A COMPREHENSIVE REVIEW ON EXPATRIATE TRAINING AND IT'S IMPORTANCE

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ABSTRACT

Expatriate training is a critical component for the success of company internationalization. The necessity of expatriate training becoming the crucial factor for foreign assignment. It is a review article aims to outline the theoretical perspectives of expatriate training, development and also examine how several conceptual frameworks have been implemented by practitioners. The paper basically consists a number of literature review and their findings where the study mentioned the importance of Expatriate training and also mentioned that the expatriate training helps to the expatriate in terms of adjusting with new work environment. The study also found that multinational enterprises are regularly train their expatriate foe their foreign assignment. The study found that the responsibilities of Human resources Department in terms of expatriate training and mentoring expatriate. In order to succeed in a globally competitive environment organization need to effectively train their expatriates and also their spouses, to get best output from the expatriate they need proper training to perform well in their given assignment. This paper comprehensively reviews the existing literature on expatriate training globally and try to find out a considerable gap in the actual practices.

Keywords - Expatriate training, Multinational companies, Management development, Mentoring expatriate

1. INTRODUCTION

In recent years, expatriate training has been identified as a critical component for the success of company internationalization. It is claimed that enterprises must have international management expertise and skill in order to manage abroad markets. Expatriates perform critical roles in international and worldwide organizations as controllers, coordinators, and knowledge transferrers. However, there is a scarcity of qualified expats within corporations (Suutari and Burch, 2001, p. 298). As a result, training has become an important means of promoting the competency of expatriates. While the problem of employee training and development for domestic enterprises has received a lot of attention, evaluating the effectiveness of training and development for foreign expatriates has largely gone unnoticed. Culture shock, differences in work related norms, isolation, homesickness, differences in health care, housing, schooling, cuisine, language, customs, sex roles, and cost of living are just a few of the challenges that expatriates face, both in the overseas workplace and in the foreign society in which they live. Given the bombardment of cross-cultural challenges that every expatriate must face, it is not surprising that many expatriates fail to complete their whole abroad assignment. Training and development activities are part of how a multinational corporation (MNC) builds its stock of human resources - its human capital. The growing number of MNEs that have formed their own 'universities' or 'schools' demonstrates the significance of this. These in-house training institutes can be found at Motorola, McDonald's, Oracle, and Disney institutions, to name a few. A number of European, Japanese, and Korean companies use similar agreements (Peter, Marion & Allen, 2013).

Hayes and Allinson (1988) concluded that activities that promote effective learning in one culture may not produce the same results in another if different learning styles predominate. According to (Luthans, 1998) a substantial amount of training research has been undertaken based on diverse theories of learning from the perspectives of learners. However, the application of these theories to the perspective of instructors is uncommon and requires further evaluation. Finally, while expatriate training has been identified as one of the critical success factors for business globalization (Stough et al., 2000; Suutari and Burch, 2001; Yu, 2005), few studies have examined the interrelationships between expatriate competence, training mode, learning style, and expatriate training on the effectiveness of expatriate training.

Companies now face the challenge of expanding their operations abroad. As a result, there is a growing demand for expatriates to take out global or international tasks. An expatriate is a person who works in a country other than his or her own country (Noe, 2013). Expatriate training in MNCs is critical in international business. The talents, abilities, and other competencies of employees have a considerable impact on the success or failure of expatriation assignments. Scholars have investigated the impact of expatriation failure on multinational corporations and expatriates (Zhou, 2020) . Expatriates play a critical role in the success of overseas assignments. Many organizations fail in the worldwide arena not because they misinterpret events or fail to design effective strategies, but because they fail to

implement good global strategies with proper human resource management. Companies must first grasp the expatriate management cycle in order to have effective international human resource management.

2. METHODOLOGY

The research conducts secondary method and review previous literature on the topic of Expatriate training. This study basically focuses on the implications that already have done by other authors and collected information from their published literature. Whole paper consists a comprehensive learning on Expatiate training. The study also covers some literature on Bangladeshi perspective. The study covers some important topics and design all the necessary factors sequentially. Finally, the study cover an elaborate result and discussion on the basis of previous literature, also show a comparative discussion which is collected from the result of used literature.

