

Developing International Staff and Multinational Teams

Prepared by: Dr.Priya, Assistant Professor, IMS,
University of Lucknow

Identifying The Type of Global assignment

A classification is given by Caligiuri as under into four categories

1. Technical
2. Functional/Tactical
3. Developmental /High Potential
4. Strategic /Executive

Relevance of Training and Development in International HRM

Besides the type of assignments given by Caligiuri one needs to understand the purposes served. These include

1. Acquire and transfer Knowledge
2. To manage a Foreign subsidiary
3. To fill a staffing need
4. To maintain Communication
5. Coordination and control between subsidiaries and Corporate headquarters
6. Develop Global Leadership Competence

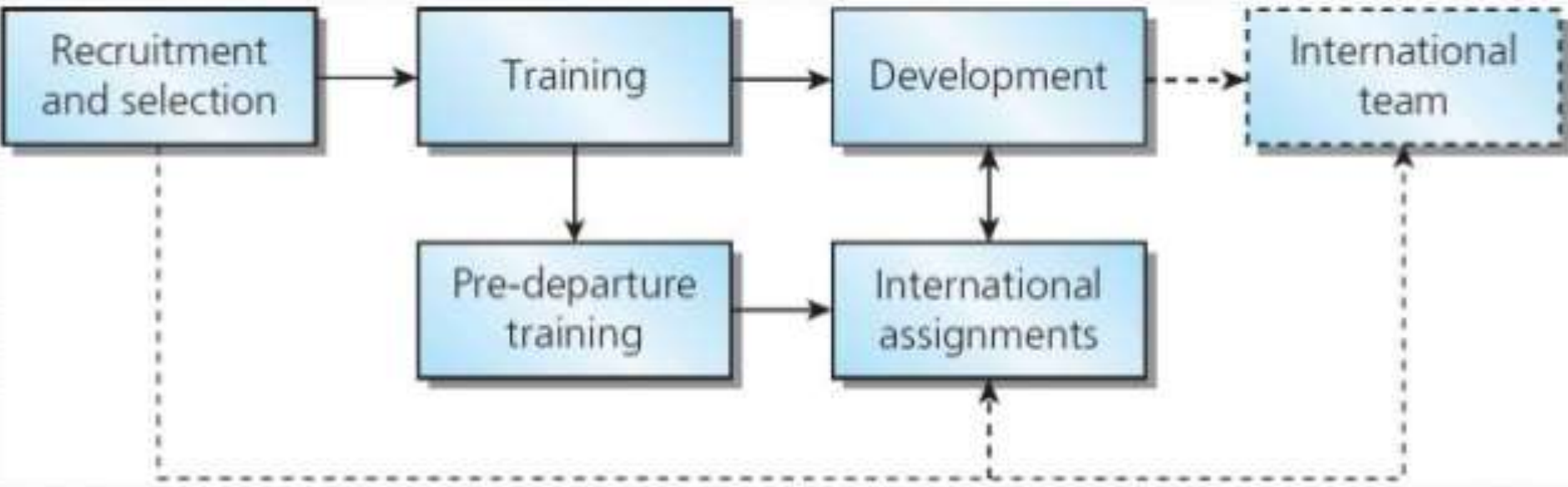
The Training Requirements for a Person is determined more by

1. Roles and Responsibilities of the Assignment
2. The Tenure (short or Long)
3. Staffing Trends/Orientations – Ethnocentric or Polycentric
4. The Parent or Head quarters extent of Control and Coordination and its strategy /budget for trg.
5. KSA's possessed versus desired depending upon the Roles and Responsibilities

The Training for assignments in international units therefore is centred around

1. Cross Cultural Training
2. Training in the orientation adopted for the unit, and
3. The preparatory or post assignment training

