

Expatriate Training in Asian Multinational Corporations

Yanghua Zhou

Sakushin Gakuin University, Utsunomiya, Japan

Email: tsuruyoko@gmail.com

Abstract— This paper is meant to explore the different characteristics of expatriate training among Asian Multinational Corporations (MNCs). Theoretical analysis and interviews with HR managers show that there are various kinds of useful programs for developing talent, and strategies for global talent development differ among Japanese and Chinese MNCs. Some issues for future research are also discussed.

Index Terms— expatriate training, program, MNC

I. INTRODUCTION

Expatriate training in MNCs plays an important role in international business. Employees' skills, abilities, and other competences have a significant impact on the success or failure of expatriation assignments. Scholars have studied the influence of expatriation failure on MNCs and expatriates [1], [2], [3]. Expatriate training is a type of support that MNCs offer to expatriates. According to previous literature [4], [5], [6], [7], perceived organizational support has a significant influence on expatriates' adjustment to overseas assignments and further, their performance. However, research on differences in expatriate training in various countries or regions has not come to clear conclusions. This paper therefore aims to address this gap with an exploratory study, using a literature analysis method and a case-study approach.

II. PREVIOUS LITERATURE

A. Expatriation Failure

According to [1], in MNCs from the United States, 40% of expatriates return early to the headquarter: premature return rates are at very high level. Expatriation failure means that expatriates are not able to perform their assignment in foreign cultural environment [2]. Expatriation failure will also cause the loss of career opportunities, broken relationships with local employees, delay of service or products, higher costs, etc. This is not an ideal situation for either the expatriates or the MNCs.

For Chinese MNCs, the history of FDI (Foreign Direct Investment) not long. The management skills and professional competence of expatriates needs to be

improved. Even in a developed country such as Japan, there are expatriation issues, such as language, leadership, poor development, etc. [8].

Additionally, it has been found that poor training has negative influences on expatriation success [9], [10]. Hence, it is expected that the training be effective, clear, and concise to avoid these issues.

B. Expatriate Training

In previous studies, several kinds of expatriate training have been discussed, such as pre-departure training and post-arrival training [11], [12], [13], [14]. Pre-departure training includes skills related to language and foreign culture, while post-arrival training mainly refers to job-related skills. Much of the existing literature studies western expatriates. There are few studies on the expatriates of Asian MNCs, such as Japanese, Chinese, or Taiwanese MNCs.

Qin and Baruch (2010) conducted an empirical study on the training of Chinese expatriates (62 people) and foreign expatriates (20 people) in a Chinese MNC. It was found that pre-departure cross-cultural training had no significant impact on expatriate adjustment [15]. Moreover, they concluded that Chinese expatriates adjusted better to the overseas environment than foreign expatriates.

According to [14], among Chinese MNCs in Australia training for global talent is characterized by the use of subsidiaries and internationalization; global talent training in Chinese MNCs differ from western MNCs in this way. In the aforementioned study, post-arrival training for expatriates was the main research objective and not pre-departure training.

According to [16], the training strategies and company cultures of emerging economies are at odds with those in culturally developed regions. Zhang and Fan (2014) also have similar conclusions. Shen and Darby (2006) [17] state that training in Chinese MNCs for Chinese expatriates is inadequate.

To find out how expatriate training strategies of Chinese MNCs differ from those of other Asian countries, interviews with an HR manager of two Japanese MNC (company A and B) was conducted in 2016.

III. CASE 1 OF A JAPANESE MNC

The following case is the human resource development practice of a Japanese MNC (company A). It shows the development program for Non-Japanese Employees who play important roles in the globalization of Japanese MNCs. This case is from a structured interview with an HR Manager which lasted, 1 hour. There are training programs and career design for both Japanese employees and foreign expatriates from overseas subsidiaries.

A. Non-Japanese Employees (Number of Staff, Breakdown)

At present, there are 2,117 non-Japanese (locally-hired) employees (in overseas subsidiaries, branches, and offices). This figure includes approximately 100 Japanese people recruited locally. In addition, there are 34,000 employees in the overseas group subsidiaries. Employees totaling 2,117 are managed by the head office and are subject to management by the database. Some of these 34,000 staff at the overseas group subsidiaries are also the recipients of training in Japan.