3. EXPATRIATE TRAINING

3.1 Global Perspective

Several types of expatriate training have been examined in past research, including pre-departure training and post-arrival training (Shim and Paprock, 2001; Suutari and Burch, 2001; Vance, and Ensher, 2002; Zhang and Fan, 2014). Pre-departure training covers language and foreign culture abilities, whilst postarrival training primarily pertains to job-related skills. Much of the available material focuses on western expatriates. There have been few studies on the expatriates of Asian MNCs, such as Japanese, Chinese, or Taiwanese MNCs.

A study by (Qin and Baruch, 2010) conducted an empirical study at a Chinese MNC on the training of Chinese expatriates (62 persons) and foreign expatriates (20 people). Pre-departure cross-cultural training was found to have no meaningful impact on expatriate adjustment (Qin and Baruch, 2010). Furthermore, they discovered that Chinese expatriates acclimated to their new surroundings better than international expats.

According to (Zhang and Fan, 2014), training for global talent in Chinese MNCs in Australia is distinguished by the use of subsidiaries and internationalization; global talent training in Chinese MNCs differs from that in Western MNCs in this regard. The primary research focus in the aforementioned study was post-arrival training for expatriates rather than pre-departure training. According to (Farh and Chen, 2010), emerging nations' training programs and company cultures are at contrast with those of culturally developed regions. Zhang and Fan (2014) reach the same conclusions. According to (Shen and Darby, 2006), training at Chinese MNCs for Chinese expatriates is insufficient. In order to determine how Chinese MNCs' expatriate training practices, differ from those of other Asian countries, interviews with HR managers from two Japanese MNCs (company A and B) were undertaken in 2016.

3.2 Bangladesh Perspective

Pre-departure training (PDT) is a necessary service provided by the BMET to all expatriates in Bangladesh. For most destination nations, this is 3 days; for South Korea through EPS, it is 7 days; for Seychelles, it is 10 days, and so on. This training covers the destination country's norms and regulations, food habits, customs, safety and security, and working circumstances. These capabilities have now been disseminated to 64 TTCs, which were previously exclusively available in the capital, (Jahangir Hossain, BMET, 2022)

BMET, which is part of the Ministry of Expatriates' Welfare and Overseas Employment (MOEWOE), has been working actively to reform the Expatriate management and skill development system through training in order to allow safe, regular, and responsible skilled worker migration in Bangladesh. (Annual report of BKMEA, 2018)

According to (Mohammad Jahangir Hossain, 2022) BMET working for the Bangladeshi Expatriate who are going to abroad for foreign assignment. Every year a number of government employees going to abroad for their foreign assignment and BMET working for them by providing skill, safety, Adjustment etc. trainings. BKMEA also train many governments and outsiders for their future tour to abroad.

3.3 Models of Expatriate Training Programs

According to (Phatak, 1992), the goal of cross-cultural training is to prepare CEOs and families to engage and communicate effectively with people from other cultures. He presented four models for cross-cultural training. They are as follows: This model is based on lectures and reading about the host country, and it provides factual knowledge about another culture. The area simulation model is a program that is adapted to the specific culture in which the CEO and family will be immersed. Attempts are made to recreate a variety of circumstances that participants may encounter in a foreign culture. Sensitivity training is the essential ingredient in this self-awareness strategy.

Model of cultural awareness This strategy assumes that in order for a person to function successfully in another culture, he or she must first understand universal behavioral principles that exist across cultures. This program's goal is to make participants aware of the impact of culture on individuals and how participants differ from people from other

nations due to cultural differences. The goal of this program is to help individuals recognize cultural effects in their personal values, behaviors, and cognitions. This improves intercultural communication skills.

(Rosalie Tung, 1981) classified training programs into five categories: environmental briefing and cultural orientation, culture assimilators, language training, sensitivity training, and field experiences. She contended that each of these training programs focuses on a distinct sort of learning process, and that the program chosen is determined by the nature of the job, the nation of assignment, and the amount of time available for training.