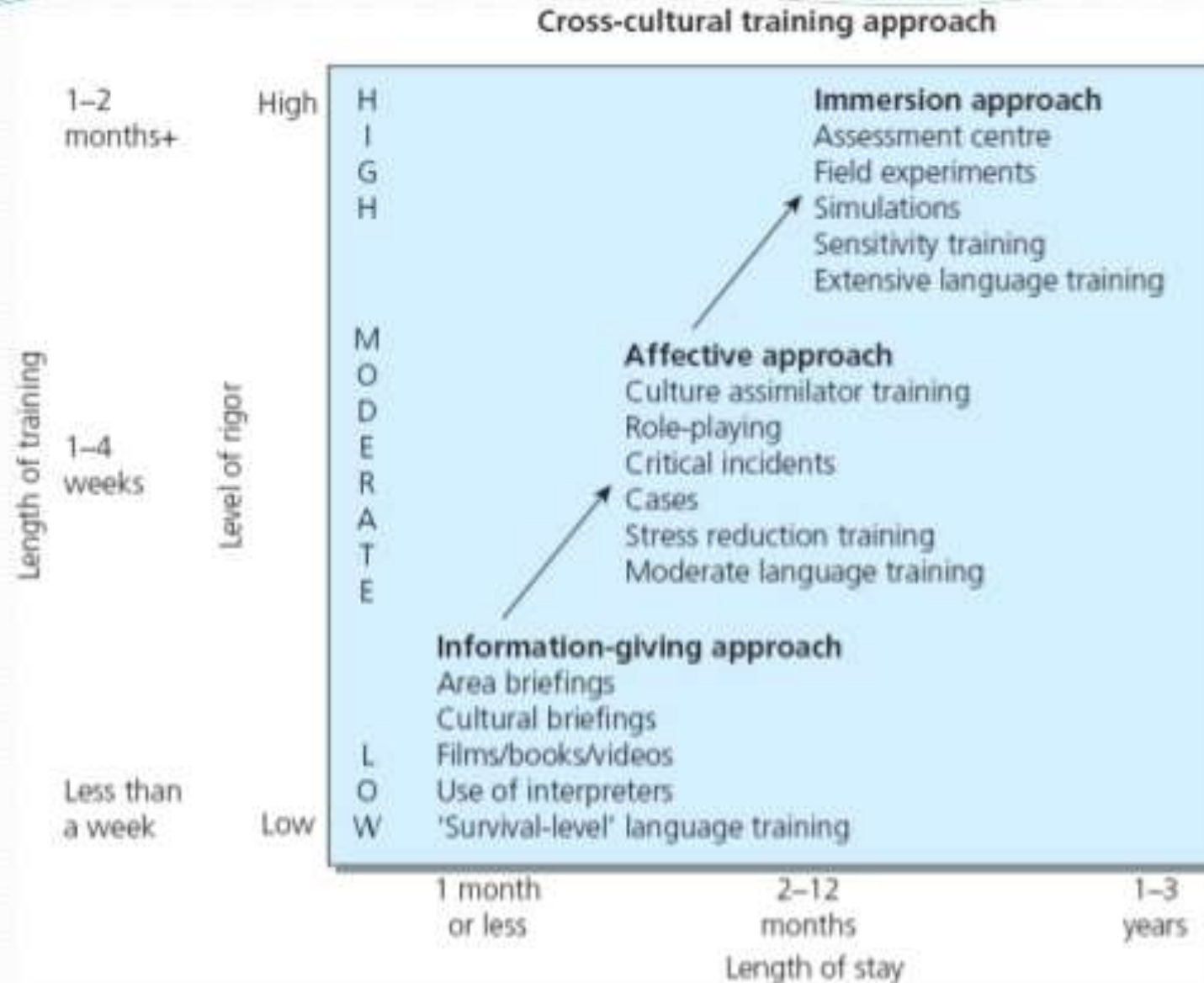
International training and development Subsets



2011 Study: causes for international assignment failure

- Spouse/partner dissatisfaction 18%
- Poor candidate choice 16%
- Poor job performance 13%
- Inability to adapt 12%
- Other family concerns 8%

The Mendenhall, Dunbar and Oddou cross-cultural training model



Information-giving approach

Low interaction,
similar cultures



< 1 week training

Emphasize information-giving approach:

- Area or cultural briefings
- Lectures, movies, books
- Interpreters
- 'Survival-level' language training

Affective approach

2-12 month job,
some interaction



more training rigor
1-4 + weeks long

Emphasize affective approach:

- Role-playing
- Critical incidents
- Culture assimilator training
- Case studies
- Stress reduction training
- Moderate language training

