

## **Cross-Cultural Training and the Performance of American Expatriates in Nigeria**

**Habib E. Enatto**

Department of Business Management, Benue State University, Makurdi, Nigeria

doi: <https://doi.org/10.37745/ejbir.2013/vol12n12941>

Published January 27, 2024

---

**Citation:** Enatto H.E. (2024) Cross-Cultural Training and the Performance of American Expatriates in Nigeria, *European Journal of Business and Innovation Research*, Vol.12, No.1, pp.,29-41

---

**ABSTRACT:** *Due to the increased level of international competition, expatriates must continue their cross-cultural training because international jobs are likely to require more frequent cross-border job shifts and assignments. Thus, this study looked into how American expatriates working in Nigeria are affected by cross-cultural training. The study's specific goal was to investigate how language training and cultural sensitivity training affected American expatriates' performance in Nigeria. Survey design was used in the study. 89 American expatriates from seven American companies in Nigeria contributed data for the study. A questionnaire was chosen as the main tool for collecting first-hand information. The multiple regression analysis t-values and p-values were used to analyze the impact of independent factors on the dependent variable. The test's outcome demonstrated that cultural sensitivity and language instruction both have a major favorable impact on American expatriates' performance in Nigeria. Given the stark differences in culture between Nigeria and the United States, this study suggests that cross-cultural training is a strong predictor of American expatriates' performance in Nigeria. It is also recommended that this topic be tested in cultural contexts other than American and Nigerian in future studies.*

**KEYWORDS:** language training, cultural sensitivity training, expatriates' performance, American expatriates, Nigeria

---

### **INTRODUCTION**

In the 21<sup>st</sup> century, a wave of globalization has spread around the world which continues to unseal national borders and enables citizens from all countries and cultures to communicate and work together thanks to technological progress. Proactively, a good number of multinational companies (MNCs) have taken advantage of this to expand into as many nations as possible in order to tap into the benefits of international business (Gohi, *et al.* 2022). In order to survive competition and achieve successful operations, multinational companies that are constantly expanding into global markets have created a strong competitive environment which requires the use of expatriate

managers for managing transnational subsidiaries (Tahir, 2022). It is clear that the deployment of expatriates to foreign countries is practically inevitable with this increase in competition and expansion. On every occasion expatriates are migrated across borders, the difference between the home and host nation creates performance challenges in respect to cultural adjustment, adapting to the local work culture, social integration, navigating diverse communication styles and respecting local customs (Dousin & Sulong, 2022). As the survival and success of MNCs is dependent on the effectiveness of these expatriates (Ran & Huang, 2019), multinational companies invest in different schemes of Cross-Cultural Training (CCT) so as to aid expatriates adapt to the specific host culture where they are deployed (Naeem, *et al.* 2020; Cenyang, 2022). The aim is that this will allow them to adapt to new social conditions and be able to retain their performance in the long run (Tahir 2020).

Cross-cultural training is a programme designed to enhance the understanding and skills of individuals when working or interacting with people from different cultural backgrounds (Okpara, Kabongo & Lau, 2021). Basically, CCT is training that helps individuals perform in both national and international contexts by increasing their capability to deal with cross-cultural situations (Kuo, 2012). Language training and cultural sensitivity training are some of the forms of cross-cultural training (Fangling & Ali, 2023). Cultural sensitivity is a training programme that enhances an individual's capacity to build a positive sentiment towards knowing and appreciating cultural differences that support acceptable and successful behaviour in intercultural communication (Etri, 2022). Learning to speak a foreign language is part of language training, which involves learning to speak a foreign language when you are in a particular country. Language classes are typically started several months before the assignment.

