Effectiveness of Cross-Cultural Training for increasing Expatriates Success in MNCs in Ireland

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ABSTRACT

Purpose – The determination of this research is to find out the impact of cross-cultural training (CCT) programs on the expatriates in multinational corporations (MNC) in Ireland for their smooth adjustment in host country. The research aims at studying the various CCT programs in practice to increase the success of expatriate assignments by increasing the quality of cross-cultural training programs.

Design/Approach/Methodology – A quantitative approach was adapted by the researcher by floating an online web-based self -completion questionnaire with the help of data collection software in order to understand various attributes, elements, types of CCTs the expatriates attended before departing to Ireland for their international assignment.

Findings – The findings strongly supported the fact that there is a positive relationship between the effectiveness of the CCT and the adjustment in host country and work environment which contributes to the success of the expatriate international assignment. The data collected showcased that the efficiency of these programs can be increased by focusing on the elements like training faculty, delivery, inclusion of various cultural parameters applicable on the field etc.

Value/Originality – This research is first of its kind which focuses on the expatriates in Ireland. Furthermore, this study is also built upon previous researches which have tried to establish a link between CCT and expatriate adjustment. Along with this, the research also values the expatriate perspectives and tries to understand their position on the field in a desired manner.

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Chapter 1: Introduction

The concept of globalization does not just involve the idea of smooth movement of goods and capital but also of workforce. With the increasing globalization, movement of labour at an international scale has witnessed a dramatic rise. Various Multi-National Corporations (MNCs) engage in recruiting employees who can manage and operate international ventures (Dowling and Welch, 2005). No matter how efficient the recruitment process is, finding the right person for the job is far more difficult than it appears. Especially when the organization is expanding rapidly, hiring local staff to handle the new foreign subsidiary cannot be the solution every time. This brings in the need to send the employees of one country to other foreign location also popularly known as 'expatriation'. Previous researches (Black, 1988; Kennedy,2001) suggest that the expatriate assignments are not successful in every case with failure percentages ranging from 16% to 40%. However, recent studies (Dowling and Welch,2005) have revealed that these percentages are declining with time. On the other hand, the study conducted by Black and Gregerson (2007), states that after finishing the expatriate assignment, one of every three expatriates have failed to meet the expectations of their superiors.

This increased complexity associated with international businesses and differences between various cultures need to be examined with respect to firms and expatriates based in Ireland. According to Central Statistics Office Ireland [CSOI] (2019), there has been an approximate 6.7% rise in immigrants progressing to Ireland in comparison with that of 2018. The number increases to 90,300 in 2019 from 84,600 as was marked in April 2018. According to O'Connell (2017), in 2016, there were 124,200 applications received for both long term and short-term stays related to work. The approval rate of these visas then was 90%. It can be thus inferred from the earlier trends that, the number of people coming to Ireland is moving up, which also means that there would be a considerable number of expatriates working in the MNC's in the country.

A regenerated consideration in recent times on cross cultural training (CCT) and its research has been in a limelight from the past. The issues around CCT have been studied from 1960's and 1970's. The popularity of this particular topic of research diminished in 1980's and then again gained an upsurge during 1990's due to increase

in globalisation of economy which resulted in enormous research to be carried out on CCT and its various factors. For instance, the earlier decade focused on research of examination of topics linked to employment of expatriate, effectiveness of training, etc. Continued and thorough research on CCT is important since there have been less advances in this field (Baumgarten, 1995; Selmer, 2001; Selmer, Torbiörn, & de Leon, 1998, Tung, 1981).

CCT can be defined as a learning method necessary in diverse cultures for successful interactions derived from intercultural learning through development of behavioural competencies, cognitive and affective (Landis & Brislin, 1996; Morris & Robie 2001). CCT caters varied uses. For example, organisations have now started integrating ideologies and tools which are used in CCT into domestic training programs for multicultural training (Priest et al., 2006) On the other hand, CCT emphasises on improving domestic employees cultural awareness for developing ability of individuals of varied cultural backgrounds via preparing them for multicultural training, overseas assignments etc.. The expanding scope of CCT can be determined as it can be used as a tool for those who are a part of multicultural teams. Expatriate preparation is possible if CCT is planned, framed, executed and implemented correctly. The earlier researches focused upon the relationship between expatriate employment and CCT. From this research papers point of view expatriates are defined as those who reposition themselves for business, work or professional purposes, for a minimum of a year or so which is termed as long-term expatriation assignment or that of a less than a year which is termed as short-term expatriation assignments (Littrell et al., 2006).

As Ireland is one of the growing hubs and there have been significant global business opportunities, the investments in the economy are vital. With growing economic investments and upcoming business opportunities, many companies have paved their ways in the country (IDA Ireland, 2019). This has also attracted massive expatriate population as per O'Connell (2017). Thus, looking at the capital and human resource investments, it becomes vital for these expatriate assignments to be fruitful and successful. Initially, the focus is on CCT for preparing expatriates to survive, work and adjust in these unfamiliar situations. The main reason of this research is to focus on the impacts of CCT on expatriates in reality to deal with the hindrances and the challenges that they tend to face in the host country. The CCT plays a crucial element

for preparing an expatriate to deal and cope up in the host country environment. If the cross-cultural training is not provided adequately and there is not enough learning for the expatriates from it, that may cause problems for the expatriates during their assignment tenure. This in turn results in failed expatriate assignments. Thus, this study is going to focus on the various attributes that are included in the CCT and their effectivity. It will also throw a light upon expatriate views and their opinions related to working in foreign and multicultural environment.

Chapter 2: Literature Review

As the world increases its acceptance towards presence of organisations in the foreign jurisdiction, the rise in international assignments can be witnessed. The international assignment commences when an employee (expatriate) of that organisation travels to another country (expatriation) to work in the interest of the parent organisation (Chiang, Esch, Birtch and Shaffer, 2018). To add to this, research conducted in the recent times by Haile and White (2019) further suggest that this has led to increase in dependency of organisations on expatriates to perform the key role of knowledge and skill transfer agents in the ever growing and competitive environment. Deshpande and Viswesvaran (1992) suggest that an increase in the global trade and operations has led to the increased importance of the interaction of the various employees belonging to different values and social customs. For smooth functioning and operation of the business in foreign countries, it becomes immensely important for these expatriates to undergo a training and development program which would enrich them with the understanding of local culture, environmental ethics, legal framework, business dynamics and workforce diversity

Cross-Cultural Training

The increased need of CCT can be witnessed after the dawn of globalisation. The importance of cross-cultural training and performance associated with it can be witnessed with the study conducted by Hunt, Layton and Prince (2015), which states that the financial returns and culturally diverse staff are directly proportional. i.e. higher the diverse staff, higher the monetary performance. Cross cultural training enables the employees to position and adjust themselves in the host environments and function at higher levels of performance. A strong link is derived between the cross-cultural training and their working. These trainings include elements like that of cultural orientation, language skills development, development of social skills, communication etc. (Krishnaveni and Arathi, 2015). Ghemawat and Reiche (2011), suggest that measuring the differences between various cultures is extremely difficult and this can lead to creation of various setbacks in the businesses thus affecting the performance. However, it is important to understand that overcoming the challenges arising out of the differences between cultures can be highly expensive (Scullion, 2005; Harzing and Christensen, 2004) and risky in nature. The basic question arising

out of this scenario is whether sending an expatriate to overseas location is financially feasible. While hiring the local staff cannot be an answer to every scenario, many organisations are focusing on reducing the costs involved in expatriation. However, irrespective of training being provided, organisations witness failure of expatriates (Black and Gregerson, 2007). This failure not only leads to monetary and time loss but also has an impact on the success of the expatriate. This effect will cater to the cause of the research.

According to Littrell et al. (2006), CCT can be defined as educative process which progresses learning that is intercultural through development of behavioural competencies, affective and cognitive required for effective conversations in varied cultures. Even though CCT was used for employees who are domestic, in original form, CCT is designed to focus on preparation of global intermediaries for cultural issues. CCT focuses on imparting expatriates with skills, knowledge and awareness required to correspond effectively, communicate aptly and properly with third-country nationals and host country nationals (Shen and Darby 2006).

In Shen's (2005) view, training focuses on sharpening recent work skills and behavioural aspects, whereas development focuses on creation of new positions or jobs by increasing abilities. Bennett, Aston and Colquhoun (2000) have suggested a number of recommendations catered towards ensuring the success of the expatriate assignments which include (a) Professional and personal transition management, (b) managing the cultural differences and (c) managing the duties and responsibilities of the expatriates in the new foreign location.

There are three main aims of CCT. The first being that, CCT should aid expatriates in predetermination (in advance) of suitable ways of conducting a task and proper cultural behaviour in the host country. The second aim focuses on building coping capacity of the expatriates to deal with unanticipated events and dealing with conflicts resulting from unpredictable situations and actions. The third aim of CCT focuses on having realistic expectations from the expatriates regarding their working and living in the host country (Caligiuri, Phillips, Lazarova, Tarique & Bürgi, 2001).

The employees from various ethnic backgrounds when given easy access to global scale firms, there was a considerable rise in global opportunities. Researches from the past (Landis and Brislin,1983; Black and Mendenhall,1990; Kealey and

Protheroe,1996) suggest that the most optimum solution to this problem is training. Black, Mendenhall and Oddou (1991) suggest that training enables participants to adjust to the new culture at a more rapid rate thus allowing them to be more productive in the new environment.

Cultural Shocks

Hofstede (1980) defined culture as the "collective bargaining of the human mind that distinguishes the members of one human group from those of another". When member of one family, is placed in an entirely different sort of environment in another family, coping with change in an unfamiliar arrangement becomes difficult (Fitzpatrick, 2017).

One of the discouraging factors for expatriates is disappointment faced due to high levels of uncertainty experienced in culturally influenced behaviours (Black and Gregersen, 2007; Lai and Yang,2017). According to (Zakaria, 2000) an expatriate's common reaction to uncertain, new and unpredictable environment is cultural shock. Expatriates (Expats) who are unable to deal with change in the cultural environment, undergo stressful situations and can't manage their work abroad in an efficient manner, resulting into a failure.

The concept of cultural shock was initially referred as the effect of tensions and apprehension mounting due to inexperience of the new culture, its customs and social practices (Oberg,1954,1960 cited in Winkelman,1994). Furnham and Bochner (1986), have concluded that some of reasons which lead to expatriates experiencing cultural shocks are levels of differences between cultures, past experiences, level of prior commitments, supporting environment as well as the personal characteristics of the expatriate.

Overcoming the cultural shocks while being significantly difficult, needs to be done to attain increased efficiency in business practices. Various studies conducted including those of Hammer and Martin (1990), state that training has a constructive impact on the adjustability of the expatriate.

Cross Cultural Communication

Lai and Yang (2017) suggest that to facilitate effective administration and business processes, speeding up the transition process of the expatriates becomes very important. This can be done by ensuring that the expatriates get accustomed to the social outlines such as traditions, norms, beliefs etc. set by the host country. Cross-cultural communication (CCC) is referred to as "the simultaneous encoding, decoding and interpretation of verbal and nonverbal messages between people" (Neupliep, 2009 cited in Krishnaveni and Arthi, 2015).

Vijaya and Tiwari, (2010), advise that, to achieve effectiveness of communication in culturally diverse scenarios, one must appreciate and understand intercultural differences. The biggest obstacle for a company is lack of cross-cultural comprehension (Robbins and Judge, 2007). Cultural empathy, team effectiveness, interpersonal skills and cultural uncertainty are some of the attributes of CCC (Matveev and Nelson, 2004). Achieving effectiveness in communication is difficult to attain in normal conditions and scenarios. Cross cultural factors make conditions worse by increasing the probability of problem occurrence.

CCC can fill the gap within people who possess and showcase differed reasoning abilities and behavioural patterns while reading and analysing the same situation differently (Triandis, Vassiliou, Tanaka and Shanmugam, 1972).

Importance of Expatriate Training

It has been observed that irrespective of the skills possessed by the expatriates, their success ratio is comparatively lower due to their inability to practice their skills in a foreign location (Tung, 1987). As an expatriate assignment along with the training is a cost to the company, well defined and successful transfer of training is extremely important for the organisation. Effective training programs enhance the skills and ability of an individual to step out of his comfort zone easily by application and recognition of rules that usually aren't a part of normal behaviour (Goldstein, 1993).

The effectiveness of cross-cultural training can be identified through numerous pointers. The frequently considered indicators for measuring effectiveness of training are skill development, performance and adjustment. Cross cultural training helps in developing interactive skills which play a vital role while communicating and working with people from diversified cultures. For the successful assignment of expatriate, it

becomes important to focus on three aspects like better comprehension of host values and systems, developing social skills, care towards self-wellbeing (Deshpande and Viswesvaran, 1992).

Cost of Expatriate Failure

An expatriate when on a foreign assignment often faces difficulties ranging from issues related to foreign cultural adjustment to issues related to transfer of inadequate managerial practices (Caligiuri et al., 2001). This building stress and inability to cope up with these recurring issues results in an expatriate leaving the host country before the completion of assignment.

According to Morris & Robie (2001), failure of foreign assignments could cost an organisation up to a quarter of million dollars per expatriate. Else than monetary losses, there are many other factors which can be listed under the list like, opportunity loss, damaged relations, delayed productivity (Bennet et al., 2000). The estimated return rate of expatriates is around high to 40% (Black & Mendenhall, 1990).

According to Balkin and Gomez-Mejia (1987), an expatriate receives exposure and significant amount of increase in talent along with an experience, with which it becomes easy to move ahead in their own careers by leaving the earlier organisation and by joining the new one. At this point, the organisation is at the loss due to the investments made in the expatriates training, fair, accommodation, travel etc.

Types and Attributes of CCT

Puck, Kittler and Wright, (2008) analysed the impacts of pre-departure training for expatriate adjustments which included various attributes such as length, comprehensiveness and participation of training. Based upon their findings and study, they are of an opinion that CCT has minimal effects on expatriate work setting adjustment. On the other hand, Mendenhall et al. (2004) state that for increased effectiveness, many training programmes make use of mixed training methods to prepare expatriates in a better fashion. To add to this, Fowler and Blohm (2004) also suggest that the effectiveness of CCT would be much higher when more than one method is deployed in the CCT. The effectiveness of training is always related to how expatriates apply the learnings during their expatriate assignments (Morris & Robie, 2001).