Immersion approach

High interaction,
novel culture

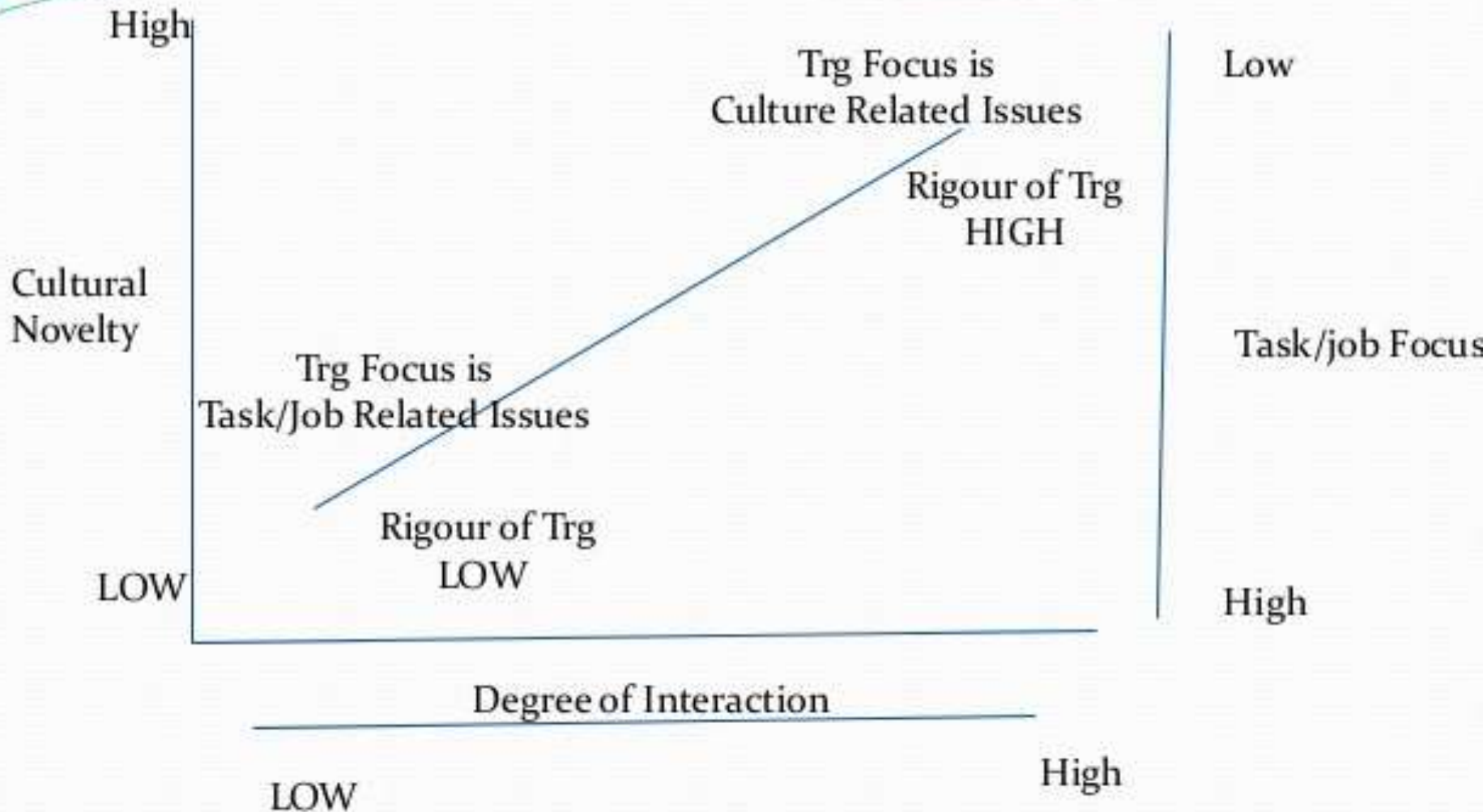


more training rigor
2+ months long

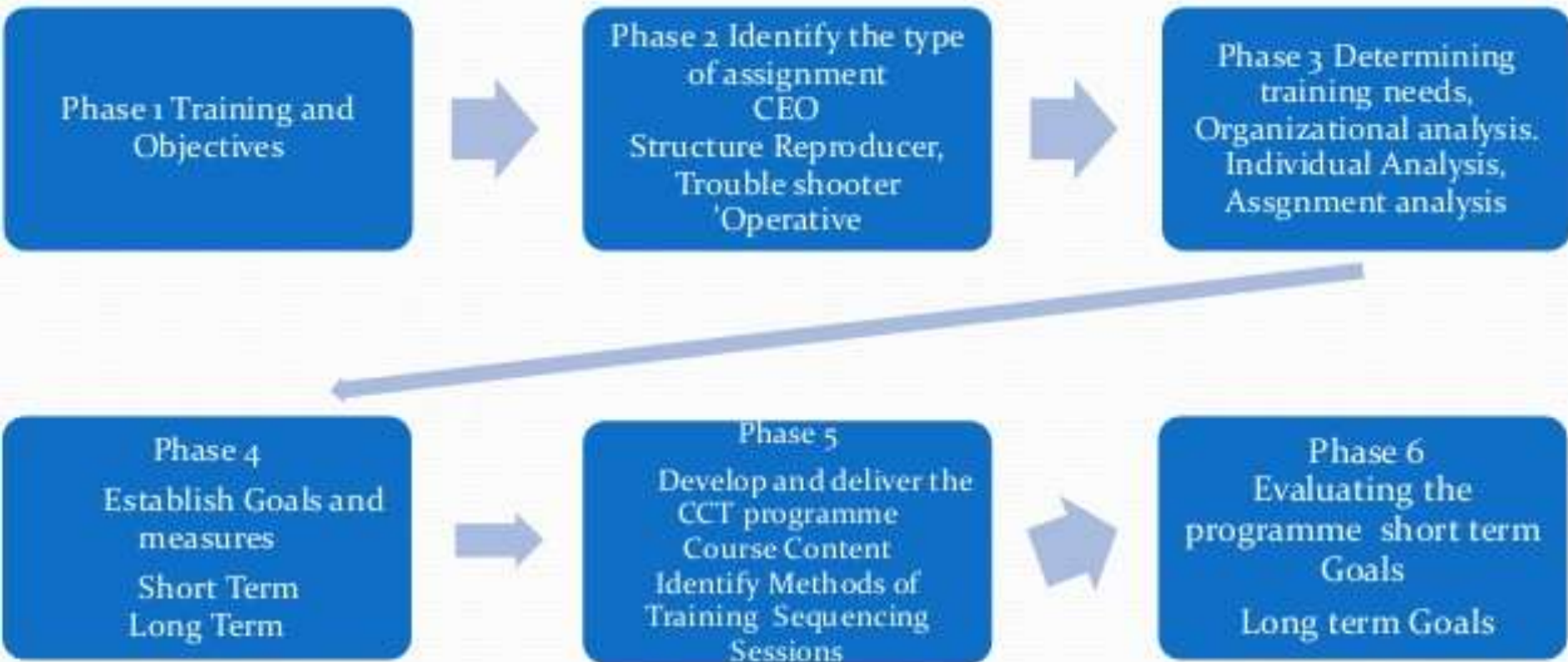
Emphasize immersion approach:

- Assessment center
- Field experiences
- Simulations
- Sensitivity training
- Intercultural web-based workshop
- Extensive language training