Expatriate job performance is aggregated value to an organization of the set of behaviors that an expatriate contributes both directly and indirectly to organization goals (Chen, *et al.* 2023). Expatriate performance refers to the degree of success an expatriate implements the tasks and the ability to which he achieve the intended purpose (Wu *et al.* 2022). The amount of time and effort put into a job is a determining factor in the performance of an expatriate worker, as is the amount of time and effort put into a job (Linder, 2019). Valk (2021) asserted that expatriate job performance is explained in terms of task performance also called role performance and contextual performance also referred to as extra-role performance. Contextual performance is largely a matter of expatriate's personal preference (AlMazrouei, 2021) while task performance is expatriate's effective discharge of obligations abroad (Wu *et al.* 2022)

The performance of an American expatriate in Nigeria may be impacted by a number of cultural differences between Nigeria and America, including communication style, hierarchy and respect for authority, diversity within Nigeria, collectivism vs. individualism, and cultural symbols and practices. Effective cross-cultural training is anticipated to help American expats overcome these cultural gaps and improve their performance while working in Nigeria. Nevertheless, this has received little attention because there are few studies that are known to exist that look at how cross-cultural training might be utilized to mitigate the negative impact of these variations on American expatriates' performance in Nigeria. The lack of prior empirical research on the performance and cross-cultural interactions of American expatriates in Nigeria over the previous ten years served as the researcher's driving force. This study's main goal is to offer insightful information about how cross-cultural training programs might help American expatriates operating in Nigeria perform better. The literature on theory and concepts was evaluated in the study's subsequent sections, and the study's methodology was covered in the third portion. The primary data collected was analyzed in the fourth segment and conclusion and suggestions come last

### **Objective of the Study**

The major objective sought after by this study is to explore the effect of cross-cultural training on expatriates' performance in Nigeria. The specific objectives of the study are;

- i. To explore the effect of language training on the performance of American expatriates in Nigeria
- ii. To ascertain the effect of cultural sensitivity training on the performance of American expatriates in Nigeria

## **LITERATURE REVIEW**

### **Theoretical framework**

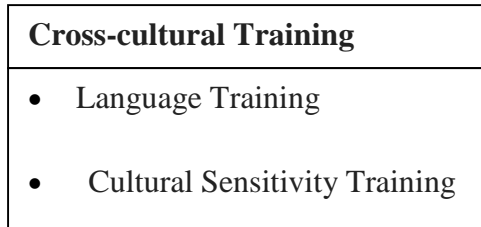
This study is has its root from the Social Learning Theory by Bandura (1977)

### **Social Learning Theory**

According to Bandura's (1977) social learning theory, people pick up new skills by seeing, copying, and modeling the actions of others. This idea becomes essential when discussing cross-cultural training for expats since it emphasizes the value of social contacts and cultural observation. A number of techniques, including observational learning, role modeling, interactive training methods, feedback mechanisms, cultural sensitivity training, and language training, are used to applied social learning theory to improve the performance of expatriates in cross-cultural training (Gohi, *et al.* 2022). However, the current study examined how businesses might apply social learning theory to improve expatriate performance in the setting of a new cultural environment. Specifically, it focused on language instruction and cultural sensitivity training.

## 2.2 Conceptual Review

### Independent Variable



### Dependent Variable



**Figure 1: Conceptual Schema**

### Cross-cultural Training

Cross-cultural training is seen variously by different scholars from different perspectives such as: skill development, cultural competence building and global workforce effectiveness. From the skill development perspective, cross-cultural training is viewed as a process aimed at developing specific skills such as effective communication, conflict resolution, and cultural adaptation (Jannesari & Sullivan, 2019). It often involves interactive workshops, simulations, and real-world scenarios to enhance individuals' abilities to navigate diverse cultural environments. From the cultural competence building context, cross-cultural training is seen as a means to foster cultural competence. It involves raising awareness about cultural differences, values, and norms (El Mansour & Wood, 2010). Training methods include cultural sensitivity workshops, language training, and immersion experiences to deepen participants' understanding and respect for diverse perspectives. The global workforce effectiveness perspective emphasizes the practical application of cross-cultural training in a global business context (Noman, *et al.* 2023). Training may involve case studies, international assignments, and tailored coaching to prepare individuals and teams for success in a multicultural workplace. It aims to optimize collaboration and performance across borders.