In order to overcome the issue of adjustment, application of various types of CCT's is vital. Gudykunst and Hammer (1983) are of an opinion that CCT can be distinguished on the basis of two parameters namely, content and method. Content considers both culturally specific and culturally generic CCT but, contemplates culturally specific training over culturally generic one. Culturally specific CCT focuses on preparing individuals for specific regional or national culture, whereas on the other hand, culturally generic CCT strives to in general achieve individual's sensitization for cultural differences. It can be deducted that the content parameter focuses on providing the trainees with various sample experiences by exposing them to different cultural norms, values, roles, habits, circumstances etc. Further, method parameter focuses on intellectual and experiential learning. Didactical methods such as books, movies, lectures etc. are used to impart knowledge via intellectual training method, whereas experiential training methods use hypothetical exercises, case studies and are experience based (Triandis, 1977). According to Gudykunst and Hammer (1983), Experiential learning aims at delivering structured training programs which provides the trains with real life experiences of the situations they might face in a foreign land. Trainee's behavioural, emotional and intellectual reactions to these situations are then observed and given a feedback upon. In the end, the trainee facilitator, discusses their experiences to note the learnings.

On the basis of the method used and its content, the above-mentioned types of trainings can be categorised into four types namely: experiential-culture specific (ECS) training, experiential-culture general (ECG) training, intellectual-culture specific (ICS) training and intellectual-culture general (ICG) training. Landis, Bennett and Bennett (2004) have suggested that these different types of trainings have its own set of pros and cons. They state that on one hand ICG training is cost effective and efficient in terms of speed and gives us a sense of cultural issues. However, this training has been criticized on the grounds of non-concrete information availability and lower sensitivity levels towards emotional understanding. On the other hand, ICS helps the expatriate with increased reasoning information concerning various specific issues around culture. Although, this training has lower levels of impact on the behaviour of expatriates directly while interacting with people from various cultures. ECG training enables the expatriates to undergo a complete learning/training regarding a culture. However, the observations from Triandis (1977), Fowler and Blohm (2004) suggest that these

training sessions can be perceived as non-serious sessions and as "funny games'' by the expatriates. ECS training facilitates some level of authentic cultural experiences but are subjected to smaller group sizes for effectiveness levels. This training at times also sheds a light on few of the cultural stereotypes which are not necessary at times and can be perceived in an incorrect manner.
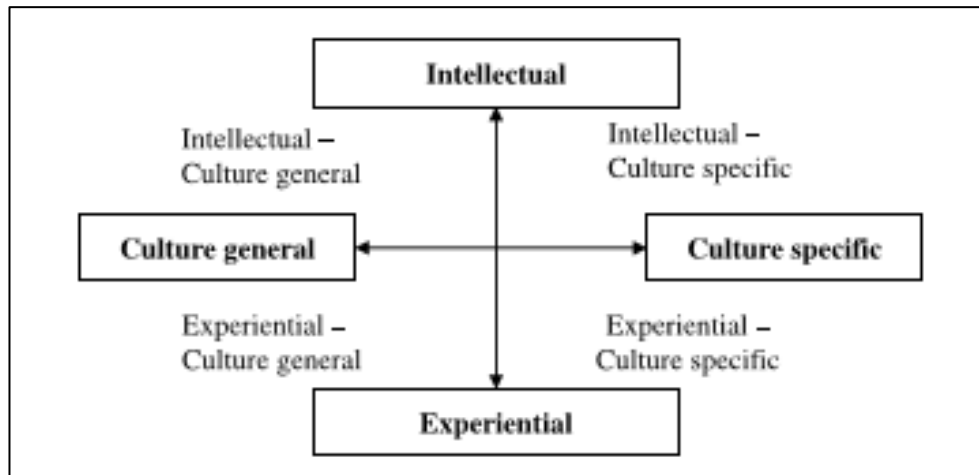

Fig. 2.1: Classification of CCTs. (Gudykunst and Hammer,1983;p.126)

According to Tung (1981), there are five various cross-cultural training programs which are important for a successful expatriate assignment. They are,

1. Area studies program
2. Cultural assimilator
3. Language training
4. Sensitivity training
5. Field experience.

Area studies program includes cultural orientation and environmental briefing. This training program focuses on imparting knowledge related to a country's cultural institutions, geographical aspects, socio- political history and stage of economic development. This training prepares an individual to adjust and survive in an environment, which is foreign to him. This training relies on the assumption that knowledge regarding an unfamiliar environment, will increase empathy by removing aggression and fear.

Cultural assimilator includes of encounters which an expatriate would go through in a foreign land. The reactions and responses during these encounters are judged by the

panel or the facilitator of the program. This is to showcase what would it be like to live in an unfamiliar situation.

Language training includes knowledge and training about the foreign language which an individual would have to communicate in while being in that particular country. Language training usually starts a few months prior to the assignment.

Sensitivity training includes development of ability which would focus on attitudinal flexibility. This leads to easy acceptance of unacquainted value systems, behaviours, differed ways of performing acts, cultural attributes etc.

Field experience involves sending participants to actual location of the assignment to gain real life experience. Where they will have to deal with their stress, emotions, anxiety, homesickness and feelings by themselves. However, this experience and kind of training totally depends upon the organisations spending capacity.

Hofstede's model, of cross-cultural framework (1980) is used most frequently among researchers focusing on understanding various aspects of different cultures. It focuses on the fact that, cultures are classified into four main dimensions: individualism-collectivism, power distance, uncertainty avoidance and masculinity-feminity. The cross-cultural training methods are replete with Hofstede's influence and elements of cognitive psychology. This can be found in three categories which are as follows: attribution training, scenario-based cultural assimilator and cultural awareness (Fiedler, Mitchell and Triandis, 1971). Identification of unique cross-cultural components is taught through cultural awareness training. This reflects in attending and responding to the culturally specific components appropriately. Language training is usually a part of this component wherein a trainee focuses on grammar and vocabulary which are similar to their native language. A training which includes model of cognitive behaviour is termed as attribution training. This particular training results in development of internal cognitive structure which helps trainees to analyse conditions. This further reflects in trainees changed perspectives and behaviour thus resulting in effective performance and successful adjustment. As a trainee studies examples of behaviours and infers to fundamental mechanisms through observations, behavioural modelling becomes a fundamental aspect of this training. Different scenarios of cross-cultural situations which require expatriates to decide their approaches to deal with them or has to select one amongst four alternative decisions,

are a part of cultural assimilator technique. In layman's term it can be addressed as a debate, where a trainee selects his side and has to defend it. If the trainee opts for an incorrect option, then he is told why that particular decision/approach is incorrect and is offered another chance to opt a different decision/approach. The critical reasoning and ability to state logical arguments is of utmost importance than that of selection of correct or incorrect approach as it indicates the analysis done by a trainee to interpret appropriate cultural behaviour. Cultural assimilator aims at providing trainees experiences filled with decision making during daily social circumstances through roleplays, which result in knowledge sharing about the specific behavioural cultural norms. A training is way to different when it comes to application and theory.

Cultural Sensitivity and Cultural Intelligence

The concept of intercultural sensitivity was linked to expatriates during the dawn of globalisation and around 1900 it paved its way in the organisations. Intercultural sensitivity enables expatriates to achieve certain level of bipolar identity, in which they develop an ability to have empathetic views towards adapting and accepting cultural differences, while shielding their own world views. This leads to generation of major attributes of intercultural sensitivity in an individual. These attributes are increased self-confidence, non – judgemental approach, social relaxation, open mindedness, optimistic self – concept and openness to experiences. The main purpose of cultural sensitivity is for the expatriates to avoid negatively judging people who are culturally different, awareness of their own culture being different and overcome the fact that their believes are universal, achieving an ethnocentrism control (Katrinli & Penbek, 2010).

Cultural Intelligence is considered to be one of the vital factors of expatriate assignments. It is an important intercultural ability of an individual to effectively cope up with the culturally diverse people. It also enables them to easily bond with others and can showcase flexibility and adaptability in diversified cultural settings (Ramalu, Rose, Kumar, & Uli, 2010). It studies an individual's ability to acclimatize efficiently in unknown and unacquainted cultural environment and work effectively in diversified cultural scenarios.

Emotional Intelligence and Performance

Effective social interactions can be achieved by regulating emotions. This ability of recognising self-emotions and then adapting to social interaction accordingly is a part of EI. Hence EI can be treated as an important analytical tool of work outcomes and job performance (Singh & Mahmood, 2017). According to Singh and Mahmood (2017), higher levels of EI have been a contributor to improved cultural adjustment and performance.

A direct and indirect impact on expats productivity and performance can be traced back due to the high level of expectations and goals set for their global assignments. These influencing factors which cause an impact are divided into various groups like, cultural shock, cross cultural communication, physiological responses, environmental factors, family background etc. An expat tends to face numerous unexpected issues and challenges while being on the way towards accomplishing international assignment. The division and subdivision of these challenges is further possible based on types of issues faced by an expat. Individual, organisational and social factors are the three basic divisions, that the challenges are divided into (Krishnaveni and Arthi, 2015).

1. **Individual Factors**

One's origin, nationality, climatic conditions, living conditions etc. play an important role in moulding and forming one's persona, characteristics, behavioural traits and personal attributes. Every expat being an individual is ought to possess and showcase various behaviours. These traits of an expats originated from the parent country tend to differ from the habits, values and lifestyles of the host country. This division of factors is highly influential and predominant for most of the expat cases (Krishnaveni and Arthi, 2015).

2. **Organisational Factors**

Organisational factors and the attributes present in the organisation impact the performance of expatriates severely. They act as push and pull factors, motivating and demotivating expats to complete their assigned tasks. Organisations act as facilitators to outfit the environment in the cross-cultural environment. Here training would help to fill in the gap which can be provided by organisations to assist expats to deal with the assorted work environments (Krishnaveni and Arthi, 2015).

3. Social Factors

Environmental and social factors division is under which expats have to interact with the people in the society. These interactions and perceived interactions impact their performance at workplace. Coping up with social challenges becomes difficult for expats. The situation is out of hands and expats are less successful in dealing with the challenges dealt under social factors (Krishnaveni and Arthi, 2015).

Pernicious effects due to psychological effect in a work environment can be witnessed in a foreign land, where expatriates usually find themselves experiencing problems in sharing their problems and feelings leading to complex situations. It also impacts wellbeing and emotions of an individual (Aykan, 2014). In order to deal with such situations, an individual need to build a rigorous personal characteristic, which includes emotional intelligence (EI) as an important factor. A study by Kraimer, Wayne and Jaworski (2001) stated that there is a positive relationship between performance and cultural adjustment. This study thus led to a conclusion that expats showcase higher performance levels when they are well adjusted at workplace and comfortable communicating with citizens of host country. According to Goleman (1998), emotional competencies are based upon EI which play an equally important role as technical or intellectual skills of an individual while measuring job performance. The ability to adapt to the cultural differences defines the success of expatriate assignment.

Research Gap

Krishnaveni and Arathi (2015), Shen and Darby (2006) and the earlier researchers like Landis and Brislin (1983); Black and Mendenhall (1990), Kealey and Protheroe (1996) state that the expatriate assignment success depends upon the training that is provided before leaving for an assignment and the performance, productivity ratio which is pre-determined by each and every organisation. Tung (1981); (1987) focused on importance and usage of CCT. Hence it can be determined that effective CCT is the crucial aspect of the entire journey of an expatriate. The previous researches focusing on this relationship have generated inconsistent results. Further to add to this, Morris & Robie (2001), have studied the monetary costs and Bennet et al., (2000), Gomez – Meja & Balkin, (1987), have studied the other costs which are the result of

expatriate assignment failure. However, research particularly involving the study of expatriate assignment success based on the effectiveness of the CCT was found to be absent in the MNCs based in Ireland.

With the increasing number of professionals coming in Ireland for international assignments rising by the year, this research will enable the researcher to focus on the relationship between the CCT and the success ratio of those expatriates who are based in MNCs in Ireland. This geographically study will shed a light on challenges faced by expatriates at their workplace, unproductive training practices, ways to increase productivity of expatriates to avoid recurring failures and productivity loss to ensure that their employment period in Ireland is as smooth and effective as possible.

Chapter 3: Research Question, Problem and Hypothesis.

Research Problem

The deduced research problem plays an extremely crucial role while forming the research hypothesis along with the research questions allowing the researcher to support the hypothesis (Ellis and Levy, 2008).

Based on the theory stated by Ellis and Levy (2008), the research problem for this research is as follows:

"Effectiveness of Cross-Cultural Training for increasing Expatriates Success in MNCs in Ireland"

This research will allow to address the various elements in the cross-cultural training (CCT) and the implications of the same. On one hand it will help the researcher focus on the current training practices implemented in the MNCs based in Ireland. On the other hand, it will focus on the expatriates' perspectives regarding these training practices. While highlighting these elements, the research also aims at helping the researcher exploit any potential gaps if present.

Research Question and Hypotheses

McCabe (2018) has stated that the research question along with the hypotheses helps the researcher explore and address the research project. Therefore, it is vital for the research questions to be clear and concrete so that the foundation of the research project is as strong as possible.

The research question for this research project is as follows:

Is there a positive relationship between cross-cultural training programs provided to the expatriates and their adjustment in host country?

Hypothesis 1: Cross-Cultural Training programs have positive impacts on expatriates and their adjustment in host country.

Hypothesis 2: Cross-Cultural Training programs do not have positive impacts on expatriates and their adjustment in host country.

The starting point of the research is the primary objective. This objective is to determine whether the success of an expatriate assignment could be traced back to the

training provided. According to Black and Gregersen (1999), organisations had to face anaemic yields of the expatriate investments. The main reason behind this was early return of the expatriates to their home countries caused due to dissatisfaction and adjustment difficulties in a foreign country. In order to study this scenario, it becomes important to understand the effectiveness of CCT provided to the expatriates and then link it to their success.

Research Aims/Objectives

Saunders, Lewis and Thornhill, (2012), have defined research objectives as "clear and specific statements identify what the researcher wishes to accomplish as a result of doing the research." These research objectives enable the researcher to gather more information related to the research topic by exploring around various avenues. In the context of this research, the researcher has proposed the following objectives in order to gather more data providing insights into the various avenues in CCT practices in the MNCs based in Ireland.

1. **<u>To investigate the various attributes (e.g. cross-cultural communication, cultural shock, cultural diversity etc.) of cross-cultural training programs and their relevance to expatriate adjustment.</u>**

   Various cross-cultural programs help the expatriates in stepping out of their comfort zones by making them aware of various aspects that are not part of their normal behaviour. Such CCT programs ensure easy adaptability and smooth transitions of the expatriates from their home countries to the host countries (Goldstein, 1993).

   The objective is correspondingly important. Organisations these days, have been using different modes and types of trainings for the expatriates, based upon the host country and cultural diversity so as to ease the process of adjustment and minimalize the cultural shocks. This following objective to study these trainings provided to the expatriates will reveal the utility, usage and real-life application of training provided. Further, this research objective will aid the researcher to identify the most useful type of CCT.

2. **To study the expatriates' perspectives (cultural sensitivity, cultural intelligence etc.) while working in host country.**

   Along with the willingness of attending the training sessions and opting for a foreign assignment, the attitude and acceptance to change also are the parts of this objective.

   Cultural intelligence, a highly important ability of an individual, caters to the individual's skills to adjust with people belonging to various cultures (Ramalu et al., 2010). Therefore, it is equally important to study the employees' perspectives about the CCT program. It will shed light on various circumstances and scenarios that an expatriate goes to and provide with potential answers for unanswered questions/gaps if any.