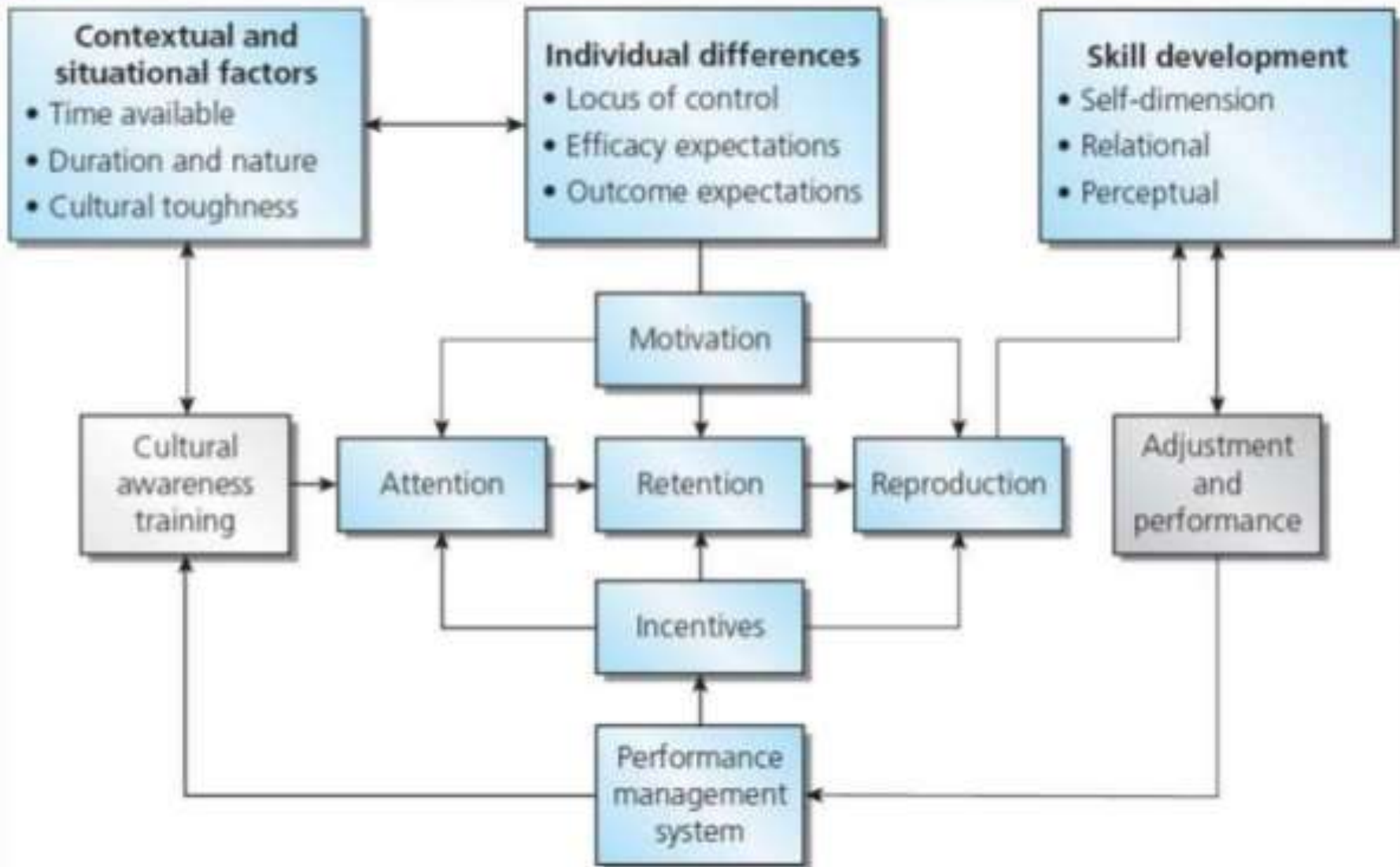
TUNG'S MODEL



Phases in CCT Programme

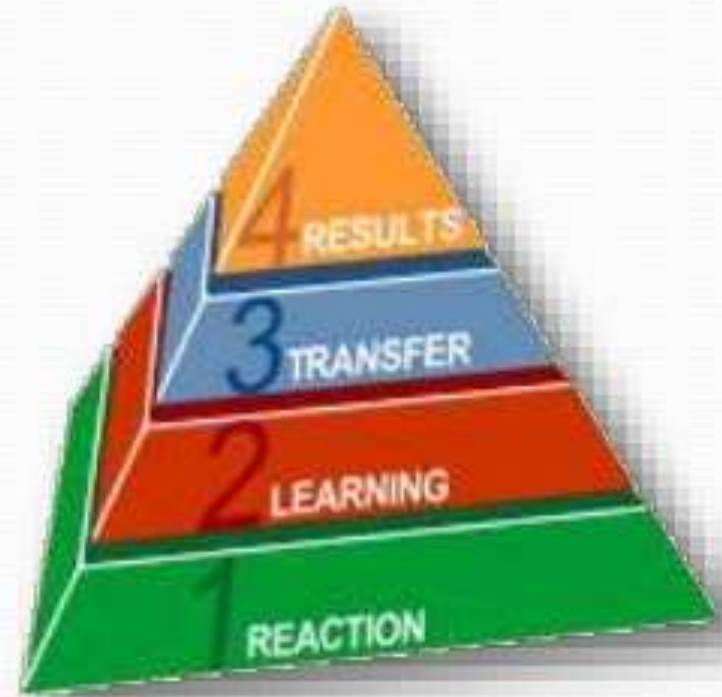


Cultural awareness training and assignment performance



Kirkpatrick's Four Levels of Evaluation

- Level I: **Evaluate Reaction**
- Level II: **Evaluate Learning**
- Level III: **Evaluate Behavior**
- Level IV: **Evaluate Results**
- Fifth level was recently “added” for return on investment (“ROI”) but this was not in Kirkpatrick’s original model