There are 4,339 Japanese employees, out of which 3,300 are general employees. Currently, there are 759 (over 20 %) employees expatriated overseas. Ten years ago, there were 5,000 Japanese staff; 1,000 of which were overseas expatriates; however, this number has since been reduced. The share of expatriates over total number of employees has hardly changed. Therefore, foreign staff becoming leaders has grown in importance.

Non-Japanese employees can be classified into blocks by region: North America, Europe, CIS, Africa, Near and Middle East, Asia Pacific, East Asia and Latin America.

A characteristic of A company is that checks are carried out on training selection and participation of non-Japanese employees; and that in practice, HR talent is expatriated overseas. It is also a major characteristic that Japan HR staff (team-leader class) is dispatched to the HR offices for each block to either take charge of local positions or provide assistance to the local team.

In many cases, HR staff is career HR employees. In consideration of this sentiment: "There are many overseas activities, so I can't work in HR because I don't know about overseas," the HR staff is encouraged to experience life abroad. By visiting overseas offices, an HR staff can gain better understanding of local affairs as well as build a network. However, at B company, the HR department is said to have a low proportion of career HR staff. Even in the same commerce company, characteristic differences in the placement of HR staff and differences in careers can be observed. These are particularly interesting career differences. From 2012, to strengthen each block's operations, training and development of talent on an individual basis has been undertaken, strengthening individual talent management (with results communicated back to HR at the head office).

There are approximately 300 important positions (Global Executive 2 level or above); however, while local training and development is also important for these

positions, head office retains the authority to decide (specifically, the executive in charge of the HR department, office head).

B. Contents of Training, Evaluation, and Efficacy for Non-Japanese Employees

1) Training contents

There are 5 training programs carried out for non-Japanese employees. These are 1) the Global Executive Program (GEP), 2) the Global Leadership Program (GLP), 3) the Global Network Program (GNP), 4) the Global Partnership Program (GPP), and 5) the Peak Performance Program (PPP). The first four programs are provided to both Japanese and non-Japanese employees and are taken jointly. These training programs provide a good chance for employees belonging to the same level to engage with one another. Although the number of participants (Document page 12) naturally varies by year, it is planned to generally continue at this pace. There are no changes to the training policy.

a) Global Executive Program (GEP)

Concerning GEP, there are a total of 10 to 15 participants, out of which one Japanese employee as drawn from each of the seven segments will participate to make a total of six to seven participants. The target number of participants for GE 2 to GM 2 is over 60 people. In selecting individuals from overseas to participate in this training, for employees at head office, the human resources office at headquarters has the initiative and makes nominations. Selection of overseas employees is done by the HR leads of the sales companies for each block upon consultation with head office. In such cases, the Japan-side HR department will perform checks and make the final decision. The purpose of GEP is assessment. The GEP executive coach is an external specialist.

b) Global Leadership Program (GLP)

GLP has 30 participants, six to seven of which are Japanese, and the remaining 23 to 24 are non-Japanese employees from overseas. This training program was originally for overseas, non-Japanese employees. Eventually, Japanese employees were invited to participate considering the importance of learning together. Target participants for this training are in the acting chief class; and for overseas offices, each company decides and recommends the next generation of candidates. Personnel affairs are based in overseas sales companies. For GLP, in the leadership program, overseas employees recognize this and bring the contents of their training to their home office, and sometimes demonstrate what they have learned at their original locations.

For instructors, there is a mix of both internal and external instructors. The history of A company, mission and values, management strategy, management methods, etc. are taught by an internal instructor. A senior advisor, a veteran who has been continuously doing this for the

past ten years, takes charge of this matter. He not only participates in overseas employee training, but also in new joiner training and investigations with the management layer. A has a century-long history; as such, it is considered important for non-Japanese employees to understand A's history. The history of A is included in the contents of GLP, GNP and GPP. GNP also includes external specialist companies, and a business simulation instructor observes behavioral characteristics.

c) Global Network Program (GNP)

GNP takes 30 employees from head office and overseas offices. GNP focuses on networking, and at the time of joining the management training, the head of HR at the US subsidiary (a non-Japanese employee) comes to Japan and gives lectures. Since this is a training to foster a global mindset, assessment is made in advance and feedback given. In GNP, participants are asked to consider their mission and possible contributions to the organization, and are provided training on the corresponding behavioral characteristics. There are also internal instructors in GNP.