Cross-cultural training can be defined as educative process which progresses learning that is intercultural through development of behavioural competencies, affective and cognitive required for effective conversations in varied cultures (Dousin & Sulong, 2021). Cross-cultural training is aimed at helping an individual become more culturally sensitive and aware. This essentially means that one is capable of impartially and effectively spotting and analysing the cultural differences between their home country, and the country which they are visiting or living at. The basic element of CCT irrespective of perspectives and definitions is that, cross-cultural training is a process that helps individuals or organizations develop the skills and understanding needed to work effectively with people from diverse cultural backgrounds. It aims to increase cultural awareness, sensitivity, and competence. CCT focuses on imparting expatriates with skills, knowledge and awareness required to correspond effectively, communicate aptly and properly with third-country nationals

and host country nationals (Ko & Yang, 2011). Training methods vary but often include: language training and cultural sensitivity.

### **Language Training**

Language training in cross-cultural training involves learning and developing proficiency in the language spoken in a specific cultural context (Vulchanov, 2020). This training aims to enhance communication and understanding between individuals from different cultures by fostering linguistic competence. Language training goes beyond language basics, often incorporating cultural nuances, etiquette, and expressions to facilitate effective cross-cultural communication (Bia, *et al.* 2022). To help expatriates overcome differences in communication patterns and achieve high performance in a foreign land, training programs should focus on the key areas such as cultural intelligence, language proficiency programs, cross-cultural communication skills and effective interpersonal skills (Rosa González, *et al.* 2021).. Cultural intelligence integrates cultural intelligence training to enhance expatriates' ability to adapt and interact effectively in diverse cultural settings. Language proficiency programs offer language training tailored to the specific needs of the host country. This can include not only linguistic aspects but also cultural nuances in communication. Cross-cultural communication skills provide training on recognizing and navigating different communication styles, non-verbal cues, and contextual aspects of communication in the host culture (Noman, *et al.* 2023). Effective interpersonal skills emphasize the importance of building relationships and rapport in the host culture. Training in active listening, empathy, and relationship-building can contribute to successful interactions. By combining these elements in a comprehensive training program, organizations can better prepare expatriates to navigate communication differences, foster cultural competence, and ultimately achieve high performance in a foreign land (Bia, *et al.* 2022).

### **Cultural Sensitivity Training**

In order to promote respect and understanding, cultural sensitivity training include raising knowledge of cultural differences, customs, and beliefs as well as exposing potential hazards and sensitivities to prevent misunderstandings (Fangling & Ali, 2023). The ability to recognize and value appropriate and inspirational cultural diversity is known as cultural sensitivity. In order to further enhance working conditions and productivity, it also refers to an expat's favorable attitude toward cultural differences that may enable him to forge stronger connections and foster understanding with locals (Fong *et al.*, 2020). A program called "cultural sensitivity training" aims to raise participants' awareness and comprehension of cultural differences in order to facilitate more fruitful interactions and communication (Etri, 2022). It is frequently carried out in public spaces, educational settings, or workplaces. Workshops and seminars, cross-cultural communication instruction, diversity education videos and e-learning modules, and cultural competency tests are a few examples of cultural sensitivity training techniques.

Interactive sessions with a focus on cultural diversity are led by facilitators in workshops and seminars. Participants investigate other cultural viewpoints through conversations, case studies,

---

Publication of the European Centre for Research Training and Development -UK

and activities. Workshops give attendees a forum to exchange stories, pose questions, and learn about subtle cultural differences. The goal of cross-cultural communication training is to enhance intercultural communication abilities. Active listening, verbal and nonverbal communication, and recognizing cultural quirks in facial expressions and gestures may all be covered in this course. Exercises including role-playing are frequently used to mimic actual cross-cultural interactions.

Using multimedia resources, including videos and online modules, for diversity training movies and e-learning modules offers for flexibility in training delivery. These resources can communicate cultural awareness principles through the use of situations, expert insights, and interviews. Self-paced courses are available on e-learning platforms, making them available to a wider audience. Pre- and post-assessment instruments are used in cultural competency evaluations to gauge expatriates' comprehension and development of cultural sensitivity (Kaufmann, *et al.* 2014). These evaluations could consist of thought exercises, case studies, or quizzes. Findings can direct additional instruction and point out areas where cultural competency needs to be strengthened.

All approaches are designed to improve participants' capacity to recognize and negotiate cultural differences, creating a welcoming and courteous atmosphere (Noman, *et al.*, 2023). The objective is to improve participants' cultural competency in order to promote a more welcoming and courteous atmosphere.

