studies conducted by Black and Gregerson (2007) confirm that nearly one-third of the expatriates who complete their overseas assignments did not perform up to the expectations of their superiors. Moreover, the financial cost of expatriate failure and their underperformance are usually very high (Scullion, 2005; Harzing & Christensen, 2004).

one that requires them to find effective ways to deal with it.

Working in a culturally different environment is always a challenge, so it is not surprising that the lack of cultural knowledge and language ability, as well as a difficulty to adjust to the local culture, are major factors contributing to expatriate failure (Briscoe & Schuler; 2004; Dowling & Welch, 2005). Consequently, learning about cultures, becoming aware of cultural differences, and having competence in cross-cultural communication are a must for expatriate managers so that they can adjust to a new cultural environment and carry out a successful overseas assignment. However, these competencies are not acquired overnight

Many researchers have outlined a number of CCT methodologies. Major studies were made by Tung (1981, 1982), Brislin, Landis, and Brandt (1983), Mendenhall, Dunbar, and Oddou (1987), and Black and Mendenhall (1989). They note that skills and abilities required of the expatriates are, indeed, highly demanding, and these authors use different approaches to integrate them into training programs, which are briefly discussed in this section: the cognitive, the affective, the experiential, and the language-learning approach

Language Training.

Post-Arrival CCT.



