

**CROSS CULTURAL TRAINING FOR KENYAN
EXPARTRiate MANAGERS ASUSYtX Q^
PRACTICES AMONG KENYAN
MANUFACTURING FIRMS**

BY

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DECLARATION

This project is my original work and has not been presented for an award of a degree or any other qualification from any other university.



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D61/P/8640/99

This research project has been submitted for examination with my approval as the University supervisor



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DEDICATION

This work is dedicated to my Aunty Terry Otory, my supervisor and all my classmates in the MBA degree programme.

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ABSTRACT

Most organizations in today's world strive for global representation, so as to remain relevant as the world becomes a global village. Kenya manufacturing concerns are no exception. Further more, it is a known fact that Kenya supplies sub-Saharan Africa with human resources more than any other country in the said region. With re-emergence of the East African community, Kenya is still advantaged in terms of human resource development. However, to be done if Kenya's human capital is going to remain useful in the ever changing business environment. Kenya is a multicultural society and as such the need for cross cultural awareness could easily be undermined especially whenever Kenyans are assigned responsibility across the borders. The study sought to establish cross cultural preparations, if any, accorded to Kenyans who cross section survey was carried out to establish employee preparation as applied by Kenya Manufacturing concerns. To satisfy the research objective, data was collected from a sample of manufacturing firms in Nairobi using a structured questionnaire. From the research findings it is apparent that economic environment takes the lead over language and customs with regard to importance whenever a decision is made on cross border assignments. Employees are more often recalled than terminated whenever they are unable to cope with the new environment. Cross cultural training attracts very low attention within organizational systems and resources, yet it is evident that it greatly improves comfort and therefore performance whenever employees are on cross border assignment. Indeed cross cultural training is acknowledged as vital in bridging the challenges presented by inter personal contracts; such as further research should be conducted to ascertain how the different variables relating to cross cultural issues at the domestic and at the international level affect cross border assignments.

The problem of inadequate cross cultural training for expatriate managers with the manufacturing sector in Kenya is thus very acute. This problem derives largely from the weaknesses of the existing cross cultural training mechanisms within the manufacturing sector. It is also based on weak internal institutional systems, within the sector which have not helped expatriate managers respond to the challenges of working abroad.

The overall increase in interest for cross cultural training services among managers of the sector has already been alluded to. Both those going for long term and short term assignments abroad, must be given special consideration. Few of them possess the necessary cross cultural skills that could translate into any meaningful on the job performance abroad. Neither do they have the necessary resources to facilitate the training of their family members accompanying them. Given that there is considerable demand for these trainings, and that much of this are not available within the internal human resource mechanism, it would clearly be "expedient and economically realistic for management to institutionalize these training within the sector.

CHAPTER ONE

INTRODUCTION

1.1 Background

In today's businesses environment traditional sources of competitive advantage cannot provide a sustainable edge. Low production costs, technology and access to capital are necessary but not sufficient, conditions for success. Instead the contemporary approaches to global business strategies point to core competencies, invisible assets and, organizational capabilities as key factors influencing long term success in global markets; thus we are witnessing renewed interests human resources management as a major tool that can uphold the competitive position of a global firm (Hoecklin, 1996).

The process of globalization not only brings the human resource function closer to strategic core of the business, it also changes the scope and content of human resources management. For example, in the past, international selection focused on testing managers for cross cultural adoptability (Kossek and Lobel 1996). Today's emphasis is on identifying managers capable of rapid learning across borders. Previously international reward system stressed the coordination and equity of compensation policies, today's concern is the congruence of rewards with global business strategies. While traditional international training centered on cross cultural knowledge today's account is on developing multicultural teams and networks (Kossek and Lobel 1996).

Organizations need human resource policies to ensure that intellectual capital continues to develop. There is increased acknowledgement by organizations of the contribution of people through their knowledge and skills to value creation and overall organizations performance. Indeed this is often acknowledged at least in company financial reports and media. (Assael. 1998)

The economic rise of Japan and countries of the Asia Pacific rim affirm the key roles that human resource development (HRD) can play. In such cases the organizations have had no other resource other than the skills of their people and the willingness of their governments to invest heavily in their training and development programs. The increasing impact of new information and production technologies also demand new skills and puts a premium on the individual and organizational structures and subsequent devolution of responsibilities have made continuous human resources development and organizational learning a must (Institutional investor 1991).

1.1.1 Training in cross cultural management

The tower of Babel in the bible is the oldest case study of what can go wrong in managing a multi-cultural workforce. God confused the languages so that people would no longer communicate and their construction project had to be stopped, (Holy Bible Genesis 11:1-11). For instance, managers in Austria are influenced by that country's moralistic stance and its emphasis on political and social

values, achievement and risk taking. Italian managers are operating in an environment of low tolerance for risks. Italians are very competitive but at the same time like group decisions making. German managers are characterized by self realization and leadership indigence, competitiveness and low tolerance for risks. In Britain, security is important and so are resourcefulness, adaptability and logic. Similarly individualism is also highly valued (Harold Koontz, 1993).

Scullion (1995), president of Tucker International in boulder, offers the following as the most common errors found in corporations today with regard to expatriate selection. Firstly, decisions are made with little lead time as opposed to allowing sufficient time for careful selection of candidates and cross cultural training, secondly, making selection process from single choice rather than a pool of candidates, perceiving job factors and skills in isolation from intercultural adjustments abilities, overseas assignments are viewed as a single event rather than part of the candidates overall career plan. Financial incentives are used instead of emphasizing the benefits of international experience on career; selection decisions are made by line managers rather than international experts. Lastly, minimal if any follow-ups are made after placement of employees in overseas setting rather than implementing a systematic and on going intercultural adjustments assessment. Scullion (1985) asserts that there are three most important factors to consider in expatriate selection namely family, their ability to adapt to different workplace and ability to adapt to new culture.'

Increasing management contact and interdependence across cultures are inevitable. Cultural differences are not going away, but becoming more entrenched. This makes it more critical than ever to try and understand the different cultures and their influence on the ways people do business and view the world. The cost of not understanding is getting greater and greater. However, all too often in the recent years the business press has reported cases where differences in culture have caused otherwise sound deals to go wrong (Hoecklin, 1996).

There is often great difficulty recognizing that the things that motivate, inspire and generate commitment depend on each individual's culture of origin, (Hoecklin 1996), even among internationally knowledgeable companies that successfully adopted marketing and sales techniques across cultures, a large British Insurance Company bought 50% stake in three small Italian companies in 1989 and proceeded to change their policies to conform to its British products. It thought that standardization was critical. The companies then tried to market them via direct mail; few policies were sold and the joint venture suffered a pretax loss of approximately \$90 million in just about a year (Institutional Investor 1991). An American computer company prepared its eleven operating principles to be distributed to each of its subsidiaries world wide to ensure that all employees would share a common corporate philosophy last on the list was "have fun!" The reaction of the Dutch employees was decisive "they should mind their own business! How dare tell us what to do!" (Pennaars, 1993 pg. 40).

Kootz (1993), chairman and chief executive officer, Toshiba America inc., explains that even the differences between Japan and America in writing business letters reveals a great deal about their ways of viewing the world. In USA, you first put the individual's status (Mr, Mrs, Prof), then their first names and then last names. The next line is the company name; the person's title; next comes city, state and finally the country. In Japan it is the opposite; first, the country, then the city, and address; next you put the company name, followed the last name of the individual to whom you are writing. The last thing is the individual's name. This illustrates that in the USA individuals identify primarily with being individuals and then with their family, company, religion or some other larger group. In Japan it is the opposite. Individuals primarily identify with collectivity i.e. their larger national group, the company they work for, their family and then with being an individual (Hofstede, 2001).

