Introduction:

Training is the process of altering employees behavior, attitudes and knowledge in a way that increases the probability of individual and organizational goal attainment. Training aims to improve employee’s current work skills and behavior. Where as – Development is a continuous improvement process towards objectives. Aims to increase over all abilities of employees in relation to some future position or jobs.

What is cross cultural training?

For International assignment, once a MNCs selected a person ( whether – CEO, Manager, structured reproducer, trouble shooter or operator) expatriate training is considered to be the next crucial step to ensure the expatriate’s effectiveness and success abroad – This is also called Cross Cultural Training (CCT). CCT is a process of orientation and skill improvement mainly on HOST CULTURE and WORK LIFE BEHAVIOR.

Fundamental difference between Training and CCT?

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<tr>
<th>Training</th>
<th>Cross Cultural Training</th>
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<tr>
<td>Based on management philosophy, the training</td>
<td>Based on management philosophy but highly concentrate on staffing approach:</td>
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<td>could be organized anywhere and for every one</td>
<td>Ethnocentric – Parent country</td>
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<td>Poly centric – Host country</td>
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<td>Geocentric – Best suited areas</td>
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<td>Re-geocentric – Anywhere</td>
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Types of CCT:
- Environmental briefing – geography, climate, housing, and schools.
- Cultural orientation – cultural institutions, value systems of the host county.
- Cultural assimilators - inter cultural encounters.
- Language training – communication effectiveness
- Sensitivity training – to develop attitudinal flexibility.
- Field experience – to make the expatriate familiarize with the challenges of assignment.
**Significant of CCT:**
As companies nowadays are go global, there arises the need for training employees for international assignment. Because:

- Training aims to improve in relation to some future position or job, usually managerial. When expatriates are unfamiliar with the customs, cultures and work habits of the local people, they often make critical mistakes, which can be avoided by providing them with proper training.
- Effective training can prevent many errors and minimise the impact of others. Some of the biggest complaints against expatriates revolved around personal shortcomings in areas such as politeness, punctuality, sensitivity, reliability, tolerance and empathy.
- Effective training programmes can also improve overall management style. In terms of leadership, the locals would like their expatriate managers to be friendly, more accessible, supportive and receptive to subordinates suggestion.
- Habits and practices relating to work motivation, profit motivation, negotiation skills, gift giving customers, eating and dressing, body gestures etc. are vary from one culture to another. It is essential, employees trained to handle these nuances before being posted to overseas.
- To attain long term organizational goals
- To minimize the cost of expatriate failure (which is very costly).
- Bridging the cultural gaps between the host country and parent country organization.
- Recognizing that orientation / induction challenges are different for the parent and the host unit.
- Ensuring the organizational success is critical in achievement of the global objectives
- Establishing and retaining advantages over international competitors
- Building a single organizational culture across its subsidiaries.

Systematic Process of CCT:
There are two phases of expatriate training:

- Preparatory training for foreign assignment (Pre departure).
- Re-entry training (Repatriation)

Overseas assignment training comes under development part

In order to develop and design effective training, companies must implement a system approach which includes:

1. Analysis of training needs of target population
2. Establishing training goals
3. Careful training design

1. Target population or ideal people: Based on 6 competencies:
   - Leadership skill
   - Initiative
   - Emotional stability
   - Motivation
   - Ability to handle responsibility
   - Cultural sensitivity
   - To handle stress
   - Flexibility.

2. Training Goal:
   The goal of cross cultural training should be to equip the trainees with knowledge, skills and attitudes which enable them achieve the following three adjustments and effectiveness which are indicators of international success:
   - Personality adjusted, i.e he/she feels happy and satisfied with situation abroad.
   - Professionally effective if he performs his tasks, duties and responsibilities on the job completely.
   - Inter-personally adjusted and effective if he takes interest in interacting with locals capably.

4. Design of Training:

Levels of training which MNCs are to ensure for success of overseas assignments can be summarized as under:

- First level training to focus on learning about host country’s culture, language, politics, business, geography, religious values and history. Through seminars, videos, meetings with citizens of the country before assignment begins.
- Second level training deals about assignment itself. Requirements of the position – technical, managerial knowledge needed company officials can do that before leaving.
- Third level training deals with preparing him for new job at new location to be done by whom he is replacing.
- Forth level training – how he/she adjusts and adapts to new environments, by providing assistance.
Fifth level training addresses re entry back home and contact with people at home and visit home during vacation.

Therefore, Training and development of international staff should be approached as a process and not as a one time event just prior to departure.

Training and development of international staff must be viewed in the light of complete deployment cycle, and the same will be most effective when linked to systematic career development plans.

