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## **A Review of Cross-Cultural Training: Best Practices, Guidelines, and Research Needs**

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*The purpose of this article is to present the best practices of cross-cultural training (CCT) in terms of what organizations are doing and what they should be doing. In presenting the best practices, the following questions will be investigated: (a) why is CCT an important research domain, (b) what is the general purpose of CCT, (c) how is CCT designed and delivered, (d) which CCT strategies are organizations currently implementing, (e) what guidelines can be offered to organizations offering CCT, and (f) what additional research is needed. This article contributes to existing CCT research by providing a condensed set of guidelines instructing organizations on the techniques necessary for maximizing the benefits of CCT.*

**Keywords:** *cross-cultural training; intercultural training; cross-cultural adjustment; expatriate adjustment; expatriate training*

During the 1960s and 1970s, cross-cultural research examined multiple-cultural phenomena, covering topics such as expatriate employment, differences between national cultures, and the relationship between culture and motivation. However, although cross-cultural research continued throughout the 1980s, the 1990s saw a surge in the amount of research devoted to cross-cultural training (CCT; Bhawuk & Brislin, 2000). The increasing globalization of the economy was one catalyst for the increased interest in CCT. In addition, research dedicated to cross-cultural issues in the workplace has risen in importance because researchers have been unable to translate their research advances into practice. Specifically, multinational corporations (MNCs) have not yet adopted many of the CCT strategies that researchers propose because cross-cultural researchers have not successfully resolved the controversies surrounding the goals, content, effective-

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ness, implementation, and processes of CCT (Baumgarten, 1995; Brewster, 1995; Selmer, 2001; Selmer, Torbiörn, & de Leon, 1998; Tung, 1982). More important, for today's MNCs, a condensation of the literature detailing the best practices of CCT, such as what organizations are doing and how their practices can be improved upon, is not yet available.

Thus, the purpose of this review is fivefold. First, based on a comprehensive literature review of the past 25 years of CCT research, we describe how CCT is typically delivered in organizations. Second, we document the strategies that organizations are currently implementing. Third, we highlight why CCT is still an important research domain. Fourth, the best practices of CCT are presented in terms of what organizations are doing and how it can be done better. Finally, we propose additional research that is needed.

Ultimately, this article contributes to existing research on CCT by providing practitioners and researchers with a condensed set of research-based guidelines regarding how CCT should be conducted if organizations want to maximize the benefits of CCT. In the past, many suggestions have been offered regarding the design and delivery of CCT. However, these recommendations are often limited in that they usually address only one facet of CCT and are not supported by empirical research. In addition, the past recommendations have been based primarily upon anecdotal information or CCT successes observed in one organization. In combining research from both researchers and practitioners, the research-based guidelines in this article extend existing CCT research.

In conducting this review, research on CCT, cross-cultural adjustment, and expatriate performance was gathered. Various social-science databases (e.g., *PsychInfo*, *ABI-Info*) were used to conduct searches using the following keywords: cross-cultural training, expatriate training, intercultural training, cross-cultural adjustment, and expatriate adjustment. To be included in the review, the article must have been published within the past 25 years; addressed issues regarding the design, delivery, evaluation, or effectiveness of CCT; or discussed the performance and adjustment issues faced by expatriates. Both theoretical and empirical articles were included. Articles from the domestic training literature were also incorporated. Articles that addressed multicultural training, defined here as training conducted in the home country to make all employees more aware of cultural differences, were excluded.

### **Why Is CCT Still Important for Organizations?**

Many reasons have been provided over the years as to why research on CCT is still in demand. We focus our discussion on three arguments: the financial loss associated with expatriate assignments, the lack of a conclusive answer regarding the effectiveness of CCT, and the continuing evolution of the workplace toward increased diversity.

In the past few decades, the number of MNCs has risen, and the number of employees, primarily managers, sent overseas has increased. Although some researchers have argued that expatriate employment has decreased following the events of September 11th, survey results indicate that expatriate employment is continuing to increase (GMAC Global Relocation Services, 2003). Despite the increased use of expatriate employees (Eschbach, Parker, & Stoeberl, 2001; Mervosh & McCleniahan, 1997), expatriates continue to experience difficulties on these foreign assignments, ranging from problems associated with inadequate transfer of managerial practices (Selmer, 2001) to concerns surrounding adjustment to the foreign culture (Caligiuri, Phillips, Lazarova, Tarique, & Bürgi, 2001). The culmination of these difficulties often results in the expatriate's early return from the assignment. With 10% to 50% of expatriates returning early from their assignments (Eschbach et al., 2001), these difficulties are costly for MNCs, ranging from \$250,000 to \$1 million (Eschbach et al., 2001; Mervosh & McCleniahan, 1997). Furthermore, expatriate assignments can be viewed as failures even if the expatriate remains in the foreign locale for the duration. For instance, lost opportunities, delayed productivity, and damaged relations may also result in the expatriate assignment being viewed as a failure from the organization's perspective (R. Bennett, Aston, & Colquhoun, 2000; Selmer et al., 1998). According to the Global Relocation Trends Survey Report (2002), the problem is typically even more disastrous because many expatriates decide to leave their organization within one year of returning to the home country. Thus, more work needs to be done on CCT in an effort to ameliorate the financial ramifications associated with losing an estimated quarter to a million dollars per failure (Mervosh & McCleniahan, 1997; Morris & Robie, 2001) and to reduce the loss of a significant proportion of organizational talent (Gomez-Mejia & Balkin, 1987).

For decades, cross-cultural researchers have attempted to illustrate to MNCs the role that CCT plays in facilitating the success of an expatriate (Black & Mendenhall, 1990; Tung, 1982). Past estimates of CCT use indicated that the majority of MNCs ignored this advice. For instance, researchers estimated that 70% of U.S. MNCs did not provide their employees with any form of CCT (Black & Mendenhall, 1990). However, the number of companies offering CCT is on the rise in that current estimates indicate that more than 60% of companies offer some form of CCT (R. Bennett et al., 2000). Nonetheless, of those that do offer training, most CCT programs are comprised of one-day debriefing sessions (Bhagat & Prien, 1996; Black, 1988; Deshpande & Viswesvaran, 1992). Many reasons have been offered to explain the neglect or insufficient application of preparatory training, including the short length of time between selection and expatriate departure, the belief that technical competence is the main factor in determining success, the opinion that managers who operate well will be effective

regardless of location, the costs associated with training, and the lack of a conclusive answer in regard to the effectiveness of CCT (Baumgarten, 1995; Black & Mendenhall, 1990; Deshpande & Viswesvaran, 1992; Kealey & Protheroe, 1996; Selmer, 2001). Thus, additional CCT research is desperately needed because a definitive answer to the question regarding the effectiveness of CCT has not yet been reached, and the advent of new technology and learning strategies might provide a much-needed infusion of new and more effective delivery methods.