Summary of the Theoretical Frameworks Pertaining to expatriate Training

Theoretical Framework	Main Points
Social learning theory	Learning is shaped by experience and seen consequences of behavior.
	New behaviors are maximized when an individual watches others performing the behaviors.
	CCT is regarded as a social learning process in which an expatriate learns social skills through observation and practice.
U curve of adjustment theory	Expatriate adjustment as a function of time
	Expatriate evolves from optimistic to confused to nearly complete adjustment
Culture shock theory	There are four perspectives on culture shock: anthropological, psychoanalytic, behaviorist, and phenomenological.
	There are four perspectives on culture shock: anthropological, psychoanalytic, behaviorist, and phenomenological. • CCT design is strengthened if training approaches address challenges associated with all four culture-shock perspectives.
	Exceeded expectations contribute to higher levels of job satisfaction, commitment, adaptability, and performance;
	Met expectations contribute to higher levels of job satisfaction, commitment, adjustment, and performance;
Sequential model of adjustment	Expatriate training should be planned to correspond to the cycle of adjustment
	It incorporates components from predeparture and post-arrival training

Different perspective of Expatriate training

A competency-based view of expatriate training

The selection of expatriates has long been a focus of MNC human resource management. Early research aimed to identify personal qualities of expatriates as selection criteria for their overseas assignment (Caligiuri, 2000; Cunningham et al., 1996; Fish, 1999; Gregersen et al., 1998; Harvey and Novicevic, 2001; Spreitzer et al., 1997; Tung, 1981). According to Stone (1991), eight selection criteria were critical for expatriates: adaptability; technical competence; adaptability of spouse and family; human relations skill; desire to serve overseas; previous overseas experience; understanding of host country culture; academic qualifications; knowledge of host country language; and understanding of home country culture.

Further research (Behling, 1998; Buss, 1991; Caligiuri, 2000; Hogan, 1996; Ones and Viswesvaran, 1999) has found the following personality traits as essential criteria for expatriate selection: extroversion; agreeability; conscientiousness; emotional stability; and openness and intellect.

In addition to the personality traits mentioned above, other studies have linked technical proficiency, cultural adaptability, past cultural adjustment, and significant overseas travel to expatriate success (Caligiuri, 2000; Gregersen et al., 1998; Spreitzer et al., 1997). Stone (1991) also outlined several elements that may contribute to expatriate failure. Family concerns, aversion to being relocated, dual career issues, dedication to assignment, a lack of language skills, and an insufficient training and compensation program were among the considerations (Harvey, 1998; Stone, 1991)

3.4 A task perspective of expatriate training

The link between expatriate assignment features and expatriate training demands is a key concern in the training literature. The nature of an international environment, according to (Naumann, 1992) and (Black and Mendenhall, 1990), may demand expatriates to be more adaptable and dynamic in order to adjust to changes. For expats, autonomy

was typically higher than in domestic assignments (Naumann, 1992). As a result, managers were always expected to use a wider variety of process. According to Black (1988), the main challenges of US expatriates in Japan are role ambiguity, conflict, and job overload. As a result, it seemed reasonable to propose that if the resemblance between abroad and domestic assignments was limited, more relevant training programs for expatriate should be provide. According to (Naumann, 1992), increasing complexity and higher positions of expatriate assignments will necessitate more expatriate training.

3.5 A cultural perspective on expatriate training

According to (Harvey and Novicevic, 2001), good expatriates should be able to capture the changing environment of the host country as well as incorporate the host company's tacit knowledge. (Suutari and Burch, 2001) argued that as expatriates are dispatched to subsidiary enterprises, any underperformance on overseas assignments could be exceedingly costly. (Copeland and Griggs, 1985) calculated that the costs of an unsuccessful expatriate may range between $50,000 and $150,000. As a result, expatriate training before leaving was critical. According to (Tung, 1998 and Harvey, 1998), many companies neglected to pay adequate attention to the training of potential expatriates.