Medenhall and Oddowl (1985) reported that the failure rate between 1965 and 1985 of the organizations they studied fluctuated between 25% and 40%. This may be an overstatement of the incident of failure rate as scullion's (1991) study of 45 British and Irish multinationals revealed that 90% of the companies were generally satisfied with the overall performance of their expatriate managers and just under 10% reported failure rate higher than 5% and only two companies had failure rate of over 20%. According to scullion (1985) British nationals experience lower failure rate than US companies. He suggested from his research evidence the following reasons:-the British companies had more effective personnel

policies covering expatriates; paid closer attention to expatriate selection process and highly valued international experience. He also believed that British managers had better internal outlook than Americans.

1.1.2 The Kenyan Manufacturing Sector

The period 1995-2000 has been characterized by poor business performance by manufacturing firms in Kenya mainly due to stiff competition from relatively high quality imports. The same period has witnessed a dramatic shift in the government policy that has led to a change in the manufacturing sector in Kenya from predominantly protected business environment in the 1980's to liberalized business environment in the late 1990's. The government on recommendation from by the International Monetary Fund (IMF) has since realized major aspects of the economy heralding changes in foreign exchange regulations, imports and exports practices and even equity distribution. The emerging free market economy has exposed local manufacturing firms to an unpredictable business environment resulting in numerous corporate reorganizations involving changes in corporate/ business strategies. (Kenya Investors Guide 2001). For instance, Unilever (Kenya) formerly, EAI recorded a profit of Kshs 241 Million in 1990 just before liberalization as compared to a loss of over Kshs 500 Million reported in 1996 after liberalization of the market.

Kenyan manufacturers have geared their efforts towards containing the ever hostile environment by forming lobby groups that would ensure that their interests are well taken care off. The last part of the 1990's saw the introduction of reforms implemented by the government of Kenya since 1993 aimed at spurring economic growth they included: abolishing export and import licensing for a few items listed in the imports, exports and essential supplies act (cap 502);. rationalizing and reducing import tariffs; freeing the shilling to allow its exchange rate to be determined by market forces; removing all current accounts restriction; allowing residents and non residents to open foreign currency accounts with domestic banks; allowing residents to borrow from abroad with no limits on the amount; allowing residents and non residents to open foreign currency accounts with domestic banks; liberalizing unconditionally the capital market- foreign companies can buy stocks up to a maximum of kshs 40% of company total quoted stocks and individuals up to 5%; removing price controls and, repealing the exchange control act. (Kenya Investors Guide 2001).These economic reforms brought with them increased international competition in the domestic market through increased imports. This has consequently eroded the profitability levels for some companies.

Some Kenyan firms faced with this competitive threat, responded by pursuing foreign market opportunities through internationalization strategy. In pursuit of this strategy, these firms have now'located subsidiaries in the neighboring countries such as Uganda, Tanzania and Seychelles (Daily Nation: 20th March



and May 2001). The growing concept of trading blocks which are turning the world into a global village presents enormous market opportunity for manufacturers. Such trading blocks include East African community and COMESA. If human resource (HR) is not developed to meet the multi cultural dimension presented to business firms involved in cross boarder trading, the outcome will never be favorable.

1.2 Statement of the problem

Today's business objective is to move from knowledge accommodation towards knowledge creation. To develop an organization's capability to learn and to create new knowledge means to focus on the quality of interaction among organizational members and sub units. A number of factors may affect the quality of interaction process: common language, shared experience, willingness to share information, mutual trust, and opportunity to observe innovative behavior etc. For global firms, this is a complex managerial task. (Kosek, 1996) Increasing integration of organizations across business and national borders demands that a modern manager be able to operate multi-culturally. This is more easily written down than practiced. It demands an insight in the extent to which familiar aspects of the individual's life like customs, language and values influence organizations expatriate selection process. These aspects of individual's life are culturally relative and need to be considered when borders are crossed.

Overseas assignments offer valuable experience to employees. Like other positions, training for such assignments is important for performance. Just how well prepared are Kenyan managers as they set out for overseas positions? Imagine the scenario: you have just moved to start a new job in an exciting new country with totally different culture to that your own. The initial reaction to this may well be one of excitement as you read the guidebooks and start to learn few words of the language. The first few days of your new job may be exciting as you begin to absorb some of the new sights and sounds; what Forboin (1982) called the 'honeymoon', then with mounting horror, you begin to realize that your command of the language is seriously inadequate and furthermore, you are finding that relationships with people in your organization are not going smoothly. You appear to have offended someone without realizing it. From a feeling of euphoria you rapidly descend to feeling that you are in an increasingly hostile environment, in which you feel alienated and lost. This is increasingly being recognized as a serious issue for companies that send employees for assignments across borders. The employee may end up disillusioned and may even leave the company as a result of bad experience.

American expatriates have higher failure rates as compared to expatriates from Europe and Japan (Tung, 1987) - failure being defined as being fired or recalled home for inability to perform in the job. The observations and experiences reviewed above clearly demonstrate the importance of preparing managers adequately before they take up their appointments in foreign countries. Failure to

do this is a recipe for frustration and substandard performance. Given this reality and the fact that the pace of competition is fast increasing, it would be important to find out the extent to which Kenyan firms have embraced the idea of multi cultural training for the employees that have been assigned duties and responsibilities in foreign countries. This kind of training is important because it can determine success or failure.

1.3 Objective of the study

To determine the cross-cultural training practices of Kenyan manufacturing firms that post employees on assignment to foreign countries.

1.4 Importance of the study

The study will be useful to HR specialists who are interested in training and development. This is because they will know the critical variables to consider prior to international assignments as the findings will underscore the truism regarding international assignee selection. Members of the academic society will also find this study useful, first, and foremost, it will enable the scholar to obtain his master degree from university of Nairobi and future researchers use the study as a source of reference for secondary data.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Culture is a set of socially acquired values that society accepts as a whole and transmits to its members through language and symbols; as a result, culture reflects society's shared meanings and traditions (Assael 1998). The increasing importance of international trade since 1990's makes it essential for human resource practitioners to understand the value systems of other cultures as well as their own.

According to Hofstede (2001), each person carries around several layers of cultural "programming". It starts when a child learns basic values; what is right and wrong, good and bad, logical and illogical, beautiful and ugly. Culture is about your fundamental assumptions of what is to be a person and how you should interact with other persons within your own group (which is a culturally drawn boundary) and with outsiders. The first level of culture is the deepest, the most difficult to change and will vary according to the culture in which we grew up.

According to Roger Kerin (1991) other layers of culture are learned or "programmed" in the course of education, through professional or craft training and organizational life. Some of the cultures learned later have to do with conventions and ethics of your profession (that is what it means to be a doctor, lawyer, teacher or accountant)



2.2 Approaches to management of cultural differences

There are various ways by which the dominant culture and any minority culture treat cultural differences (acculturation), including assimilation, accommodation and pluralism. These approaches are reviewed below.

Assimilation occurs when the dominant culture in an organization remains intact (Tung 1993) as members of non-dominant group are expected to adopt to the norms, values, and behavior of the majority group. Minority fits into the organization by giving up some of their cultural identity and by taking on most aspects of the dominant culture. This is the most common type of acculturation Forboin (1982) and forms the basis for most training and socialization interventions.