3. **To study the relationship between the delivery of CCT programs and potential gaps related to performance (if any).**

   Singh and Mahmood (2017) along with other researchers have shed a light on the relation between an individual's emotions and comfort (emotional intelligence) and productivity. A close relation between CCT and productivity can therefore be witnessed. The third objective tries to identify the potential gaps that can be filled by the means of CCT which would have effects on productivity. Thus, the fourth objective intends to study the aspects of CCT that would have a direct or indirect impact on CCT.

Chapter 4: Methodology

Introduction to Methodology

In order to judge the authenticity, quality and legitimacy of the utilized techniques along with the reliability of the outcomes recorded, the following chapter would explain the methodology adopted for the study. A particular technique in which research is required to be conducted along with the hypothetical and philosophical presumptions is termed as Research Methodology. The effects of the various methods used to gain the results are the outcome of the methods adopted to conduct the research (Saunders et al., 2012).

Simon Sinek, a motivational speaker and author came up with a theory of Golden Circle in the year of 2009. This theory was for the organisations to understand the real core purpose, to convey the purpose of any action being done and to showcase the clarity of communication. The theory has three concentric circles Why (Purpose), How (Process) and What (Result). The 'why' talks about the purpose of any task being done, 'how' talks about the process in which it is done and 'what' about the action being taken to achieve the desired results.
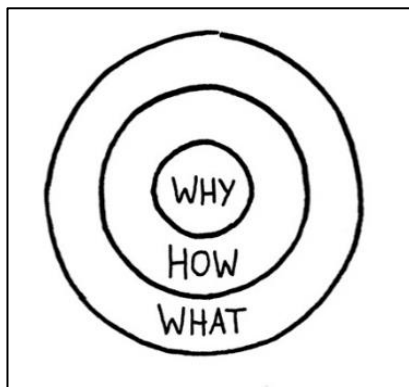

Fig. 4.1: Golden Circle. (Source: Sinek, 2009)

In terms of the research, to investigate these aspects, the researcher has added three more aspects - Who, When, Where to the existing Why, How, What.

To examine the individual elements which define the research, the 'who' aspect of the research focuses on the respondents i.e the sample selected. It also talks about the targeted group of people amongst the whole. This group of individuals is the current, assigned or ex expatriates who have worked in Ireland.

The sole purpose which describes 'why' aspect of this research is to understand the effectiveness of CCT and its effects on the expatriates in order to increase their success of assignments in the host countries. The 'how' aspect described in this particular chapter, focuses on various methods adopted and is also established with the prime reason to help the researcher with collection, collation and effective utilization of collected information to achieve the research objectives successfully. The researcher has used 'Qualtrics' survey software, an online data collection tool, to achieve the desired number of responses from expatriates by adopting the quantitative method. The 'what' aspect which talks about the desired end result is described in the 'discussions and conclusions' part of this research, which talks about effectivity of CCT and its success.

Similarly, 'when' focuses on the timeframe in which the research is conducted and 'where' examines the geographical location. The duration to collect these responses ran for a month. The questionnaire was floated well in advance and the time to complete the questionnaire was not limited to a specific number. However, it ideally took less than 10 minutes for an average respondent to fill the survey. This was primarily done to avoid getting vague responses arising out of lack of attention due to higher time to complete the online survey.

The researcher targeted expatriates currently working in Ireland, ex expatriates and expatriates who have gone through CCT and would be a part of international assignment soon in Ireland so as to collect the data and test the hypothesis. As the duration of an expatriate assignment and the definition are continuously changing, the "expatriate" term relates to the employees of a multinational who acquired an opportunity or a position in another (host) country rather than their own (home) country (Gregersen and Black, 1996). With the same purpose, it was clearly mentioned in the consent form itself that this survey was specifically for the expatriates and to understand the effectiveness of CCT on the success of expatriates in Ireland. As the chief motive was to understand what was included in the CCT, the researcher has included questions regarding the aspects focused on the duration of CCT, information of the facilitators and effectivity of provided training. Most of the questions in the survey are in the form of five-point Likert scale, ranging from agreement to disagreement and from negation to affirmation, while the rest were either two-way questions, multiple-choice questions or ranking scale. The researcher has primarily

used snowball sampling method to reach out to maximum number of expatriates who are/ were active in Ireland. The researcher has taken ethical considerations and GDPR practices seriously and has eliminated any unethical, personal or professional data collection from the respondents. The questionnaire was floated via emails and Qualtrics links were shared. The data was collected within a period of a month from March to April 2020. The researcher targeted a sample size of 100 expatriates and ended up surveying 126 respondents.

The following sub-points would help us to understand the proposed methodology along with other elements such as the research approach, techniques and data collection etc. in a better manner.

Proposed Methodology

The framework of 'Research Onion' suggested by Saunders et al. (2009) has been adopted by the researcher to conduct the research.
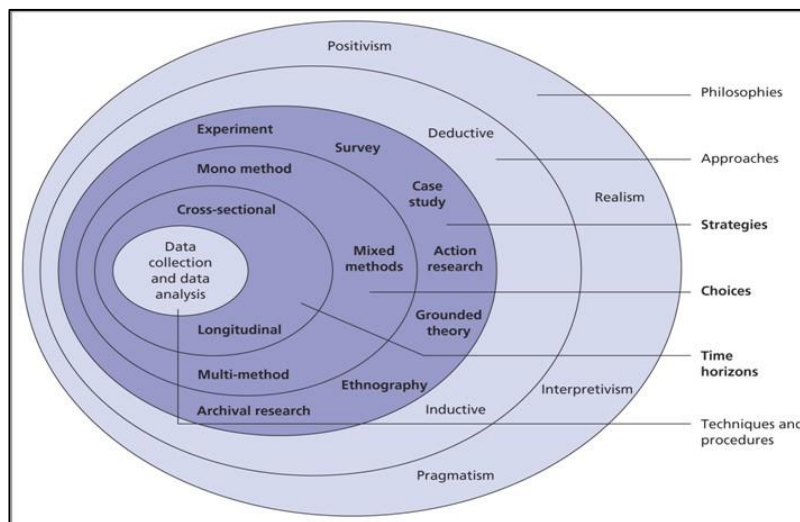

Fig. 4.2: Research Onion. [Source: Saunders et al.,(2009, p.108)]

The main reason behind doing so was its ability to showcase a specific structure of framework. It is a model which consists of 6 layers. The researcher has integrated the research elements ('who, what, why, where, when and how' as discussed earlier) into the layers of the research onion which are as follows (from innermost to uttermost):

- Techniques and Procedures for Data collection (WHO+HOW)
- Time Horizon (WHEN)
- Choice (WHY)
- Strategy (HOW)

- Approach (HOW)
- Philosophy (WHAT)

The central layer is the main feature of the study. The researcher can extract meaningful conclusions from the information collected.

Research Philosophy

The research onion's first layer comprises of research philosophy. According to Saunders et al., (2009), data related to the study and development is a part of philosophy attribute. The research philosophy defines the assumptions of the researchers views of the world. The research strategy and the chosen methods to demonstrate the research are strongly supported by the hypothesis as well. The various philosophies in the research onions are realism, positivism, interpretivism and pragmatism. The researcher has opted positivism philosophy so as to perform this research study. Positivism excludes the effect of gut feelings (assumptions occurring from thought process of the researcher) and is completely dependent on facts. Everything that is unseen, unprovable via scientific experiments or scriptural and moral surveys are contradictions for positivism. A generic picture of the whole community can be painted on the basis of the data gathered and surveyed from the society's observations.

Research Approach

According to Saunders et al. (2012) three approaches could be adopted while conducting the research which are abductive, deductive and inductive. The data collection by quantitative method is adopted by the researcher when it is connected to inductive and deductive approach primarily because of the theories generated from the utilized data. Inductive approach is used when the researcher wants to empower and enrich himself with new information. While using the deductive approach, researcher focuses on developing the hypothesis and in order to examine the theory a research strategy is formulated.

In terms of this particular research, the researcher wishes to opt quantitative method for data collection and for the examination of the stated hypothesis, along with the deductive approach.

Research Strategy

A set of strategies are taken into consideration while conducting this research. These could be found in the third layer of the research onion. While doing so, the researcher can consider following available plans: Action research, Narrative inquiry, Archival Research, Experiment, Survey, Case study, Ethnography and Grounded theory.

As the researcher has decided to go ahead with deductive approach for this research, the method of survey can be termed as one of the most complementary research strategies. By the means of survey method, the comparison and collection of available data is used for exploratory and descriptive researches.

Zikmund et al. (2003) explain and define surveys as "a research technique in which information is gathered from a sample of people by using a questionnaire or/and interview". The results are gathered through communication with the representative population. Lastly, surveys bring multiple benefits on the table. They are less time consuming, easy to understand, cost effective, efficient and accurate means which help the researcher collect data about the sample. Saunders et al., (2012), support this definition of Zikmund et al., (2003), further said that, survey strategy can be used to gather data that leads to feasible reasoning for developing a particular relation between variables. Further, models of these relations can also be generated. They were of an opinion that the survey method is not only highly economical, but also time effective. The main reason being, that the researcher can collect data for a sample size (a prototype of the population) than investing time and efforts in collecting data from the whole community. Hence with minimal investment, a researcher can conduct a research by gathering data with a survey tool. This indeed makes survey a powerful tool.

In order to gather authentic and reliable data, the researcher surveyed this thesis by floating a questionnaire online. The core purpose was to obtain data which would highlight on the effectiveness of cross-cultural training for expatriates.

Methodological Choices

A researcher can choose from two different methods of conducting a research: mono methods and multiple methods (Saunders et al. 2012).
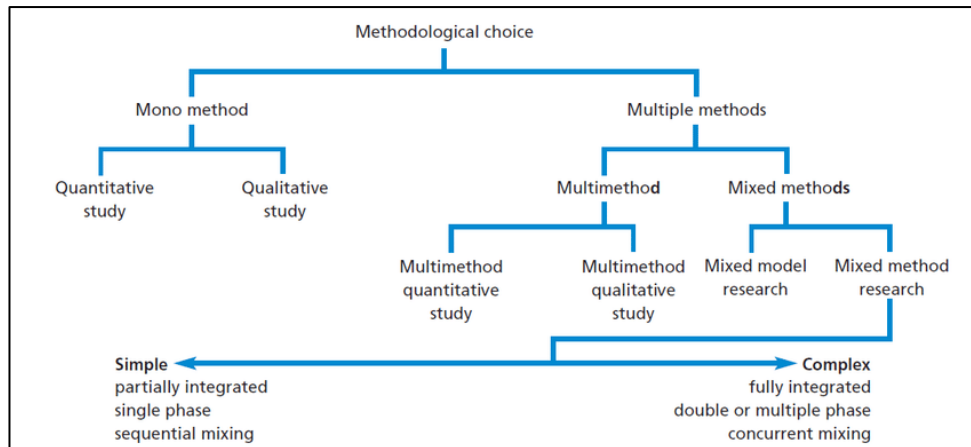

Fig 4.3: Research Methodology Choices. [Source: Saunders et al. (2012, p.165)]

A mono method is further divided into quantitative and qualitative method of study. Based upon the grounded epistemological beliefs of the researcher, the researcher decides which type of study to opt for. According to Bryman and Bell, (2011), the point of view and the distantness of researcher play an important role while differentiating between the qualitative and quantitative research. The concerns of the researcher structure the quantitative research whereas the concerns of the subjects shape the qualitative research. There is no direct contact established with the researcher during quantitative research as the questionnaires are distributed via mail or personally, while on other hand, the researcher's involvement with the subjects is higher with the subjects during qualitative research.

A combination of quantitative study along with mono method would be a best-chosen methodological choice for this research. The particular type and piece of information that the researcher is willing to collect, and study could be accomplished by using this combination. The researcher refrains from using multiple method it being complicated in nature and the data collected via this method is often ambiguous.

Techniques and Procedures

The researcher opts for the quantitative technique of data collection following the footsteps of few researcher like Puck et al., (2008), Katrinli and Penbek (2010), etc.

Puck et al., (2008), in their research distributed surveys to 70 German companies to collect data from the employees. Katrinli and Penbek, (2010), considered a sample size of 62 academic expatriates from Turkey and USA and studied them for their research purposes by acquiring data after distributing survey questionnaires. In the same way, for this research as well, the researcher has distributed a questionnaire amongst the expatriates who are and were earlier active in international assignments in Ireland.

Data Collection

Data Collection is a very crucial element or in other words the heart of the research. Data can be collected by two methods – secondary and primary. In the first method, the already available information is used in researching on a new subject. Whereas in the second one, the primary methods, the data is directly gathered from the respondents or samples (Gangrade, 1982).

1. Secondary Data Collection

According to Malhotra & Birks (2007), the data that has already been published earlier keeping in mind a certain purpose or goal can be termed as secondary data. This data could be then studied for different interpretations, developed upon or differentiated deductions. As per Saunders et al., (2009), this gathered information could be then represented in several sections. According to them, secondary data can be further divided into three sections and then can be further fragmented. The three divided sections are multiple sources, survey and documentary. Multiple sources can be fragmented into snapshot and longitudinal; survey can be fragmented into censuses; continuous review and regular study, documentary can be further fragmented into text and not text.

The researcher deliberately used secondary database sources for this research. To name few amongst many could be, EBSCOhost, Emerald, Official Government Databases, academic journals, specialized books, popular news publications, magazines like HBR etc.

2. Primary Data Collection

According to Gangrade, (1982), primary data collection relies on the fact that the researcher has to collect the data from the respondents. In order to do so, the researcher can use various sources like questionnaire, scheduling, observation etc. In the first

method, a questionnaire is distributed by the researcher to get the results. A questionnaire which expects long and extended responses, and which is carried on a small set of population is termed as scheduling. Observation is a method in which a group of population is studied and observed keenly by the researcher to draw results.

Quantitative data collection: The Questionnaire

It can be said that the entire process of survey is dependent on this factor known as the questionnaire. It is one of the most important and efficient tools if used wisely. In the views of Brace (2008), questionnaire is used by the surveyor to gather views, feelings, thoughts and insights of the respondents on a peculiar subject that is been researched. Questionnaire being an economical and cost-effective technique, allows the researcher to gather data of larger sample size. With regards to this research, online surveys have been used by the researcher to gather data. These online surveys are also termed as 'web-based self-completion' questionnaires. The researcher has adopted mode of close-ended questions in order to get higher responses. The mean score of regular questionnaire and online survey is similar which counts as an advantage of web-based self-completion questionnaires. Brace (2008), provided with following advantages of web-based self-completion questionnaire:

a. It allows the questioner with wide range of inquiries.
b. It provides a liberty of completion of the survey. It isn't mandatory for the respondents to complete the questionnaire in a stipulated time frame, providing them with an option to return and finish it if left in between.
c. Minimal physical contact between respondents and researcher leads to authentic and effective registration of respondent's reactions, views and their thoughts.
d. Generation of graphical representation is effortless, increasing quality of researcher's presentation.
e. Finally, the implementation of questionnaire cost-effective.