**What is deployment cycle for international assignments?**

CCT Strategy:

Training strategies bridge the gap between the capabilities of the individual hired and the role/ responsibilities of the job that he/she is being hired for:

The four strategies of CCT are:

1. MNCs may make use of expatriates for short term (ST) and long term international assignment.
2. The staffing orientation that is adopted in the subsidiary unit influence the training impetus like:
   - Ethnocentric staffing strategy – focus in training to cross culture and cultural assimilation initiative.
   - Polycentric staffing shift the training focus to technology training, parent country culture, policies and work plan values.
   - Geocentric / Re-geocentric – focus in parent company and the particular technology of the organization.
3. The control and coordination linkage that the parent unit wishes to establish with the subsidiary unit drives the training budget and the strategy.

4. The Role/Responsibilities of the position, determine the extent and content of the training.

Therefore, MNCs offer CCT to teach their expatriates, the host countries appropriate norms and work behavior. Any CCT aim at improving cross cultural skills and knowledge to the expatriates and to facilitated his or her adjustment to the host countries culture. The effectiveness of a CCT is reflecting by the cognitive, affective and behavioral changes that occur during and after the training.

**Stages of a successful CCT:**

In order to make a CCT highly successful, the international HR manager would do well to proceed on a well – defined sequences of stages:

1. **Identify Training Objectives**
2. **Identify the types of Global Assignment for which CCT is required**
3. **Determine the specific cross Cultural Training needs**
4. **Establish the goals and measures for Determining training effectiveness**
5. **Develop and deliver the CCT programme**
6. **Evaluate whether the CCT was effective**

**Components of effective pre -departure training programme**

- Cultural Awareness Programs – well designed cultural awareness program of host country
- Preliminary visits – the average length of visit is about 1 week
- Language Training – company language (English), host country language skills and adjustment (Spanish) and knowledge of the corporate language (parent language – Indian)
- Sensitivity Training – attitudinal flexibility
- Field Experience – Job related factors (to make the expatriate familiarize with the challenge of assignment)

**Cross-Cultural Training Methods**

- Cultural Briefings ; Explain the major aspects of the host country Culture, including customs, traditions, every day behaviors.
- Area Briefings: Explain the history, geography, economy, politics, and other general information about the host country and region.

- Cases: Portray a real-life situation in business or personal life to illustrate some aspect of living or working in the host culture.
- Role playing: Allows the trainee to act out a situation that he or she might face in living or working in the host country.
- Cultural assimilator: Provides a written set of situations that the trainee might encounter in living or working in the host country. Trainee selects one from a set of responses to the situation and is given feedback as to whether it is appropriate and why.
- Field experiences: Provide an opportunity for the trainee to go to the host country or another unfamiliar culture to experience living and working for a short time.

**Conceptual Frameworks of CCT or Different models of CCT:**

Three frameworks or models of training that integrate the research that supports industry practices:

- R. Tung (1981):
- Mendelhall & Oddou (1987):
- Black and Mendelhall (1989):

- R. Tung proposed a contingency framework for dividing the culture and level of rigour of training. Training focus is culture related issues when rigour of training high simultaneously training focus is task / job related issues when rigour of training low.
- Mendelhall & Oddou proposed three dimensions: training methods, low, medium and the high levels of training rigour and duration of training relative to degree of interaction and culture novelty.
- Black & Mendelhall take three aspects of social learning theory – attention, retention and reproduction.

**Tung’s framework:**

Rosalie Tung’s (1981) proposed a framework which helps decide the nature and level of rigour of training. This framework is based on two variables:

1. The degree of interaction between the parent and the host unit, and
2. The culture novelty, implying how different (novel) is the culture of the expatriate from that of the host unit.

As per this framework, the two variables define the nature, duration and intensity of training that needs to be provided to the expats. Following figure identifies the training focus and the rigour of the training programme. If the expected interaction between the expats and the members of the host culture is low, and the degree of dissimilarity between the individual’s native culture and the host culture is low, then the content of the training should focus on the task – job related issues, rather than on culture – related issues and the level of rigour necessary for effective training should be relatively low and vice versa.
Mandelhall & Oddou’s Framework

The Mandelhall & Oddou’s framework builds on the model provided by R. Tung. The elements of “degree of interaction” and “culture novelty” are retained while adding a more complex relationship – “Training Methods”.

This framework, therefore, includes 3 key elements:
- Training methods,
- Low, medium and the high levels of training rigour and
- Duration of training relative to degree of interaction and culture novelty.