Accommodation adjustments to differences which occurs when members of the majority culture make some changes to allow minority members into their culture is referred to as accommodation. In this process, minority members give up aspects of their culture though the focus is on the majority giving room to the minority.

Pluralism members of each culture embrace significant aspect of their own culture, while viewing other cultures as having qualities that are attractive. (Tung 1993). In other words, all individuals involved retain valuable elements of their own culture, while combining other elements with those of the other cultures.

Thus, every culture is characterized by pluralism. This pluralism is a bilateral process where all members make efforts to change as well as to appreciate and retain the differences.

2.3 Characteristics of Cultural Values

Cultural values are learned (Hoecklin, 1996). The process of learning the values of one's own culture from childhood is known as enculturation. Learning the values of another culture is known as acculturation. Employees' enculturation occurs when a person from another country adapts to the consumption values and behavior of his or her adopted country. This adoption can occur by observation, by word of mouth, communication and through mass media. Kossek and Lobel (1996) studied the process of acculturation among immigrants to America. They concluded that the process of acculturation is particularly important for business people in foreign markets. Since an understanding of the local culture is necessary before they can develop product advertising.

Cultural values are guides to behavior. Cultural values guide and direct an individual's behavior through the establishment of cultural norms. Such norms establish standards of behavior regarding proper social relations, means of ensuring safety, eating habits and so forth. If behavior deviates from the cultural norm then the society may place sanctions on that behavior (Hoecklin, 1996). Cultural values are permanent but dynamic. Cultural values gain permanence as parents pass them on to children, schools and religious groups maintain and

enforce them. Cultural values are dynamic. Culture is also dynamic, values must change to reflect changes in technology (such as introduction of cell phones, fax machines).

Cultural values are widely held. Each culture contains widely held and commonly accepted values that differentiate it from other cultures. The sharing of values is facilitated by a common language. On multilingual countries such as Kenya, lack of single cultural bond through language has led to divisiveness. Increasing management contact and interdependence across cultures is inevitable. Cultural differences are not going away but becoming more entrenched (Hoecklin 1996). This therefore makes it more critical for managers to understand culture and its influence on the ways people do business and view the world.

Failure to recognize cultural differences among various groups can lead to blunders where managers are dealing with a culture other than that which they are familiar. Colgate Palmolive introduced "cue toothpaste" in French speaking countries, not knowing that "cue" was a pornographic word in French (Hoecklin, 1996).

Harvey (1985) suggested 30 characteristics of culture which included mental stability, stability of marriage, social and cross cultural exposures, and physical and emotional stamina, each weighted according to country and type of job. The most frequent reason for a manager's failure to complete an assignment in

another country is the negative reaction by the spouse (Hays 1974; Bartolome and Evans 1980; Tung 1988). Despite this, very few companies interview spouses during selection procedures. In as much as the employer is expected to train the expatriate manager on cross boarder/cultural issues, the employee must also take initiative to establish the best they can do on the new working environment.

2.4 Cross cultural training practices

The aim of cross cultural training is to develop awareness among people that are not bound by a common cultural framework. This is necessary to promote clear lines of communication and better relationships. There are several trends in expert training and development, first, rather than providing only pre-departure cross cultural training, more firms are providing continuing, in-country cross cultural training during early stages of international assignments. Secondly, employers are now using returning managers as resource to cultivate global mindset of their home office staff (Hendry 1995).

When it comes to providing orientation and training required for success overseas, the practice of most US firms reflect more form than substance. One consultant (Hendry 1995), says that despite many companies claims, there is little or no systematic selection and training for assignments overseas. In one survey (Hendry 1995), a sample of company executives agreed that international business required that employees be firmly grounded in the economics and

practices of foreign countries. However, few of their companies actually provided the training. A survey of US companies that assign employees abroad found that only 42% have a formal program of briefing employees regarding conditions in the host country of the assignment (Hendry 1995).

One firm specializing in such training programs prescribes a four step approach. Level 1, training focuses on impact of cultural differences and raising trainee's awareness of such differences and their impact on business outcomes. Level 2, aims at getting the participants to appreciate how attitude (both positive and negative) are formed and how they influence behavior for example unfavorable stereo types may subconsciously influence how a new manager responds and treats his foreign subordinates. Level 3, training provides factual knowledge about the target country. Level 4, this level provides for skill building in arrears like language. Views differ, however on the value of pre-training, especially cross cultural training Kossek and Lobel (1996), argue that while cross cultural training has strong advocates top managements tend to see it as unnecessary (Mendenhall and Oddow, 1985). They believe that real learning cannot occur until the person is in position abroad. This obviously parallels the wider debate about the value of off-the-job versus on-the job learning and the issue of transfer learning.

A solution to the above problems is not to look on the skills needed in international assignments as qualitatively in unique or different from good

management or people skills just as the desirable qualities in selection closely resemble good people skills so training should aim to develop skills of generic application. These can be topped up with knowledge that is then specific to the particular country a person is heading for. One does not for instance have to cross borders to acquire cross cultural experiences. Opportunities abound in any country Kenya included. Organizations can structure normal training around such opportunities. What is more, this would make very valuable contributions to equal opportunities generally. A focused version of this has been used at BP. (Nael and Mindel 1992), derived from Indrei Ratius (1983) model of Red and Blue loop learning: this assumes that in order to understand another culture people have to understand their own culture first-or at least have a working concept of it. Once they are more aware of their own culture, they can easily compare a variety of unfamiliar situations against this appreciate the differences and handle communication better.

The other issue is when should training for international assignments take place?. Too often it is a last minute activity, consisting therefore of no more than a series of hurried factual briefings. Many advocate that preparation should start up to a year before hand (Hendry 1995). Cross cultural training has many benefits to be gained by both parties as follows:-

Through cross cultural training, people are exposed to facts and information about their own cultures, preconceptions, mentalities and world views that they

mentalities and world views that they may otherwise not have contemplated. Cross cultural training helps people learn more about themselves through learning about others.

Encourage confidence: Cross cultural training promotes self confidence in individuals and teams through empowering them with a sense of control over previously difficult challenges in the workplace (www.buzzle.com).

All of us have certain barriers such as preconceptions, prejudices and stereotypes that obstruct our understanding of other people. Cross cultural training demystifies other cultures through presenting them under an objective light. Through learning about other cultures, barriers are slowly chipped away thus allowing for more open relationships and dialogue (www.buzzle.com).

When people's barriers are lowered, mutual understanding ensues, which results in greater trust. Once trust is established altruistic tendencies naturally manifest allowing for greater co-operation and a more productive workplace.

One of the outcomes of cross-cultural training is that people begin to see their roles within the workplace more clearly. Through self-analysis people begin to recognize arrears in which they need to improve and become motivated to develop and progress.

Cross cultural training addresses problems in the workplace at a very different angle to traditional methods. Its innovative, alternative and motivating way of analyzing and resolving problems helps people to adopt a similarly creative strategy when approaching challenges in their work or *personal lives* (www.buzzle.com).

Through cross cultural training participants develop 'people skills' that can be applied in life. By learning about the influence of culture, i.e. the hidden factors *upon* people's behavior, those who undertake cross cultural training begin to deal with people with sensitivity and understanding that may have previously been lacking.

Listening is an important element of effective and productive communication. Cross cultural training helps people to understand how to listen, what to listen for and how to interpret what they hear much better. By becoming good listeners people become naturally good communicators.

Cross-cultural training enhances people's skills and therefore future employment opportunities. Having cross-cultural awareness gives people competitive edge over others especially when applying for positions in international companies with large multi-cultural base.