Finally, the changing nature of the workplace illustrates the need for additional CCT research. Increased organizational diversity, use of multicultural teams, and internationalization of the economy concretely demonstrate the manner in which the world is becoming more cross-cultural. Culture plays a major role in organizational life, from the corner shop to the branch office to world conflict. Culture plays a major role in our lives and our world—it cannot be ignored. To identify, address, and resolve the challenges that will stem from this increasing internationalization of the work environment, business, government, and industry, additional research on CCT is critical.

### **What Is the Purpose of CCT?**

CCT has been defined as an educative process focused on promoting intercultural learning through the acquisition of behavioral, cognitive, and affective competencies required for effective interactions across diverse cultures (Landis & Brislin, 1996; Morris & Robie, 2001). CCT has been identified as a major technique for improving the cross-cultural effectiveness of managers (Bhagat & Prien, 1996; Bhawuk & Brislin, 2000; Deshpande & Viswesvaran, 1992). CCT differs from traditional training in that the focus is on attitudinal changes rather than on the acquisition of information (Bhagat & Prien, 1996).

Researchers have agreed that three components are indicative of success on an international assignment: the degree of personal adjustment to the new host environment, the degree of professional effectiveness in accomplishing business responsibilities, and the degree of interpersonal adjustment (Baumgarten, 1995; R. Bennett et al., 2000). Thus, the overall purpose of CCT is to improve an expatriate's probability of success on the foreign assignment (Baumgarten, 1995; Black & Mendenhall, 1990; Forster, 2000) by equipping the expatriate with the knowledge, skills, and attitudes needed for cross-cultural adjustment, effective on-the-job performance, and interaction with the host nationals (Baumgarten, 1995; R. Bennett et al., 2000; Forster, 2000). More specifically, the ability of a CCT program to facilitate the success of an expatriate assignment requires the development of three types of skills—self-maintenance, interpersonal, and cognitive.

Because CCT cannot prepare individuals for every situation that they are likely to encounter, one of the primary responsibilities of CCT is to aid the expatriate in learning how to learn (J. Bennett, 1986; Brislin & Bhawuk, 1999). Learning how to learn means that the individual is taught the meta-cognitive strategies needed to engage in self-development processes and continuous learning (J. Bennett, 1986). That is, the individual will need to develop approaches for obtaining information from new stimuli. Essentially, by teaching the expatriate how to learn and acquire information about another culture, the trainee will be able to better understand how to derive information from new situations and respond accordingly (J. Bennett, 1986). Essentially, CCT creates adaptable people by teaching global skills that can be adapted to more specific situations. These individuals are able to take the knowledge learned from the training program and apply it to the multiple-novel situations that are encountered in the daily life of an expatriate.

In addition to learning how to learn, Brislin and Bhawuk (1999) also advocate that enabling the expatriate to make isomorphic attributions and to handle disconfirmed expectations should be additional goals of a training program. With respect to aiding the expatriate's ability to make isomorphic attributions, CCT programs aim to teach expatriates how to make approximately the same judgments as host nationals regarding the causes of behavior. Disconfirmed expectations refers to situations in which expatriates expect the host national to engage in a certain form of behavior and then observe an entirely different form of behavior from the host national (Brislin & Bhawuk, 1999). Thus, CCT aims to enable the individual to contemplate why the host nationals did not behave in a certain manner and make isomorphic attributions, rather than making hurried conclusions regarding host national behavior that are often incorrect.

### **What Components Make Up the Design and Delivery of Typical CCT Programs?**

In the past, cross-cultural researchers divided training programs into two categories: didactic (information-giving) and experiential learning activities (Kealey & Protheroe, 1996). However, additional categories are now used to divide CCT activities: didactic, attribution, culture awareness, experiential, cognitive-behavior modification, interaction, and language training (Bhawuk & Brislin, 1999; Kealey & Protheroe, 1996). We examine these next (see Table 1).

#### **Attribution Training**

Expatriate employees often encounter difficulties in the host culture when they attempt to understand the meaning of host national behavior.

**TABLE 1: Summary of Delivery Strategies**

<i>Focus of Training Intervention</i>	<i>Potential Strategies</i>
Developing the skills required to make isomorphic attributions	Attribution training
Imparting the knowledge needed to understand cultural differences	Culture awareness training
Assisting in the development of host-culture appropriate behaviors	Cognitive-behavior modification training
Promoting successful adjustment via on-the-job training	Interaction training
Developing the language skills required for everyday interactions	Language training
Providing the expatriate with information regarding living and working conditions	Didactic training
Giving the expatriate the opportunity to practice potential situations to be encountered in the host culture	Experiential training

Specifically, these expatriates use attribution techniques from their home country in the assignment of meaning to host national behavior. This practice is problematic because behavior is often interpreted differently in different cultures. Thus, attribution training focuses on the development of the attitude and skills necessary for comprising explanations of host national behavior from the host-culture point of view (Befus, 1988). Essentially, the goal of attribution training is to teach expatriates how to make isomorphic attributions that are similar to the attributions made by individuals in the host culture. Thus, the expatriates would be better equipped to interpret behavior in a manner similar to that of host nationals (Bhawuk, 2001; Brislin & Bhawuk, 1999).

### **Cultural Awareness Training**

Cultural awareness training is based on the assumption that an individual who has a better understanding of his own culture will be more effective in an overseas assignment (J. Bennett, 1986). Thus, the focus of this training strategy is on educating the individual about his or her own culture so that he or she will appreciate the differences between his or her own culture and the culture of the host country (Befus, 1988). By participating in culture-awareness training, expatriates learn to recognize their own values and culture and the contrasts between their own culture and other cultures. Furthermore, expatriates learn how to apply what was learned in an effort to improve the outcomes of their interactions with host nationals (J. Bennett, 1986).