### **Expatriate Performance**

Conversely, an employee's actions and behaviors that support an organization's goals are referred to as job performance (Dhir & Chakraborty, 2023). Acts that support organizational objectives that are under the power of the people are included in the definition of employee performance (Alkaabi, Kudus & Albalushi, 2021). It has to do with a worker's willingness and adaptability to try new things at work that will increase their effectiveness (Islam, *et al.* 2019). It is also thought of as a gauge of employee morale and the degree to which the employee effectively and efficiently completes activities that have been mutually agreed upon and assigned by the employer (Qalati *et al.*, 2022). Acts that support organizational objectives that are within the people's control are included in the definition of employee performance (Alkaabi, *et al.* 2021). It has to do with a worker's openness and willingness to try new things at work in order to increase their effectiveness (Islam, Othman, Osman, & Raihan, 2019). It is also thought of as a gauge of employee morale and the degree to which the employee effectively and efficiently completes activities that have been mutually agreed upon and assigned by the employer (Qalati *et al.*, 2022). Task performance, also known as role performance, and contextual performance, sometimes known as extra-role performance, are the two components that describe how well employees perform on the job (Iksan, Sukoroto & Haryono, 2020; Ojebola, *et al.* 2020; Pratiwi & Nawangsari, 2021).

Task performance articulates a job's obligations and responsibilities, setting it apart from others (ahina & Yozgat, 2016; Iksan, *et al.* 2020). Task performance behaviors are duties that are outlined and documented in a job description for an employee and are necessary for them to do



their jobs well (Qalati *et al.*, 2022). Furthermore, task performance was defined by Sarfraz *et al.* (2022) as the expatriate's capacity to meet job objectives and technical specifications. It directly supports the technological underpinning of a work and aligns with its formal criteria (Linder, 2019). According to Ling, Singh, and Arumugam (2020), contextual performance is the term used to describe actions that enhance organizational effectiveness by having an impact on the organizational, social, and psychological facets of workers' jobs. Although not specifically stated in the job description, it is essential to achieving organizational objectives (Pratiwi & Nawangsari, 2021).

### **Language Training and Expatriates Performance**

The field of cross-cultural training has seen a good number of empirical studies examining if and how different cross-cultural training approaches effect expatriates' employment results as cross-country movement of expatriates continues to gain popularity. Wang and Tran (2012) discovered that language instruction improves communication with local clients and coworkers, which has a substantial positive effect on expatriates' performance. According to Rosa González *et al.* (2021), teaching foreigners to speak the language fluently has a major positive impact on their performance overseas since it promotes cross-cultural understanding and makes it easier for them to adjust to their new workplace. Additionally, Vulchanov (2020) discovered that language instruction in the host nation has a major impact on foreigners' performance. According to the study, having better language abilities facilitates more efficient teamwork, lessens miscommunication, and fosters a happier and more fruitful expat stay. ***Thus, this study suggests that language instruction has no appreciable impact on American expatriates' performance in Nigeria (H0<sub>1</sub>).***

### **Cultural Sensitivity Training and Expatriate Performance**

Expatriates may perform better and integrate more easily into their new surroundings if they evaluate cultural differences positively. Furthermore, an expatriate's positive perception of cultural differences may help them adapt—building stronger bonds and understanding with locals—which improves their productivity at work (Bhardwaj, 2022). According to Deveci *et al.* (2022), there is a strong and positive correlation between cultural sensitivity and job performance, making it an essential personal attribute for expats to have in order to perform well at work. Simoni, *et al.* (2020) found a positive correlation between an expatriate's work performance and cross-cultural adjustment in a similar setting. Furthermore, the ability to tolerate and comprehend different cultures may help expats solve urgent cultural issues. According to Dousin *et al.* (2022), teaching expatriates how to adjust to foreign cultural norms is a good way to predict whether or not they will succeed in their overseas assignment. Cultural sensitivity is a crucial quality for successful immigration, according to Pazinas (2021), and it is positively and firmly connected with an expatriate's ability to perform at work. ***Accordingly, this study suggested that cultural sensitivity training has no appreciable impact on American expatriates' performance in Nigeria (H0<sub>2</sub>).***

