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Training of the International Executive: Considerations for Improving Effectiveness

Yezdi H. Godiwalla[*]

(Formerly of) Management Department, University of Wisconsin, Whitewater, USA

Email address

godiwaly@uww.edu

[*]Corresponding author

Abstract

The international executive is very important to the multinational corporation (MNC). In his (or her) foreign assignments, he would face more complexities, personal uncertainty, diversities of problems and other issues, and difficulties than the executive who works in an organization which is primarily domestic in its scope and operations. He has to become much better in developing his own personal skills for dealing with: (1) the newness or strangeness during his foreign assignment, and (2) the differences in the foreign country's ways of life, culture, social and business customs, political and governmental issues and relations, infrastructural issues, and business operating environments, and (3) the different methods of working of the local people in the foreign country. He must develop far more efficient personal management of his own cognitive process, problem solving skills for his, to start with, coping and then effective dealing with: (1) the foreign country's culture, social customs and etiquette, values and norms, (2) the process of communication and using working knowledge of local language, (3) managing his own self as a person with self-confidence and suave, (4) managing his own personal stress, (5) managing his own personal adjustment, (6) work and social situations, and (7) his personal style of leadership, management, communication and supervision in different foreign cultural environments. His proper pre-departure training, and, post-arrival mentoring and continuous learning and improving would be helpful in his better performance as an international executive.

1. Introduction

The international executive who has been chosen for his foreign assignment in culturally and operationally very different country has an important need to be better trained before his departure for his foreign assignment. The challenge to adapt and become effective and managerially fluent and effective in the foreign local surroundings in a very short time is very difficult for the expatriate executive. The expatriate executive's newness to the foreign country makes it for the strangeness and difficulty in his understanding the diverse foreign social and business environments. These would make him feel stressful and even if he puts in extra effort in his job he still would have to learn the local ways before he can be an effective, well performing executive.

The obstacles of dealing with the different business customs and social etiquette, language differences that make communication difficult, operating environments and building professional relationships in an appropriate manner. He has to deal with the strangeness and unfamiliarity during the initial period after his arrival in the foreign country. This is further compounded by the pressing need for him to show good performance and produce results in his foreign assignment. He struggles to adjust and to perform the technical aspects of his task.

Foreign assignments for MNCs are very expensive, often ranging in a few hundred thousand of dollars. Premature executive returns are costly and embarrassing to executive

and the MNC and it would impair the overall organizational growth. Thus, proper and through pre-departure training and post-arrival mentoring and continuous learning are vital to the success of the MNC's international operations.

International human resource management strategy uses all three types of personnel: home country, host country and third country. Where host country executives and technical specialists are called for, then this paper portrays the training dimensions for the executive.

The training dimensions include: (1) the executive's own personal and professional capabilities, such as self-confidence, self-competence, self-discipline and personal motivation to perform well in his foreign assignment, (2) his personal drive and intensity to perform and achieve through difficult and different operating environments, (3) his managing his own stress due to unfamiliar task environments, (4) improving local networks and communication, including having a working knowledge of local language, both of which are needed to build effective relationships with host people in working and non-working settings, and (5) building on an increasing repertoire of perceptual, analytical and reasoning skills in the local cultural and operating context. His pre-departure training must be intense, so too his post-arrival mentoring which would help him to steer clear from making initial embarrassing errors in judgments and behavior.

2. The Purpose of the Paper

The paper provides literature review and a sense of what the needs are for the training of an executive bound for foreign assignments. The paper provides the various dimensions of executive training and how an effective training may be accomplished. In this way, being better prepared, the expatriate executive would be more effective in his foreign assignment.

3. A Review of the Literature and Discussions

This brief review indicates that executives and MNCs should focus on the executive training needs for: effectively dealing with his personal stress due to his unfamiliar task environment, work relationships, communication, and problem analysis and solving, and reasoning capabilities. The focus should be on training for the particular assignment (i.e., the particular foreign subsidiary unit and its country) so that he would be an effective executive from his arrival in the foreign country.

3.1. Training Needs

The paper focuses upon the tenet that effective executive training would enable him to perform well, right from the start in his foreign assignment. The overall training needs are here addressed. Luthans and Farner (2002), [1], express the argument when they say: "As global competitive battles heat up, the importance of developing executive managers for international success should not be overlooked. In search of a competitive advantage, MNCs are increasingly devoting more attention and resources to cultural training as a way to improve job performance of their international assignees."