The above benefits are but few of the many ways in which cross-cultural training positively affect business through staff training and development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research design

This study was conducted through cross-sectional survey of manufacturing firms in Kenya. The problem of the study is based on various training practices as applied by Kenyan manufacturing organizations. It questioned the relevance and timeliness of such practices. Trainee's needs would also be surveyed.

3.2 Population

The study targeted the large manufacturing firms listed in the Kenya Association of Manufacturer's directory. Owing to time constraints the study focused on the manufacturing concerns with offices in Nairobi.

Population was drawn from membership of Kenya Association of manufacturers membership directory 2005/2006. A total of 42 out of the 503 companies confirmed having branches a cross the borders.

3.3 Data collection

Data was collected through semi structured questionnaires comprising of open-ended and close ended questions; the questionnaire is divided into two sections A and B. Section A was used to collect general information on company profile including, size and ownership. Section B aimed at collecting data that addressed the objectives of the study. The researcher used the drop and pick method of

data collection. This was because many respondents had no time for the interview *method*.

3.4 Data Analysis Method

Data was analyzed using descriptive statistics such as means, standard deviations, frequencies and percentages. This captured quality of training practices as well as failure rate of Kenyan expatriate. Data was presented in tables, bar-charts and pie charts.

CHAPTER FOUR RESEARCH FINDINGS

4.1 Introduction

The data collected for this study was analyzed and the results presented in this chapter. The findings were in tables, bar-charts and pie-charts. 90 per cent of the sampled firms completed the questionnaire.

4.2 Firm Ownership

As shown in table 1, Most of the manufacturing firms interviewed in this study (85%) are jointly owned by both local and foreign investors, about 5% is locally owned and 10% is wholly foreign owned. All the firms have at least one branch abroad.

Table 1: Company's Scope of Operations

Scope	Percentage
Local Ownership	5
Foreign Ownership	10
Joint Ownership (Foreign and Local ownership)	85

4.3 Scope of Operations

As shown in table 1, all the firms that responded to the questionnaire operate in at least one foreign country with branch or operations covering the Eastern and Central African region.

4.4 Human Resource Policy Review

Although all the firms interviewed have functional human resource departments, most of them, (about 63%) undertake human resource policy review at an average interval of two to five years. These findings are presented in table 2.

Table 2: Frequency of Human Resource Policy Review

Frequency of policy review	Percentage
At least once a year	30
Once every 2-5 years	63
Once every 6-10 years	5
After every 10 years	2

Table 3: Terms of employment

Response	Frequency	Percentage
Permanent	35	78
Temporary	10	22
Total	45	100

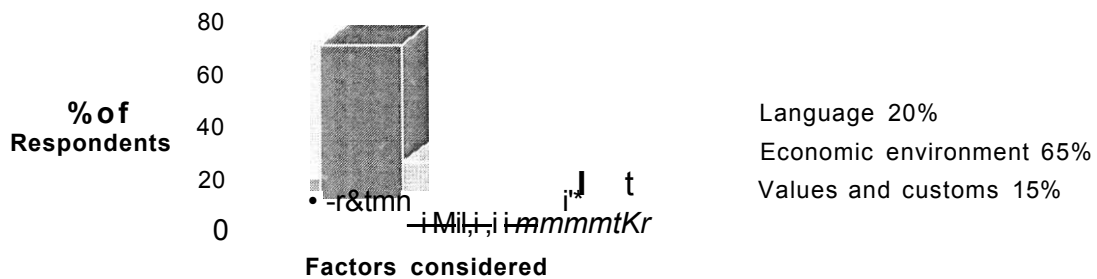
4.5 Terms of Employment

In the 45 manufacturing firms studied, 78% of the employees were permanent while 22% were temporary. This suggests that permanent terms are still the preferred mode of employment among these manufacturing firms. The data is summarized in Table 3.

4.6 External Deployment

Different firms consider different factors before they deploy any staff in a foreign country. The most prominent factors are presented in figure 1 below.

Figure 1: Factors for Considered in the decision to deploy employees in a Foreign Country



As indicated in figure 1, economic consideration, rated by 65% of the respondents, tops the priority list when deploying employees abroad. This is followed by language, considered by 20% of the firms. Coming last are values and customs considered by 15% of all studied the firms.

4.7 Assignment of Staff Abroad

Firms post their staff to undertake various responsibilities abroad. A small number of such employees are posted abroad on short term basis by about 70% of the firms interviewed while only 30% of the firms post employees for a longer duration

on foreign assignments as shown in figure 2.

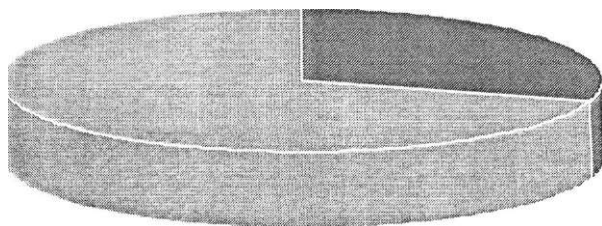
4.8 Presence of a Human Resource Department

Table 4: Firm with a Human Resource Department

Response	Frequency	Percentage
Human Resource Department	40	88.9
No Human Resource Department	5	11.1
Total	45	100

As shown in table 4, 88.9% of the manufacturing companies had Human Resource Department and 11.1% did not have Human Resource Department. In these latter firms, human resource functions were performed by another Department.

Figure 2: Duration of Assignments Abroad

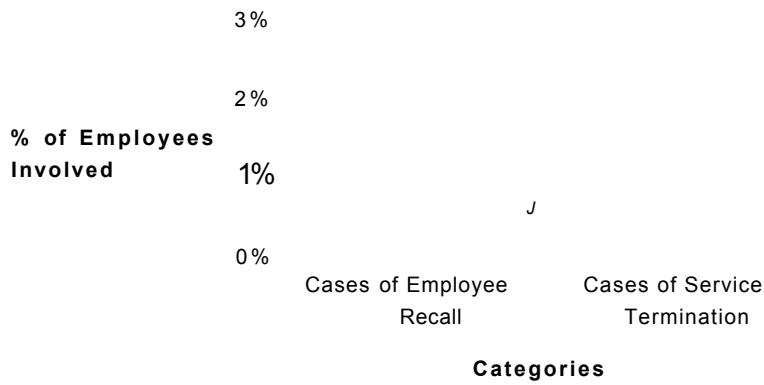


- 30% of the firms send employees abroad on longer term assignments
- M 70% of the firms post their employee abroad on Short term assignments

4.9 Recall and Termination of Services

As illustrated in figure 3, the sector registers minimal cases of recall and termination of employment of employees posted abroad.

Figure 3: Employee Recall and Service termination, 2000-2006



4.10 Formal Written Training

Table 5: Formal Written Training Curriculum and Program

Response	Frequency	Percentage
Written Program and Curriculum	43	95.5
No Written Program and Curriculum	2	4.5
Total	45	100

As indicated in Table 5, 43% of the manufacturing firms had formal written training program and curriculum while 4.5% either did not have any or were not able to disclose the information to the researcher.