## METHODOLOGY

The study's primary goal is to find out how cross-cultural training affects American expatriates' performance in Nigeria as of 2023. Survey design was used in the study. 89 American expats who worked for seven American corporations in Nigeria—Procter & Gamble, Halliburton, Microsoft Nigeria, Google, IBM, and Oracle—provided data for the study. Primary data was gathered mostly through the use of questionnaires. The respondents were asked to rate their agreement or disagreement with nine issues, three of which were related to language training, cultural sensitivity training, and the performance of expatriates. The researcher created the questions, and specialists in global mobility reviewed and verified their content validity. They also reworded the questions to make them more professional and succinct. All of the constructs' Cronbach's alpha values were over 0.70 in the pilot study, demonstrating the instruments' capacity to produce results that can be trusted. Google forms were used to distribute 140 questionnaires to expatriates; 89 (63.5%) of them received thorough responses, were returned, and were ultimately examined. The multiple regression analysis's t-values and p-values were used to ascertain how independent factors affected the dependent variable.

## RESULTS

### Evaluation of Regression Model

The necessary model fit for the measurement model was given by Table 1. Furthermore, Table 2 provided the model's coefficients for elucidating how cross-cultural training methods affect American expatriates' performance in Nigeria.

**Table 1: Model Summary**

Model	R	R Square	R square adjusted	Std. error of the estimate	Sig. F Change
1	.868	.668	.674	.866	.000

a. Predictors: (Constant), Language training, Cultural sensitivity training

b. Dependent Variable: Expatriates performance

**Source:** SPSS Output, 2024

Table 1 displays the regression model summary result. The model fitted has a R Square = 0.668, indicating that 66.8% of the variation in the performance of American expatriates working in Nigeria was explained by cross-cultural training, which includes language and cultural sensitivity training. Other factors not included in the model explained 33.2% of the remaining data. The outcome suggests that performance of foreigners in Nigeria is significantly predicted by characteristics related to cross-cultural training. Additionally, a strong positive correlation between the study's variables is indicated by the value of R= 0.868.



**Table 2: Regression Coefficient**

Hypotheses	Relationship	Beta	t-Statistic	p-Value	Decision
H <sub>01</sub>	LT->EP	0.467	17.998	0.000	Rejected
H <sub>02</sub>	CST->EP	0.345	17.234	0.000	Rejected

KEY: LT= Language training, CST= Cultural sensitivity training, EP= Expatriates performance

Source: SPSS Output, 2024.

The results of multiple regression analysis, which examined the impact of cross-cultural training variables on the performance of expatriates, are presented in Table 2. The training in language ( $\beta = 0.467$ , p-value = 0.000) and cultural sensitivity ( $\beta = 0.345$ , p-value = 0.001) was found to be positively and significantly associated with the performance of American expatriates in Nigeria. Table 2 demonstrated that, at the 95% confidence level, the variables yielded statistically significant values (high t-values,  $p < 0.05$ ) for this investigation. All of the study's variables show a positive effect, which has a good impact on American expatriates' performance in Nigeria. As a result, none of the two theories were accepted.

### Results of Hypotheses and Discussion of Findings

Two (2) hypotheses for further research were provided in the study. The purpose of the hypotheses was to determine how much language and cultural sensitivity training affected American expatriates' performance in Nigeria. Regression analysis was used to evaluate the two hypotheses at the 0.05 level of significance. The following results are discussed:

**H<sub>01</sub>:** *Language training has no significant effect on performance of American expatriates in Nigeria*

According to Table 2's multiple regression analysis, language training strongly predicted American expatriates' sales performance in Nigeria ( $\beta = 0.467$ ,  $t = 17.998$ ,  $P < 0.05$ ). The regression coefficients' values suggested that there is statistical support for rejecting the null hypothesis (H<sub>01</sub>). Given that the p-Value (0.000) is less than the significance limit of 0.05 ( $P < 0.05$ ). It is determined that language instruction significantly affects the performance of American expatriates in Nigeria, rejecting the null hypothesis (H<sub>01</sub>). This outcome supports the findings of Wang and Tran (2012), Rosa-González *et al.* (2021), and Vulchanov (2020), who discovered that language training, can have a major positive effect on expatriates' performance by improving communication with local clients and coworkers, promoting cross-cultural understanding, and easing acclimatization to a new work environment.