Flexibility and adaptability are very important traits for effectively building social and work relationships so that the executive would be effective. The executive would need to build self-confidence and self reliability to conduct himself in the local cultural and work environments. The Lee and Croker (20060 study concludes with these findings: "(1) the greater the executive confidence and his adaptability, then the lower is the perceived need for executive training; (2) the greater the complexity of task, the lesser the capability of host managers and the greater the cultural difference, then the greater is the perceived need for the executive's training; and (3) the executive's learning preference and the executive's instructor's training methods would determine the need for training and effectiveness of training." [2].

For the multi-culturally distant foreign assignment, the executive may need to pay even greater attention to greater adaptability and flexibility in dealing with local tasks and non-work environments. Different studies have suggested different priorities for executive training. Chang [3] compiles the works of Tung (1982), [4], Oddou (1991), [5], Brewster and Pickard (1994), [6], and Petranek (2004), [7]. In doing so, Chang (2005), [3], cites: "Some of the more common features are cross-cultural training, communications (including language) training, clarification of performance criteria and expectation, cooperation and collaboration skills, managing stress and emotions, local logistics and everyday life issues, knowledge of the foreign subsidiary and its local environments."

The executive, in dealing with his strange environment would need to focus on building cultural sensitivity and personal behavioral flexibility for building effective relationships. Shin, Morgeson and Campion (2007), [8], cite studies to indicate: "Communication competence, cultural empathy, interpersonal skills, and social interaction would improve cross-cultural adjustment to working and non-working environment."

Similarly, other scholars, Okpara and Kabongo, [9], Fobker [10], and Saidu, [11] provide similar arguments and viewpoints about these expatriates' personal capabilities and propensities. They expound the straddling across cultural divide requires multiple skills, not just any one, but a combined and eclectic approach which is individualized to a particular expatriate executive.

3.2. Continuous Training, Before and After Arrival

The executive should focus on continuous training once he knows about his foreign assignment. Training consists of pre-departure and mentoring upon arrival in the host country. Shin, Morgeson and Campion (2007), [8], emphasize two stages of training; pre-departure and post-arrival: "First, in the pre-departure stage organizations select and train

individuals for executive assignments. Second, in the post-arrival stage, when executive workers begin to interact with host country nationals (HCNs) and adjust their behaviors to the host country's cultural norms and values for better performance, behavioral cross-training can be implemented to ensure that executives behave in culturally appropriate ways. (Further), behavioral training is more effective in the post-arrival stage because executives tend to be more motivated to learn once they are in their assignments."

3.3. Executive's Own Evaluation as a Person and as an Executive

The executive should take stock of himself in the context of his foreign assignment. He should determine his precise training needs, based upon the assessment of his strengths and weaknesses in the context of the foreign assignment. Varner and Palmer (2005), [12], emphasize "the role of the individual, the importance of hierarchy, the importance of context in communication, and attitudes towards time and change."

Varner and Palmer (2005), [12], suggest an integrated four stage expatriation process: "(1) potential executives are screened for personality characteristics... contributing to executive success, (2) executives focus on developing a conscious self-awareness including their preferences, likes and dislikes, (3) potential executives study the other culture and their reaction to it, and (4) executives explore adaptation possibilities and strategies."

Further, regarding mental mapping, one may reflect upon the viewpoint, Varner and Palmer (2005), [12], "Mental maps dictate how we react to events and people around us. In order to understand others, people need to explore their own cultural stereotypical thinking. Only after they have gained self-awareness can they develop a solid basis of cooperation."

Regarding the issue of the "multisource 360-degree feedback system", Luthans and Farner (2002), [1], argue that it is, "both a way to evaluate executive cultural training at behavioral and performance levels, as well as a way to develop executives to make them more effective once in the local culture." [1]. Their "executive management effectiveness questionnaire (EAEQ)" elicits perceived opinions of an executive's "manager, subordinates and peers (hereafter referred to as "others") would be measured by items such as 'This person is able to answer my questions" and "This person is technically competent." Four dimensions used in the EAEQ are: (1) Technical Competence: "This person is able to answer my question"; (2) Management Skills: "Solve specific problems and contribute to MNC's broader goals", and their ability to plan, coordinate work, schedule resources, try new ideas, control and follow-up; (3) Interpersonal Skills, characterized by statements like: "capability to get along with and work through others in a caring way", "caring emphatic concern for everyone", "listening to my ideas and concerns", recognizes and gives credit to others who deserve it"; and (4) Leadership Effectiveness: "executives desire and need confidence to lead and work through people to accomplish assigned duties....", "The person is loyal and committed to this organization".