### **Cognitive-Behavior Modification Training**

Proposed by Black and Mendenhall (1990), cognitive-behavior modification seeks to assist the expatriate in developing the habitual behaviors desired in the host culture (Bhawuk & Brislin, 2000; Brislin & Bhawuk, 1999). Specifically, the training focuses on helping the expatriate to not only identify and avoid the behaviors that will be deemed inappropriate in the host culture but also to teach them behaviors that are typically rewarded in the host culture (Befus, 1988).

### **Interaction Training**

With interaction training, the incoming expatriate learns from the expatriate whom he or she is replacing (Befus, 1988). These situations are more commonly known as overlaps, and they are a form of on-the-job training. Overlaps are the most popular interactional training strategy used in expatriate preparation. Essentially, the incoming expatriate is sent to the foreign country prior to the departure of the incumbent expatriate (Brewster, 1995). During the time frame in which both expatriates are working in the host country, the experienced expatriate facilitates hands-on training regarding business practices, introduces the new expatriate to key people at work and within the community, and attempts to make the new expatriate's transition into the host culture easier by showing him how to carry out daily-life tasks.

### **Language Training**

Language training is not relevant in every assignment, but for those assignments in which the individual is immersed in a culture speaking a foreign language, this type of training is crucial for intercultural adjustment. Although ideal, it is not critical that the individual become fluent in the language. Rather, the training focuses on providing expatriates with the ability to exchange common courtesies in the host language. Host nationals will appreciate these small efforts at speaking the language because it is a demonstration of interest in the host nationals and in the culture in general (Gudykunst, Guzley, & Hammer, 1996). This training is also advantageous because it will improve the expatriate's on-the-job performance. Learning the host-culture language is crucial because relying on one's native language reduces the speed with which the individual can process data written in the foreign language, and the expatriate may miss out on crucial pieces of work-related information published in the host-country language (Ashamalla & Crocitto, 1997). Thus, individuals that have at least a rudimentary grasp of the language will be more effective in the new work environment.



### **Didactic**

Didactic, or information-giving, training is one of the most common CCT strategies, and it involves the provision of factual information regarding working conditions, living conditions, and cultural differences (J. Bennett, 1986). Didactic training interventions target many diverse topics, including travel arrangements, job characteristics, shopping, and appropriate dress requirements for work. In addition, information about the political, economic, and cultural conditions of the country is provided in the form of area studies (Kealey & Protheroe, 1996; Morris & Robie, 2001). The enhancement of the cognitive skills that will enable the expatriate to understand the host culture and to possess a framework within which to evaluate the new situations that will be encountered is the main goal of didactic training. Many training techniques are classified as didactic-training activities, but informal briefings, traditional formal educational activities, and culture assimilators are the most popular strategies (Brewster, 1995).

### **Experiential**

The final CCT strategy to be discussed is experiential training. The main premise of experiential training is that the individual "learn by doing." Essentially, the expatriate learns by participating in activities that are likely to be encountered during the foreign assignment. For example, an expatriate participates in experiences such as simulations of critical incidents in order to practice alternative responses to situations that are likely to be encountered during the overseas assignments. Experiential learning activities focus on the expatriate developing the skills necessary for performing work functions effectively, for interacting positively with host nationals, and for acquiring the cognitive skills needed to make correct attributions (Kealey & Protheroe, 1996; Morris & Robie, 2001). The intended outcome of this experiential-training intervention will be the improvement of the cross-cultural communication skills necessary for adjustment and the possession of the cross-cultural knowledge needed to determine which option for dealing with various situations will be the most culture-appropriate response (Kealey & Protheroe, 1996; Morris & Robie, 2001). Furthermore, at the conclusion of experiential training, the expatriate should be able to take on a host national's viewpoint and respond to situations as if he were a member of that culture (Morris & Robie, 2001). A wider variety of training techniques are available for experiential learning, which include look-see visits, role-plays, intercultural workshops, and simulations (Grove & Torbiörn, 1993; Kealey & Protheroe, 1996; Morris & Robie, 2001). However, it is important to note that simulation is merely a tool—a tool for training (Salas, Cannon-Bowers, Rhodenizer, & Bowers, 1999). A number of instructional features need to be embedded in the simulation (Salas, Priest, Wilson-

Donnelly, & Burke, in press). Learning will not simply occur by using experiential techniques in training. Thus, practitioners must supplement this tool with appropriate instruction, practice, and feedback techniques.

### **How Well Do Traditional CCT Practices Support Expatriates?**

As can be seen from the previous section, many training strategies can be used to deliver CCT. However, the jury is still out regarding whether the CCT strategies that organizations are implementing facilitate expatriate success. Although many training techniques are available and most researchers assert that CCT is a critical component in preparing expatriates for overseas assignments, very little empirical evidence exists to support their claims (Bhagat & Prien, 1996; Black & Mendenhall, 1990; Deshpande & Viswesvaran, 1992; Selmer, 2001).

Of the few empirical studies that address the effectiveness of CCT, most provide support for the belief that CCT facilitates an expatriate's success on a foreign assignment (Selmer et al., 1998). For example, cross-cultural adjustment to the host environment has been found to have an impact on the success of the global assignment (Brewster, 1995; Caligiuri et al., 2001). Specifically, research indicates that CCT positively affects adjustability, and that cross-cultural adjustment in turn has a positive relationship with performance and a negative relationship with early return rates (Caligiuri et al., 2001; Deshpande & Viswesvaran, 1992). Thus, this link between CCT and increased cross-cultural adjustment during a foreign assignment provides support for the thesis that CCT is a mechanism for facilitating the effectiveness of expatriate assignments.

Additional evidence supporting the effectiveness of CCT was provided by a meta-analysis on intercultural training conducted by Black and Mendenhall (1990). A total of 29 studies were examined to determine whether CCT was effective in developing the skills related to maintenance of the self, the skills necessary for interacting with host nationals, and the cognitive skills necessary for cultural awareness. In the studies that addressed self-maintenance skills, all found a positive relationship between CCT and the development of self-confidence and overall feelings of well-being. In regard to the studies pertaining to interpersonal skills, a positive relationship was found to exist in all of the studies. Last, of the 16 studies that assessed cognitive perception, a positive relationship between CCT and cognitive skill development was observed in all 16.

