

Expatriate Training and Development

UNIT 3 (Part I)

Course Code: MGMT4044

Course Title: International Human Resource Management

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Training in International Management

- CROSS CULTURAL TRAINING (Kealey and Protheroe, 1996)
 - a planned intervention
 - increases the knowledge and skills of the expatriates enabling them to live and work effectively in an unfamiliar host country and culture.
- A vital aspect of any CCT program:
 - Is to determine how training effectively enhances expatriates' cultural knowledge and skills;
 - to facilitate expatriates' adjustment to the host country's culture.
- CCT effectiveness is reflected by
 - cognitive, affective, and behavioral changes that occur during the training which can be evaluated.

Need for Expatriate Training

- Organizational
 - Overcome ethnocentrism (according to sociologist William Graham Sumner (1906), it is a belief or attitude that one's own culture is better than all others).
 - Improve the flow of communication between home office & foreign subsidiaries
 - Increase overall efficiency & profitability
- Individual
 - To improve the ability of overseas managers to interact effectively with local people in general & with their personnel in particular
 - Personal shortcomings in areas such as politeness, punctuality, tactfulness, sensitivity, tolerance, empathy
 - Open criticizing by expatriate managers of home or host country
 - Improve overall management style (leadership, decision making, communication, group work)
 - Focusing on dispelling myths & stereotypes by replacing them with facts about the culture

Process for designing effective CCT programs (Tarique and Caligiuri, 2004)

1. Identify the type of global assignment for which CCT is needed.
2. Determine the specific cross-cultural training needs.
3. Establish the goals and measures for determining training effectiveness.
4. Develop and deliver the CCT program.
5. Evaluate whether the CCT program was effective.

PHASE 1 – IDENTIFY THE TYPE OF GLOBAL ASSIGNMENT

- selection, cross-cultural training, and repatriation processes will differ depending on the type of global assignment and its tenure.
- Caligiuri describes a classification of global assignments into four categories according to the performance goals for expatriate assignments :
 1. Technical
 2. Functional/tactical
 3. Developmental/high potential
 4. Strategic/executive

Technical

- Expatriate sent on his/her technical skill
- Lack of technical skill in the geographical area in host location
- Work experience similar to home country
- No significant interaction with the host nationals
- Example: technician, system engineer, system analyst etc

Functional/ Tactical

- Expatriate to fill technical or managerial gap in the host country
- Significant interaction with host nationals

Developmental

- Managerial development programs
- May be rotational in nature

Strategic/ executive

- Senior organizational hierarchy (general manager, vice-presidents)
- Developmental and strategic
- Tasked with entering new market, developing market base, joint ventures etc

PHASE 2 – CONDUCT A CROSS-CULTURAL TRAINING NEEDS ANALYSIS

- CCT Need analysis across three levels:
 1. Organizational level
 - to determine the organizational context for CCT;
 - culture, politics, structure, and strategy;
 - Availability of training resources;
 - Expected cost and benefit analysis.
 2. The individual (or expatriate) level
 - to determine any special needs to be addressed in CCT for the expatriate;
 - individual's prior international experience;
 - existing levels of cross-cultural knowledge, skills and intercultural communication style;
 - needs of the expatriate's family.
 3. The assignment level, to determine the cross-cultural knowledge and skills required to effectively complete the given assignment.
 - Identifying important tasks to be performed during the assignment;
 - type of cross-cultural knowledge and skills needed to perform those tasks .

PHASE 3 – ESTABLISH CCT GOALS AND MEASURES

- short-term and long term goals to be established for the training outcomes.
 - Short-term goals:
 - What the expatriate should be able to accomplish on completion of the CCT program.
 - Vary from assignment to assignment
 - Long-term goals: the expected outcome of the expatriate assignment, such as cross-cultural adjustment and success on the assignment (Kealey and Protheroe, 1996).
- CCT goals should be detailed and measurable.

PHASE 4 – DEVELOP AND DELIVER THE CCT PROGRAM

1. Determining the specific instructional content needed in order to achieve the goals;
 - According to Harrison (1994), CCT content has to be an integration of general cultural orientation and specific cultural orientation:
 - Understanding factors that may influence expatriate's receptiveness to effective cross-cultural interactions like resistance to change, clear understanding of the purpose, value, and benefits of the global assignment, and the ability to manage stress.
 - The second purpose is to understand how cultures differ and the impact of these differences on expatriates.
2. the methods to deliver the instructional content; to be discussed in detail in the following presentation.
3. the sequencing of the training sessions.
 - pre-departure CCT (provided before departure);
 - in-country CCT (provided after arrival in the new country);
 - sequential CCT (combination of the two).

PHASE 5 – EVALUATE CROSS-CULTURAL TRAINING

- CCT evaluation helps the organization decide whether CCT should be continued in its current form or modified.
- “Cross-cultural training evaluation refers to the systematic process of gathering information necessary to determine the effectiveness of CCT.”
- CCT effectiveness can be measured in terms of:
 - benefits the expatriates receive from CCT
 - determined by the extent to which expatriates have changed as a result of CCT.
- The evaluation process:
 - Establishing measures of effectiveness (criteria);
 - Developing research designs to determine what changes have taken place (e.g. cognitive, affective, and behavioral)
 - Criteria must be established for both evaluation of short-term, and long-term goals.

Evaluation of short-term goals:

- **Cognitive outcomes:**

- Acquisition of cross-cultural knowledge and the awareness of the appropriate;
- cross-cultural skills and behaviors,
- Measure: paper and pencil tests or online tests

- **Affective outcomes:**

- Attitude and motivations,
- Perception & attitude toward individuals from other cultures.
- Measure: personal interviews or group discussions.

- **Behavioral outcomes:**

- level of cross-cultural skill acquired or honed: intercultural communication skills and language skills.
- Measure: Observing performance in a cultural simulator or in a role play.

Evaluation of long-term goals

- CCT programs emphasize cross-cultural adjustment as a long-term goal of CCT.
 - Measure: through paper and pencil questionnaires, phone interviews, in person interviews, or electronic surveys.
- Professional effectiveness can be measured through performance appraisal, through observation method.(Caligiuri and Day, 2000).

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