proximity, alignment, repetition, contrast, fonts, and color.

Wikibook (2010) online article suggests that grouping similar information in succession, the inclusion of illustrations, charts or other graphics on the same page as the related to the text material. The author should use repetition and consistency to give the reader visual cues to identify different parts of the manual. Kathy Larson (2008) says “that people learn faster and make better connections when they can quickly figure out what a piece of information is telling them”. With similar styles and configurations readers can be trained to look and interpret information more quickly. Creating contrast between sections will lead the eye through the

logical flow of the sections. The use of font, line thickness, and color can achieve this contrast. The author should avoid using more than 3 sets of fonts, and avoid using all caps because all caps can make it difficult for the reader. To convey the difference in materials titles, headings and subheading should be in a larger font. Sans serif should be used for headings and serif font for the body of the text. The author should use color for emphasis of certain information or graphics but to avoid of over usage because it loses interest value. In addition to manual graphics qualities, Wikibooks (2010) gives suggestions on how to increase the reference's ease of use. Section dividers that extend beyond the page width can make it easy for the reader to identify different sections; this may be extremely helpful when using it beyond the employee's first few days. A detailed table of contents can be especially useful to find information in the future use of the manual. For readers to make notes in, margins should be set to allow for binding with additional space (Casady, 1992). These notes will assist the reader as well as act as an aid in the development of future editions to the manual. The binding should also allow for easy replacement of pages, so updates can be made easily. Casady (1992) suggests to reduce in costs or the need of reprinting using lesson numbers such as 1.1, 1.2, 1.3, etc to also assist in the revision of the manual.

Summary

The success or failure of an organization usually does not depend on product line, debt ratio or political conditions but comes from human capital. Whether your organization is a small business, corporation, or school those that can tap into and get the most out of their people will always give them a competitive advantage at achieving their goals and eventually their mission. The literature suggests that an employee's first few days with an organization can ultimately be the most critical. If an employee feels that they have the support of the organization, and a clear

understanding of the organization the employee can contribute much faster and more likely to stay with that organization. This project focuses specifically on expatriates, and research suggests that the failure rate of these individuals is at a much higher rate than those on domestic job assignments. Research suggests that success or failure for overseas assignments can not be predicted with accuracy but, one way to assist in an individual's success on an overseas job assignment is preparation. Preparation for the organization and culture the employee will be entering into. Orientation manuals should be easy to read, visually appealing, and be an asset for the employee, not for the first few days but something they can refer to throughout their tenure in an organization. Finally, the manual should not so overbearing or technically specific to deter the employee from using it as its first line of inquiry into a question or better understanding of the organization.

Chapter III: Methodology

Giant English at Soongjoong Elementary lacks new employee orientation training for their expatriate staff. This method is highly inefficient for the organization and the individual employee. Therefore, some resource or reference needs to be present for the expatriate staff to insure quicker and better results that adhere to the goals that Giant English has set forth.

The need for preparing expatriate employees for their assignments is crucial for their success. The growth of the ESL teaching profession in Korea continues to grow and so does the need to prepare these teachers for their school, organization, and culture they are entering. Giant English at Soonjoong Elementary School lacks a formal orientation manual to introduce their new expatriate teachers to their new job, school, and culture. The chapter will outline the steps and process of creating an expatriate teacher orientation manual.

Process

The research process used for this field research project was taken from excerpts in the literature review. First, when a new teacher needs to know their first few days at the school and in the country. Information was collected that discusses Giant English's culture, rules and procedures. Giant English's history, benefits and contact information and commonly used forms were also collected. A welcome letter was written by a member of Giant English's management and translated. Information to make expatriates transition into Korea was collected. A local area map was created, highlighting places like restaurants, grocery stores, banks, etc. Other items that can be of service for an expatriate such as; subway map, commonly used phrases, cultural etiquette, local currency, copies of bills, paystubs, and a copy of the contract were included. General teaching tips collected through research were also included.