Furthermore, evidence from a more recent meta-analysis conducted by Morris and Robie (2001) provided additional support for the argument that CCT is effective in enhancing the performance of expatriates. Specifically, they investigated the relationship between CCT and the performance. In this

study, performance was measured using ratings of cross-cultural skill development, early return rates, and supervisor ratings. In addition, they examined the relationship between CCT and adjustment, which included both work adjustment and general adjustment to the culture. Significant positive relationships were observed between CCT and expatriate performance ( $r = .26$ ) and between CCT and adjustment ( $r = .13$ ) (Morris & Robie, 2001). Thus, the results from these two meta-analyses are encouraging. They appear to indicate that CCT is an effective tool for facilitating expatriate success.

### **CCT “Best Practices”**

As noted earlier, researchers estimate that only 30% of U.S. MNCs provide their employees with CCT (Bhagat & Prien, 1996; Black, 1988; Deshpande & Viswesvaran, 1992). However, this figure may be misleading because the Global Relocation Trends 2002 Survey Report (GMAC Global Relocation Services, 2003) reported that 64% of MNCs deploying expatriates offer some form of CCT. For example, Shell is an organization that has a large expatriate population with an estimated 5,000 expatriates worldwide (Barham, 1991). In Shell’s CCT programs, expatriates undergo a week-long training course upon arrival in the host country. The CCT focuses on assisting the expatriates in understanding the social and business customs (Barham, 1991). Foseco, a subsidiary of Burmah-Castrol, is a large MNC that offers CCT. Foseco offers a variety of workshop sessions covering topics such as multinational team building (Hurn & Jenkins, 2000). Motorola, Inc., is another organization that offers CCT. In fact, Motorola, Inc., has a special center for CCT that was opened in an effort to make all of its managers multiculturally competent (Harrison, 2002). Furthermore, other companies, such as Du Pont, Ford, Intel, Kodak, Procter & Gamble, and Pharmacia, have introduced CCT to combat the difficulties associated with conducting business in Japan (Barham, 1991). These are just a few examples of the types of organizations offering CCT and of the content of those programs.

However, upon closer examination of the CCT practices of actual organizations, it has become apparent that the literature regarding what organizations are actually doing in terms of CCT is scarce (see Table 2). Nevertheless, in this section of the article, successful techniques adopted by organizations offering CCT are discussed. The discussion is subdivided into the following sections: design, delivery, and evaluation. After each section, the current CCT best practices extracted from the literature are highlighted.

**TABLE 2: Summary of Best Practices**

Design	<p>Adjust the length of training based upon the unique features of the assignment.</p> <p>Determine according to organizational and expatriate needs whether cross-cultural training (CCT) should be culture-general or culture-specific.</p> <p>Offer CCT to expatriates and accompanying family members.</p> <p>Have the human resource department play a large role in planning and implementing the CCT intervention.</p>
Delivery	<p>Use multiple delivery strategies within one training program.</p> <p>Tailor the delivery strategy according to the goals of the training.</p> <p>Provide expatriates with online real-time support materials.</p> <p>Keep international staff members up to date on home organization issues by bringing them home for periodic meetings.</p> <p>Provide the expatriate with personalized coaches.</p> <p>Offer CCT prior to departure, immediately following arrival in the host country, or at both times.</p>
Evaluation	<p>Evaluate the CCT program each time it is implemented.</p> <p>Use numerous criteria to evaluate success and/or failure.</p> <p>Conduct surveys to assess the expatriate's satisfaction with the training and the overall assignment.</p>

## Design

Organizations have many crucial decisions to make when designing CCT programs. For instance, they must decide whether to offer culture-specific or culture-general training. For example, a large number of expatriates embarking for various destinations can be trained using the culture-general approach. However, many researchers argue that tailoring the CCT for each individual expatriate's experience is the better approach (Bhawuk, 2001; Brislin & Bhawuk, 1999). Furthermore, organizations must decide which individuals should receive the CCT. For instance, research has revealed that spousal adjustment and satisfaction can influence the expatriate's satisfaction (Takeuchi, Yun, & Tesluk, 2002; Tung, 1987). Thus, organizations with successful expatriate employment records are offering CCT to the accompanying family members.

Still other practices pertaining to the design of CCT can be classified as best practices. For instance, organizations whose expatriates are successful compensate their expatriates well (Blassingame, 2001). Corporations offer the expatriate hardship grants, additional paid time off, performance bonuses, overseas differential premiums, moving reimbursements, and automobile and home assistance as a comprehensive compensation plan (Blassingame, 2001; Klaus, 1995). Also, organizations with effective CCT programs involve the human resource department in nearly all levels of the

planning and implementation (Halcrow, 1999; Inkson, Arthur, Pringle, & Barry, 1997; Scullion & Brewster, 2001). Furthermore, successful organizations pay close attention to the selection process. Finally, organizations that are typically more successful with expatriate employment convey to their employee that expatriate assignments are valuable to the organization (Scullion & Brewster, 2001). Successful design practices, which are based upon the above-mentioned examples, are listed below.

### **Design—Best Practices**

1. Adjust the length of training based upon the unique features of the assignment.
2. Determine according to organizational needs and expatriate needs whether CCT should be culture-general or culture-specific.
3. Offer CCT to expatriates and to accompanying family members.
4. Have the human resource department play a large role in planning and implementing the CCT intervention.

### **Delivery**

As illustrated in previous sections, organizations have a wide variety of delivery mechanisms at their disposal. For example, researchers have identified seven approaches to CCT: didactic, attribution, culture awareness, experiential, cognitive-behavior modification, interaction, and language training (Bhawuk & Brislin, 2000; Kealey & Protheroe, 1996). Organizations that have experienced success with CCT programs do not limit themselves to one specific technique. Rather, they employ a variety of techniques within one CCT program. Also, trainers use multiple media for delivery. Specifically, CCT can be provided via written media, via video, or via CD-ROM. Moreover, organizations can offer predeparture, postarrival, or sequential CCT. In addition, organizations with successful CCT programs offer online support for their expatriates so that they can have instant access to information and to boost efficiency while cutting costs (Greengard, 1999). Furthermore, international staff members from organizations with successful CCT programs are kept in the organizational loop by frequently visiting the home office and by being visited by executives from the home office. For instance, Coca Cola flies its international human resources staff to its company headquarters twice a year to provide the employees with updates on philosophies, programs, and policies (Ashamalla, 1998). Finally, CCT can be delivered in tandem with executive coaching for the expatriate. For example, Motorola EMEA has been using executive coaching for certain expatriates for more than 8 years (Garcia, 2003). Coaching is advantageous because it is personalized and because the individual can contact the coach about specific difficulties that he or she is encountering (Mendenhall & Stahl, 2000). Based upon these examples, the delivery best practices are listed below.