Since this is a training program on management, those taking GNP will be selected for GLP if they are active after their return. This provides the sense of a gradual increase in employment level. Since overseas employees are not only newly-graduate hires but also mid-career hires, they enter at GNP. Expanding the number of people in GE 2 to GM 2 is an issue; and strategically speaking, people do not develop through training alone, but also through developing the business and investing in their positions. There is a talent management system. Concerning the question of how to invest in high potential talent amongst overseas national talent, for human resources above GM, overseas subsidiaries will (in collaboration with head office) receive approval from head office. Important global positions are decided internally. Deciding who is placed into these important positions is the responsibility of the head office management and the HR department head. Training and development, as well as career planning for global talents, are communicated to the head office where a decision is made. The authority to make a placement differs for each position. The training and development of each overseas employee is basically subject to the authority of the CEO of the overseas subsidiary and the head of HR.

d) Global Partnership Program (GPP)

Since GPP is designed for consolidated management, this training program targets employees who are starting a new consolidated subsidiary or investment projects. Its aim is to connect investors and investments. Undertaken since 2015, this training program is being expanded. There are also internal instructors in this program.

e) Peak Performance Program (PPP)

PPP is held in New York. The American subsidiary developed this program which is sponsored by the head office.

2) Evaluation and efficacy of training

Concerning the evaluation of GEP, in order to develop executive leadership (using assessment tools, discussion through innovation creation, and as observed by an executive coach), participants' personality characteristics are shared with their seniors. This information is used for job assignments and for future reference. Other training programs do not directly evaluate personal qualities to such an extent. However, GLP, GNP and GPP, provide records of the training. From this information, one can understand what kind of personality characteristics receives what kind of training. Overseas candidates first take GNP, then GLP; after which, they are asked to choose their programs.

There are cases where participants drop out. In overseas offices, there are foreign labor management practices; and it is not always possible at each office to expand business, become a team leader and subsequently, department manager, as the case is in the head office. In particular, in small-sized offices, when returning overseas from training at the head office, there are cases where positions do not change. In this situation, thinking not within the scope of the office, but instead at the level of the office's country, or a particular office at the block level, there are opportunities for an employee to become a manager. Not only through training, but by always thinking about a specific career and creating a talent management program for that specific career (although some may wish to drop out), this whole process can be managed as a total strategy. The careers of non-Japanese employees are more strongly defined than those of the Japanese employees. The U-Turn Rotation (UTR) program, for example, always has about ten participants.

a) U-Turn Rotation (UTR)

The UTR training program is insufficient for development. Training can foster a mindset; however non-Japanese employees are highly conscious of their careers. The U-Turn Rotation has been implemented since 2009. A total of 85 individuals have been accepted as of the end of June 2016. It is being implemented across all sales and professional departments. In this system, non-Japanese employees can work for two years at each company, subject to the control of the HR department at head office. Basically, the idea is that they reside in three countries, either moving from overseas to head office or between overseas locations. The head office determines necessary conditions and facilities, provides work visas and use of materials relating to a famous International Business School.

There are many employees at the Global Professional 2 and Global Professional 3 (non-managerial) levels. The majority of these individuals are about 40 years of age. At present, 10 individuals are expatriated. Individual interviews are conducted every 6 months, the results of which are shared with the HR department of the receiving company. Moreover, discussions take place between the HR department at head office and the local HR manager

in regard to placements upon their return. There are also transfers between other countries and blocks. For example, there was one individual who participated in GNP who transferred to the UK from another country, and came to Japan for UTR. It is characterized by carefully looking at the CDP and placement at the non-managerial level. Taking care that this instance does not become a one-off event, it is tied to retention. Moreover, there is awareness and practice of individual career specification. For assignments following dispatch, placements are made while also listening to employees' requests, showing that the company cares. UTR also remains registered in a database.

To date, four people have come to HR department through UTR. One individual was posted from each of Russia, Taiwan, Poland and Hong Kong. A Polish employee returned to Poland following the UTR; however, this employee was later transferred to the UK. This transfer also involved the HR department from head office.