4.11 Issues Covered in the Curriculum

Table 6: Issues Covered in the Curriculum

Issues Covered	Extent of Coverage by Number of Firms					TOTAL %
	Very large	Large extent	Extent	Less extent	Not at all	
Language	5.2	2.2	30.8	28.9	28.9	100
Climate	7.8	7.8	24.5	27.5	32.4	100
Social interaction	9.9	48.4	24.2	11.0	6.6	100
Religion	7.5	20.8	10.4	31.1	23.6	100
Customs	6.9	30.4	28.4	18.6	15.7	100
Attitude towards foreigners	2.9	5.9	26.5	24.5	40.2	100
Prevailing political climate	14.1	56.6	9.1	11.1	6.1	100
Labour Laws	7.9	5.0	17.8	28.7	40.6	100
Immigration Laws	39.6	40.6	5.9	7.9	5.9	100
Taxation system	7.2	27.8	2.6	34.0	10.3	100
Any other (please specify	11.9	27.7	3.0	27.7	29.7	100

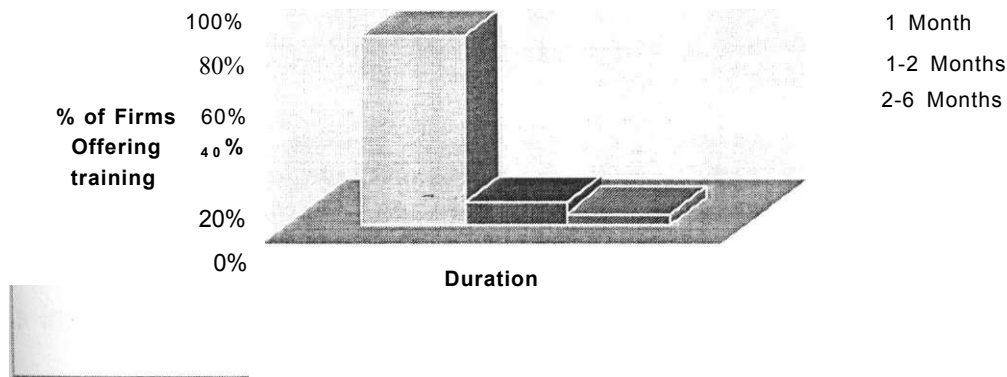
As indicated in Table 6 30% of the respondents (30.8%) said that language was covered to an extent, 32.4% was not covered at all in the curriculum. 48.4% of the respondents said that social interaction was covered to a large extent, 31.1% said that religion was covered to a less extent, 30.4% of the respondents covered customs to a less extent. 40.2% of the respondents said that attitude towards foreigners was not covered at all. The study findings also revealed that 56.6% of the respondents was covered to a large extent, 40.6% of the respondents said *that* labour laws was not covered at all while 40.6% said that *immigration Laws* was covered to a large extent while 34.0% of the respondents said that taxation

system was covered to a less extent and 29.7% of the respondents said that other issues of training were not covered in the curriculum.

4.12 Cross-cultural Training

The sample interviewed also reveal lack of curriculum for cross cultural training within the manufacturing sector. In other instances, individual firms offer internal cross cultural training sessions for employees being deployed for short term assignments abroad. However, the internal coaching is done for a short duration of time as shown in figure 4 below.

Figure 4: Duration of Intra-firm Cross Cultural Training



4.13 Priorities in Cross-cultural Training

The study also assessed the priority areas considered by manufacturing firms while undertaking cross cultural trainings for expatriate managers to be deployed abroad. In this assessment the priorities are ranked as shown in table 7 below.

As shown, language is given the highest priority (ranked 1), followed by labour laws, (ranked 2) immigration laws and taxation (ranked 3). Climate is given the last priority (ranked 11).

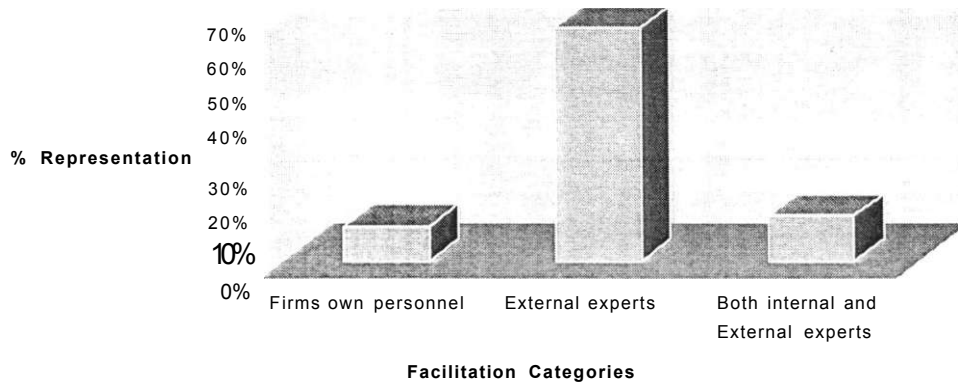
Table 7: Priority in Cross Cultural Training

Priorities	Frequency	Rank
Language	35	1
Labour Laws	33	2
Immigration Laws	32	3
Taxation	25	4
Political Climate	22	5
Social Interaction	21	6
Religion	18	7
Customs	15	8
Attitude towards foreigners	14	9
Climate	9	10
Other (Specify)	3	11

4.14 Training Facilitators

As indicated in figure 8, external facilitation is used more frequently for most companies as shown by 67% of the respondents. This is followed by those companies which access both internal and external facilitation, considered by 13% of the firms. Coming last are those relying only on internal facilitation considered by 10% of the firms interviewed.

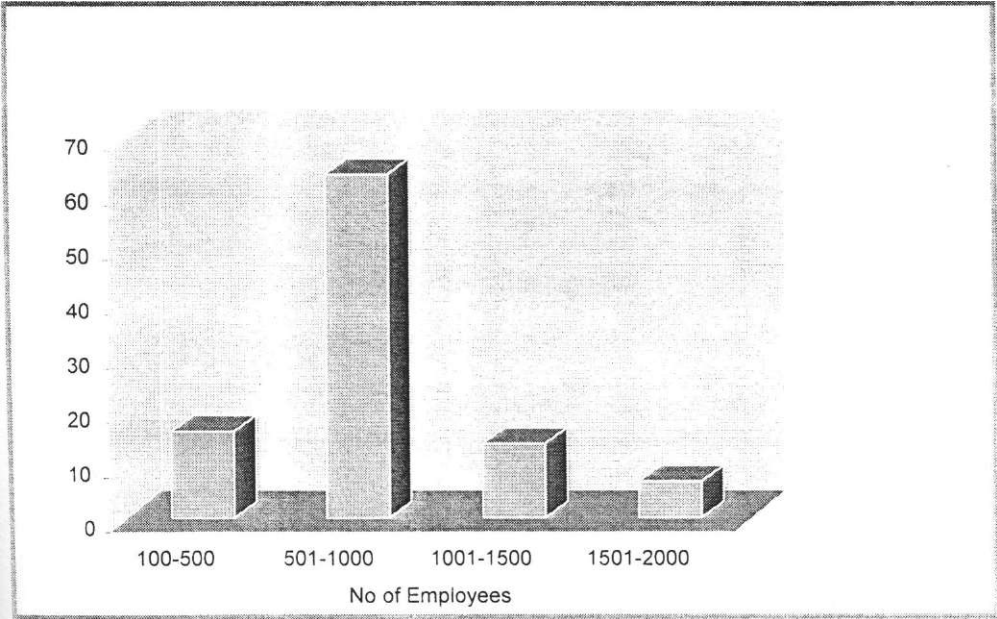
Figure 8: Sources of Training Facilitators



4.15 Number of Employees

With regard to the number of firms employees, as illustrated in figure 9, majority of the respondents 65% have an employee base ranging between 501 and 1000. This is followed by firms with a work force of about 100-500 represented by 16% of the respondents. This is followed by firms with between 1001 and 1500 employees represented by about 14% of the respondents and lastly those with about 1501 to 2000 employees as shown in figure 6.