### **Delivery—Best Practices**

1. Use multiple delivery strategies within one training program.
2. Tailor the delivery strategy to the goals of the training.
3. Provide expatriates with online real-time support materials.
4. Keep international staff members up to date on home organization issues by bringing them home for periodic meetings.
5. Provide the expatriate with personalized coaches.
6. Offer CCT either prior to departure, immediately following arrival in the host country, or at both times.

### **Evaluation**

Most CCT evaluation efforts consist solely of identifying whether the expatriate returned early from the assignment. However, companies that have more successful CCT programs use additional criteria for success and failure. For example, delayed productivity and start-up time, disruption of the relationship between the expatriate and host nationals, damage to the MNC's image, lost opportunities, and problematic repatriation resulting in high turnover rates are all criteria used by organizations offering successful CCT programs (R. Bennett et al., 2000). Furthermore, organizations that implement successful CCT learn from past mistakes. That is, these organizations take the time to evaluate their CCT programs and to look for ways in which they can be improved.

#### **Evaluation—Best practices**

1. Evaluate the CCT program each time it is implemented.
2. Use numerous criteria to evaluate success and/or failure.
3. Conduct surveys to assess the expatriate's satisfaction with the training and the overall assignment.

### **What Are Organizations Not Doing That They Should Be Doing?**

Although much progress has been made with respect to CCT, deficiencies still exist and result in ineffective CCT programs. Thus, in the next section, the discussion will center on what organizations are not doing with respect to CCT and what they should be doing. In addition, a set of guidelines regarding the effective implementation of CCT programs will be provided.

#### **Design**

Many difficulties associated with design still plague CCT programs. The effectiveness of CCT programs is often marred by a failure to adequately

assess the needs of expatriates (R. Bennett et al., 2000; Bhagat & Prien, 1996; Brewster, 1995; Caligiuri et al., 2001), by the lack of communication regarding the value of culture to other organizational members (Estienne, 1997), by failing to offer CCT to accompanying family members (Black, Gregerson, & Mendenhall, 1992; Takeuchi et al., 2002), by ignoring the requisite knowledge, skills, and abilities (KSAs) (C. Burke et al., in press), and by failing to utilize the vast knowledge domain related to the science of training. Thus, several guidelines can be offered for improving the design of CCT programs.

*Guideline 1: CCT Should Be Customized to Match the Expatriate's Needs*

As argued by Salas and colleagues (1999), the needs-assessment phase of training serves as the foundation of the entire program and thus must focus on analyzing training needs at multiple levels, one of those being a person analysis. The conduction of a needs assessment should be the first step in designing a CCT program. More specifically, the needs assessment should be directed at the needs of the individual expatriate employee. Thus, the strengths and weaknesses with respect to the individual's interpersonal, cognitive, and self-maintenance skills must be assessed. In addition, other factors that could potentially affect the expatriate's likelihood of success, such as job characteristics (Black et al., 1992; Ronen, 1989), past international experience (Takeuchi, Tesluk, Yun, & Lepak, 2005), and spousal accompaniment (Birdseye & Hill, 1995) should be identified. Based upon the findings from the needs assessment, the training program should be customized to meet the individual expatriate's needs (R. Bennett et al., 2000; Caligiuri et al., 2001).

*Guideline 2: CCT Should Not Stand Alone*

Training alone is not sufficient for ensuring the success of expatriates. In surveys conducted to identify factors that influence expatriate satisfaction, results have revealed that expatriates and accompanying family members often desire assistance outside the realm of traditional CCT programs (Eschbach et al., 2001). Because training is not the only option for improving expatriate performance, destination services, competitive compensation, and performance-management systems promoting intercultural-competency development are just some of the human resource interventions that could be paired with CCT (R. Bennett et al., 2000). For instance, organizations that have been classified as successfully conducting CCT hire relocation specialists to assist the expatriate with details such as finding a home in the overseas country. Furthermore, successful organizations require future expatriates to meet with tax consultants to cover the company's tax

reimbursement procedures (Klaus, 1995; Oddou, 1991). However, future research is needed to examine how these interventions should be designed and how they should be coupled with CCT programs.

*Guideline 3: Training Rigor Should Be Tailored to the Cultural Toughness of the Destination Country*

Cultural toughness and training rigor have also been identified as factors that may have an impact upon the relationship between CCT and overseas performance. Cultural toughness pertains to the notion that it is much more difficult to adjust to certain countries than it is to adjust to other countries (Black et al., 1992). Cultural toughness hinders cross-cultural adjustment in that the greater the cultural differences between the country of origin and the destination location, the greater the difficulty the expatriate will experience when interacting and working in the new environment (Bhagat & Prien, 1996).

Training rigor is related to cultural toughness because training rigor refers to the degree of mental involvement and effort that must be expended in learning the training materials (Black et al., 1992; Chadwin, Rogers, & Kim, 1995). Training rigor influences the training method and the amount of time spent on training. If CCT programs tailor the training rigor to the cultural toughness of the destination country, the likelihood of the expatriate performing effectively on the overseas assignment will be improved.

*Guideline 4: MNCs Should Develop a Global Mindset*

CCT is embedded in an organization. Research from the domestic training literature has revealed that training is one component of a larger organizational system. Specifically, Kozlowski and Salas (1997) argue that organizations are open to external influences and thus subsystems within the organization are also vulnerable to these influences. Thus, it is important to remember that CCT is part of a larger framework that is susceptible to both organizational and external factors.

In addition, researchers have argued that expatriates fail on overseas assignments because culture is seen as something separate from the organization (Estienne, 1997). However, if organizations wish to maximize the success of their CCT endeavors, then it is critical that they create a global mindset for the entire organization, not just for the future expatriates. Estienne (1997) defines a global mindset as “a willingness to learn and an ability to adapt” (p. 15). An international mindset is beneficial to CCT programs for two reasons. First, the idea of cultural diversity will not be an entirely new phenomenon to the expatriates, and they will have already developed skills necessary for successful interaction in a culturally diverse



work environment. Second, the host country subsidiary will also have a global mindset, and they will be more likely to accept the expatriate and understand that differences in behavior can be attributed to cultural differences. A company-wide international mindset can be accomplished through multicultural training. For instance, Elashmawi (2000) argues that organizations that are successful in administering CCT provide all employees with multicultural training.