On the other hand, one of the challenges that a researcher cannot overcome is that due to researcher being absent in person, clarification of any question that is misunderstood isn't possible.

In order to measure array of diverse latent variables (e.g. job satisfaction, performance, success etc.) a commonly used tool is summated rating scale. It gives an opportunity to the respondent to choose from limited choices by responding to stimulus questions. Summated rating scales are often termed as Likert-type scale (Hinkin, 1998). According to Allen & Seaman (2007), one of the common formats for Likert scale while rating is surveys. The qualities are ranked from 'low to high' or 'worst to best' or 'on levels' by the respondents. The data collected from these surveys is divided into measurement of four levels based upon hierarchy. They are as follows:

a. Nominal Data: Without numerical representation of measurement, it is the weakest level of measurement.

b. Ordinal Data: It is a data in which the respondent is likely to rank or order the responses but measurement of responses on the basis of distance is unlikely.

c. Interval Data: This is usually integer data in which both ranking and distance measuring is likely to be done.

d. Ratio Data: This kind of data gives a scope to logical ordering, decimals, distance and fractions amongst the variables.

In this research, the researcher has used Likert scale mainly to get authentic and genuine responses in terms of measuring effectivity of the cross-cultural training which has a direct impact on the success of expatriate assignment.

According to Phillips and Stawarski (2008), any of the following types of questions may be a part of the questionnaire:

a. **Open-ended questions** pave answers on unlimited basis. In order to record these responses, there is ample of blank space provided.

b. A list of items is provided in the **checklist** and the respondents are supposed to choose either and apply them in a situation.

c. Only one alternative response is recorded in a **two-way question**, like no or yes.

d. Several possible answers can be recorded by a respondent in **multiple-choice questions**, wherein the respondents are supposed to select the most applicable responses.

e. A participant is supposed to rank items in a **ranking scale**.

For this research, the researcher has used two-way questions, multiple-choice questions and ranking scale in the questionnaire.

Data Editing and Coding

Editing is a process which deals with alteration, verification and validation of data so as to make it concentric from the research point of view and to avoid unnecessary ambiguous entries. The major reason in order to opt for this process is to eradicate errors from the data gathered by the mode of questionnaire. With regards to this research, the researcher has used an online software known as Qualtrics, which enables distribution of survey on internet. The usage of this software being economical in nature also facilitated coding, analysing and editing data. According to Strauss and Corbin (1998), three different stages of coding can be identified namely, open coding, axial coding and selective coding. Charmaz (2006), eased the process further by fragmenting it into only two stages: initial coding and focus coding.

Coding gives an opportunity to fragment and defragment the data and study it then. Other categories and variables can also be used by a researcher. A numerical coding system is used for recording data, so as to facilitate data analysis.

Data Analysing

According to Saunders et al. (2012), analysis is defined as "ability to break down data and to clarify the nature of the parts and the relationship between them." To eliminate the process of hand-filled surveys manually in an electronic form for analysis and quantification Qualtrics can be used. Qualtrics, being an online instrument, it auto analyses and measures the gathered data for researcher. Only quantitative analysis has been used by the researcher for this research.

Sampling
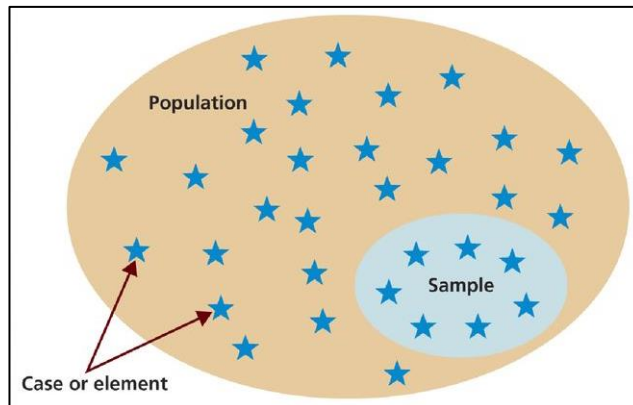
Target Population and Sample

Fig. 4.4: Population and Target Sample. [Source: Saunders et al., (2009)]

With respect to this research, A group of people who are ex expatriates or current expatriates in Ireland and who have gone through cross cultural training is the target population. The data was distributed on only one social media platform – LinkedIn, wherein the researcher was able to connect to a network (group) of expatriates in Ireland on the online application. Other social media networks and sites were strictly avoided so as to evade non-eligible respondents (who aren't expatriates, not been on foreign assignment).

Sampling Techniques

A researcher can opt for either technique from two techniques of sampling: non-probability sampling and probability sampling. In order to facilitate examination of this research, the researcher has chosen non-probability technique. This particular technique provides equal opportunity for everyone (sample) of getting selected. Saunders et al., (2012), defined non-probability technique as a way in which probability of everyone amongst the sample being opted is indefinite. The researcher has used following non-probability sampling methods: snowball sampling, volunteer sampling, convenience sampling and quota sampling.

In order to balance opinions, the researcher has used quota sampling. Hence the researcher took opinions from current along with ex-expatriates. Convenience sampling method was used by the researcher to gather data from people who are currently based in Ireland for work, professional or business purposes and have gone through the training. The researcher then has also implemented the snowball sampling

technique to collect data from expatriates via networking and getting in touch with them through the preliminary sources of contact in Ireland.

Limitations:

Each single research is linked with some forms of fundamental hurdles and barriers which impact the research and its study. These limitations need to be dealt with at the highest possible abilities of the researcher, in order to increase the reliability of the research. The following are the limitations of this research:

1. **Sample Size:** With the number of expatriates from various countries rising by the year in Ireland, the sample size of 126 expats is considerably low. One of the important challenges here was connecting to the expatriates who had come to Ireland for international assignment and/or relocated for work. It was difficult to identify various such expats and then connect with them according to their time availability. Another limitation of the sampling techniques used was that some reliance on convenience sampling was utilized to get responses from primary sources of contacts (expats currently working in Ireland) which were very limited in number. On the other hand, the success rate of this reliance depended highly on the success rate of the snowball sampling generated out of the expat already known to the researcher.

2. **Time Frame:** One of the most important elements which has the potential to determine the success of any research in the context of quality and size of the research is the time frame it has been allotted. Because of time restrictions, only 154 respondents were able to be contacted. Generating responses from these highly professional expatriates in the stipulated time was thus a difficult task and as a result, only 126 respondents who participated in the online survey distributed by the researcher could record the responses in the given time limit.

3. **Data availability:** In terms of relying on secondary data, on one hand very few official government bodies disclosed the actual number of expatriates coming in. On the other hand, access to several databases which disclose the number of visa applications for work and the approval ratio was restricted.

4. **Funds:** The thesis conducted by the researcher was entirely self-funded and without any partial or complete sponsorship involved in the likes of a Ph.D. thesis. The implications of this were inaccessible essential databases which were paid and using other paid applications and tools for data understanding.

Chapter 5: Analysis and Findings

The implicit association tests (IAT), are the ones which are run to asses psychological aspect. One of the novel methods of using these testes is via available online software like Qualtrics. There has been a consistent rise in the online data collection from past few decades. It allows access to high powered and easy data collection. However, the Qualtrics software allows the researchers to create their own survey mechanisms and modifications. Further the software enables and provides access to respondents without downloading it. Qualtrics is a software which is designed to help and assist the researchers with data and analysis which comes with assessed viability (Carpenter, Pogacar, Pullig, Kouril, Aguilar, LaBouff and Chakroff 2019). The software can be used for analysing any type of data in the fields of academics, administration, staff, faculty, masters and doctorate students etc. The inbuilt tools enable the researcher to download auto analysed data in the form of charts, tables, SPSS, CSV etc. as per the need.

The Qualtrics software was used by the researcher in order to analyse the data collected form the primary research. Various issues were identified from the parameters which fell under the objectives considered. The results which were obtained were further showcased in the feedback section and linked back to the objectives. The software also enabled automated production of tables and charts which the researcher has included in the findings section while explaining them along with the questions wherever necessary. Throughout the process of data collection, the anonymity of the respondents was maintained. In the beginning of the questionnaire itself, an ethical consent was obtained. The software omitted the responses automatically, of those respondents who didn't consent. The self -completion web-based questionnaires was completed and filled by 126 respondents. The respondents were either current expatriates in Ireland, who are still working, or were ex expatriates or future expatriates who had undergone the CCT. The questions included in the questionnaire had a specific objective, the analysis, findings along with additional comments are included further. There was an overall balanced gender distribution of the survey. The researcher has included the desirable graphs and charts in the findings chapter wherever necessary.

Findings

As the businesses starts to grow and the world starts to shrink, human being as a resource is ought to move places so as to showcase and use the skills in an appropriate manner. The increased professional needs have increased the degree of people moving from one place to another for professional and business purposes. This and many more aspects related to expatriation have been studied earlier. In actual sense, most of the researches have been around the impacts, implications, rightfulness etc. of expatriates. Very few studies have connected the CCT with expatriation success and no study was found which has been region specific to Ireland as a country.

This particular chapter will focus on the presentation of the findings and the analysed data by the means of Qualtrics software which paves its way through the data gathered from the 126 respondents.

Objective 1: To study the positive relationship between cross-cultural training programs provided to the expatriates and their adjustment in host country.

Hypothesis 1: Cross-Cultural Training programs have positive impacts on expatriates and their adjustment in host country.

Hypothesis 2: Cross-Cultural Training programs do not have positive impacts on expatriates and their adjustment in host country.

The primary objective of this research was to examine the success of expatriate assignment and in order to do so, the researcher had to initially study the impacts of CCT programs on the expatriate's adjustment in the host country. In general, it was meant to explore the effectiveness by posing questions that would generate the desired data. For any international assignment to be a success, it becomes important for the organisation to take into consideration the willingness and candidature of the candidate who will be relocated. This particular discussion needs to happen in the meeting before shortlisting that particular candidate for the assignment. After collecting the data from 126 expatriates, as shown in the fig. 5.1, it was revealed that for 97.30% of them, their candidature and willingness was considered and the remaining 2.70% were deprived of this consideration. If the willingness and candidature of the participant who is selected for an international assignment, isn't taken into consideration, it might as well have effects on the mental health and wellbeing of the participant. If the candidate is not willing to relocate, he/she might

end up being in phase wherein they would want to return to their native. This makes adjusting with the foreign environment and conditions difficult.
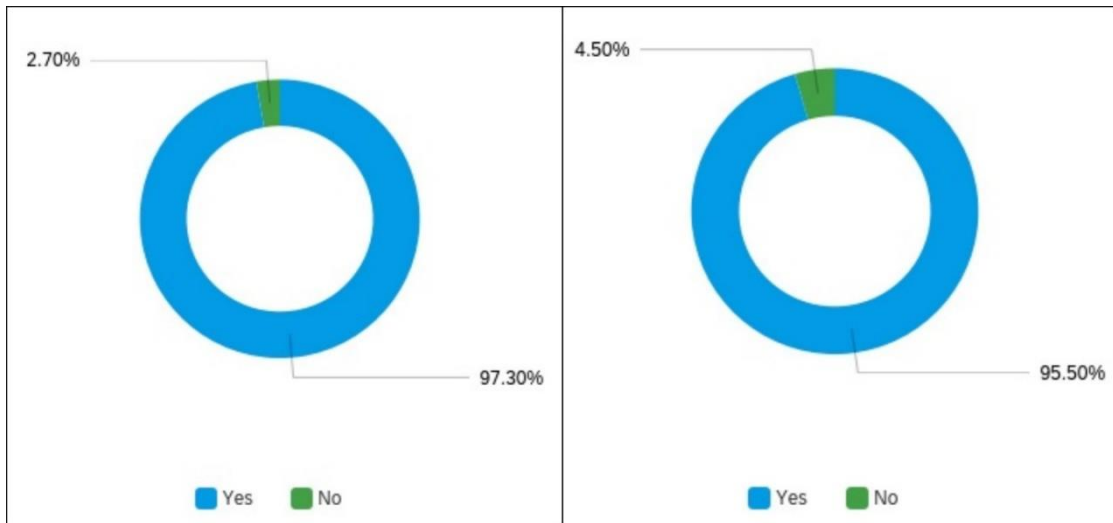

Fig. 5.1: Willingness and Candidature of Expatriate.

Fig. 5.2: Description of roles and responsibilities and family support and agreement to relocate.

It was marvellously observed that when the participants were asked about their family supportiveness to relocate and description of roles and responsibilities by the organisation, the results were identically similar, as showcased in the fig 5.2. The data also revealed that for 95.50% of the expatriate population, the CCT training had a thorough description of responsibilities and roles that he/she would have to deal with while working in the host country. This not only gives the candidate an idea of what the work would be like but acts like guidelines and a framework. Further, as showcased in the image, for 95.50% of the population, was backed by family support and agreed willingness to relocate for work purposes. It can be thus deduced that this would have made it comparatively easier for them to adjust and work in the host country location. However, the data also revealed that the 4.50% of the expats, were deprived of these elements in their training programs.

The bellow given Fig. 5.3 states that for 69.37% of the expatriate population training related to cross-culture and visa was included in the CCT, other 30.63% were deprived of it. If candidates aren't provided enough information on the cultural differences, it becomes difficult for them to adjust with the surroundings, norms, practices etc. that are followed in the host country. Also, if enough information is not provided on their

visa, most of them can fail during initial stages of visa interviews, causing an additional damage to the organisation in terms of cost and thus by reducing the moral of the candidates.
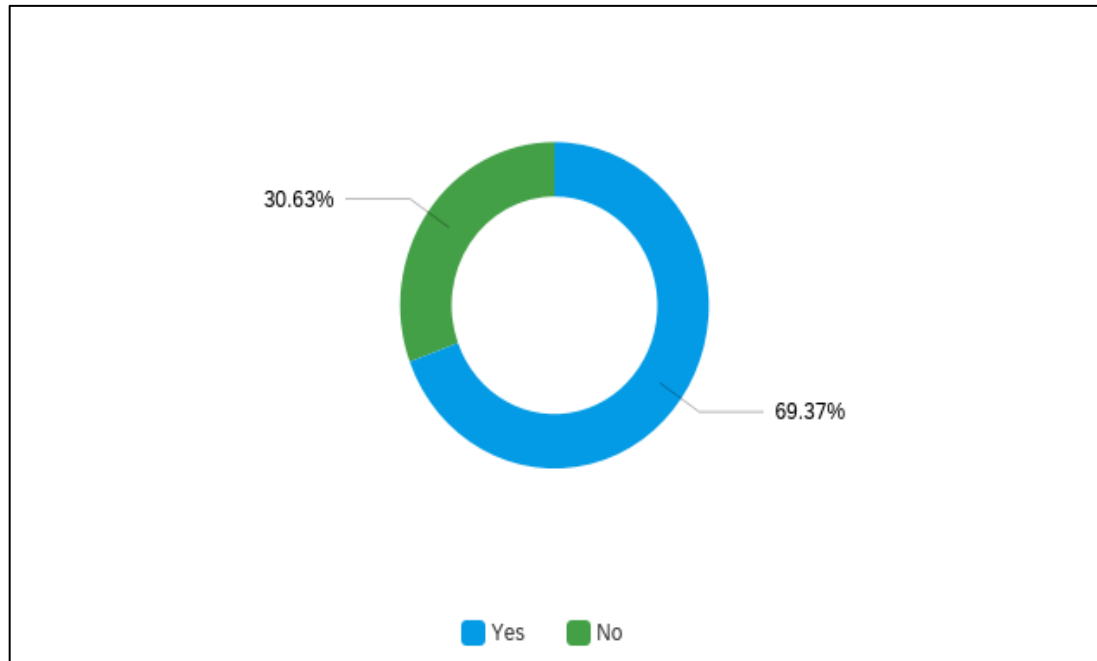

Fig. 5.3: Inclusion of cross cultural and visa training in CCT.