They further add a fifth and a sixty scale: confidence/efficacy, and cultural fit. Confidence/efficacy or, "how well one can execute courses of action required to deal with prospective situations", in a highly task- and context-specific manner.

3.4. Self-confidence (Together with a Strong Feeling That He Can all Solve Problems)

It is generally felt that a certain degree of self-confidence to effectively perform the executive assignment in unfamiliar culture and work setting is an important expectation for his performance and executive effectiveness. The stronger the feeling of his "self-efficacy", the better would be his initial adjustment and continuous performance.

Studies regarding the issues of self-efficacy and self-monitoring indicate that the two dimensions help in effective executive adjustment, including studies of Badura, 1992, [13]; Badura and Locke, 2003, [14]; and Gist and Mitchell, (1992), [15]. Self-efficacy is defined here by Maurer, Weiss and Barbeite (2003), [16], as "a person's belief about his ability to perform a particular task effectively". In this same vein, Gist and Mitchell (1992), [15], state that self-efficacy has powerful effects upon learning a new or strange task which has newer ingredients and newer attributes and cause-effect relationships, and, consequently, the performance of the task itself.

Further, Badura (1982), [13], states that self-efficacy directly influences learning process by: (1) the choice of task and learning goals and activities, (2) the nature and amount of effort for the task, and (3) the level and nature of persistence to master the task despite its strangeness or difficulty. Other scholars such as Pryor, Hale and Hudson (2019), [17], White, Lowman, and Cooper, (2012), [18], similarly discuss these issues with the same arguments and inferences, implying that self-monitoring and self re-calibrating one's activities and behavior are fundamental to expatriate executive's effectiveness as he straddles across different cultures and operating conditions.

Shin, Morgeson and Campion (2007), [8], argue that in foreign assignments there would be the extra demands upon an executive for a more adjustment-oriented and achievement-oriented personality, compared with an executive for domestic assignments. Adjustment precedes achievement for an expatriate executive. Good adjustment is a prerequisite for good achievement.

Two studies, one by Mendenhall and Oddou (1985), [19], and, the other by Black (1990), [20], articulate the three critical dimensions for effective executive adjustment in foreign environment: "the relationship dimension; the perceptual dimension, and the self-dimension." The moral of the story is that an expatriate executive, by himself, can be only that much effective. Together with the network of other organizational professionals and stakeholders, he can utilize their specific knowledge and information and be far more effective.

In a similar thought, Shin, Morgeson and Campion (2007), [8], further give their viewpoints about this issue: "The relationship dimension refers to skills related to fostering of relationships

with host nationals. For successful executive adjustment, it is essential to develop good relationships with HCNs. By maintaining proper relationships with HCNs executive workers are able to interact with them appropriately, to overcome problems and to perform assignments effectively."

Further, Cui, van den Berg and Jiang (1998), [21], found, "significant relationships between communication competence, cultural empathy, social interaction, and cross-cultural adaptation. (Studies) suggested that relationship dimensions such as cultural empathy and interpersonal skills become important when dealing with cultural differences. A study found that better interpersonal skills were positively related to executives' adjustment to working and non-working environment in host countries."

3.5. The Importance of Effective Communication

The executive needs to be able to communicate in the context of the host country's culture in order to better build working relationships. The effectiveness of the US executive may need to pay greater attention to non-English speaking host countries so that he may be able to perform effectiveness.

When the host country's main commercial and working language is *other* than the English language, Shin, Moregson and Campion (2007), [8], suggest that the executive would need additional skill levels. They state:

"The work demands for social and perceptual skills, reasoning ability and adjustment and achievement-orientation personality will be higher in non-English speaking countries than in English speaking countries."

Further, their justification is expressed in terms that:

"..... because language is an essential communication medium, executives may need more social skills in non-English speaking countries than in English speaking so they can develop favorable relationships with HCNs via social interactions.", [8].

3.6. Managing Stress

Unfamiliarity, unexpected situations, different paradigms of host country cultures, different cause-effect reasoning process, and different attitudes to organizational issues would place extra stress to the US executive. He needs stress management skills.

Mendenhall and Oddou (1985), [19], studied the self dimension, i.e. self-confidence and tolerance of stress, and stated that:

".... (these) are closely related to individual's abilities and personality characteristics. This includes confidence in one's ability to deal effectively with foreigners and new surroundings."