After all of the information was collected, the researcher placed the information in a logical sequence and was designed the manual in accordance with information collected in the literature review. Finally, a title page, table of contents, acknowledgements, was included. Page numbers were added and placed in a 3 ring binder and the orientation was submitted to management for their final approval.

Chapter IV: Results

Giant English at Songjoong Elementary School**Expatriate Teacher Induction**

Prepared by Kenneth Roy Knutson

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GREETING AND WELCOME

Welcome to Giant English at Songjoong Elementary

As a member of Giant English, you will be embarking on a new and exciting teaching experience in Korea. We, at Giant English, would like to make your experience pleasant and equally beneficial on a personal and professional level. This manual is designed to make your transition into the culture of Giant English and Korea as smooth as possible. We look forward to a great year with you at Giant English, Songjoong Elementary, and Korea.

Giant English Staff



History of Giant English at Songjoong

English Education has been apart of Korea since long before World War II. Many of Korea's most prestigious University and Private Schools were originally started by missionaries from English speaking cultures spreading the word of god and English. Korea has experienced rapid economic growth over the past few decades and is now the fourth largest economy in Asia. Korea has become an international hub for a wide variety of industries. In becoming an international business center, the focus of teaching English has grown rapidly. Korea has roots in Confusion philosophy that places a high value on education. Parents wanting to give their children the greatest opportunity for future success have spent large sums of money for their children to learn English. Private Academies or Hagwons can be found not only be found every street corner but maybe two or three on every street corner, but with the high cost of attracting foreigners to teach in Korea has put a large financial burden at the feet of many Korean families. Many Koreans also feel that it enhancing the line between the haves and have nots since English is apart of the college entrance exam. This problem as received a lot of political attention in the past few years and the government is creating a large push to subside the high costs of hagwon education. Giant English is an afterschool program that opened in Soongjoong in the summer of 2008. Giant English opened as a part of a national initiative to combat the high cost of English hagwons in the country. Giant English teaches English to elementary ages students with subsidized costs through the public school system.

Goals & Philosophy

Giant English at Songjoong provides a continuous and systematic English educational program. This program is not a one-time experience for students but an ongoing development of students' practical English ability. Giant English was created to solve the problem of expensive private English education costs. They plan on accomplishing this goal by developing an outstanding educational program, staffed with authentic teachers. Giant English hopes to build on their experience and learn from their successes and failures year after year.

Objectives of Giant English at Songjoong:

1. The Improvement of students English communicative ability
 - a. giving students a chance to practice English
 - b. increasing students confidence in speaking English
 - c. fostering a truly educational environment
2. Decreasing the private educational financial burden on families
3. Narrowing the gap of English Educational opportunities between different economic classes

Giant English's Plan to Accomplish Objectives:

- Small class sizes: Maximum of 16 students per class
- Native English & Korean teachers
- Curriculum intended for all age and ability levels
- Year Round Learning

Policies and Procedures

Duties of Teachers

1. Assist Korean Teachers with their classes and jointly conduct English Classes
2. Prepare teaching materials for class
3. Assist with the development of teaching materials related to English
4. Assist with English Education, Summer & Winter English Camps
5. Assist in activities related to English within the District Office of Education
6. Conduct English classes for students, parents
7. Perform other duties related to programs designated by the employer

Work Hours:

Teachers will work 8 hours a day, (excluding lunch hour) Monday through Friday. The working day is from 10:00am to 6:00 pm but it is strongly advised that the teacher arrive at school by 9:30 to prepare for class.

Teaching Times:

Teachers will teach a total of 9 classes a week that each consist of two hours of instruction each.

Class times:

M-TH Grade Level 1-3

2:10-3:40 with a 10 min. break

M-TH Grade Level 4-6

3:50-5:30 with a 10 min. break

Friday Phonics 2:10-3:40 with a ten min. break

Friday Advanced Reading or Grammar Course 3:50-5:30 with 10 min. break

Parents Class:

Foreign Teachers will teach a class of students parents once a week from 10:20-11:40 with a ten minute break.