The effectiveness of attended CCT program by the expatriates before they came to Ireland was collected on the scale of 0 to 10, from 0 being the lowest and 10 being the highest. The Fig 5.4. below reveals the data which showcases that maximum number of expatriates have rated the CCT programs that they attended to be effective by rating it from 5 and above. The highest was 6 and 7 with 23.71% and 25.77% respectively and lowest being 0 and 1 with 1.03% each. This means that the training programs they attended and the learning derived was implemented when they were working in the host country and which also enabled them to adjust well to the new surroundings. However, there is identification of potential gap, i.e. the effective index could be moved to 10, by adding various elements to the existing CCT program. Thus, it can be derived that, even if the training programs proved to be beneficial at current state, there is a need to develop and improve these training programs so as to achieve the desired satisfaction level of the expatriates.
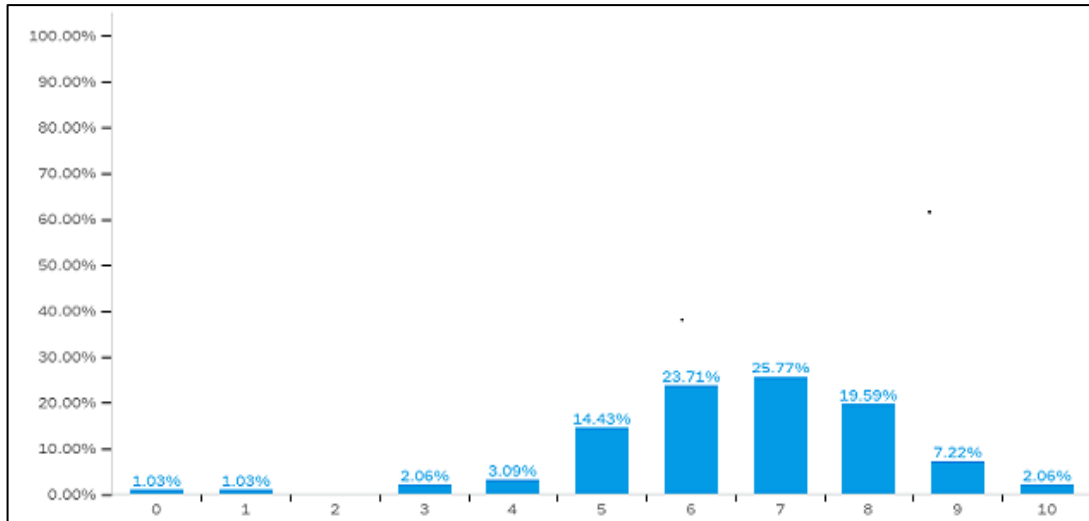
Fig 5.4: Effectiveness of CCT in relation to host country adjustment on the scale of 0 to 10.

Objective 2: To investigate the various attributes (cross-cultural communication, cultural shock, cultural diversity etc.) of CCT programs and their relevance to expatriate adjustment.

Studying the various attributes that contribute either positively and/or negatively to the levels of adjustment of the expatriates is extremely crucial to establish the relationship between the attributes of CCT programs and its impact on the expatriates. The various attributes studied by the researcher included cross-cultural communications, diversity, behavioural differences and so on.
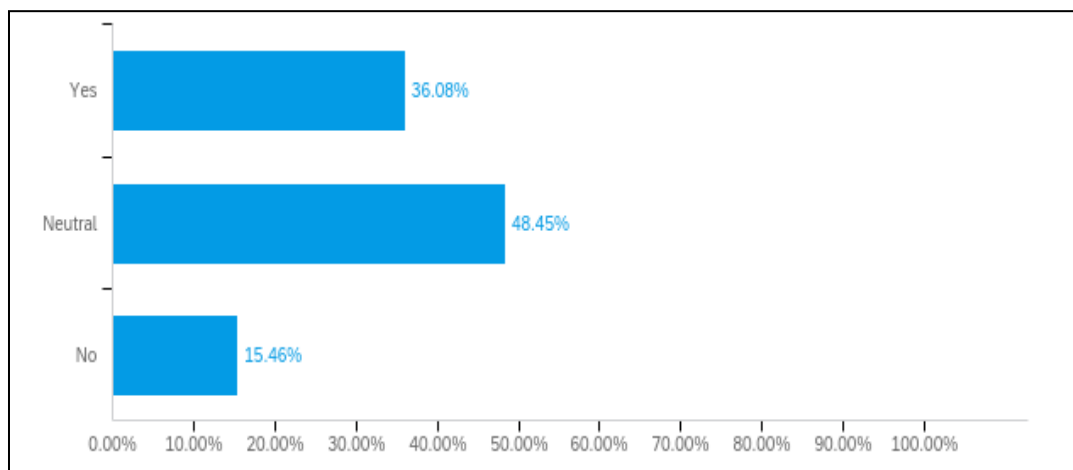

Fig 5.5: Difficulty in adapting to different cultural environment without attending CCT.

With the aim to gauge the impact of various CCT programs organized by different firms, the expatriates were asked about their journey towards adapting to a different cultural environment. Although the CCT programs were held for all the expatriates

who participated in the survey, upon being asked about the difficulties they would have faced had they not received any formal CCT ,it was revealed that majority of the participants with 36% & 48% found it difficult and neutral respectively to adapt to another culture. On the other hand, only 15% of the respondents did not find it difficult to relocate to another country and adjust with the different cultural practices without any official training.

Parameter	Included in the training	Applicable on field	Not included in the training	Not applicable on filed
Culture Specific Knowledge (e.g.: Appropriate ways of greeting, addressing each other)	42.60%	39.05%	11.83%	6.51%
Cultural Shock and Adaptation	25.77%	42.33%	27.61%	4.29%
Non- Verbal Communication	23.78%	39.02%	28.66%	8.54%
Immediate Concerns (e.g. Transportation, Currency, Accommodation, etc.)	29.88%	41.46%	21.95%	6.71%
Emotional Reaction (e.g. culture shock, homesickness, fear, etc.)	27.78%	41.98%	25.93%	4.32%
Cultural Diversity	24.85%	39.39%	28.48%	7.27%
Language Barrier	23.64%	36.97%	30.91%	8.48%
Behavioural differences	21.60%	40.74%	32.10%	5.56%
Personality Traits (eating habits, manners, discipline etc.)	31.71%	37.20%	23.17%	7.93%
Social Structure and practices (customs, traditions, religious beliefs)	25.93%	35.80%	30.25%	8.02%

Table 5.1 Various attributes involved in CCT programs.

To understand the gap between the CCT programs organized and its impact further ahead, the participants were asked to share their opinions on the various parameters across various cultures and their inclusions or exclusions in their respective CCT programs. Table 5.1 demonstrates the various attributes used in CCT training and their need and use to the expatriate. The main purpose behind this objective was to investigate which attributes were needed/applicable to the expatriate. The respondents then selected whether the following attribute was applicable to their assignment and if so, if it was or was not included in the training. The following were the findings of the various parameters investigated:

i. **Culture Specific Knowledge**

This parameter helped the researcher investigate the various details of a particular culture which included knowledge concerning appropriate ways of greeting or addressing each other. As these are the basics of any cross-cultural training, the results suggested that this attribute was included in the CCT for majority (43%) of the expatriates and was useful for most (39%) in day to day practice. Data also revealed that this attribute was not included in training for a small group of expatriates (12%) and was not applicable to a minority of the expatriates amounting to close to 6% of the respondents.

ii. **Cultural shock and adaptation**

This attribute dealt with the amount of differences between various cultures for the expatriate and the difficulty in adjusting to these differences. For example: An expatriate from India would find it more difficult to adjust to the cultural differences between India and Ireland than a person from the United Kingdom due to large similarities between the English and the Irish cultures. The collected data suggests that while it was applicable for majority of employees- 42%, it was included in the training only for around 26% of the respondents. 28% of the respondents did not receive any training on this attribute while it was not applicable for only 4% of the expatriates.

iii. **Non-verbal Communication**

This attribute focuses on the non-verbal part of the communication which involves handshakes, gestures, body language, etc. Although it might seem to many as an irrelevant attribute, the differences between non-verbal communications between two cultures can pose a significant threat in creating misunderstandings. However, these non-verbal communications can have more than a significant impact on the training. The results reveal that for a majority -39% of the respondents for whom it was applicable on the field, for 29% of them, it was not included as a part of their CCT. It was included in the CCT for 24% of the employees and was not applicable for approximately 9% of the employees during their international assignment.

iv. **Immediate Concerns**

The following attribute focuses on the smoother transitions of the employees and the immediate things needed by an expatriate on an international assignment like the foreign currency, transportation, accommodation etc. As this involves the actual physical transition of the expatriate from his/her home country to the host country, involving this attribute in the training is highly important. For majority of the respondents, it was included in the training (39%) and was applicable for them on field (41%). However, it was not included in training and was not applicable on field for 14% & 6% of the respondents respectively.

v. **Emotional Reaction**

The attribute concerning emotional reactions deals with various sub-elements like culture shock, homesickness, other emotional fears etc. While it is one of the most important elements concerning a major change for any individual, it was not included in the training for a quarter of the respondents (26%). It was applicable for almost 42% of the respondents and was included in the training for another quarter of the respondents (28%). It was not applicable for a minority of the respondents amounting to 4% of the total sample size.

vi. **Cultural Diversity**

The following attribute focuses on the overall differences between various cultures. It is included in various CCTs in numerous MNCs due to high importance and was inculcated in the international assignment training for 30% of the respondents while it was applicable for 39% of them. It was not included in the training for 23% of the expatriates and was not applicable for 7% of the respondents.

vii. **Language Barrier**

This attribute is applicable for everyone moving to a geographic location where different language is spoken. Out of the total respondents, it was applicable and included in the training for 17% & 24% of the expatriates respectively. For close to one third (31%) of the respondents, it was not included in the training while 28% of the respondents needed no training to overcome any language barriers.

viii. **Behavioural Differences**

Various cultures determine various aspects of an individual's behaviour and the expatriates are no exceptions to this. Understanding the various behavioural differences arising out of the differences in cultures is thus extremely vital. Majority of the respondents (41%) suggested that it was a skill necessary to be applied during the course of their international assignment while only 6% of the respondents suggested otherwise. With a majority of them suggesting this, this attribute was only included in the training programs for 22% of the expatriates while the CCT programs for 32% of them did not cover this element.

ix. **Personality Traits**

The following attribute covers a varied range of elements such as manners, eating habits, discipline etc. These traits are responsible for the way a person reacts, behaves in social setups. The results reveal that this attribute was included in the training for 32% of the expatriates while it was applicable/useful for 37% of the respondents and was included in the training

for 32% of them. However, it was not included in the training for a quarter of the respondents (23%) and not applicable on field for 8% of the expatriates.

x. **Social Structure & Practices**

This parameter has helped the researcher to shed a light on various elements like social traditions, customs along and religious beliefs. This is one of the most important attributes in various CCT programs which was highlighted from the data gathered with data suggesting that it was applicable to 36% of the employees, was not included in the training for a quarter of the respondents 26%. Although it was highly important in nature, yet it was not included in the training for 30% of the expatriates and was not applicable for a minority (8%) of the respondents on their international assignments.
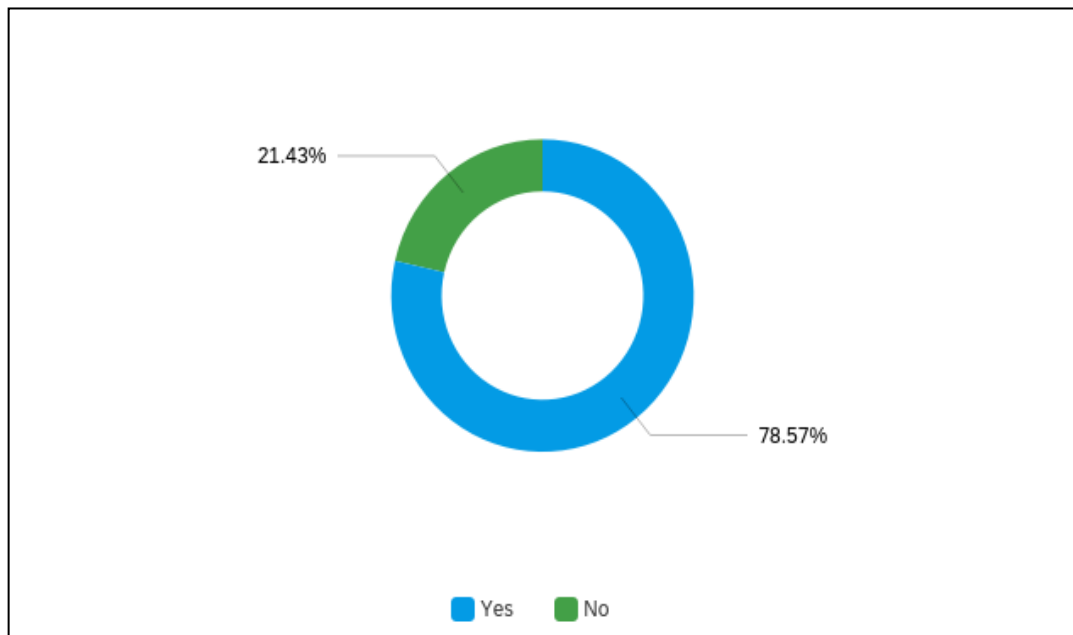

Fig 5.6: Effectiveness and provision of acceptable and unacceptable behaviour in host country.