UTR offers advantages such as network building, spreading knowledge and allowing the demonstration of ability upon returning. For example, last week an individual from the HR department in India came and spoke with a recruitment and training professional; and upon returning, spoke with various local staff and determined that they could do the same things themselves. The HR manager at the Indian office is responsible not only for that office but also the national area and, since there is no HR staff in neighboring countries, this manager also engages in business trips.

Besides UTR, there are many cases of business travels lasting from two to three months in the short-term (business trip basis). This is determined by each company.

C. Future Issues

Expansion of GNP, the foundation of these training programs, is considered to be important. There is human talent of a managerial class at the head office who are currently non-managers. This is due to the issue on how to increase the Global Managerial layer.

The challenge lies in expanding the number of Global Executive 2 to Global Managerial 2 individuals.

There is also the issue of considering promotions for exceptional talents in smaller offices.

It would be desirable to further develop training between GEP and GLP (Personal opinion of the HR manager).

IV. CASE 2 OF A JAPANESE MNC

The following case is the human resource development practice of a Japanese MNC (company B). It shows the development program for Non-Japanese Employees who play important roles in the globalization of Japanese MNCs. This case is from a structured interview with an HR Manager which lasted, 1 hour.

A. Non-Japanese Employees (Number of Employees, Breakdown)

Currently, there is approximately 8,000 non-Japanese (locally hired) staff. Looking by region, there are 2,000 in America, 1,500 in Europe, 2,900 in APAC, 1,600 in China and 800 across the rest of Asia outside of China. However, amongst these regionally separated employee figures, approximately 1,000 of the total number of employees are expatriates sent from Japan. The breakdown of expatriates from Japan approximates the staff composition ratio given above.

The change in the number of non-Japanese employees is increasing at a rapid pace. Compared to the number of non-Japanese employees during the financial crisis of 2008, the number of non-Japanese employees has doubled. The reason for this is that financial structures were stronger than those of foreign banks, resulting in the growth of financial institutions' overseas business after the financial crisis. Additionally, after the financial crisis, human resources working locally at foreign banks resigned, and Japanese institutions were able to recruit this talent. Looking more recently, training also began in 2008, and has been increasing since the first half of 2010. From the perspective of business performance, overseas business expanded, and while overseas earnings accounted for less than 10% 10 years ago, today they account for approximately half.

B. The Contents of Training, Evaluation and Effects Concerning Non-Japanese Employees

1) Training contents

Training is based on local planning and implementation. There is a China training office in the Chinese branch office, Company B is set up in APAC, and there is also a training office in Singapore. For branch offices with few staff, for example, in the case of the Taiwanese branch, training takes the form of business trips to Singapore. Skills training, like credit skills training, is conducted. At overseas training sites, about 30% is training carried out at the request of the Japan office, and the remaining 70% is locally-planned training. With regard to training requested by Japan like values training, there is training to promote stronger cooperation: what it means to work in Japan, teaching the Japanese company culture, and to develop a good understanding of each other's cultures. The aim of these training programs is never to Japanize. In China, credit training is conducted as skills training; however, since the Chinese employees can speak Japanese, several instructors are expatriated from Japan.

Locally planned training is an inadequate system. Professionals have, up to now, been employed; however, what is currently needed is the human talent to take on the role of managers. Therefore, not only are skills training required, but also the training to cultivate managers.

There are five types of training for non-Japanese employees that are carried out in Japan. These are 1)

Global Leadership training, 2) Global Management training, 3) Global Bankers training, 4) Japan Program training and 5) New Joiner training. There are approximately 8,000 non-Japanese employees and the number of employees trained in a year is approximately 155; the training attendance rate is approximately 1.9%. We look at the contents of each type of training below.

a) *"Global Leadership Training"*(From 2013)

This training targets those at the department-head level. Besides managers of departments, branch office managers and branch office executive officers are also eligible. It is held every other year. There are 100 overseas department manager posts, and those employees who occupy this post, or are in the pool of those that are potentially eligible. There is a pool of about 100 Japanese staff; however, the non-Japanese employee pool is small. This training was held for the first time in 2013 and held for a second time in 2015. The second session was attended by eight Japanese and eight non-Japanese employees.