*Guideline 5: Organizations Must Use a Skill-Based Approach When Designing CCT*

Few CCT-training programs are skill-based; instead, they are focused on building awareness of the expatriate's own culture and the culture of the host country. Although building cultural awareness is crucial for familiarization with the new culture, Burke and colleagues (in press) illustrate that building cultural awareness may not be a strong enough intervention to ensure that expatriates will have the tools necessary for cross-cultural interaction. The acquisition of knowledge does not guarantee that the expatriate will apply the appropriate principles, and expatriates need to be provided with the skills that enable them to interact effectively in the host country.

Designing a skill-based model of CCT requires that the organization first conduct a cognitive task analysis (CTA). The aim of a CTA is to identify the mental activities that are needed to successfully perform a given task (Schraagen, Chipman, & Shalin, 2000; Wei & Salvendy, 2004). The CTA will enable the organization to identify the competencies required for successful performance in all facets of the overseas assignment. Once these critical competencies have been identified, CCT can be structured so that the learning objectives focus on developing the identified requisite KSAs.

*Guideline 6: MNCs Should Apply and Use Strategies Based on the Science of Training in Designing CCT Programs*

In a recent article, Salas and Cannon-Bowers (2001) argued that training of any kind must be based in science. They posit that the learning that has resulted from the past two decades of training research can be organized around four crucial training elements: tools, competencies, methods, and instructional strategies. This framework should be used in designing CCT programs in order to ensure that CCT is conducted in a systematic and scientific manner. Although most CCT programs address one of these four critical elements, the effectiveness of CCT programs will be maximized if all elements are included in the design and delivery of CCT.

*Guideline 7: Scenario-Based Training Should Be Implemented*

Scenario-based training is a training strategy that would be beneficial to CCT practitioners. Developing expert performers is the goal of scenario-based training. Controlled exercises are used to provide trainees with cues similar to those likely to be encountered in a real-world environment (Salas, Cannon-Bowers, & Kozlowski, 1997). Specifically, scenario-based techniques are used to design training opportunities through the systematic identification and introduction of events within training exercises that provide known opportunities to observe trainee behavior (Fowlkes, Dwyer, Oser, & Salas, 1998). Then, the trainees are given feedback regarding their responses to these cues (Cannon-Bowers, Burns, Salas, & Pruitt, 1998).

The addition of scenario-based training to CCT programs would be beneficial because it is both theory- and practice-based and offers trainers more control over what is being trained and how it is being presented (Oser, Gualtieri, Cannon-Bowers, & Salas, 1999). This practice-based intervention may be particularly beneficial in overcoming cross-cultural issues, such as culture shock, because participants can practice interacting with individuals from other cultures and receive focused feedback on their training performance. Furthermore, numerous opportunities for practice are offered that can be used to provide trainees with multiple learning opportunities. Thus, scenario-based training should be used in CCT programs to provide trainees with multiple, scripted opportunities to practice and learn from cross-cultural situations likely to be encountered on the foreign assignment.

**Delivery**

As illustrated in the above-section, many design problems undermine the success of CCT programs. The problems associated with the delivery of CCT are much less numerous. The main difficulty associated with CCT delivery pertains to the timing of CCT. In fact, a current debate exists in the expatriation literature as to whether predeparture or postarrival training will be most effective in fostering the development of the skills required for success (R. Bennett et al., 2000; Black & Mendenhall, 1990; Selmer, 2001).

*Guideline 8: Training Delivery Should Correspond to the Dynamic Adjustment Process*

Predeparture training is the CCT practice that most MNCs adopt (Forster, 2000; Rahim, 1983; Selmer, 2001; Selmer et al., 1998). Proponents of predeparture CCT assert that training is most effective when conducted prior to departure for the foreign locale (Caligiuri et al., 2001; Forster, 2000) because the expatriate is able to form more realistic expectations of

the host culture and work environment. On the other side of the debate stand the researchers who argue that postarrival training will be more effective. They prefer postarrival training because the training programs can address real-time issues—the issues that are prompted by experiences in the actual culture (R. Bennett et al., 2000). Unfortunately, it is unclear as to whether predeparture or postarrival is the best method for administering CCT programs.

A new model of CCT has been proposed to encompass the advantages of both predeparture and postarrival training—the sequential model of adjustment (Selmer et al., 1998). These researchers proposed that CCT training programs should be structured to correspond to the cycle of adjustment that most individuals progress through in foreign cultures. The model is based on the assumption that the impact of training differs throughout the various phases of the foreign assignment in that the individual will be more psychologically receptive to training interventions at certain stages in the expatriate assignment (Selmer et al., 1998). Thus, training should not be solely offered predeparture or postarrival. Rather, it should be offered predeparture, postarrival, and after return to the home country.

*Guideline 9: The Difficulties Surrounding Repatriation Should Be Addressed*

Repatriation refers to the experiences surrounding the return of an expatriate to his or her home environment following the completion of an overseas assignment. Repatriation is a critical factor in measuring the success or failure of a CCT program (Gomez-Mejia & Balkin, 1987; Martin & Harrell, 1996) because turnover rates indicate that many expatriates that complete their entire foreign assignment leave the organization within one year (GMAC Global Relocation Trends Survey Report, 2002). Many reasons are cited as influencing the decision to leave the organization. Lower levels of responsibility, less prestige, feelings of alienation, restricted career opportunities, and salary reductions play critical roles in determining the level of satisfaction and overall adjustment that the expatriate experiences (Gomez-Mejia & Balkin, 1987; Martin & Harrell, 1996). Individuals leaving the organization following the completion of an expatriate assignment are costly to the organization because the MNC loses its top executives, the expertise that the individual gained by working overseas, and the money attributed to training and turnover. Therefore, a successful CCT program should include measures, such as offering position choices upon return and family repatriation support, which facilitate the repatriation process (Gomez-Mejia & Balkin, 1987; Martin & Harrell, 1996).