According to (Vance and Paik, 2002), expatriates posted to a host country with a different host culture may require extra expatriate training. Individuals tended to perceive cultural aspects differently, and expatriates who perceived greater cultural differences between the parent and host countries may require more expatriate training (Kim and Ofori-Dankwa, 1995)

3.6 International training provision

Despite the fact that many have emphasized the necessity of international training, foreign training is frequently overlooked or poorly managed in MNEs. According to (McEnery and DesHarnais, 1990), between 50 and 60 percent of US corporations operating abroad at the time did not provide any predeparture training. (Tung, 1981) also discovered that just 32% of the organizations polled in the United States provided some international training. According to a Price Waterhouse survey conducted in 1997-1998, only 13% of European organizations polled always offered their expats with access to cultural awareness seminars, while another 47% provided briefings for culturally "difficult" postings. To make matters worse, most training is of very short length, typically lasting only a few days (Baumgarten, 1995). (Torbiorn and Tung, 1982) confirmed that European MNEs provide greater training than US firms. Approximately half of European firms offer formal training.

In China, for example, there is often poor understanding of the significance of training for expatriates in Chinese MNEs. The vast majority of Chinese MNEs offer extremely minimal or ad hoc pre-departure training to expatriates. Most Chinese enterprises provide very infrequent briefings or no training programs at all for expats. Due to the restricted training programs available, training durations are typically brief, such as two days or one to two weeks. Normally, expatriates are not given enough time to prepare between notification of the posting and move. There is no explicit and mandatory policy on post-arrival training for expatriates at the corporate level in any of the selected Chinese firms.

4. THE PRESENT SITUATION IN TRAINING AND DEVELOPMENT OF EXPATRIATE

According to (Baumgarten, 1995) human development needs that occur during the transition from a domestically oriented organization to one with a truly global viewpoint receive relatively little attention. The majority of businesses concentrate solely on technology transfer, organizational structures, and strategic control, among other things. Although many functional areas have undergone strategic shifts, most organizations continue to manage their workforce globally as if the external environment, technologies, and organizational structure have not altered. According to (Adler, 1986), many companies execute their global human resource management as though the company's internal structure and organization have remained unchanged. Organizations today face growing global rivalry, a strong desire to market products globally, international mergers and acquisitions, and new market opportunities. It is feasible for any employee to be assigned to cross national borders and become an expatriate. This type of task not only entails a great deal of responsibility, but it also necessitates adaptability and sensitivity.

Most organizations are expected to provide a well-equipped manpower for such tasks due to the sensitivity of such assignments. However, extremely high estimations of the failure rate have been discovered. According to Baumgarten (1995), research reveal that 16-50 percent of US expatriates fail on their foreign assignment (Baker and Ivancevich, 1971, Black, 1988; Mendenhall et al, 1987, Tung, 1981), but European and Japanese expats fail at lower rate. According to the studies, 59 percent of European respondents indicated failure rates of less than 5%. The failure of

these studies has been the return of the expatriate to his or her home country before the successful conclusion of the assignment, which means that these statistics do not include expatriates who perform poorly but are not recalled.

It's also crucial to understand an expatriate's family responsibilities, and if the partner family is accompanying the expatriate on assignment, it's a good idea to include the partner / family in the training process. According to Mendenhall (1987), one of, if not the most, major causes of expatriate failure is the partner's incapacity to adjust to the foreign environment. According to Baumgarten (1995), partners are not included in 80 percent of circumstances when training is offered to a foreign assignee.

According to previous research, US businesses fail at a higher rate than Japanese and European businesses. One factor could be that Japanese and European companies provide more thorough training and are more committed to employee retention and the development of a skilled international workforce. According to surveys conducted by Tung in 1982, almost 69 percent of Japanese and European corporations sponsor staff for training programs to prepare them for abroad assignments. However, in a study on Dutch multinational corporations done by Baan E Van der in 1992, University of Utrecht [as quoted in Harzng and Ruysseveldt (1995), just 25% of prospective expatriates received prior training.

5. IMPORTANCE OF EXPATRIATE TRAINING AND DEVELOPMENT

In the management literature, expatriate training and management development are constantly linked. Overseas travel, the establishment of diverse teams, international assignments, and training are among the four tactics outlined by Gregerson et al. (1998) for building global managers. These four tactics are all related to expatriation management, including international training and management development. Training tries to improve current work skills and behavior, whereas development aims to improve talents for a future position or job, usually one in management (Dowling et al., 1999, p. 155).