Figure 9: Number of Employees



4.16 Internal HR Departments

The sample interviewed also reveal that 67% of the firms have their own internal human resource departments and 13% do not have such department as shown in figure 10.

Figure 10: Firms with Internal HR Departments

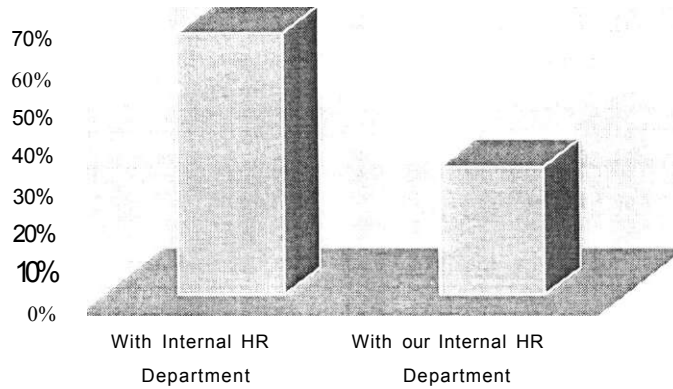
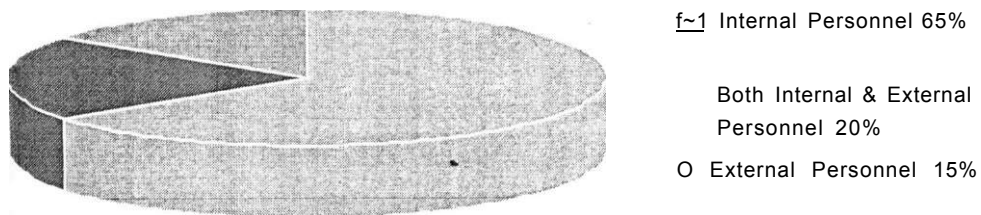


Figure 11 shows that 65% of the firms interviewed do internal personnel training while 20% do both Internal and external personnel training and 15% outsource and offer pre-departure and post-arrival cross-cultural and repatriation training programs for expatriate managers headed overseas, international newcomers to Kenya, and individuals and families repatriating abroad.

Figure 11: Modes of Training Delivery



CHAPTER FIVE

5.1 Discussions Conclusions and Recommendations

A number of issues that are discernible from the analysis of data gathered in the field merit some discussion. Hereunder, some of the more pronounced and probably more substantive issues in the study outcome are examined.

One of the issues that emerge with respect to the cross cultural trainings within the manufacturing sector is the extent to which training is done either in-house or out sourced. In both instances, the trainings are undertaken on a very small scale. Hence, the scale and degree of the training is imperative in that, the effectiveness of cross cultural training initiatives within the sector is limited and inadequate. And yet, it appeared that a comprehensive approach to cross cultural training presented a difficulty unforeseeable for most firms because of the diversity of training needs and the fact that opportunities for deploying expatriate are far between, depending on individual firms.

One of the more disturbing findings was that the alienation of expatriates' families from the cross cultural trainings offered regardless of whether they were to accompany their spouses to their foreign duty stations. In many instances, the basis of the accompanying family alienation was two-fold, through training considerations and in resource allocation to accommodate their interest. The majority of the expatriates received the training but faced the additional challenge of the accompanying family members. In other instances, this lack of support forced some expatriates to leave their family behind. The fate of immediate family members left behind further compounded the issue of the expatriates' performance

abroad. The younger family members were more likely to be totally dependent on their spouses for their livelihood and yet were the more likely to be left behind.

One conclusion that can easily be drawn from these developments is that human resource policies are still inconsiderate to members of the immediate families accompanying their spouses on foreign assignments, with the result that very often, the rights to access privileges are trampled on, with little opportunity for their spouses to seek policy redress given the length of time (2 to 5 years) taken to review the human resource policies within the manufacturing sector.

It also emerged that whatever the form of cross cultural training provided within the manufacturing sector, the success of the trainings depends much on the cooperation and whims of the respective firms' management. Provision of cross cultural training, it seems, can be possible only to the extent of the management's commitment to support the training. The management should also ensure that appropriate mechanisms are in place to provide this vital training component either internally or from external sources.

It is regrettable that expatriate managers were often unable to acquire the requisite cross cultural trainings prior to deployment to foreign assignments. It's also not surprising, because majority of the firms 70% provided short term trainings not lasting even one month through internal personnel with limited capacity to undertake the trainings. By such arrangements, the sectors management actually undermined the very legitimacy of the training exercises. This had negative ramifications, the most obvious of which was the fact of termination of a few

managers' services due to performance complications. Indeed it has been suggested that given the strong connections between cross cultural training and performance should necessitate sector wide policy review that can accommodate adequate provision of cross cultural training in the first place. For obvious reasons, the performance of some expatriate managers in the current circumstances of inadequate cross cultural training was greatly compromised. Arguably therefore, whereas some managers arranged privately supported for their own cross cultural trainings, because of the inherently tenuous acquisition within the sector, the sector wide effects of the lack of adequate training are yet to come to light.

The fact that economic factors dominate the considerations for deployment of expatriates comes as no surprise. The sector places a premium on economic rationality over cultural considerations. Deployments are thus largely informed by considerations that make economic sense as opposed to cultural considerations which at an instant are beneficial to the individual expatriate. Indeed those interviewed proffered the view that, management are more likely to make critical decisions over expatriate deployments that have economic undertones as opposed to cross cultural training considerations.

5.1.1 Pre-departure and Post-arrival Cross Cultural training programs

The cross cultural training within the manufacturing firms as currently undertaken are largely out sourced from consulting firms. -The training programs specialize in assisting expatriate managers and their families manage the transition to a new culture, preparing them to live and work with others who share different

cultural values and attitudes. Depending on the specific requirements, whether training an expatriate, a spouse, children and teens or multicultural workgroups, the cross-cultural training programs are normally adjusted to accommodate each trainee's specific concerns. They are designed to address concerns such as: the basics of the new country's history, politics, business norms, education system, and demographics; how cultural values affect perceptions, values and communication, and why moving to a new country can be difficult and how to manage these challenges.

The cross cultural training programs are aimed at, among others: first, to maximize the cultural sensitivity of relocating expatriate managers, in preparing them to conduct business with colleagues from other cultures. Second, to help expatriate managers learn how to avoid misunderstandings arising from cultural differences. Third, to help managers learn how to communicate verbally and non-verbally with colleagues in other cultures. Fourth, to assist expatriate managers learn and communicate in new and foreign styles in work, everyday living and how to work effectively with people with differing styles. Fifth, to enable them understand the historic, political, and economic background of the host culture well enough to interpret current news, events and social problems and finally, to help them understand the common causes of culture shocks and *how to manage it, for oneself, work and one's family.*

A variety of cross cultural training methods are employed by the manufacturing sector and these include: short lectures, perspective-taking exercises, role plays, simulation game, self-reflection and assessments, small group discussion, group

problem-solving, question and answer sessions and finally, action planning (application of training to trainees' own situation).

As shown in figure 8, about 15% of the manufacturing firms interviewed out source and offer pre-departure and post-arrival cross-cultural and repatriation training programs for expatriate managers headed overseas, international newcomers to Kenya, and individuals and families repatriating abroad. These training programs are tailor-made to meet the individual needs of the trainees and their families depending on the destination they are heading to. Family circumstances, special interests and needs, existing knowledge, and time availability are just some of the factors that are taken into consideration when creating an enriching and fully integrated training program for expatriates and their spouses/partners.