*Guideline 10: Multiple Media Strategies Should Be Used to Deliver CCT*

Using multiple-delivery strategies was listed as one of the best practices regarding the delivery of CCT because different training approaches may be more appropriate for delivering certain types of CCT. The use of multiple media in conjunction with multiple-delivery strategies (e.g., didactic, attribution, experiential) should further increase the effectiveness of CCT. Multiple media refers to the many tools that are available for delivering CCT. For example, CCT can be delivered using written media, video, CD-ROM, or the Internet. Each type of media may be more or less suitable for delivering certain aspects of the training. For instance, the written and video media may be the best tools for providing information to expatriates about the characteristics of the host country culture (i.e., didactic and culture-awareness training). However, CD-ROMs (e.g., *Bridging Cultures*, *The Culture Compass*) may be more appropriate for the self-development portion of training (Mendenhall & Stahl, 2000). These CD-ROMs give expatriates the opportunity to practice in simulated intercultural situations and receive feedback on their performances, and they may be more suitable for experiential and attribution training. Furthermore, online, real-time Internet-training programs may be most beneficial for answering questions that arise in everyday interactions. Rather than attempting to get in touch with a former trainer or current expatriate coach via e-mail or telephone, the expatriate can peruse the site to look for answers to his questions or chat live with an expert on intercultural sojourns. Thus, the success of a CCT program would be enhanced if the most suitable media were used to deliver different portions of the training.

## Evaluation

Another major shortcoming of CCT research and practice is that CCT programs are not adequately evaluated. With the many potential moderators that may influence the relationship between CCT and expatriate performance, the failure to evaluate CCT programs will hinder the improvement of CCT programs.

*Guideline 11: Organizations Must Establish Success Criteria for CCT Programs*

Inconsistencies in classifying effective performance make it difficult to evaluate the success of CCT programs. No one definition of what constitutes success on an expatriate assignment exists (Brislin, 1999; Church, 1982; Deshpande & Viswesvaran, 1992). Although most measures of success and/or failure in expatriate assignments are based upon the expatriate's early return to the home country, several other indications of failure exist (R. Bennett et al., 2000): inadequate transfer of managerial practices (Earley &

Peterson, 2004; Rahim, 1983; Selmer, 2001); adjustment difficulties (Caligiuri et al., 2001); lost opportunities, delayed productivity, and damaged relations (R. Bennett et al., 2000; Selmer et al., 1998); and leaving the organization following return (Gomez-Mejia & Balkin, 1987). With the many operational definitions regarding success and failure, it has been difficult for researchers to compare results across studies and to compile studies for use in meta-analyses. Furthermore, it has been difficult for organizations to evaluate the success of their CCT programs. Thus, MNCs must establish during the design phase the criteria that are indicative of either success or failure on an expatriate's assignment.

*Guideline 12: Organizations Must Evaluate Whether the Learning from CCT has Transferred to the Job*

Transfer of training is defined as the degree to which trainees effectively apply the KSAs gained in training when they return to the job (Baldwin & Ford, 1988). A training program cannot be viewed as successful unless the trainees are able to bring their newly acquired KSAs back to the workplace. For instance, even if an expatriate learns the skills that he needs for interacting in novel cultural situations, he must apply those skills on the job and during interactions with host nationals. If he is unable to apply these new skills, his performance and adjustment will be hindered. Thus, not only must organizations assess what the expatriate learned at the end of training, they must also assess whether the expatriate applied the learning. That is, organizations must discern whether unsuccessful overseas performance is due to inadequate preparation or to unsuccessful application of the KSAs acquired in training. If the unsuccessful performance is deemed to be the result of inadequate application of training, then the organization must examine the environmental constraints that prevented the transfer of training.

*Guideline 13: Organizations Must Assess Whether the Investment in CCT Yields Positive Organizational Outcomes*

Goldstein (1991) stated that the training evaluation process is comprised of two key procedures—establishing criteria for success and determining what change the training program has brought about. Thus, the final guideline to be offered with respect to training pertains to whether CCT resulted in some sort of benefit for the organization. Recent meta-analyses have provided empirical evidence indicating that CCT is an effective form of preparation for enhancing an expatriate's success on overseas assignments (Black & Mendenhall, 1990; Deshpande & Viswesvaran, 1992; Morris & Robie, 2001). However, the correlations found in these meta-analyses were small, and thus, it would benefit organizations to examine whether CCT is effective for them. For instance, organizations need to assess whether the training

is in fact resulting in increased performance and adjustment. In addition, they should conduct a return-on-investment (ROI) analysis of the impact of training (Kealey & Protheroe, 1996). Information from the ROI analysis could be used to identify problems within the training program and be used to redesign training. Furthermore, a positive ROI analysis could be used to convince organizational stakeholders and future expatriates of the value of CCT (see Table 3).

## **Implications for Future Research**

Although a great deal of CCT research has been conducted, the synthesis of this research revealed that CCT research opportunities are abundant. In the remainder of this article, we focus on three areas that need research.

### **Multicultural Team Training**

Multicultural teams consist of two or more individuals from different national cultures that interact interdependently and adaptively while working toward a common goal (Salas, Burke, Fowlkes, & Wilson, 2004). These individuals may be colocated in the same office, or the team members may be distributed all around the world. Multicultural teams face unique challenges because they make decisions in complex and uncertain environments (Burke et al., in press). Specifically, lower levels of cohesion and trust, misinterpretation and loss of communication, and increased use of inappropriate stereotypes in assigning attributes have all been offered as difficulties contributing to the experienced process loss of multicultural teams (Bing & Bing, 2001; Burke et al., in press; Burns, 2002; Laroche, 2001; Salas et al., 2004).

Therefore, the need for intercultural training is not unique to expatriate employees. Organizations are consistently finding themselves in situations in which they must deploy a team with individuals from diverse cultural backgrounds to solve problems or accomplish objectives. Given the difficulties team members face when interacting with individuals from one national culture, it is likely that individuals on multicultural teams will face additional challenges. Thus, cultural training research must broaden its scope to include an investigation into training requirements of diverse teams.

Training for multicultural teams is one solution that may alleviate the frustrations and problems associated with multicultural teamwork. A vast amount of research is available on domestic and cross-cultural training for expatriates, but the research on training for multicultural teams is sparse. Thus, additional research on intercultural training is necessary to not only improve the performance of individuals but is also needed to identify the training strategies and interventions that would be most beneficial for preparing multicultural teams to interact effectively in uncertain environments.