The training is separated into three modules. The first module is held over a week, the first half of which is spent training each business division at the head office on strategy, business environment and company culture. In the second half, in collaboration with the Wharton School of the University of Pennsylvania, a professor comes to Japan to teach management and leadership theory. They also travel to Kyoto to study corporate philosophy. Module 2 begins a month later. Training in leadership theory and the latest financial knowledge is held over the course of a week through lectures at Wharton in America. Module 3 starts one month later. After identifying what should be done as a global bank and determining the bank's challenges, participants present solutions to these issues to the bank's president. Through recommendations obtained from the initial 2013 training period, the current global HR department was opened. Since the staff who participates in this training is at a high level, the aim of this training is not assessment. Training costs are borne by the head office.

b) *"Global Management Training"*(From 2015)

Targeting non-Japanese staff at the deputy-director level, this training is conducted over the course of a week at the head office. This is mandatory for all deputy directors. The purpose is to provide training on the head office's decision-making process. The head of each department (department manager, etc.) act as teachers and give lectures in English about the work of the head office. The total number of people participating annually is 130 individuals. Held quarterly, 20 to 25 staff attends each session. This training has another purpose which is to facilitate the head office's understanding of the capabilities of local staff and whether they would be suited as future branch heads, as well as to understand the local candidates' situations. Selection has been determined by the International Department; however, the

head office's HR department is also interested in understanding these people. The general manager of the Global Human Resources department and the deputy director conduct individual interviews and assessments of all employees. Through this assessment, the interviewers determine the share of interviewees who hold a managerial perspective, and at the same time, listen to the interviewees' career plans (which may include staying in their current positions). In addition, a database is also being developed containing personnel information. The head office bears the costs of training expenses to identify exceptional human resources.

c) *"Global Banker Training"*(From 2008)

This is also called networking training. This is a training program where 50 Japanese general employees study together with 50 non-Japanese, locally hired employees. Held annually, the training lasts for one week. Young to mid-level Japanese employees are targeted as well as non-Japanese employees from junior to senior ranks. The contents of the training program include team building and learning about each other's cultures. In addition, for case sharing, Japanese and non-Japanese employees share knowledge by discussing favorite examples together. There are both internal and external instructors. For non-Japanese employees, there is the additional purpose of getting to know the head office. For employees who rarely get the chance to visit Japan in their work, this is their chance for some relaxation. Regular Japanese employees with a TOEIC level over 750 and who are not working overseas are eligible. Qualified participants are selected by the HR department at the head office. In this training, the Global Human Resources office does not interview non-Japanese employees, nor conduct a purpose assessment for them. Accommodation and transportation expenses are borne by the expatriating office.

d) *"Japan Program Training"*(From 2011)

This training aims to educate non-Japanese employees on the Japanese ways of working, introduce them to the Japanese operations and show them how they can help connect Japan to the rest of the world through on-the-job training. The target employee ranks range from junior to mid-level. From the Japan side, this program also aims for internationalization at the head office. Placement destinations include the International Department, the Risk Management Department, HR, and others. As part of the on-the-job training, these employees go to branch offices and experience placement rotations, among others. Conversing with employees and customers at different departments on a daily basis, they are expected to get a sense of their host department's ways of working. Each branch office is asked in advance concerning their intentions to accept one to two training participants. There are about 20 to 30 applications among branch managers each time this training is held. Japanese general employees work with Japanese colleagues on a daily

basis, but by occasionally working with non-Japanese colleagues, their sense of awareness is changed. There is a 3-month training period and a 1-year training period. There are 50 participants annually for the 3-month training and 5 participants for the 1-year training. The training is managed by the head office HR department; expenses for the 3-month training are paid by the expatriating office, the 1-year training is paid for by the head office. The purpose of this training is not assessment.

e) *"New Joiner Training" (From 2012)*

New employees receive training together with Japanese general staff. This is held over three weeks. Twenty non-Japanese employees are accepted. Local screening (HR interview) is conducted to select from aspiring participants. This is held annually. This program trains participants on the Japanese culture as well as networking skills with peers. For non-Japanese employees, the training on network creation enables them to solicit support from Japanese general employees as contemporaries should they encounter challenges upon returning home. New joiners speak Japanese together with newly employed Japanese employees. Since there are instances where the recruitment period for new graduates overseas is not consistent, there are some employees in this category who have been at the company for half to roughly one year.