A truly global manager must have a core of cultural sensitivity, ability to take responsibilities, ability to grow subordinates, and the ability to present and demonstrate a set of context-specific competencies, such as industry-specific knowledge (Baumgarten, 1992). These traits and abilities are regarded as critical international competencies, and they can all be enhanced through good international training and management development. Training for international assignments is referred to as international training.

In MNEs, there are three sorts of expatriate trainings. They are as follows:

- **Expatriate pre-departure training:** once a person has been assigned to an international assignment, pre-departure training is typically utilized to ensure the candidate has the essential skills and knowledge to operate effectively abroad.
- **Expat post-arrival training:** after an expatriate has moved abroad, additional on-site training is frequently employed to acquaint the expatriate with the local working environment and processes.
- **Training for host-country nationals (HCNs) and third-country nationals (TCNs): HCNs** and TCNs should be given training to help them grasp corporate strategy, culture, and socialization.

After considering the importance of Expatriate training Different authors provided several suggestions. These are:

Authors	Suggestions
Tung (1982)	Expatriate cultural training should contain the following topics: • Geographical, climatic, housing, and educational information • Culture, values, and customs of the area are discussed. • Cultural acculturation education • Sensibility training to enhance attitudinal flexibility • Sensibility training to enhance attitudinal flexibility • Practical experience
Oddou (1991)	Expatriate training and support should include • Language training • More time off to prepare for the move • A clarification of performance criteria • Consistent expectations between the domestic and the international site management teams

	• Initiating regular communications with the expatriates • Having assigned mentors • Providing a social network for expatriate families
Brewster and Pickard (1994)	They stated that expatriate training should increase expatriates' skills after researching expatriate training in European cooperation. • Cultural awareness and influence • The ability to adapt to and prosper in a different culture • The ability to recognize and deal with emotional difficulties
Zakaria (2000)	The author proposed a new international training model that consisted of two types of programs: • Experiential training to increase psychological adjustment by triggering emotive and behavioral responses, which are the foundation of intercultural effectiveness skills. • Cognitive training to improve sociocultural adjustment and stimulate cognitive responses, particularly cultural awareness and interpersonal skills.
Petranek (2004)	The author recommended a "four C approach" for global HR development:
	• Cooperation • Collaboration • Communication • Culture

6. HRD STRATEGIES FOR EXPATRIATE TRAINING AND DEVELOPMENT

This section summarizes the HRD strategies for expatriate training and development in the international HRD setting. To date, selection, pre-departure training, and cross-cultural adjustment have been among the most prominent problems in international HR for expatriate preparation and development (Tung, 2000). This section will look into Expatriate training studies first. Second, pre-departure and post-arrival training research will be detailed.

6.1 Expatriates training strategies

The challenges encountered by expatriates in transplanting many practices abroad raises the issue of national culture. (Hofstede's ,1980) seminal research on cultural differences demonstrated that national culture differences explain for managerial styles more than organizational rank, profession, age, or gender. This idea argues that national cultural variations impact management and business operations even within an MNC; consequently, when MNCs grow worldwide, it is critical to take national cultural differences seriously.

(Morris and Robie's, 2001) recent meta-analysis on expatriate training efficacy analyzed 16 empirical research for expatriate adjustment and 25 studies for expatriate performance. The study employed more stringent criteria that were primarily focused on Expatriates training for expatriates and used a more systematic analysis method, meta-analysis, to combine the data of various studies. Despite the greater sample sizes (more than 1,500 for each dependent variable) than in the previous meta-analysis, the results showed that the mean effect sizes were lower: $r=.26$ for performance and $r=.13$ for adjustment. These data suggest that "the effectiveness of Expatriates training is somewhat weaker than predicted and might vary widely" (p.203). The researchers found that Expatriate training recommendations should be made with caution, taking into account moderators such as individual and international contextual differences, as well as training content and techniques.