Similarly, Black, Gregersen, Mendenhall and Stroh (1999), [20], state that unfamiliar surroundings raise the level of stress and anxiety and that would significantly impair the executive's effectiveness. Lack of familiarity, together with a weakened understanding of the situation, produces a feeling of alienation and disconnection with the immediate surroundings and

problems, resulting in weaker focus and visibility of problems, all of which result in higher stress levels.

Stress related studies of Payne (1994), [22], Priester and Clum (1993), [23], and Fraser and Tucker (1997), [24], show that cognitive breakdowns, such as lapses of memory, reasoning and perceptions in difficult situations, cause stress levels to go up. In turn, when the stress goes up, the expatriate executive's performance further declines. This is a spiral of compounding problem of dysfunctionality. Further, increases in stress levels cause ineffectiveness in problem analyses and problem solving.

The individual ceases to correctly understand the cause-effect relationships. In this context, Shin, Morgeson and Campion (2007), [8], conclude:

"In turn, such perceived uncertainty may lead to intolerance of anomalies and incongruities and a strong need for explanation of cause-effect relationships. Thus, these kinds of reasoning ability would be particularly important set of cognitive abilities for executive work. This suggests that executive work will have higher reasoning ability requirements than domestic work because of stress, uncertainty, and anxiety associated with unfamiliar situations."

Shin, Morgeson and Campion (2007), [8], further cite literature on stress for emphasizing the

".... cognitive abilities as particularly important in stress-coping process. For example, studies have found a positive relationship between cognitive failures (failures of memory, reasoning and perception in everyday life) and stress susceptibility. In addition, it has been shown that problem-solving ability is negatively related to stress level. In a similar vein, uncertainty can be caused by an individual's inability to adequately structure or categorize information. In turn, such perceived uncertainty may lead to intolerance of anomalies and incongruities and a strong need for explanation of cause-and-effect relationships. This suggests that executive work will have higher reasoning ability requirements than domestic work because of stress, uncertainty, and anxiety associated with unfamiliar situations."

3.7. Conclusions of the Review of Research

To conclude, the literature review suggests a strong need for proper initial assessment of expatriate executive's training needs for the executive for the foreign assignment. These include self-evaluation, adjustment and stress management, communication skills, building relationships, understanding reasoning process of host culture, and self-motivation, achievement orientation, and tenacity.

4. A Discussion on the Figures

The two figures provide a perspective on expatriate executive's training and mentoring. An executive who may be an effective executive in his home country environment may need to improve his ability to transfer his skills to other countries, across cultures and apply them to his particular foreign assignment. It is important that he realizes the need for training tailor-made to the specific foreign assignment. In

addition to general raining on be an executive for any foreign assignment, he needs to also focus on the specific country culture and operating situation.

Expatriate executive's training would lead to improve the learning curve upon arrival in the foreign assignment, resulting in fewer costly mistakes; successful adaptation to local organization, culture, logistics, industry and society. The training would lead to improved capabilities in dealing with the host country people, and, to the use of improved communication in the local construct. The training should enable to build effective relationships and influence network in work and non-work environments. The training would enable him to be more confident in managing stress because of unfamiliarity and ambiguity.

4.1. The Executive's Training Objectives (Figure 1)

In Figure 1 provides a focus on critical expatriate executive's training objectives that would enable him to be more effective in his initial adjustment and be more achievement oriented in the long run. The training objectives focus on building skills with local people and the local culture. These people skills are meant to function in the host country context, that is, in building useful relationships and networking in work and non-work environments. These skills require good communication, including knowledge of the local language and manner of communication. The adaptability skills are special and critical to executive's effectiveness in managing his task.

Communication across cultures and in the context of the specific local situation of culture, language and life style is important to his cultural adaptation and adjustment. His initial overwhelming situation is difficult. Thus, his knowledge of the local environment and his developing his own ways of dealing with the local situation would be helpful in the transition to the host country environment.

His enhanced problem solving skills and cognitive reasoning (i.e., ability to recall, perceive, reason in everyday situations) would improve his ability to correctly understand and analyze the situation. His confidence will be better and his stress level will be lower.

As an expatriate executive, his effectiveness not only depends on his own task performance but also his ability to get results through the local people in his foreign subsidiary. Social interaction skills and relationship building and culture empathy and behavioral flexibility would significantly help in achieving his training objectives.