**H<sub>02</sub>:** *Cultural sensitivity training has no significant effect on performance of American expatriates in Nigeria*

Table 2's outcome further suggests that cultural sensitivity training significantly predicts American expatriates' performance in Nigeria ( $\beta = 0.345$ ,  $t = 17.234$ ,  $P < 0.05$ ). This implies that the null hypothesis (H<sub>02</sub>) is statistically rejected. The researcher concludes that cultural sensitivity training significantly affects the performance of American expatriates in Nigeria, as the p-Value (0.000) is less than the 0.05 level of significance ( $P < 0.05$ ). As a result, the null hypothesis (H<sub>02</sub>) is rejected.

Dousin *et al.* (2022) found that training expatriates on how to adjust to foreign cultural values predicts an expatriate's success in their assignment overseas. This conclusion is consistent with the favorable influence of cultural sensitivity training on expatriates' performance.

## CONCLUSION AND RECOMMENDATION

This study set out to determine how cross-cultural training affected foreign workers' performance in Nigeria. Based on previously published research, the study concentrated on American expatriates employed by multinational corporations (MNCs) in Nigeria. Language and cultural sensitivity training are the two main cross-cultural training facets that are commonly used. This study discovered that language instruction and cultural sensitivity training significantly affect the performance of American expatriates in Nigeria, according to the results of evaluating the hypotheses. Given the stark differences in culture between Nigeria and the United States, this study suggests that cross-cultural training is a strong predictor of American expatriates' performance in Nigeria. Numerous studies have reached similar conclusions, but this one is unique in that it hasn't focused specifically on American expatriates living in Nigeria. It is recommended that future studies investigate this concept in various cultural situations in order to replicate the findings of this Nigerian study.

## REFERENCES

- Alkaabi, M. R. S O, Kudus,. N. B. & Albalushi, M. A. (2021). Job satisfaction mediate the relationship between the effects of work environment, leadership styles on the employee performance in UAE. *Journal of Tianjin University Science and Technology*, 54(12), 803-820.
- AlMazrouei, H. (2021). Empowerment leadership as a predictor of expatriates job performance and creative work involvement, *International Journal of Organizational Analysis*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/IJOA-05-2021-2769>
- Bandura, A. (1977) *Social Learning Theory*, Prentice-Hall, Englewood Cliffs, NJ.
- Bhardwaj, B. (2022). Short-term foreign trips correlates of the four factors model of cultural intelligence, *Rajagiri Management Journal*, 16(3), 213-225.
- Bia, M., Flores-Lagunes, A. & Mercatanti, A. (2022). Evaluation of language training programs in Luxembourg using principal stratification. *Observational Studies*, 8(1), 1-44. <https://doi.org/10.1353/obs.2022.0001>
- Cenyang, L. (2022). Meta-analysis of the impact of cross-cultural training on adjustment, cultural intelligence, and job performance, *Career Development International*, 27(2), 185-200. <https://doi.org/10.1108/CDI-09-2020-0247>
- Chen, Y., Yang, Z., Liu, B., Wang, D., Xiao, Y. & Wang, A. (2023). How cultural intelligence affects expatriate effectiveness in international construction projects, *Engineering*,