2) *Evaluation and Efficacy of Training*

The "Global Leadership training" and "Global Management training" programs are regarded as effective. These programs have enabled identification of local talent. Conversely, there are issues with the third and fourth training programs listed above in that the effects of networking and culture training are unknown. Quantifying their effects is challenging. However, on the positive side, these programs appear to help in employee retention. This observation is not based on measurements of turnover by HR at head office, but from stories from local HR.

3) *Problems and Issues with Training*

Training for locally hired employees is conducted at various locations around the world, and it is our intent to conduct mapping to understand what types of training are offered in each location. Moreover, we also aim to investigate whether or not there are deficiencies in these training programs. In regions outside Tokyo, human resource development perspectives are weak.

Concerning the "Japan Program training," even though it has not been discussed that future training be held in Japan, it is generally regarded as better to come to Japan on account of the needs of the business (expatriation). There are currently three non-Japanese employees expatriated to Japan in the Investment Banking department and one in the International Department. There is currently no one in HR. There is no particular impetus to discontinue this training at this stage.

The burden of training expenses varies depending on whether the training is local or at the head office. Although there are issues with tax laws, we think it would be good to have a mechanism in which the resources are pooled for the company's global use.

V. EXPATRIATE TRAINING IN CHINESE MNCs

According to [15], compared with expatriates in MNCs of developed countries, fewer Chinese expatriates receive foreign culture related pre-departure training although they think it important. For some Chinese expatriates and top managers, it is not a necessary condition for overseas assignments or expatriation adjustment.

Conversely, according to [14], expatriates of Chinese MNCs accept pre-departure training (language and information related training). However, due to the short history of Chinese MNCs, their training is not that detailed or thorough. Instead of utilizing headquarters for expatriate training, Chinese MNCs take advantage of overseas subsidiaries and pay more attention to the role of internationalization and learning as belonging while considering expatriate training. Additionally, there are not enough professional lecturers who have mastered both foreign languages, have the know-how to improve international business management, or how to teach Chinese expatriates how to work with local people [14]. An important way to develop such competence is to learn through experiential.

Another significant method for Chinese expatriates to improve their working skills is communication through informal social networks, such as friends, hometown colleagues, and other related associations [14]. In these social networks, Chinese expatriates are able to obtain valuable working information from each other and exchange opinions on work and daily life. This can be helpful for expatriates to adjust to an overseas environment and moreover, improve their work performance.

VI. PROPOSITIONS

Based on the above case of Japanese MNC A and literature analysis on Chinese expatriate training, I developed several propositions regarding the characteristics of foreign expatriate training in Japanese MNCs.

Proposition 1: The longer an MNC has been in business, the more expatriate training programs it should have.

Many Japanese MNCs have a long history of around 70 years and during this long period they have prepared many training programs for both Japanese employees and foreign expatriates. For emerging countries' MNCs, training programs need to be expanded as the company develops. China's business history has only lasted circa 20 years, therefore the training programs need much improvement. However, they are always under innovation. Compared to the research of [15] and [14], we can follow

the changes of opinions of Chinese expatriates and MNCs regarding expatriate training. In 2010, few cross-cultural programs were conducted in Chinese MNCs before expatriation; they were considered unnecessary. However, in 2014, it was found that culture related pre-departure training programs were provided by Chinese MNCs. From this comparison and the growth out of nothing, it is possible to conclude that the growth and development of an Asian MNC has an impact on the number of expatriate training programs it offers.

Proposition 2: The larger the overseas business scale of an MNC, the more expatriate training programs an MNC should have.

The scale of business of Japanese MNCs has grown in recent years. In Japan in 2014, the top 100 listed MNCs each had approximately 34 subsidiaries. In 2005, this number was 28 [18], [19]. Nowadays, there are many different types of international businesses in Japanese MNCs including: trading, manufacturing, finance, insurance, service, technology transference, etc. Therefore, it is necessary for MNCs to develop more programs to improve the knowledge and skills of their expatriates so that they may succeed at their job during the expatriation period. Moreover, the training program for expatriates need to be expanded alongside the development of the business scale, because their history is not that long, and the business scale is also in a certain range. Compared to the costs they spend on expatriate training, the profit that MNCs can obtain from overseas business is smaller for an MNC that is at the early stage of FDI. Therefore, the overseas business scale is also an important factor that influences the quantity of expatriate training.