<table>
<thead>
<tr>
<th>Level of Rigour</th>
<th>Duration</th>
<th>Approach / methodology</th>
<th>Training Content</th>
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<tbody>
<tr>
<td>A High</td>
<td>60 – 180 hours</td>
<td>Lecture, factual briefings, books, role plays, cases, field experiences, culture assimilator, simulation</td>
<td>Both cultural and job demands</td>
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<td>B Moderate</td>
<td>20-60 hours</td>
<td>Lecture, film, books, culture assimilator, cases</td>
<td>Equal emphasis on job and culture</td>
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<tr>
<td>C Moderate</td>
<td>20-60 hours</td>
<td>Lecture, film, books, role plays, simulation</td>
<td>Strong emphasis on job demands, less on culture</td>
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<tr>
<td>D Low to moderate</td>
<td>20-40 hours</td>
<td>Lecture, factual briefings, cases,</td>
<td>Strong emphasis on job</td>
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<tr>
<td>E</td>
<td>Moderate</td>
<td>40-80 hours</td>
<td>Lecture, films, books, role plays, cases, culture assimilator, simulation</td>
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<td></td>
<td></td>
<td></td>
<td>Little emphasis on job demands, most on culture (economic, political, historical and religious)</td>
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<tr>
<td>F</td>
<td>Low to moderate</td>
<td>20-60 hours</td>
<td>Lecture, film, books, cases</td>
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<td></td>
<td></td>
<td></td>
<td>Little emphasis on job demands, most on culture</td>
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<tr>
<td>H</td>
<td>Low</td>
<td>4-8 hours</td>
<td>Lecture, film, books</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Little emphasis on either job or culture</td>
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**Black & Mendelhall (1989)**

Black & Mendenhall take three aspects of social learning theory – attention, retention and reproduction – and show how these are influenced by individual differences in expectations and motivation, and the incentives to apply learned behaviors in the foreign location.

This approach recognizes that effective training is only the first step and that the expatriate’s willingness and ability to act on that training in the new environment is crucial effective performance.

Therefore, it stresses the importance of attention paid by the potential expatriate to the behaviors and probable outcomes of a cultural awareness training programme,
the individual’s ability and willingness to retain learned behaviors, and their reproduction as appropriate in the host location.

Developing International Staff

- International assignment have been recognized as an important mechanism for developing expatriates.
- Many MNCs are conscious that they need to provide international experience to many levels of managers (regardless of nationality and not just a small cadre of PCNs).
- Therefore, International job rotation, is a well-established technique, for developing multinational teams and international operators. It may be supported by PCN, TCN and HCN attendance at common training and development programme (CTDP) held either parent country, or regional centre or both.
- International assignment helps both for individual or management development as well as organizational development or team development.

Individual/management development:
- Individual gains International exp. Which Assists in career progression
- Gradually develop the Professional attitude in management development.

Expatriate career decision points:

- D – 1: Occurs during R & S for a specific assignment, where the expatriate either apply or is informally selected, for an international assignment.
- D- 2: Voluntarily withdrawal or reject the assignment
- D- 3: Premature Return (unable to adjust)
- D- 4: Final Exit (the expatriate may decide to exit the organization.
- D- 5: Re assignment – either can be back into the ‘parent’ organization or the person may accept another international assignment.
- D-6: Can be relevant at this stage, at the time of ‘Repatriation’ with exit organization. (D = Decision)

However, these decisions points are based upon the issues that related
- to adjustment with host country culture, work life behaviour/job performance and finally socio economic problem in family.
- Personal ability and interest to develop international skill for future growth.

Organizational/team development:

A global mind set in terms of Skill, Knowledge, and Abilities upon which overall Program growth. Therefore, Expatriate become the asset of MNCs and assist in the transfer of Knowledge and competence.

The international assignment often is the ‘training ground’ for the international ‘cadre’. International teams can be formed from those who have international experiences.
It is frequent argued that multinationals, especially in networked organization, would be benefit from using International teams as:
- A mechanism for fostering innovation
- Organizational learning's
- A means of breaking down functional and national boundaries enhancing horizontal communication and information flows.
- A way of encouraging diverse inputs into decisions, problem solving and strategic assessments.
- A way of developing a global perspective
- A way of developing shared values, thus assisting in the use of informal, normative control through socialization

Merit and demerit of CCT:

<table>
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<th>Merits</th>
<th>Demerits</th>
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<tr>
<td>Increases chances of success in global assignment</td>
<td>Develop a false sense of confidence among employees</td>
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<tr>
<td>Provides a comprehensive global perspective for managers</td>
<td>May not remove cultural biases and prejudices</td>
</tr>
<tr>
<td>Instills a sense of confidence into people</td>
<td>may not take seriously by the recipients.</td>
</tr>
<tr>
<td>Foreign employees can be managed better</td>
<td>May not make a visible difference in business volumes</td>
</tr>
<tr>
<td>Reduce culture shock due to frequent travels abroad and familiarity of local practices</td>
<td>can never fully prepare an assignee to face real problem.</td>
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</table>

Conclusion: Training Strategy Bridge the gap between the individual hired and the role / responsibilities of the job that he/she is being hired for. It is the only way to make business growth nationally and internationally by developing the human potentials. It is the human resource that can be improved every day and training is the key.

Thanks: Prof. Dr. Shyamal Gomes