**TABLE 3: Summary of Guidelines**

Guidelines	Key Points	Sources
Design #1: CCT should be customized to match the expatriate's needs.	Assess each expatriate's needs Assess job characteristics Identify family needs Customize training content and delivery	R. Bennett, Aston, & Colquhoun, 2000; Bhagat & Prien, 1996; Black, Gregersen, & Mendenhall, 1992; Brewster, 1995; Caligiuri, Phillips, Lazarova, Tarique, & Bürgi, 2001; Ronen, 1989 R. Bennett et al., 2000
#2: CCT should not stand alone.	Include destination services, competitive compensation, and performance management systems Evaluate the benefits associated with the combination of supplemental efforts and CCT	R. Bennett et al., 2000
#3: Training rigor should be tailored to the cultural toughness of the destination country.	Cultural toughness—more difficult to adjust to certain countries. Training rigor—effort that must be expended Provide more rigorous training for more culturally tough destinations	Bhagat & Prien, 1996; Black et al., 1992
#4: Multinational Corporations (MNCs) should develop a global mindset.	CCT influenced by internal and external factors. Culture should not be separate from the organization. Provide all employees with multicultural training	Elashmawi, 2000; Estienne, 1997; Kozlowski & Salas, 1997

<p>#5: Organizations must use a skill-based approach when designing CCT.</p> <p>#6: MNCs should use strategies from the science of training in designing CCT programs.</p> <p>#7: Scenario-based training should be implemented.</p>	<p>Cognitive task analysis must be conducted.</p> <p>Learning objectives focused on developing requisite knowledge, skills, and abilities (KSAs).</p> <p>Training of any kind must be based in science.</p> <p>Training objectives drive all aspects of the training.</p> <p>Expert performance is characterized by the reliance on situational cues to trigger well-organized memories.</p> <p>Scenario-based training systematically links all aspects of scenario design, implementation, and analysis.</p> <p>Scenario-based training offers numerous opportunities for practice.</p>	<p>C. Burke et al., in press; Schraagen, Chipman, &amp; Shalin, 2000; Wei &amp; Salvendy, 2004 Salas &amp; Cannon-Bowers, 2001; Salas, Cannon-Bowers, &amp; Kozlowski, 1997 Oser, Cannon-Bowers, Salas, &amp; Dwyer, 1999; Salas &amp; Cannon-Bowers, 2001; Salas et al., 1997</p>
<p>Delivery</p> <p>#8: Training delivery should correspond to the dynamic adjustment process.</p> <p>#9: The difficulties surrounding repatriation should be addressed.</p> <p>#10: Multiple media should be used to deliver CCT.</p>	<p>Training is a process.</p> <p>Link training delivery with the cycle of adjustment</p> <p>High turnover rates upon return.</p> <p>Pay attention to career advancements and expatriate responsibility.</p> <p>Provide repatriation support for family.</p> <p>Written media, video, CD-ROM, Internet.</p> <p>Match media to training type.</p>	<p>Selmer, Torbjörn, &amp; de Leon, 1998</p> <p>Gomez-Mejia &amp; Balkin, 1987; Martin &amp; Harrell, 1996</p> <p>Mendenhall &amp; Stahl, 2000</p>

(continued)



TABLE 3 (continued)

Guidelines	Key Points	Sources
Evaluation #11: Organizations must establish success criteria for CCT programs.	Inconsistencies in classifying effective performance make it difficult to evaluate CCT programs. MNCs must establish criteria that are indicative of either success or failure.	Baumgarten, 1995; R. Bennett et al., 2000; Brislin, 1999; Church, 1982; Deshpande & Viswesvaran, 1992
#12: Organizations must evaluate whether learning from CCT is transferred to the job.	Involves the application of KSAs acquired in CCT. May provide clue regarding expatriate performance. May reveal environmental constraints	Baldwin & Ford, 1988
#13: Organizations must assess whether the investment in CCT yields positive organizational outcomes.	Assess whether CCT works for own organization. Use return-on-investment analysis to convince organizational stakeholders of the value of CCT.	Kealey & Protheroe, 1996

### **Adaptability**

Adaptability is another topic that is on the frontier of CCT research. Research is needed on what makes individuals adaptable. How people adapt and what cues they use or what variables influence whether they will adapt to novel environments is needed. We need better and richer theories on not only individual but team adaptation to develop more adaptable people.

### **Culture and Personality**

In the course of this review, it became obvious that the trends in CCT research are shifting. In the past, research efforts were aimed at investigating whether CCT is effective and identifying the best strategies for designing and delivering it. However, researchers have begun to explore the links between individual differences, cross-cultural adjustment, and CCT and the manner in which this information can be used to improve the delivery of CCT. For example, researchers have recently begun to draw on personality research to explain why some expatriates adjust more successfully to cross-cultural environments and exhibit higher levels of overseas performance. For instance, results from a concurrent validity study revealed that conscientiousness, extraversion, emotional stability, openness to experience, and agreeableness were negatively related to an expatriate's desire to prematurely return to his home country (Caligiuri, 2000). In addition, Lievens, Harris, Van Keer, and Bisqueret (2003) observed that openness to experience was significantly related to CCT performance, and cognitive ability was significantly related to language acquisition. Recent empirical research has also revealed that additional individual differences variables, such as self-monitoring (Harrison, Chadwick, & Scales, 1996), self-efficacy (Black, Mendenhall, & Oddou, 1991; Mak & Tran, 2001), and cultural sensitivity (Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003) may be related to cross-cultural performance and adjustment. Based upon the above-mentioned research, it appears that individual-differences variables account for some of the differences in expatriate performance in CCT and in the overseas environment. Additional research in this area is needed to identify whether individual differences interact with training to influence expatriate performance. That is, researchers must examine whether expatriates with certain personalities will benefit more from one type of training or delivery strategy. Furthermore, researchers must identify why individuals with certain personality traits are more successful on overseas assignments. If the processes that successful expatriates engage in are identified, training content and delivery can be tailored to facilitate the development of the skills and behaviors related to these processes.

## Conclusion

It is apparent that a vast quantity of research has been conducted on CCT in the past 25 years. It is evident that researchers thus far have done an excellent job in presenting the features of CCT, in examining the various types of delivery mechanisms, and in suggesting theoretical frameworks for explaining how and why CCT works. However, it is apparent that the research has not been synthesized and thus CCT has not provided practitioners and MNCs with a great quantity of new recommendations. This lack of synthesis in the area of CCT research has made it difficult for practitioners to pick out concise, complete recommendations regarding how CCT should be implemented.

Thus, this article contributes to the existing literature on CCT by providing researchers and practitioners with a detailed synthesis of the best practices of CCT in terms of what organizations can do, what they are doing, and how it can be done better. In addition, research-based guidelines were offered as to how MNCs can enhance the success of their CCT programs via selection, design, and delivery. Furthermore, suggestions for future research in the areas of multicultural-team training, adaptability, and individual differences were offered.

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