To understand the impact of the various CCT programs, the researcher investigated the overall perception of the various attributes included in the training programs as discussed above. These attributes contributed directly and indirectly to understand the employees' levels of adjustments in the host country. The processed data revealed that majority of the population with 79% of the total respondents felt that undergoing the CCT in their parent countries led to smoother transitions and a better understanding of various acceptable and unacceptable behaviours and its effectiveness in the host

countries. On the contrary, around 21% of the respondents felt that the CCT programs did not contribute positively to the overall understanding of various acceptable and unacceptable norms.

Objective 3: To study the expatriates' perspectives (cultural sensitivity, cultural intelligence etc.) while working in host country.

In order to understand the acceptance and attitudes of the expatriates while working in host countries, it becomes important to study their perspectives, mindsets and ideologies, which will enable their smooth working and ease the process of adjustment. In order to do so, the researcher had posed opinion-based questions. According to the fig 5.7, approximately 48% and 29.5% of the expatriate population strongly agrees and somewhat agrees respectively that when there is high level of diversity in the organisation, the performance ratio would be equally higher. For approximately 13% of the people it is neutral. Approximately 6% and 3% of the expatriates somewhat disagree and strongly disagree. Thus, it can be said that the cultural diversity and performance ratio are positively related. The diversified the culture the more will be the cognitive diversification which would lead to generation and execution of new ideas as each and every one would have something or the other to bring to the table. Higher diversity also welcomes multidisciplinary culture in the organisation giving an edge for everyone to showcase their diversified skills.
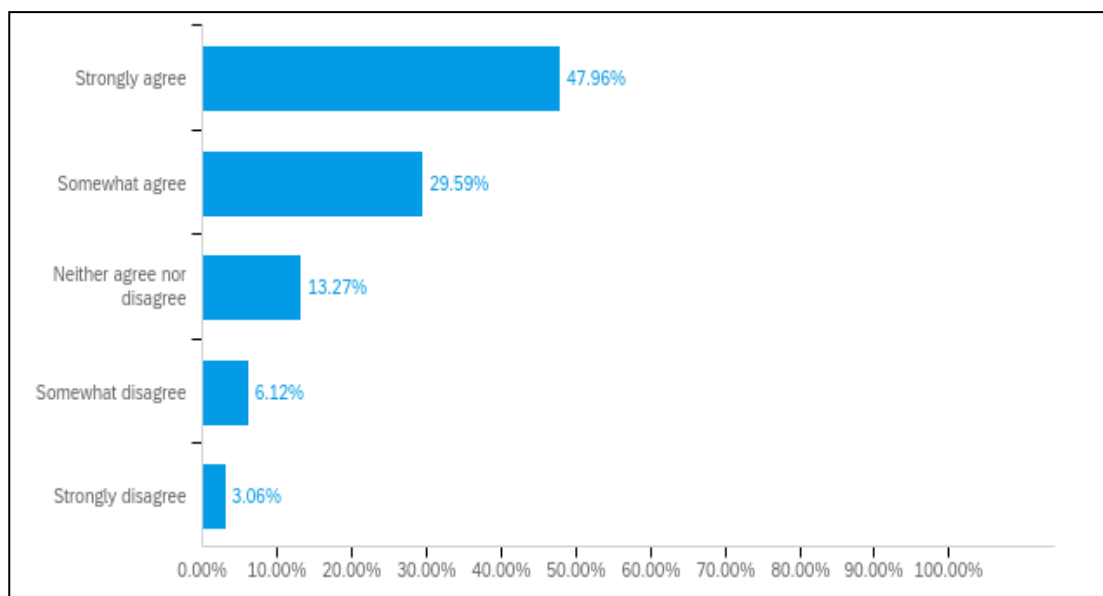

Fig. 5.7: Higher the diverse staff, higher the overall performance.

Another important element while understanding the impact of CCT on the performance of the expatriates can be measured with the help of understanding the job satisfaction of these expatriates on international assignment. The gathered data and the generated results suggest that close to half of the respondents (48%) had neutral opinions when asked about their personal CCT and its contribution in increasing their job satisfaction levels. 31% of the expatriates had somewhat positive experience while close to 13% of them believed that their CCT program had a positive impact on their job satisfaction levels. 8% of the respondents felt otherwise suggesting that the CCT programs they underwent did not have either a positive or a neutral impact on their job satisfaction levels.
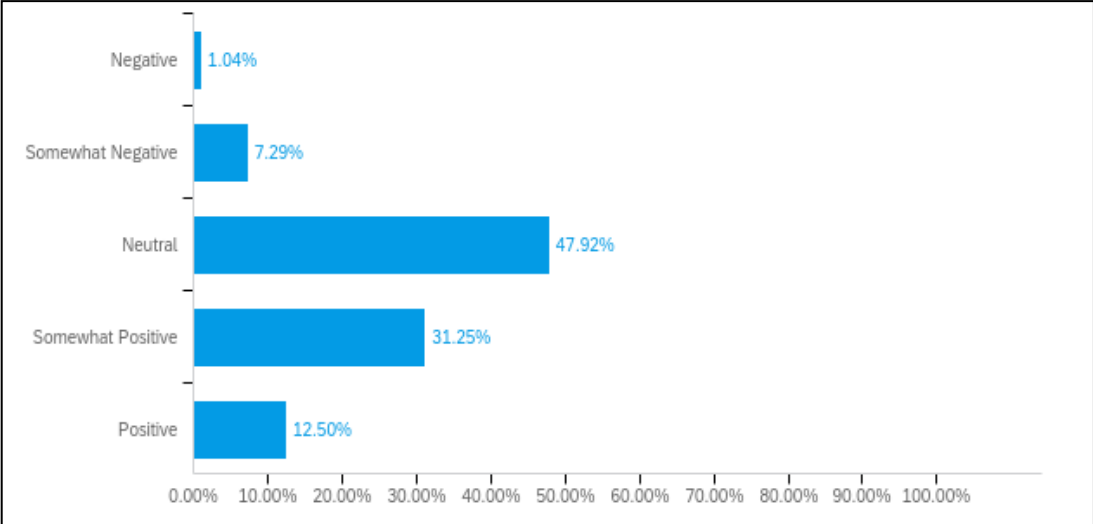

Fig. 5.8: Importance of training for job satisfaction in host country.

Training for any unseen circumstances often leads to smoother transitions and better adjustments across all roles and functions. This attribute is no exception in the context of this research with generated results suggesting that more than half of the respondents (53%) having a positive response when asked if the CCT program led them to better adjusting in the new workplace. Around 39% of the respondents had neutral opinions meaning they did not have neither positive nor negative impact of the CCT programs on their adjustment levels. However, close to 8% of the people felt that the training had negative effects on their adjustment levels in new workplace.
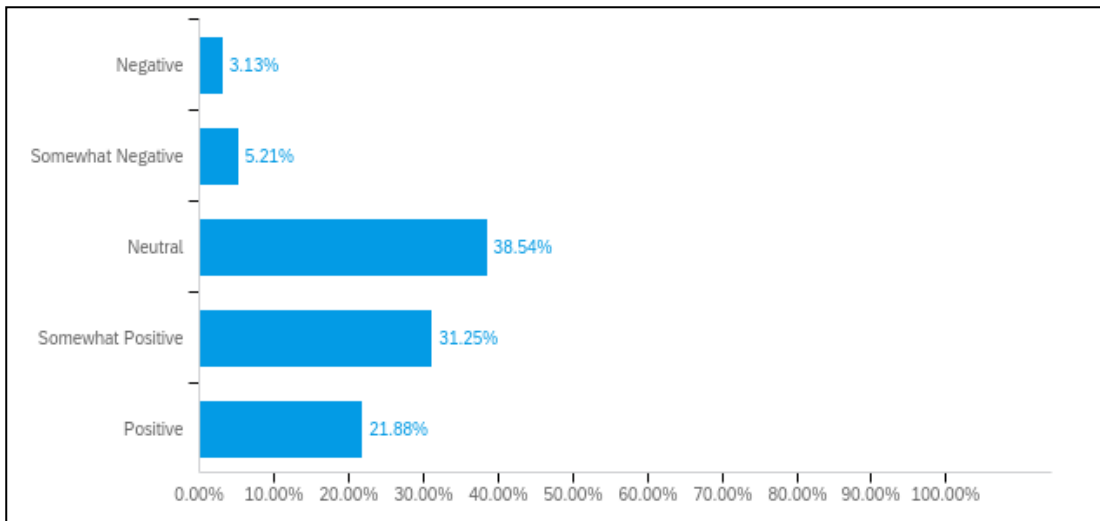
Fig. 5.9: Importance of training for smooth adjustment at workplace.

Any international assignment for an employee means he/she would have to work with colleagues belonging to different nationalities and backgrounds. Although as fascinating as it may seem, it might be challenging for a few. With data suggesting that around 59% i.e. more than half of the respondents feel that it is often highly challenging (26%) or mostly challenging (33%) to work with multi-cultural teams. Around 18% of them disagree slightly or strongly, suggesting that it is not at all challenging to work alongside people from various backgrounds/ethnicities. 22% of the respondents have a neutral opinion on this suggesting that it was neither challenging nor easy for them to be a part of a multi-cultural team.
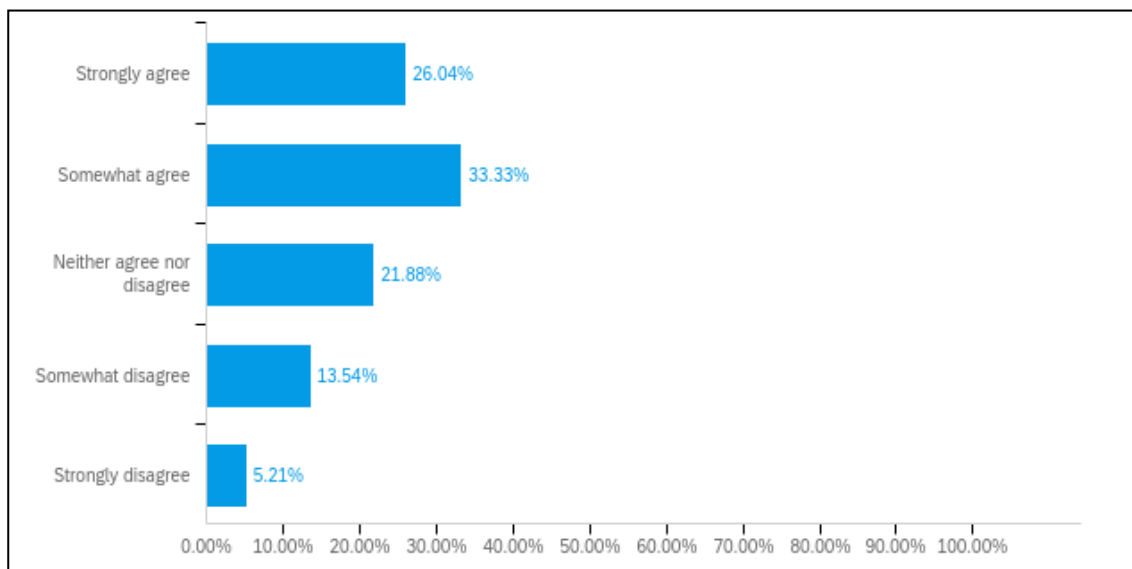

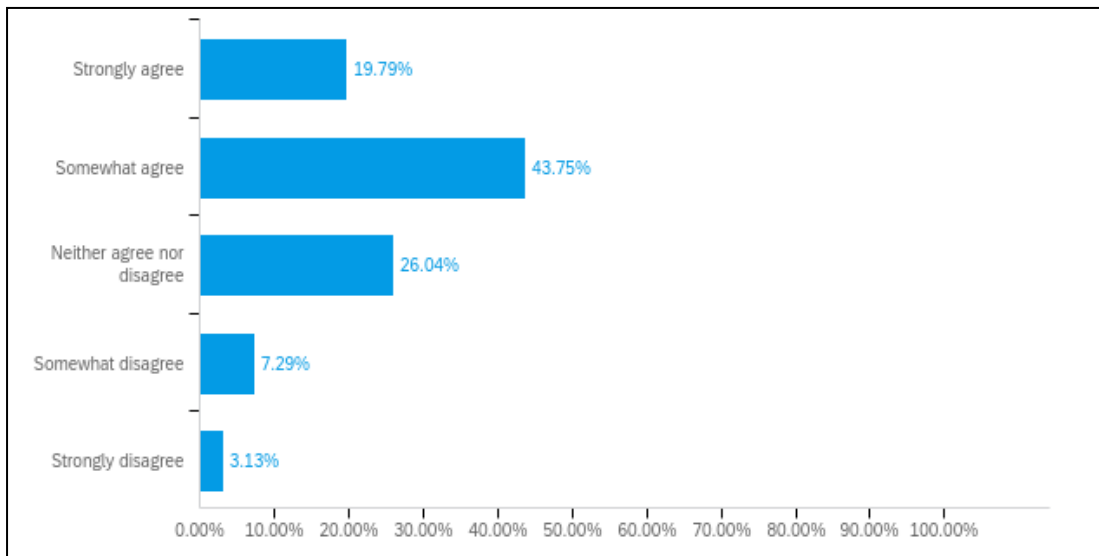Fig. 5.10: It is challenging to work with multi-cultural teams.

Fig. 5.11: Working with diversified people increases job satisfaction.

Although it might be challenging for many people to work in teams with people from various cultures and backgrounds, yet it can be highly rewarding at times. As established earlier, training leads to higher levels of job satisfaction. 64% of the respondents agree that working with diversified people increases job satisfaction. 26% of them have neutral views in regard to working with multicultural team while around 10% of the respondents feel that working with diversified people do not increase job satisfaction.
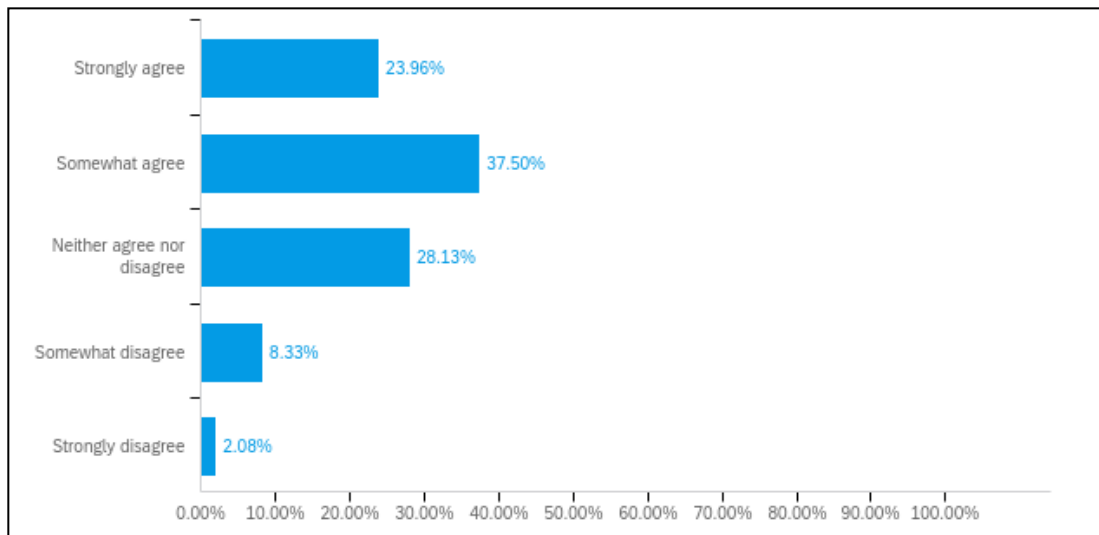

Fig. 5.12: My opinions and views are often considered and valued.