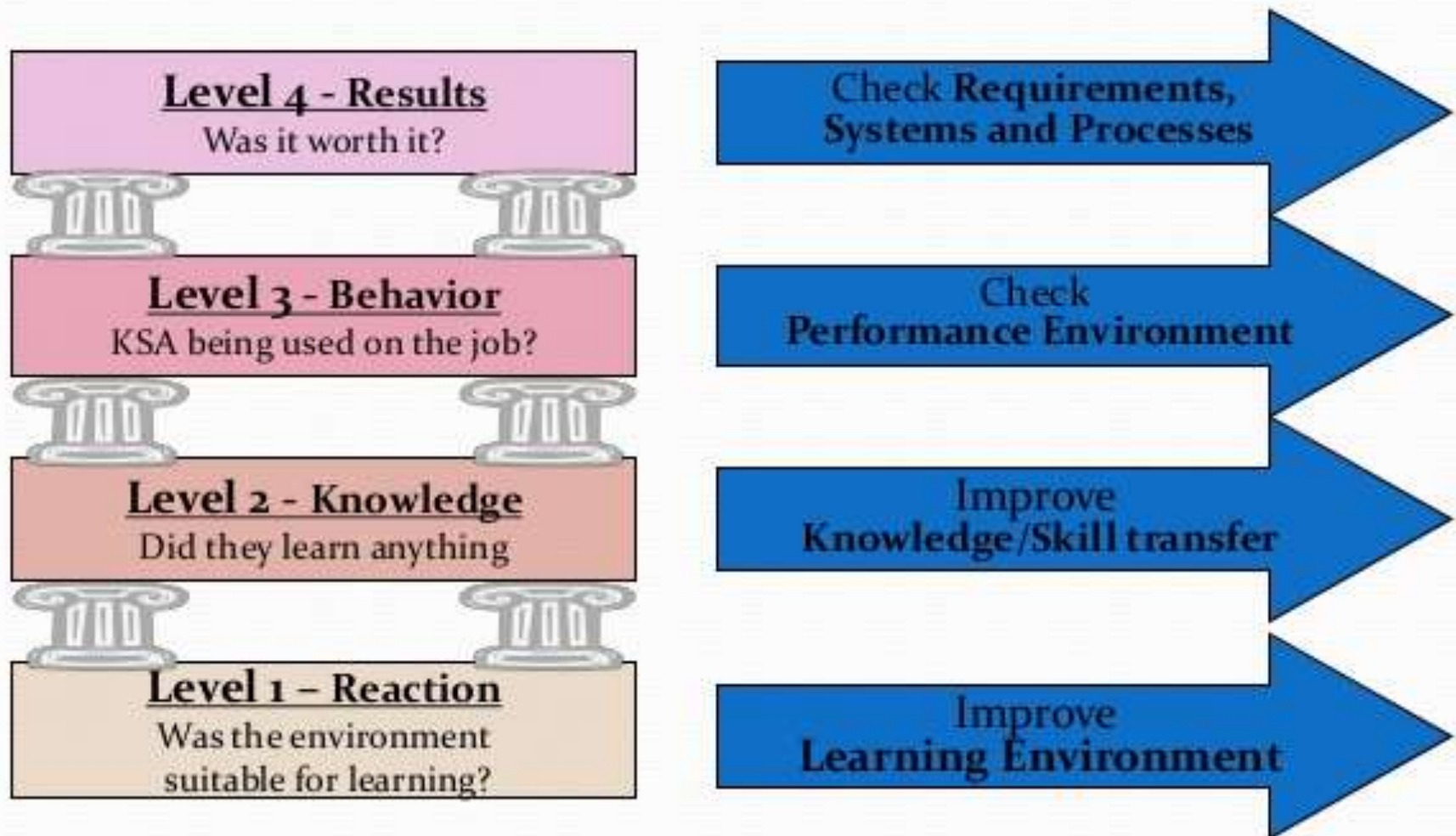


Relationship Between Levels



- Each subsequent level is predicated upon doing evaluation at lower level
- A Level 3 will be of marginal use, if a Level 2 evaluation is not conducted

Only by assessing each level can we yield actionable results



Types of Assessments Used at Each Level



Type	Form
Summative	Correlation of business results with other assessment results
Summative	Observation of Performance 360° Survey
Diagnostic Summative	Self-assessment Test
Reaction Formative	Survey Real-time Polling Quizzing