- Construction and Architectural Management*, Vol. ahead-of-print No. ahead-of-print.  
<https://doi.org/10.1108/ECAM-03-2022-0247>
- Deveci, T., Elgamal, G., Dalton, D. & Langille, D.J. (2022). The development of Emirati university students' intercultural sensitivity, *Learning and Teaching in Higher Education: Gulf Perspectives*, 18(1), 62-73. <https://doi.org/10.1108/LTHE-09-2021-0087>
- Dhir, S. & Chakraborty, T. (2023). Does the perceived efficiency of the HR department matter in influencing satisfaction and employee performance? *International Journal of Productivity and Performance Management*, 72(4), 943-961. <https://doi.org/10.1108/ijppm-01-2021-0047>
- Dousin,O. & Sulong, R.. (2022). “Stepping out of the ordinary”: exploring cross-cultural challenges of expatriates in the Kingdom of Saudi Arabia”, *Rajagiri Management Journal*, 16(2), 131-143. <https://doi.org/10.1108/RAMJ-01-2021-0004>
- El Mansour, B. & Wood, E. (2010). Cross-cultural training of European and American managers in Morocco”, *Journal of European Industrial Training*, 34(4), 381-392. <https://doi.org/10.1108/03090591011039108>
- Etri, W. (2022), "Intercultural sensitivity and its effects on ELT curricula – Teacher insights", *Higher Education Evaluation and Development*, 16(1), 32-46. <https://doi.org/10.1108/HEED-03-2021-0027>
- Fangling, B. & Ali, A. J. (2023). “The Dimensions of Expatriates Acculturation in China: A Review” in Trans-disciplinary Symposium on Business, Economics, and Communication, *KnE Social Sciences*, 781–791. <https://doi.org/10.18502/kss.v8i12.13724>.
- Fong, J. (2020). An evaluation of an education abroad program on the intercultural learning and cross-cultural adaptability skills of university undergraduates, *Higher Education Evaluation and Development*, 14(2), 55-68. <https://doi.org/10.1108/HEED-01-2020-0002>
- Gohi, L. G. C. S., Wang, W., Gohi, B. V. M. L., Bohou, B. H. G. F., & Traore, D. E. W. (2022). A review of cross-cultural training research: the past 10 years and implications for moving forward. *Journal of Human Resource and Sustainability Studies*, 10, 653-671. <https://doi.org/10.4236/jhrss.2022.104038>
- Iksan, S., Sukoroto, & Haryono, S. (2020). Examining the Effect of Workplace Spirituality on Job Performance: A Study from Indonesia. *International Journal of Engineering Technologies and Management Research*, 7(4), 20-30. <https://doi.org/10.29121/ijetmr.v7.i4.2020.566>.
- Islam, R., Othman, M. F., Osman, N., & Raihan, M. A. (2019). Impact of global leadership behaviors on performance of multinational companies. *Humanities and Social Sciences Reviews*, 7(3), 661–670.
- Jannesari, M. & Sullivan, S.E. (2019). Career adaptability and the success of self-initiated expatriates in China, *Career Development International*, 24(4), 331-349. <https://doi.org/10.1108/CDI-02-2019-0038>
- Kaufmann, H.R., Englezou, M. & Garcia-Gallego, A. (2014). Tailoring cross-cultural competence training”, *Thunderbird International Business Review*, 56(1), 27-42. <https://doi.org/10.1002/tie.21594>