6.2 Pre-departure and post-arrival training

Scholars generally categorize expatriation into three stages: pre-expatriation, while expatriation (foreign assignment), and repatriation (Black et al., 1999; Harvey & Wiese, 1998). Pre-departure training is essential because people make anticipatory adaptations before they confront a new circumstance. Accurate anticipation is believed to assist actual adjustment through proper knowledge and training (Black, Mendenhall, & Oddou, 1991). According to a poll, around 62 percent of U.S. firms provide some form of cross-cultural preparation before sending expatriates, with training often lasting less than a day (Black et al., 1991). Similarly, in a study of 268 expatriates, Bolino and Feldman (2000) discovered that more than 75% of respondents had less than one day of training before their assignments, and more than a third of these individuals received no pre-departure training.

Shim and Paprock (2002) found that a pre-departure training program was less effective than previous intercultural experience, language competency, personal research about the host culture, training programs, host friends' help, peer guidance, and communication with other expatriates in their study of 70 American expatriates. This means that alternative forms of training and development may be more successful than pre-departure training.

While pre-departure training is essential, post-arrival training is thought to be more crucial for expatriate productivity. The following benefits are associated with post-arrival or in-country training. Expats are more driven and have more "basal experience with the local culture as a foundation for learning deeper cultural values, conventions, and ideas" (Black et al., 1999, p.101).

7. SUGGESTIONS FOR FUTURE RESEARCH

The results of this study provide some insightful findings for the training and development of expatriates. These findings could enable us to better understand the interrelationships between expatriates' personal characteristics, complexity of overseas task assignments, cross-cultural difference, perceived need for expatriation training, and training effectiveness. These findings also provide an understanding of the moderating effects of the fit between learning style and teaching modes on training Effectiveness of expatriate training effectiveness. These results could contribute to the effectiveness of expatriate training management in multinational companies. These findings could also provide important references for practitioners to adopt the applications to business practices. Some recommendations are provided for future research. First, since this study recommended for future research to conduct out longitudinal studies which test the findings of this study. Second, as the research results suggested that there are several modes of the effectiveness of expatriation training, future research could concentrate on these research issues and evaluate the influences of these two constructs in a more rigorous research setting (e.g., experimented design). Finally, it is suggested that expatriate training program's importance is too high so the psychological factors are also related here so it can be a great field for future research concern. Academics need to conduct further research on how international training and development is being implemented by contemporary MNEs.

8. CONCLUSION

A large number of past research has been completed to the phenomenon of expatriate training. However, due to a lack of empirical evidence and methodological challenges, much of the study has been repetitive and has not given definitive answers about design, effectiveness, or implementation. Several findings have been established as a result of the case study and theoretical examination of existing research. This study gives practical scenarios as references for both scholars interested in expatriate training or global talent development and human resource managers in multinational company. It provides detailed programs that are simple to grasp. This study provides people with the opportunity to learn about what the global workforce, including Bangladesh, is doing for human resource management practice in terms of expatriate management. This can also help us undertake better and more successful research for international business management in the future.

Furthermore, the research provides useful suggestions for human resource managers developing training programs for overseas expatriates or domestic employees. Human resource managers could create such a course for international expatriates who have the potential to work and need to expand their professional network. This study contributes to global talent development theoretical research and corporate practice. Training and management policies and procedures are currently insufficient, resulting in high expatriate failure rates and a significant scarcity of international managers among MNEs. MNEs must properly train expatriates in order to succeed in a globally competitive economy. The final goal of this article was to analyze prior years of research on expatriate training for preparing personnel. In doing so, the following expatriate training concepts were investigated: the need for expatriate training research, typical training components, it's importance, expatriate training theory and the effectiveness of expatriate training in enhancing expatriate performance. Furthermore, despite the abundance of research on expatriate training, empirical research is still desperately needed, and research on moderators, expatriate selection, training program supplements, theoretical frameworks, and the methodological challenges plaguing expatriate training research is needed to make advances in the field. Finally, measures for improving expatriate training were proposed in the paper. This extensive overview demonstrates that, the phenomena of expatriate training and expatriate training remains an area with numerous theoretical and empirical potential.

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