Figure 1. The Expatriate Executive's Training Objectives for His Effectiveness. (Note: Read sequentially from the lower box to the next upper box)

4.2. Executive Self Efficacy and Effectiveness (Figure 2)

In Figure 2 the focus is on the building of self-confidence of the expatriate executive and a very positive approach to cope with all problems and situations that the executive may come across. Thus, he is capable in managing his own personal stress and to fully function as a "whole" person despite all odds of the foreign assignment. He should be able to manage his work even in the difficult unfamiliarity that shrouds the foreign environment. He should be trained to handle ambiguity, strangeness and hostile surroundings. This would require better adjustment and achievement orientation. He must be motivated to accomplish the goals of his assignment despite difficulties.

The strategies for improving his self-efficacy of the expatriate executive may include his ability to operate to the full extent of his potential. Thus, it is important that he develop improved capabilities for his situation analysis and problem solving abilities as they are adapted for the host country culture and organizational situation. He would need to perform his cognitive functioning even though he is in a strange environment. His retention and reasoning capabilities are vital as he finds his way to problems and situations in the host country. He needs to build himself up to function at an even keel at all times, a higher level of equanimity, full of higher emotional stability. He needs to pursue effective self-monitoring and self-discipline as he bends his behavior in the local context. He has to exercise greater flexibility and exert to be more resourceful as he strives harder to solve more complex situations. He needs to show greater persistence that is so necessary to solve complex problems.

Executive's Self Efficacy and Effectiveness Objectives:
1.Improving his managing of himself as a "whole, integrated and cohesive personal", including dealing with his internal, private anxiety and stress
2.Improving his managing of himself through issues of unfamiliarity, uncertainty and ambiguity
3.Improving his self-confidence in dealing with foreign situations
4.Improving his adjustment/adaptation-orientation, continue to improve after arrival
5.Improving his achievement/goal-orientation, continue to improve after arrival
Executive Traits Which are Needed for Improving His Self-Efficacy
1.Better problem identification, analysis and solving, decision making, decision implementation in foreign context, and inter-personal capability for harnessing local peoples' knowledge and talent to address the important issues facing the foreign unit
2.Better cognitive and reasoning skills in foreign context: capabilities of retention of newly learned issues and aspects, more objective perception and reasoning in the foreign country's context, and better understanding of cause-effect relationship in the local context
3.Better equanimity and emotional stability: improving self-monitoring, self-discipline and motivation
4.Better flexibility, adaptability and self-resourcefulness
5.Better initiative to identify and solve problems, take proactive leadership in entrepreneurial and innovative activities for improved performance
6.Better persistence and motivation to accomplish despite his disillusionment and obstacles

Figure 2. Improving the Expatriate Executive's Self-Efficacy and Effectiveness. (Note: Read from the lower box to the upper box)

5. Conclusions and Recommendations for Actions

The pre-departure executive training program should improve the executive's effectiveness in the foreign country's work, professional and social contexts. It should focus on continuously improving himself during the training program. He should continue his improvement process even after his arrival in the foreign country for his foreign assignment. He must retain and reinforce his newly learned behaviors and approaches applicable for the foreign assignment so that he does not slip into his old ways.

Further, he should have the wise guidance of an experience, veteran mentor upon his arrival in the foreign country. The mentor should help him with the pre-departure training and, upon arrival in the foreign country, also provide him with his wise counsel in all his important initial steps and decision making and implementation processes.

There are many dimensions for his personal improvement as preparations for his foreign assignment. His training must be intense before he leaves for his foreign assignment, and, he must continue to self-train, self-monitor and self-develop even after his arrival in the foreign country, adapting his plans as he senses his training needs. For his being increasingly effective in his foreign assignment he should strive for better training objectives as listed in the following. Further, he should have the wise guidance of an experience, veteran mentor upon his arrival in the foreign country. The mentor should provide him with the wise counsel in all his important initial steps and decisions.

5.1. His Improving His Personal Self-efficacy, Feeling of Self-confidence and General Positiveness

He should improve his personal management skills. He should know who he is in terms of "know thyself". Knowing himself would help him better relate to peoples of the foreign country where he is going. He should analyze his personal viewpoints and how he functions in different situations in his home country and understand the values and the attributes of the people in the foreign country. In this way he would condition himself as to how he may adjust and function more effectively.

5.2. His Improving His Managing His Stress

He should focus on the realities of the situation and not allow himself to be drowned in the fears and doubts and reservations about his abilities to succeed in the activities he has embarked on. He has to reinforce this approach so that it becomes accustomed to the proactive and positive process in leading his personal and professional life while he is still in his home country. He would continue to do so in the foreign country as well because he has solidly reinforced his approach.