Due to the differences between various cultures and backgrounds, it can be a bit overwhelming to cast opinions freely. The researcher investigated this parameter by asking the respondents if the views and opinions of the expatriates were considered and moreover, were they valued. A positive response from the expatriates who participated in the survey suggested that 38% and 24% of the respondents somewhat agreed and agreed respectively that their opinions were valued. 28% of the expatriates felt that their opinions were neither valued nor taken casually when working with multicultural teams while the remaining 10% of them felt that their opinions and values were not appreciated.
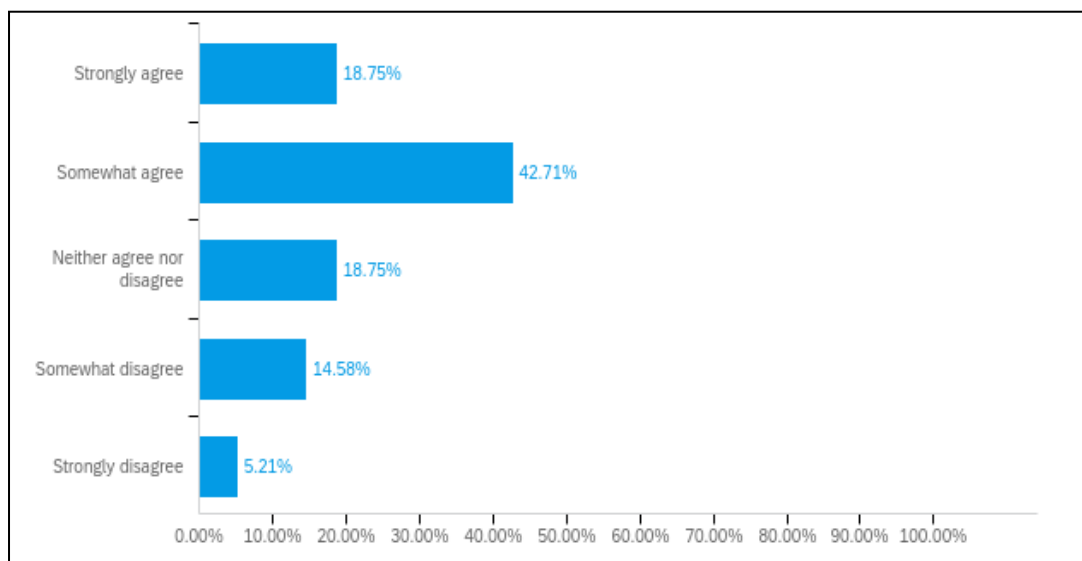

Fig. 5.13: It is difficult to negotiate with people in diversified teams.

As discussed in the previous sections which deals with expatriates' opinions and views being considered, the researcher has used this section to exploit the possible reasons for the same by trying to understand the difficulties one has to face while negotiating in multicultural teams. The results generated revealed that majority of the respondents with close to 61% of the respondents suggesting that it is difficult to negotiate with people in diverse teams. 19% of them casted neutral opinions suggesting it was neither easy nor difficult to negotiate, while close to 20% of the respondents suggested that it was not at all difficult to negotiate with the multicultural team members.

Objective 4: To study the relationship between delivery of CCT programs and potential gaps related to performance (if any).

The mode of delivery of CCT, the method in which it was conducted, the facilitators, timeframes etc. everything has an effect on the retention of the learnings derived and their application while working and living in the host country. These parameters enabled the researcher to shed a light on the current training practices and exploit any gaps in the conducted CCT programs.

One of the important indicators of the effectivity was the time duration for which the CCT was conducted. The one with lower rigor was between 4 to 20 hours, one with moderate between 20-60 hours and that with higher for 60-180 hours. According to fig 5.14, the CCT provided for approximately 59% of the expatriate population had a moderate rigour, lower and higher rigor for approximately 35% and 6% of population respectively. The higher the rigour, the more content can be covered, discussed and explained in the better way than that of the lower one. The lower rigour has the information giving approach, moderate rigour has affective approach and higher rigour has the immersion approach.
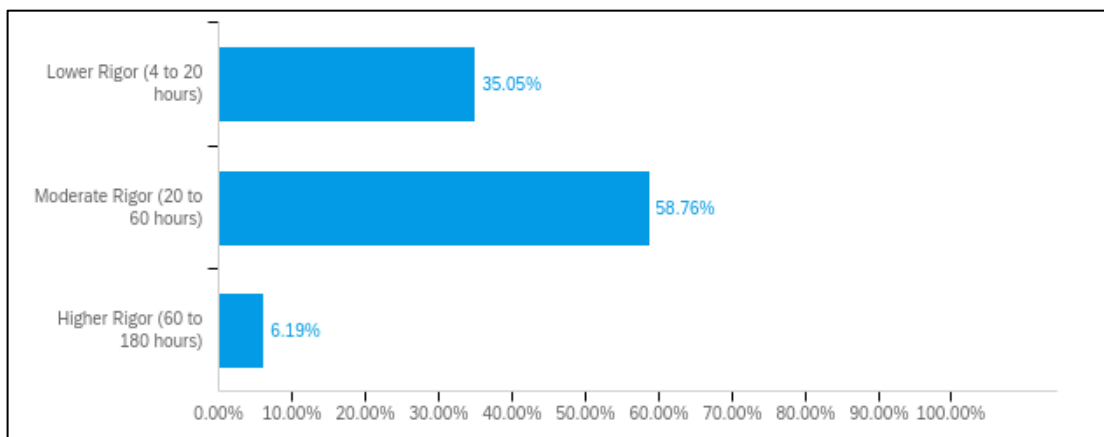
Fig. 5.14: Time Duration/Rigour of training assignment.

The time gap between the training conducted and the departure for international assignment has an effect on the success rate of the assignment. The less the gap between the CCT conducted and the departure, the more would be the recollection of the information taught and transferred during CCT. Fig 5.15 reveals that, around 43.16% of the expatriate population was provided with the CCT three weeks prior to departure. The effectivity of cross-cultural training and its intensity to have impact on

the learners/participants also depends upon the time gap between the training delivered and the departure of expatriates. The main aspect of this is, the retention and recollection capacity of the participants while being in the host country. The shorter the gap, the more effective would the training be for the participants. According to the data collected by the researcher, approximately 43% of the expatriate population received the training three weeks prior to their departure for the host country. Approximately 18% and 5.50% of the people received the training two and one week respectively, prior to the departure. On the other hand, the remaining population of expats received the trainings one month (approx. 23%) or higher (approx. 6%) than that before leaving the home country.
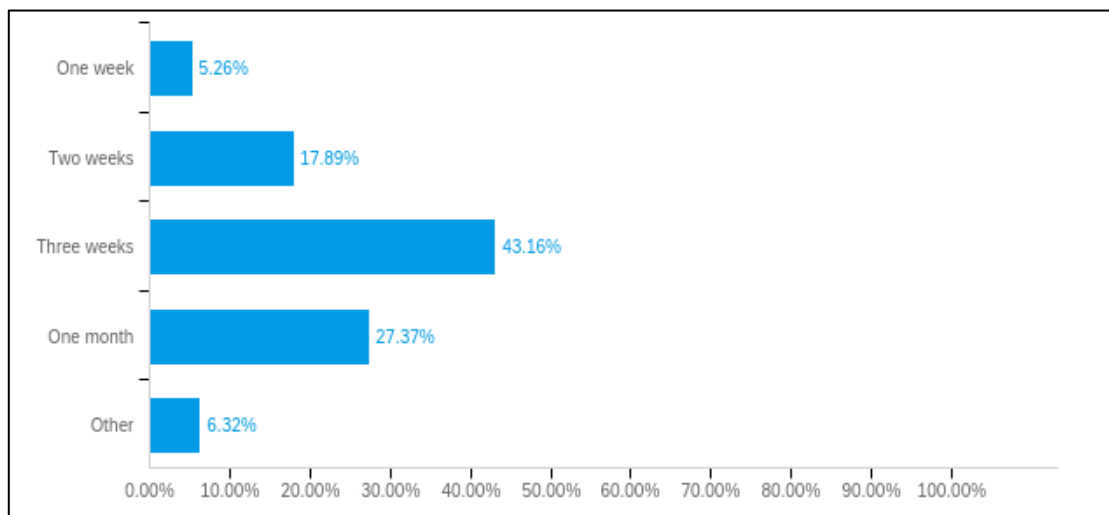
Fig. 5.15: CCT training time frame with relation to international assignment.

The faculty that was involved in the training also has a greater impact on the learning process and the learnings derived from the training programs in general. The effectivity of the training increases along with efficiency based upon the involvement of the faculty in the training programs. The data showcased that approximately 44.50% of the inhouse faculty was involved in the training programs which were provided to the expatriates. Whereas the involvement of current and ex expatriates was approximately 19.50% and 22% respectively. 13.51% of the expatriate population received training from the faculty that was from the host country.
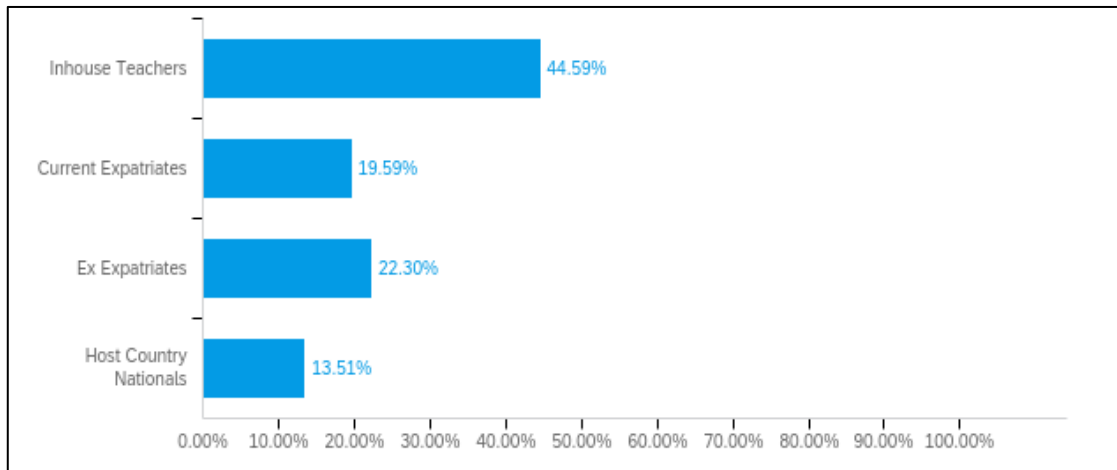
Fig. 5.16: Involvement in the training.
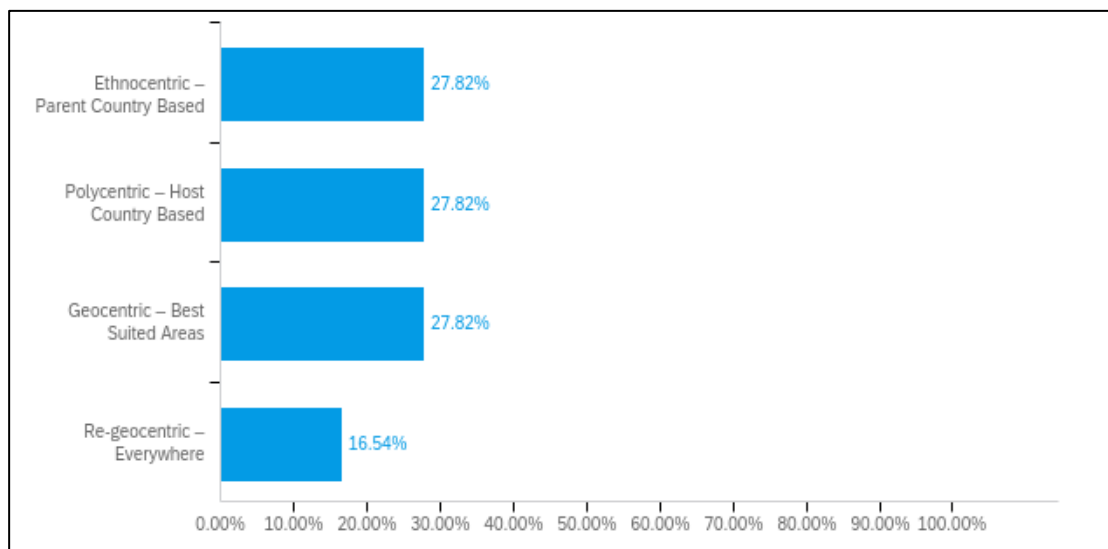
Fig. 5.17: Geographical approach the training was based upon.

The CCT provided to the participants follows a particular theme. These themes are usually based upon the geographical areas. While explaining any concept or quoting an example, the facilitators tend to go back to these themes. These themes are usually ethnocentric, polycentric, geocentric and re-geocentric. The data collected by the researcher revealed that approximately 28% of the expatriate population received CCT which was based upon ethnocentric, polycentric and geocentric theme. Approximately 16.50% of the expatriates CCT was based upon re-geocentric theme.
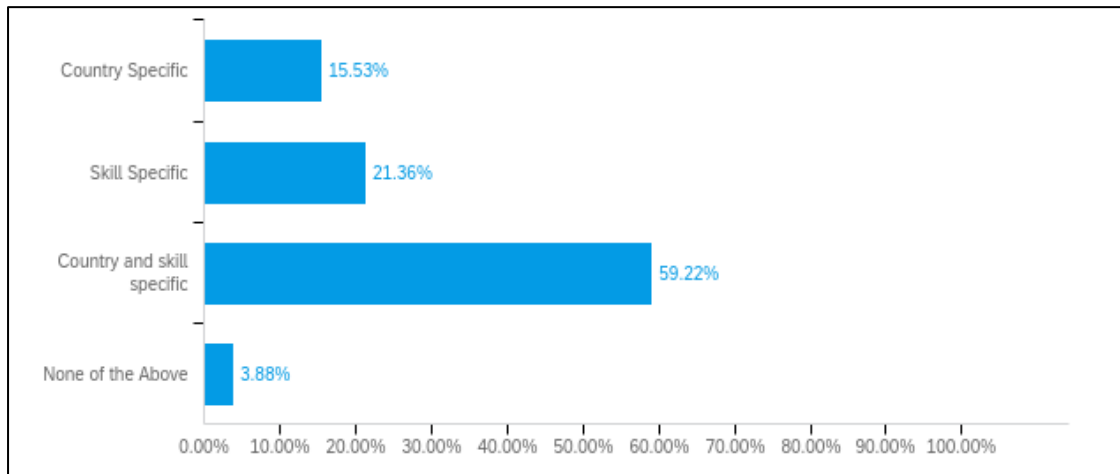
Fig. 5.18: Involvement of country and skill specificity in CCT.