One might imagine that with the institutionalized manufacturing sector that expatriate cross-cultural trainings are entrenched within the firms as opposed to out sourcing for the training services. In fact, the manufacturing firms that send expatriates abroad are quite distinct and come from a variety of multinational corporations. In addition, the manufacturing sector does not have any set guidelines about how cross-cultural training should be designed or implemented. Different firms provide briefings on general concepts of organizational mission and culture in an institutional context, but do not explain specific skills or knowledge that an expatriate needs before engaging another culture on the interpersonal level. Instead, each firm that sends expatriate managers has the leeway to develop and implement their own versions of cross-cultural training. It

is equally impossible to obtain a breakdown of trained expatriate managers' populations within the manufacturing sector.

The lack of sufficient internal cross cultural training among expatriates has meant that many expatriates posted in foreign countries have been unable to appropriately make adjustments in the new working environments. The inadequacy in training is based on the weak internal institutional arrangements within the sector to address the expatriate training needs. The situation continues to impact on the expatriates coping mechanism in their new working environments. The more determined managers have opted for professional consulting firms for the necessary trainings and orientation. Some expatriate managers have also opted to external sources of cross cultural training especially through the internet. But given the general inadequacy of the cross cultural trainings still prevailing locally within the manufacturing sector, and the silence of the sector to address the training challenges, the current training efforts are at best insignificant.

5.1.2 Challenges to Cross Cultural Training

75 percent of the firms within the manufacturing sector sending and receiving expatriates have encountered certain challenges with regard to cross cultural trainings. The most serious challenge is the lack of internal capacity within the firms to provide cross cultural trainings to expatriate managers. 67% have human resource departments that are ill prepared and equipped to adequately address the concerns and demands for cross cultural training. In cases where the training services are out sourced, the duration offered is considerably short, normally less than one month. This in itself renders the exercise ineffective because of the time

limitation. The problem, according to an official at the manufacturer's umbrella body,

"The manufacturing sector has not really kept its promise of ensuring adequate cross cultural training for expatriate managers being deployed abroad. The continued lack of attention by the sector to this vital capacity building component has a negative impact on service delivery especially among expatriate managers. The sector should ensure that all expatriate managers deployed abroad receive timely and adequate cross cultural training and duty station orientation, and that the training is up to international standard".¹

The other problem relates to lack of proper institution-wide mechanisms to effectively undertake the cross cultural trainings within the manufacturing sector. Because many of the trainings are undertaken at the last minute before departure to the foreign duty station, it has not proved very useful to the expatriate managers. This has hampered their adaptation to the new working environment and consequently impacting on their performance.

But even where the cross cultural trainings are out-sourced from external firms offering such services, there has arisen a related problem. Many of the expatriate managers have been compelled to shoulder their trainings costs due to lack of resources allocated for such trainings from the parent institution, particularly money to members of the immediate family normally accompanying the manager to the new duty station. The problem is compounded by the fact that there are a lot of competing and economically viable demands for resource within the sector,

¹ These were remarks made by an official of Kenya Association of Manufacturers, while elaborating on challenges of cross cultural training within the sector.

like research and development. This has diminished the possibility of firms availing resources for cross cultural training considerably.

One of the thornier problems that have also hampered the cross cultural training efforts within the sector is that of sustainability of the exercise. Sustaining cross cultural training momentum especially in a coordinated context has become extremely complex because much of the training needs are firm specific and are undertaken on an individual expatriates need basis. This problem applies not only to managers, but also to other junior staff going on foreign assignments. In the case of other junior staff, much of their training is largely ignored because of their cadre.

Expatriate managers who have not received adequate cross cultural training have had an especially difficult task in executing their responsibilities abroad. To them, the problem has been compounded by the fact that their accompanying immediate family are experiencing similar challenges and this further complicates their working environment. According to one manager who experienced this problem, his family was thrown into a culture shock and this impacted on his professional performance because of divided attention between family demands and professional responsibilities. While purporting to be concerned about the manager's plight, the parent firm's management meanwhile were planning how to recall the officer. In the management's opinion, he had failed to deliver on his mandate and this warranted his'recall. This insensitivity on the part of the management, and the fact that expatriates are to bear the challenges of working abroad in isolation, makes the problem of inadequate cross cultural training

extremely acute. The problem is exacerbated by the indifference shown by the management to these issues, and this may well impact on service delivery and professional performance by many expatriates.

One expatriate who undertook an assignment abroad, and who did not receive adequate cross cultural training, considers that the firms' management is the chief villain in his plight after he was recalled because he was under performing and the problems that continue to haunt him after he was brought back. In his view, the firms' management should adequately address the plight of those who are being deployed abroad because of the cross cultural challenges they will experience. The reason for this feeling is that the expatriates see it firmly as the management's duty to provide their employees and their families, and yet the management has failed to fulfil the cardinal duty of facilitating the cross cultural training to expatriate managers.

The expatriate managers who have undergone such experience are also of the opinion that some kind of body of experts should be established within the sector in order to review the current capacity shortcomings, including cross cultural training, as it relates to organizational performance and service delivery.

5.2 Conclusions

The problem of inadequate cross cultural training for expatriate managers with the manufacturing sector in Kenya is very acute. This problem derives largely from the weaknesses of the existing cross cultural training mechanisms within the manufacturing sector. The problem requires urgent attention and nowhere better

than in the context of institutional re-engineering to adequately respond to the cross cultural training challenges for expatriate manager working a broad. It is clear that for meaningful contribution and performance of expatriate managers working abroad, there should be evolved a partnership between the manufacturing sector and learning institutions and private learning consultancy services to spearhead and deepen cross cultural training within the manufacturing sector.

Whereas the current training arrangements have been coordinated internally by the various human resource departments, they alone cannot adequately provide this vital capacity component. Only the joint initiative can marshal and provide the requisite cross cultural skills and create an environment conducive for expatriate managers to perform; only the collaborative efforts can mobilise avail the resources and skills for the training exercise; only the collaborative effort can expedite the integration of cross cultural training within the sector essential for long-term development strategy; and only through joint efforts can there be instituted the necessary sector wide reforms to expedite the domestication of cross cultural training programs that enhances the capacity of expatriate managers, and thereby positively influence their performance for the benefit of the sector.

The provision of cross cultural training to expatriate managers meant to enhance their coping mechanisms also ought to be inclusive of the immediate family members especially those accompanying the expatriate to the foreign duty station. Needless to say, alienating the accompanying family members would make the exercise futile because effects of the cross cultural challenges they will face would spill over to the expatriate manager. There should however be clear guidelines for

such training arrangements. The advantages of providing similar cross cultural trainings for the accompanying family members are obvious: they provide the family support to the expatriate at the foreign duty station this also enhance the expatriate's coping mechanisms.

5.3 Recommendations

5.3.1 Recommendations for the Operators in the Sector

For the category of expatriate managers who did not receive the pre-departure cross cultural trainings there is need to organize for post-arrival trainings for both the manager and the accompanying family members. This is highly desirable and economically justifiable in the long term. Fortunately, it is an option which is still within the possibility of actualization within the sector.