Prep Hours:

Excluding the day that teachers have a parents class teachers have 9:30 to 2:10 for prep time for there classes. Giant English strongly encourages that teachers manage their time well and teachers this time for school-related work.

Dress Code:

It is required that teachers looked groomed, clean and wear appropriate clothing. Giant English provides a valuable service to the community and it is important that teachers look the part. The teacher is also required to wear indoor slippers when inside the facility as with Korea custom.

Pay:

Employees will receive their pay directly into their bank on the first business day of each month. You may obtain a pay stub from the school office at the teacher's discretion.

Helpful Korean Information

People

Koreans are spontaneous, earthy, talkative, and quick to laugh. They are expressive and unpretentious and easily show their emotion among family and friends. Hospitable and gracious, they are strong, proud people with exceptional endurance. Loyalties to family, respect for elders are characteristics that are easily seen in your first few days living and working in Korea. The needs of the family, organization, often take precedence of the individual due, total respect for elders, and the respect of education and the teaching profession due to Korea's Confucian roots.

The concepts of face and mood are incredibly valuable in Korea. Koreans avoid most or all situations where dignity or self-respect can be harmed. Koreans put a high value of the feelings of a situation or called *nunchi*, in order to maintain social harmony and personal dignity. Respect and propriety must be upheld. [2]

Commonly Used Phrases [2]

Hello- Annyeong haseyo?

Good-bye (if you are leaving)- Annyeonghi gyeseyo

Good-bye (if you are staying or both of you are leaving)- Annyeonghi gaseyo

Thank You- Gamsahamnida

It's nice to meet you- Mannaseo ban'gapseumnida

What's your name?- Ireumi mueoshimnikka?

My name is ...- Je ireumean ... imnida

I don't know- Jal moreumnida

Extra Tips

Be Professional: You have been hired to do a job, and one that carries a large amount of respect and prestige in Korea. Conduct yourself in a manner that promotes a professional atmosphere. Problems occur and arise in any workplace. Do not allow small problems to turn into large ones. Please talk to your supervisor or Director immediately if a problem occurs.

Be Flexible: Korean culture works very differently from Western cultures. Expect last minute changes or instruction. Be patient and optimistic.

Be Helpful: Koreans work exceptionally hard and expect the same from you. There is a lot of work that cannot be accomplished without cooperation and communication between Korean and foreign teachers. Teachers need to be in constant communication and as helpful as possible in regards to their students and curriculum.

Follow the Chain of Command: It is extremely important in the Korean work environment. Always speak to your supervisor first, if the problem cannot be resolved then and only then go to the director or vice principal.

Group over Self: As noted earlier, group identity is extremely important, as is doing things in a group. Eating lunch with Korean teachers and participating in after-work meals or special events goes a long way. Try to participate and be involved as much as possible while there but do not feel obligated to drink more than you feel obligated to.

Classroom Management Techniques

(1st-3rd Grade) [11]

- Teach and model every classroom behavior. (i.e. lining up, walking in line, getting drink, putting books away, passing out papers, etc.)
- Practice classroom rules and procedures over and over. If needed, re-teach the rules and procedures over and over.
- Concentrate on teaching the positive behaviors that you expect. (i.e., table and row points for appropriate behavior like sitting quietly, not tapping pencils, etc.)
- It is crucial for a teacher to keep moving around the room during lesson. Many behaviors stop just by having the teacher walk past.
- Use signals to regain attention during an activity. (i.e. 1-2-3 eyes on me, ring a bell)
- Use rewards for appropriate behavior.
- Have consequences for not behaving appropriately. (i.e. Two verbal warnings then send a child on a time-out.)

Start on the first day...

- Be prepared. Plan, plan, plan and have many activities ready. It is hard to gauge a group's ability before hand.
- Teach rules and procedure.
- Get acquainted. Play name games. Share about yourself through stories or pictures. Let the children know that you are not just a teacher but a person. For most of your students you are their only contact with a Non-Korean person, let them know about you.