The effectiveness of the training programs is highly dependent on the specificity and inclusion of country or skill in the programs. For about 59% of the expatriate population, the CCT included both country and skill specificity. Approximately for 15.50% the training was country specific and for 21% skill specific. The data also showcased that about 4% of the expatriates were deprived of any of these specificities in their training programs.

Chapter 6: Discussion of Hypothesis and Objectives

It can be observed that the success of international assignments with respect to expatriate adjustment in host country highly depends upon the efficiency of the CCT programs provided to these expatriates before they depart. Adjustment in the host country is dependent on various factors including patterns of similarity between the host and home country cultures. Cultural similarities not only positively affect workplace but help the candidates adjust better in the foreign country outside of work as well (Aycan, 1997).

Inclusion of these factors in the training programs makes it easy to deal with unknown and foreign environments. While studying the willingness and candidature of the participant, the researcher found that the individuals motive to grow personally and achieve a sense of accomplishment, tend to fit well in a foreign culture (Richardson and McKenna ,2002;2006). It was also found that if the participant willingly agrees to relocate and his candidature is strong enough, it increases self-motivation and the dependency on the external factors is thus reduced (Richardson and McKenna, 2006). A self-motivated person often works with a problem solving and solution-oriented approach.

In order to make work life worth living in the host country and in order to ease the process of adjusting and gelling, in the work environment, it becomes important to brief the participants with their job-related roles and responsibilities in detail. When a person has an idea of what work needs to be done and how it needs to be done, it becomes easier to work, as the person has knowledge, of the work-related information and details. Along with this, the expatriate's family support and willing agreement has a crucial impact while settling and adjusting in the host country. If the family in the home country does not willingly agrees for an expatriate to relocate, it might result in the expatriates divided attention affecting the quality of work and reducing productivity. An expatriate might as well be home sick during initial phase of adjustment in the host country. The constant increasing tensions in the family might result in the failed expatriate assignments as the expatriates tend to return to their home country being concerned about their family.

Another aspect of CCT is involvement of visa and cross-cultural knowledge. The cross-cultural training factor in the CCT focuses on informing and imparting

knowledge about the cultural differences one would have to face and adjust to while being in host country. This becomes an utmost important topic as one is exposed to the environment which he/she hasn't been raised in and aren't aware of acceptable and unacceptable behaviours (Black and Mendenhall, 1990) and also looks at enhancing the awareness (Bhagat and Prien 1996, p. 223). Knowledge and understanding of the host country culture simplifies the process of adjustment as one is made aware of the behaviour, traditions, customs and more importantly vital laws (do's and don'ts). The visa status plays an important role. Most of the participants even if selected for the international assignments from the country at times tend to fail the visa requirements due to inadequate information. In order to avoid the cumbersome situations while travelling, commuting and roaming around in the host country, the participants should possess a thorough knowledge regarding their visa status and the guidelines that would lead to better comprehension of do's and don'ts.

It can therefore be deduced that there is a direct relationship between the cross-cultural training programs provided to the expatriates and their adjustment in host country which proves the hypothesis one to be true and the hypothesis two to be false.

Adapting to different cultural environment can be highly difficult task for many and the expatriates are no exception to this. The important factor here is that the role CCT programs play in helping the candidates to better adjust to the scenarios is undeniable. The researcher has observed that without any CCT programs, the difficulty levels to adjust in the new foreign environment could be higher. There is still a huge gap between the success rate of the training programs and use of tailored CCT programs can help the organizations reduce this gap. Thus, resulting in generation of positive experiences for the candidates set on their international assignments in the future.

Shedding a light on the various parameters has enabled better comprehension of the essential elements of the CCT programs. Commonly used parameters were thoroughly examined on the grounds of their usage/presence and their need in the CCT programs. While some of the important elements like appropriate ways of greeting/addressing each other, differences in between cultures, dealing with cultural shocks, homesickness, manners, discipline along with immediate concerns such as accommodation, transportation among others were dealt with high priority. On the other hand, elements including importance of behavioural difference, non-verbal

communication and some elements of cultural diversity needed more inclusion in the CCT programs. In order to do that, organizations can select the plethora of applicable attributes in the training programs and try to induct training sessions covering these attributes to the best of their abilities. When an employee is aware of the various acceptable & unacceptable behaviours, they can avoid misunderstandings not only with colleagues but also with the local people from the host country (Ko and Yang, 2011).

Upon conducting such training programs, employees on international assignments are in a better position to get adjusted to the surroundings in the foreign country thus contributing positively to the success of the assignment and/or employee performance directly or indirectly (Brewster and Pickard, 1994).

A person tends to be emotionally, physically and mentally viable when placed in the unknown circumstances and environment (Taft, 1977). To deal with these situations, it becomes important to change one's perspectives, beliefs and at times also change the mindset along with point of views. Thus, the researcher was also motivated to study various expatriate perspectives like the cultural sensitivity quotient, cultural intelligence, opinions about working in diversified teams etc. Bennet (1993), found that when the cultural sensitivity is high, the perception of different cultures is more which contributes to increased efficiency of the international assignments. Chatman et al., (1998); Katrinli and Penbek (2010) had similar research methods adopted thus resulting in similar findings- higher the cultural sensitivity, higher would be the expatriate's creativity thus affecting performance in a positive manner. The cultural sensitivity can be altered with the help of the CCT programs organized by the firms. This theory was further developed by who obtained similar results.

The expatriates are of the view that more diversified the teams, the higher would be the productivity. Diversity not only brings in ethnic and cultural diversity but is also accompanied with cognitive diversity. This leads to development and generation of diversified ideas, increasing the scope of growth internally and externally in an organisation. This also leads to inward out learning wherein everyone learns something or the other from their teammates. This has direct impact on the productivity of the working force. Fostering the diversity is not just the right thing to do for the society but is also important for the businesses as well. At the same time,

there being a cultural gap, adjusting in multicultural teams might be difficult for the expatriates as per the findings of the research. In order to deal with the cultural differences, a thorough comprehension of the host country culture in detail becomes important. This makes the expatriates life easier as he/she would be able to socialise, make new friends and acquaintances. This helps in overcoming the loneliness and dealing with the feeling of homesickness reducing the threat of failed international assignments.

The success of international assignment is dependent on the job satisfaction that an expatriate derives while working in unfamiliar work environment. Job satisfaction becomes a necessary aspect as it creates a sense of responsibility and accomplishment for a person wanting to go to work on daily basis. Thus, inclusion of this perspective and the ability to build it within the participant is necessary. One of the ways to achieve job satisfaction is by being oneself and being comfortable in the workspace by practicing daily habits as in the home country work environment. Hence it becomes important that the CCT programs should consist of skill, mentality and perspective generation in order to adjust smoothly at workplace. It was also observed during the research, that the level of job satisfaction increases for expatriates when they start working in diversified teams (Hunt et al., 2015). The main reason behind this is that there is a vast exposure to new methods, ideologies and techniques of working. This builds curiosity within the expatriates to learn these new techniques, methods and opinions and also creates a platform for them to share their opinions and views. However, even if the collected findings and data showcase, that the expatriate views are often considered while taking any decisions, on the other hand the findings also reveal that it becomes challenging for the expatriates to negotiate with people in the diversified teams. The prominent reasons for the same could be various communication and comprehension differences between cultures. The limitations of these differences could be further reduced by including certain negotiation practices across the specific cultures in the host country in the CCT programs.

The method in which the CCT programs are conducted, have an impact on the learnings derived by the participants. In order to make the learnings stick and recollection of the details while being on the assignment, a methodological delivery of these programs is important. Because, if a person is not able to recollect the learnings from the training programs and isn't able to apply them at regular intervals

and at the needed time, the training programs are nothing else than waste of time and energy along with the financial losses as well accrued by the organisations in training the candidates (Morris & Robie, 2001).

The rigour with respect to time frame with which the training has been conducted plays an important role. The research suggested that most of the people received the training which lasted between the time frame of 20-60 hours. The higher the rigour, the higher level of content can be delivered, and it also gives a scope for more information transfer along with query handling, situation-based analysis etc. Puck et al., (2008) in their interpretations of their research stated that, 'higher the content (more elaborative), more effective are the CCT programs'. Hence the trainings should be conducted with affective or immersion approaches. These approaches enable effective transfer of insightful knowledge and information. At the same time the gap between the training delivered and departure of the participants should also be taken into consideration as that impacts the effectivity. The research suggested that for the training to be effective, it should be scheduled maximum three weeks prior to the departure of the participants and anything more than that shouldn't be taken into consideration.

The faculty that is involved in the training also plays a crucial role. The research showcased that for maximum of the CCT programs, inhouse or home country teachers conducted trainings. Whereas it has been suggested that if there is inclusion of current expatriates, ex expatriates or host country teachers, it would give a personalised touch to the training programs. This group of faculties (current expatriates and ex expatriates) have lived in the host countries and are aware of the obstacles and situations one may have to face while settling down initially. At the same time, the host country teachers have been living in the country and possess a thorough knowledge of culture, commutation, availability of goods and services, transport, primary requirement of legal documents etc. Thus, inclusion of this group of faculties in the training programs will provide authentic and up to date data of real-life challenges one might face while living in the host country and also learn the ways in which they can be dealt with. This could be thus a significant learning. The training needs to be fragmented focused on the geographical area that one is being transferred to after the consideration of the entire host country. This will reduce the efforts of

expatriates to deal with daily commutation, availability, accommodation, banking, etc. challenges.

The CCT programs need to be a blend of country and skill specific elements. The specificity of country element should focus on components such as cultural components, communication, accommodation, transportation, legal etc. whereas the skills specificity should focus on fulfilling the requirements related to work roles and responsibilities.

The effectiveness of CCT programs and their positive impact on expatriates can be observed if the above-mentioned gaps are bridged. To conclude, the CCT programs organized before any international assignment are effective and worth investments made by the MNCs (Ko and Yang, 2011).

Chapter 7: Conclusion and Recommendations

Conclusions and Implications of the study

On the basis of the acquired data, it can be further deduced that the Hypothesis 1 stands True, failing the Hypothesis 2, in an unbiased and authentic way. It was critically observed that the quality of CCT programs has an impact on the expatriate's level of adjustment in the host country and at workplace, further deciding the failure and success of the assignment. The same was observed when studied the expatriate behaviour and adjustment in MNCs in Ireland.

The findings help us conclude that the willingness to relocate, family support, clear briefing is highly important along with the role CCT plays is in regard to smoother transitions of these employees. The acquired results also suggest that the various CCT programs need the inclusion of various attributes in training such as non-verbal communication, some aspects of behavioural differences and cultural diversity. By doing so misunderstandings can be avoided to a large extent. The essential trainings on visa interviews and immediate concerns such as accommodation, travel etc will further help smoothen the transition process of the employees from their home countries to host countries. Timeframe plays a vital role in determining the effectiveness of the training programs and therefore the rigorousness of the training can be adjusted in between moderate and high to ensure that maximum attributes are covered and limiting loss of attention due to high intensity.

The training programs can be tailormade to ensure the correct specificity whether it is geographically specific or skill specific is included in the program. The effectiveness of the programs can be more effective if training is conducted by the host country nationals and current expatriates using their key experiences rather than inhouse teachers using classroom notes.

It can also be concluded that it can be challenging for many to work in multicultural teams and often find it difficult to negotiate with people from varied backgrounds. However, these challenges are a blessing in curse, with results suggesting that higher the diversity in staff, higher the overall team performance affecting the job satisfaction levels of the expatriates in a positive manner.

In the end, we can conclude that there is definite and positive relation between cross-cultural training and expatriate adjustments in foreign country which result in positive job satisfaction and success international assignment. It is extremely important for organizations to acquire feedbacks and/or validate the content of the CCT programs to gauge the effectiveness of these programs (Morris and Robie, 2001).

Recommendations for future research

This research which focuses on the various elements of CCT and its impact on the success of the international assignment has facilitated the researcher to discover the impact of CCT on the levels of expatriate adjustment which have direct and indirect contributions on expatriate performance. Although the researcher has achieved the desired results which have helped the researcher prove this relationship between expatriate success/success of international assignments specifically in Ireland, there are a few unexplored parameters which can be covered by future researchers in their researches.

To start with, the research was specifically directed towards to employees on international assignments in MNCs based in Ireland only. The sample consisted of expatriates only from a range of pre-selected tier1 cities. To test the actual impact on assignment success, the **geographical area can be increased** to include as many cities both tier1 and tier2 to understand the relationship better. To further increase the understanding in a better manner, the **sample size could be increased** to a higher number to increase the reliance and accuracy of the data.

With the view to help organizations better organize CCT, **interviews of employees from the human resource departments** could be conducted and data could be gathered regarding their existing CCT programs. The interviews could help the future researchers exploit the gap between what is needed and what is actually inducted in the existing CCT programs. These interviews can help the future researchers to further strengthen the relationship between CCT programs and success of international assignments.

Training programs could be conducted by host country nationals, current expatriates, ex-expatriates rather than in-house teachers to have the exact understanding from the priceless experiences of these people. This training staff could

also be interviewed to gauge the missing elements from their CCT programs which could help the future expatriates in their training sessions.

To enrich the primary data even further, the future researchers can utilize the data collection techniques of **simple random sampling** which are completely unbiased in nature thus existing the reliance on convenience sampling and the snowball sampling effect arising out of primary source of contact. Highly important and up-to-date statistics which provide essential support to the research can be accessed with the help of **paid databases**. This can be achieved with the help of more funds or securing scholarships.

The researches in the future could be targeted towards **establishing a strong link between CCT and the employee's productivity** and the research could exceed the borders of any one nation. **The time frame in which the research is conducted could be increased** thus limiting the disadvantages arising out of low sample sizes.

Personal learning statement

The journey in completing the Master's degree in Human Resource Management was altogether an unique learning experience which has helped me grow not only as a professional but also as an individual.

To start with, one might want to spread the research over a greater timeframe. There are two-fold effects arising out of this. Firstly, it will allow us to conduct qualitative research by considering employers point of view using interview methods simultaneously parallel to the quantitative study. And secondly, the results we derive from this can help us exploit the gap between what is needed by the organization along with the employees for effective administration and what can be included in the training programs to bridge the gaps.

Along with this, the sample size could be increased by not restricting the target population to any selective cities. This would enable us to test the validity of the currently generated results across a bigger sample size resulting in improved authenticity and reliability on the findings.

Another element that can be added is the cost associated with expatriate failures and this will help us further stress on cross-cultural training.

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