The overall increase in interest for cross cultural training services among managers of the sector has already been alluded to. Both those going for long term and short term assignments abroad, must be given special consideration. Few of them possess the necessary cross cultural skills that could translate into any meaningful on the job performance abroad. Neither do they have the necessary resources to facilitate the training of their family members accompanying them. Given that there is considerable demand for these trainings, and that much of this are not available within the internal human resource mechanisms, it would clearly be expedient and economically realistic for management to institutionalize these trainings within the sector.

Encouraging management commitment to provision of cross cultural training is another areas where the sector must play a more effective and forceful role. First and foremost, the sector must unequivocally reaffirm that the cross cultural trainings should be considered within the wider context of sector-wide human resource development. As the pressure for quality cross cultural training continues to intensify, it is essential that greater effort be made to formalise and regularise the existing training arrangements. While the human resource machinery has always been in place, much serious cross cultural trainings have been taking place outside this machinery, mostly by professional training service providers outside the sector. This has led to confusion about coordination and quality of training services. These coordination and quality concerns ought to be resolved urgently within the sector.

Finally, there is an urgent need to increase resources for human capacity building within the sector, especially with regard to cross cultural training which has been under funded. These should include qualified trainers, appropriate training materials; and institutionalization of the trainings within the sector. For expatriate managers accompanied by some immediate family members, there is an equally urgent need to provide resources for training the accompanying members to cushion the challenges they are to face as a family unit.

5.3.2 Recommendations for further research

- The field of international management has been observed to be in a nascent pre-paradigm state of development, It is suggested that new paradigms be explored through research in order to shape the understanding of cross-cultural training and the performance of especially the manufacturing sector in Kenya.
- There is also need to look into new frontiers of research especially with regard to performance of manufacturing sector in comparison to other sectors with regard to the existing cross-cultural training initiatives.
- Cross cultural training has been acknowledged as vital in bridging the challenges presented by inter personal cross-cultural contacts. It is therefore recommended that further research be undertaken to ascertain how the different variables relating to cross-cultural training function both at the domestic and at international level.

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Appendix 1: Questionnaire

PART 1

Kindly answer the following questions:

1. Name of organization -
2. Year of establishment -
3. What business are you in? -
4. Who owns the company?
(Please tick as appropriate)
A) Local -
B) Foreign -
C) Joint (foreign and local) -
5. What is the scope of your operations?
A) local •
B) Multinational •
6. How many employees do you have at the moment?
A) Permanent -
b) Temporary -
7. Do you have Human Resource department?
A) Yes •
B) No •

Part 2

8. How often does the organization review the Human resource policies?
a) At least once a year
b) Once every 2-5 years
c) Once every 6-10 years
~ d) After every 10 years

9. Rate the extent to which your organization considers the factors presented in the scales below prior to deploying an employee across borders.

Key to item 9

- 1 = very large extent
 2 = large extent
 3 = extent
 4 = less extent
 5 = not at all

Personal attributes	5	4	3	2	1
Employee values and customs					
Language and communication					
Symbols					
Economic environment					
Marital status of the employee					
Religion of the employee					
Employee attitude towards cross boarder assignments					

10. How many employees do you send out to other countries annually?

(a) On short term assignments i.e. less than six months

(b) On long term assignments more than six months

11. How many employees have you recalled before the expiry of their contract in a foreign country in the last 6 years ?(put your answer in the table below)

2000	2001	2002	2003	2004	2005

12. How many employees have you terminated owing to poor performance while serving across borders ?(put your answer in the table below)

2000	2001	2002	2003	2004	2005

- 13.1s there a formal written program with written curriculum in place?

- a) Yes •
 b) No •

If yes briefly describe

14. To what extent are the following issues covered in the curriculum?
(Tick the following table as appropriate)

key to item 14

- 1 = very large extent
2 = large extent
3 = extent
4 = less extent
5 = not at all

	1	2	3	4	5
Language					
Climate					
Social interaction					
Religion					
Customs					
Attitude towards foreigners					
Prevailing political climate					
Labor laws					
Immigration laws					
Taxation system					
Any other (Please specify)					

15. How long does the training take?

- A) One month and below ^
B) Above one month but less than two months | |
C) From 2-6 months ^
•

16. Rate the importance of the following issues covered in the curriculum

Key to item 16

- 1 Not important at all
- 2 Less important
- 3 Moderately important
- 4 Important
- 5 Very important

	1	2	3	4	5
language					
climate					
Social interaction					
religion					
customs					
Attitude towards foreigners					
Prevailing political climate					
Labor laws					
Immigration laws					
Taxation system					
Any other (Please specify)					

17. The training delivery is facilitated by:

- A) Firm's own personnel ●
- B) External experts ●
- C) Both internal and external experts ●
- D) Any other (please specify) ●

Appendix 2: Complementary Letter to the Respondent

Joshua Ochuka
University of Nairobi
School of Business
Lower Kabete
P o Box 30197
Nairobi

28/08/2006

Dear Sir/ Madam,

I am a graduate student at the School of Business, University of Nairobi. In fulfillment of the requirement for attaining my degree, I am currently conducting a management research whose theme is **Cross Cultural Training for Kenyan Expatriate Managers**. To this end, I kindly request you to fill out the attached questionnaire to the best of your knowledge as soon as you can to facilitate this research.

I would like to assure you that information provided will be used solely for the purpose of this research; will be treated with the utmost confidence and in no way will your name be implicated in the research findings.

Your cooperation is highly appreciated. Thanking you in advance.

Yours sincerely,

Ochuka J.O.

Prof P. K'Obonyo (Supervisor)

Appendix 3 : List of Respondents

1. Afro Plastics
2. Athi River Mining
3. Bamburi Cement
4. Bamburi Special Products
5. Bata Shoe
6. Basco Paints
7. Baumann Engineering
8. Bayer East Africa
9. Beta Healthcare International Ltd
10. Bidco
11. BAT
12. Central Glass Industries Ltd
13. Colgate Palmolive (EA) Ltd
14. CocaCola East Africa
15. Crown Berger Kenya Ltd
16. Corrugated group of companies
17. Dawa Ltd
18. Delmonte Kenya
19. East African cables
20. East African packaging
21. East African Portland cement
22. Eveready Batteries Kenya Ltd
23. Farmers Choice
24. Galaxy Paints
25. Glaxo Smithkline Kenya Ltd
26. General Plastics
27. International Enegru Technik Ltd
28. Jambo Biscuits
29. Ken Nat Ink and Chemicals Ltd
30. Slumber land
31. Kenya Breweries
32. Kenya Wine Agencies
33. Saftal Group of Companies
34. Nestle Foods Kenya Ltd
35. Pembe Flour Mills
36. Power Engineering International
37. Power Technics Ltd
38. PZ Cussons and Co. Ltd
39. Reckit Benkizer EA Ltd
40. SAJ Ceramics
41. Sameer Africa Ltd
42. Spin Knit Diary Ltd
43. Statpack Industries Ltd
44. Steel Makers Ltd
45. Sumaria Industries Ltd

STUDY FRAME

	OCT.	NOV.	DEC. 2006	JAN. 2007
Topic Suggestion and Approv Proposal writing and Approva				
Data Collection and Analysis Report Writing				— r

FINACIAL BUDGET

It is estimated that the project will cost approximately **Kshs. 62,600/=**

The cost will be incurred as follows

ITEMS	Kenya Shillings (Kshs)
Typing and Printing of Drafts Proposal	15,500
Photocopying	5,000
Stationery	8,500
Telephone Calls	5,100
Transport expenses	8,200
Questionnaire Administration	7,500
Final Printing of the Project	8,500
Binding	4,800
Total	62,600