Classroom Management Techniques

(4th-6th grade) [1]

- Make students responsible. Have materials out and well labeled. Have a restroom routine and designated place for completed assignments. Have a classroom assignment calendar.
- Use humor regularly. (Laugh at yourself and allow kids to laugh at your too)
- Admit mistakes in front of your students. (Kids love it)
- Deal immediately with inappropriate actions and behaviors.
- Give the students choices.
- Remember positive reinforcement as well as the negative.
- Post procedures and practice procedures and reinforce procedures.
- Use individual and group awards.
- Set up a routine for different activities.
- Roam frequently throughout the classroom.

Start on the first day...

- Keep it simple
- Have students interview each and introduce each other
- Play name games
- The first day is a good day figure out your students English Ability

Local Information



Suyu Station Area

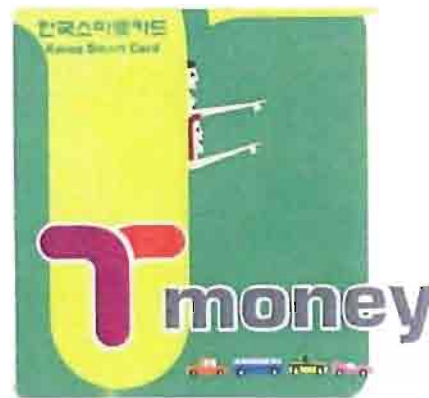
- 1) Hyoseong Intelian Officetel (Home)
- 2) Suyu Station- Indicated in Blue
- 3) Local Restaurant Area
- 4) Coffee Shops (Starbucks, Dunkin Donuts, Tom & Toms)
- 5) Garbage- the recycling area is located in basement level 3



Miasamgeori Station Area

- 1) Songjoong Elementary School (Work)
- 2) Lotte Department Store (Restaurants & Grocery Store in the basement)
- 3) E- Mart (Retail & Grocery Store)

Seoul Subway Map



For your first couple of months, a subway is a necessity as you navigate your self through out the city. Please feel free to cut and keep with you. The T-Money card is the card you need to get to use the public transportation card. You can buy one at any convenience store. You simply put the T-Money card against the card reader on the bus or at the gates going down in the subway.

Monthly Bills

관리비 명세서
2010년 02월분

당월부과액	134,960
미납액	140,880
미납연세액	2,820
납기내금액	278,660
연세액(1%)	6,920
납기후금액	285,580

수납은행
기안은행 (430-024615-07-188)
국민은행 (604701-01-285514)
하나은행 (260-010000-38304)
우리은행 (630-006099-612)
예금주: 수유호성인텔리안

입주자	입주자	입주자	입주자	입주자
입주자	13572	13567	95	12,350
수입	571	579	5	12,400

관리비 고지서
813호

수유호성인텔리안

수유호성인텔리안(주)

공차사
관리사사무소 : 02)094-0111

관리비 납입고지서(0958)
2010년 02월 59,141원

당월부과액	134,960
미납액	140,880
미납연세액	2,820
납기내금액	278,660
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관리비 수납의뢰서(0958)
2010년 02월 59,141원

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연세액(1%)	6,920
납기후금액	285,580

This is your apartment bill. This bill contains fees for water, garbage, elevator fees, etc. 1) Is the monthly total. 2) Is the late fee is you pay after the due date. 3) Is the total with late fee applied.

2010년 02월 03일
이해준 고지서

2010.03
이해준 고지서

납부하실 금액 27,260원

사용하신 금액 38,478원

할인받고실 금액 11,218원

4000161
2010.02.03

4000161
2010.02.03

4000161
2010.02.03

4000161
2010.02.03

These two bills are your Internet bill (top one) and your gas bill (bottom).