- Ko, H.C. & Yang, M.L. (2011), The effects of cross-cultural training on expatriate assignments, *Intercultural Communication Studies*, 20(1), 158-174.
- Kuo, S. L. (2012). Cross-Cultural Training Programs and Expatriate Adjustment Effectiveness. In J. J. Park, A. Zomaya, S. S. Yeo, & S. Sahni (Eds.), *Network and Parallel Computing, NPC 2012: Lecture Notes in Computer Science*, (Vol. 7513, pp. 409-413). Springer. [https://doi.org/10.1007/978-3-642-35606-3\\_48](https://doi.org/10.1007/978-3-642-35606-3_48)
- Linder, C. (2019). Expatriates' motivations for going abroad: The role of organisational embeddedness for career satisfaction and job effort, *Employee Relations*, 41(3), 552-570. <https://doi.org/10.1108/ER-11-2017-0284>
- Ling, F. C., Singh, J. S. K. & Arumugam, T. (2020). Employee Contextual Performance, Social Intelligence, Spiritual Intelligence: A Quantitative Study in Malaysia, *International Journal of Psychosocial Rehabilitation*, 24(02), 968-981.
- Naeem, K., Jawad, A., Rehman, S. U. & Zulqarnain, M. (2020). Role of Cross Cultural Training on Expatriates overall Adjustment in China and Malaysia. *European Online Journal of Natural and Social Sciences*, 9(4), 828-848. <http://www.european-science.com>
- Noman, M. Safdar Sial, M. Samad, S., Li, R. & Shi, M. (2023). Adjustment of self-initiated and organizational expatriates: The moderating role of cross-cultural training, *Frontiers in Psychology*, 13, <https://doi.org/10.3389/fpsyg.2022.1044040>.
- Okpara, J., Kabongo, J. & Lau, W. (2021). Effects of pre-departure and post-arrival cross-cultural training on expatriate adjustment: a study of Chinese expatriates in Nigeria, *Thunderbird International Business Review*, 63(2), 115-130. <https://doi.org/10.1002/tie.22185>
- Pratiwi, L. A. & Nawangsari, L. C. (2021). Organizational Citizenship Behavior while mediating Self-Efficacy, Servant Leadership and Organization Culture on Employee Performance. *European Journal of Business and Management Research*, 6(1), 225-231. <http://dx.doi.org/10.24018/ejbmr.2021.6.1.713>
- Qalati, S. A., ZafarZ., Fan, M. Limon, M. S. & Khaskheli, M. B. (2022). Employee performance under transformational leadership and organizational citizenship behavior: A mediated model. *Heliyon* 8, e11374. <https://doi.org/10.1016/j.heliyon.2022.e11374>.
- Ran, S., & Huang, J. L. (2019). Enhancing adaptive transfer of cross-cultural training: Lessons learned from the broader training literature. *Human Resource Management Review*, 29(2), 239–252. <https://doi.org/10.1016/j.hrmr.2017.08.004>
- Rosa González, J. M., Barker, M. and Shah, D. (2021). Host country language proficiency and identity: Spanish self-initiated expatriate nurses in Germany, *Journal of Global Mobility*, 9(2), 217-240. <https://doi.org/10.1108/JGM-11-2020-0074>
- Şahina, S. & Yozgat, U. (2016). Evaluation of Task and Contextual Performance: A Multitrait-Multimethod Approach. *6th International Conference on Leadership, Technology, Innovation and Business Management*, 156 - 164.
- Sarfraz, M., Nisar, Q.A. & Raza, A. (2022), "Expatriates' adjustment and performance in risky environments: the role of organizational support and rewards, risk propensity and

- resilience", *Personnel Review*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/PR-05-2021-0309>
- Simoni, L., Bini, L. & Bellucci, M. (2020). Effects of social, environmental, and institutional factors on sustainability report assurance: evidence from European countries, *Meditari Accountancy Research*, 28(6), 1059-1087. <https://doi.org/10.1108/MEDAR-03-2019-0462>
- Tahir, R. (2020). Expatriate spouse adjustment: an analysis of challenges facing western female expatriate spouses in the United Arab Emirate. *Middle East Journal of Management*, 7(4), 401-423. <https://doi.org/10.1504/MEJM.2020.10028732>
- Tahir, R. (2022). Cross-cultural training: a study of European expatriates in New Zealand. *European Journal of Training and Development*, 46(9), 894-919. <https://doi.org/10.1108/EJTD-01-2021-0013>. <https://www.emerald.com/insight/2046-9012.htm>
- Valk, R. (2021), "Working effectively and living contentedly in a foreign country: what human capital do expatriates require and develop?" *Journal of Global Mobility*, 9(2), 241-263. <https://doi.org/10.1108/JGM-11-2020-0076>
- Vulchanov, I.O. (2020), An outline for an integrated language-sensitive approach to global work and mobility: cross-fertilizing expatriate and international business and management research, *Journal of Global Mobility*, 8(3/4), 325-351. <https://doi.org/10.1108/JGM-06-2020-0037>
- Wang, Y. L., & Tran, E. (2012). Effects of cross-cultural and language training on expatriates' adjustment and job performance in Vietnam. *Asia Pacific Journal of Human Resources*, 50, 327–350. <https://doi.org/10.1111/j.1744-7941.2012.00028.x>
- Wu, W.-Y., Bui, T.A. & Dao, T.C. (2022). The influence of cross-cultural stable and dynamic competencies on expatriate adaptation and outcomes: the case of Taiwan, *Asia-Pacific Journal of Business Administration*, 14(4), 747-770. <https://doi.org/10.1108/APJBA-01-2021-0020>