5.3. His Improving His Cultural Adaptation and Adjustment Orientation Processes

He has to travel in different parts of his organization and in his own home country (and nearby foreign countries, if feasible) and learn to quickly adjust varying situations and scenarios. In this way, he will learn to un-set and re-set his modes of operating or conducting himself. He should read up on the foreign country's life styles and values so he knows what to expect. He should interact with peoples of the foreign country or other countries nearby the foreign country. In this way, he will teach himself to better adapt.

5.4. His Improving His Achievement and Goal Orientation Process

He should set goals in all important aspects of his life and monitor his behavior and performance/results as objectively as he can. He should do so even while he is in his own country and his current job. He should set tentative goals (based on his knowledge of the situation in the foreign unit) for himself and his foreign unit before departure for his foreign assignment. He may modify these goals on arrival if he should do so. This is borne out by the views of Caliguiri, (2000, [25], and Acyan, (1997), [26].

5.5. His Improving His Problem Solving Skills and Cognitive Skills for Managing Uncertainty and Ambiguity

In his own home country he may be effective in seeking out critical problems and defining, analyzing, solving them and implementing solutions. However, this may prove to be more difficult in another culture and another operating environment. So, he must practice such problem solving process in a variety of different situations, compared to his usual, home country job. Further, he must read up correspondences between his headquarters and the foreign subsidiary about the nature of the recent past problems and how they had solved them. This would give him a good sense about the types and nature of problems and also a clearer idea as to how he may slip in seamlessly into solving them in the local cultural and operating context of the foreign country (upon his arrival into the foreign country), an argument which Godiwalla (2019), [27], also puts forth.

5.6. His Improving His Effectiveness of Emotional Stability and His Emotional Intelligence and Native Intuition

He is used to the living and working circumstances in his own home country environment and his own work environment; he may even be comfortable and happy and relaxed about his surroundings. Even so, he needs to focus on the details of the newer environments of his foreign assignment. He should familiarize and condition himself as to how he would adjust and how he would function and how he would live in the foreign

country's environments. This approach of preparing himself ahead of time would help him in better managing his emotional stability. This approach is vital for increasingly competitive environments as the host country's market heats up, according to *Godiwalla, (2018), [28]*.

5.7. His Improving His Motivation to Solve Problems Despite Difficulties of New Operating Environments

Simply put: Those who persist have a higher chance of success; those who don't, lesser chance. Sustained creative and innovative tenacity is the better option for an individual to show grit and focus, try newer, better ways to progress. This is true whether one is in his own home country or another country. For an expatriate executive, it may be even more true to be more tenacious and keep close interaction with the local people who may provide the needed clues to solving knotty problems.

5.8. His Improving His Own Strategic Orientation and Commitment to Delve Deeper into Persistent, Root Problems

A common factor (among many other factors) of those people who did not do well in their foreign assignments appears to be that, upon arrival, they felt that they would stay for only a short while and then move on. This resulted in their *not* applying themselves wholly and completely to the foreign assignment. When he does have a long term, personal commitment to his foreign assignment, he would then involve himself fully to the work and immerse himself completely into all aspects of the work and then focus on solving important problems and resolve vital issues and therefore be more effective.

5.9. His Improving His Communication Skills and Building Effective Networks with HQ Executives and Local People

He should pursue a higher intensity of dogged, "stick to it-ness" and stay with the problems of the foreign unit. He needs to go deeper into the inter-relationships among problems and events, and unravel the causes and solve the host of allied problems. Also, he can better solve problems when he uses not only his own skills but also the detailed knowledge and information of the local people. Therefore, he has to be well connected with the local people. His communication skills are vital. In the initial stages after his arrival, he must build a rapport and draw important help from local people and solve problems and make significant progress in newer paths so that he would be more effective. In doing so, he will also gain greater credibility among the local, host country nationals.

5.10. His Improving His Approach to Foreign Assignment with Increasingly Higher Levels of Motivation

He should feel strongly and favorably about his foreign assignment so that he would have a higher drive to keep striving for continuously improving his performance. He should be driven to improve his skills to show better results and set higher and better goals for himself as an expatriate executive and for the foreign unit organization. His own higher energy, high determination, highly focused, and high interaction based problems solving approaches will gain wide spread admiration among local, host country nationals, both inside and outside the foreign unit organization.

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