Paystub

비정규직 인건비지급현황<12월분>

2009년도		서울승중초등학교											
순	직명	성명	주민등록번호	지급현	공							잔액	잔액
					소득세	주민세	국민연금	건강보험료	학대	IV수선금	금회계		
1	한미연				-	-	100,500	61,210	38,940		200,650		12월영표

- 1) Name
- 2) Foreigner Registration Number
- 3) Gross Pay
- 4) National Pension Deductions
- 5) Medical Insurance Deduction
- 6) Monthly School Lunch Deduction (optional)
- 7) Total Deductions
- 8) Net Pay
- 9) Bank Account Number

Additional Resources

Expatriate Information:

Dave's ESL- <http://www.eslcafe.com/>

Embassy of the United States- http://seoul.usembassy.gov/t_help.html

Korean Language:

<http://korean.sogang.ac.kr/>

ESL Teaching Websites:

The British Council English Learning Site - <http://learnenglish.britishcouncil.org/en>

Barry Fun English- <http://www.barryfunenglish.com/index.php>

EFL Classroom 2.0- <http://eflclassroom.ning.com/directory.html>

Tools for Educators- <http://www.toolsforeducators.com/>

Discovery Education- <http://puzzlemaker.discoveryeducation.com/>

Korean English Newspapers:

Korea Times- <http://www.koreatimes.co.kr/www/index.asp>

The Korean Herald- <http://www.koreaherald.com/>

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[1] Brooklyn Center District 286, New Teacher Induction 2009-2010.

[2] Nilson, Robert, Moon Handbooks, South Korea



Chapter V: Discussion

Giant English at Soongjoong Elementary lacks new employee orientation training for their expatriate staff. This method is highly inefficient for the organization and the individual employee. Therefore, some resource or reference needs to be present for the expatriate staff to insure quicker and better results that adhere to the goals that Giant English has set forth.

This chapter will discuss the process used in the manuals creation, major findings, conclusions, and recommendations for similar research projects.

Process

The researcher first decided that; a welcome letter from the principal, history, goals and principals of Giant English, duties of teachers, information on Korean culture, helpful phrases, local information, and basic teaching strategies and resources for teachers were of the greatest importance in an expatriate's transition into his new job and culture. Then, the data was collected from letter from Giant English to prospective students' parents, from the teacher's contract and travel guides. Maps, Bills and other documents were scanned and doctored by the researcher to aid in the translation and assist new teachers getting around the area. Teaching tips were collected from an American elementary school's new employee orientation program. Other resources and tips were added from the researcher's personal experience teaching in Korea for two years. Finally, a letter from the principal welcoming the new teachers was included. The researcher then put the data in an order that lent itself to be the most useful for future teachers.

Limitations of the Study

There are two primary limitations of this study:

1. Permission was granted by senior management. There is some opposition to this project from lower management staff as to the necessity of this resource. Without the full support, of all office staff on the project some ideas may not be explored to their fullest extent.
2. There are cultural and language differences from the school and that of the researcher that might pose obstacles for the researcher to overcome in terms of data collection, and accessibility of information.

Conclusions

The following conclusions were based on the literature review and the process of creating the manual.

1. The long-term affects of this manual will not be known for some time the employees both foreign and native have shown enormous enthusiasm for the project. This enthusiasm and interest directly relates the information of employee morale and attitude from the literature review.
2. Creating an orientation manual has given Giant English a foundation to foster a new relationship with future expatriate teachers.
3. The creation of the manual may aid Giant English's development of more formal and effective training processes in relation to other segments of their organization.
4. The manual has created consistency in the information that all new expatriate teachers will receive.

5. After the manual was finished, management felt a sense of pride and discussions on making the work experience at Giant English more meaningful and prosperous were held that were never present before.

Recommendations

The researcher suggests the following recommendations in creating an expatriate orientation manual.

1. Get all members of the organization involved in the process, both expatriate and native staff members all possess substantial information and the ownership of many people can only assist in making the best manual possible.
2. Either possess or get the assistance of someone with computer knowledge to assist in the publishing and layout of the manual to make it more visually appealing to the audience.
3. Get management to take ownership of the manual. The assistance of management can get you information and resources that may not be available to everyone.

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