Proposition 3: The more employees an MNC has, the more expatriate training programs it should have.

Many Japanese MNCs have more than 30 thousand employees. Among them, more than 5 thousand are foreign expatriates. When the number of employees becomes so large, it becomes more important, and more difficult, for an MNC to manage these human resources reasonably. The number of Japanese expatriates has increased to approximately 230 thousand in 2010 and this has proven to be a great challenge for MNCs. Expatriate training is not only a method to improve one's knowledge or skills for work, but also a chance to work with colleagues from all over the world, as well as a type of incentive to increase one's motivation. This is the effective connection for expatriates to perceive the support from the headquarters and is very significant to maintain their implicit psychological connection with the company. Many scholars have stated that perceived support from the company has a significant positive influence on expatriates' adjustment and work performance [4], [5], [6], [7]. For MNCs, this is also a great opportunity to select potential talents for core top manager or director positions in the future. Hence, the higher the number of employees and expatriates, the more expatriate training programs a company needs.

Proposition 4: The content and quality of expatriate training will be influenced by factors such as history, business scale, and employee number.

Japanese MNCs have a long history, large business scale, a large number of employees, and need to keep their competitive edge in the international market. Human resources are an important competitive resource in international business. Therefore, Japanese MNCs acknowledge and respect training for both Japanese employees and foreign expatriates. The MNCs also attach importance to career opportunity for all their employees. Furthermore, the content of expatriate training includes company culture, such as corporation history, management style of headquarters, etc.

Compared with Japanese MNCs with a longer history of FDI and overseas experience, the training programs for expatriates in Chinese MNCs cannot match their content, quantity, professional lecturers, and relation with career design. With the development of emerging MNCs, it is possible and necessary for them to introduce more and better expatriate training programs to improve their international competitiveness in the world. Therefore, the history, international business scale, and number of employees will have an impact on the quality and content of expatriate training programs of Asian MNCs.

VII. CONCLUSIONS

On the basis of the case study and theoretical analysis of previous literature, several conclusions can be developed. First, according to New Institutional Economics' institutional transition theory [20], institutions are finite, and change according to the external environment owing to the scarcity of resources and limits to human reason. Consistent with this line of thinking, Chinese and Japanese MNCs differ in the degree of expatriates they respect due to their diverse histories. Chinese MNCs have only 20 to 30 years' history, while Japanese MNCs have a history of more than 70 years. Hence, according to previous literature, Chinese MNCs do not respect expatriate development that much. Second, these two kinds of MNCs also vary in the numbers and categories of their training programs. Third, the common point between these two parties is that they make flexible use of MNCs' internal institutes, such as headquarters and subsidiaries.

This paper provides practical cases as references for both scholars who are interested in expatriate training or global talent development, and human resource managers in international business. It offers programs in detail and is easy to understand. This study gives scholars an opportunity to know what Japanese MNCs are doing for human resource management practice. This can also guide us to do better and more effective research for international business management in the future.

Moreover, the study demonstrates valuable ideas for human resource managers who design training programs for foreign expatriates or domestic employees. For

foreign expatriates, GNP is a good reference. Human resource managers may design such a course for those foreign expatriates who have potential work ability and need to expand their network for the job. In this program, foreign expatriates are able to connect with expatriates from other regions of the same company. After this program, they are likely to keep in touch and help each other with future work. For top managers or executive level managers, GEP is not only a training course to improve management skills but also a good opportunity to exhibit their performance and abilities to their headquarters. Human resource managers in the head office are also able to take advantage of this program to select the candidate for any director level positions in the company.

Compared with an emerging economy, these training programs are considerate and abundant. However, these programs themselves have issues to be resolved, such as leadership development and turnover. Additionally, there is no training program specifically for culture education. For new employees in MNCs, GNP and GLP are good opportunities to understand and master the history and management style of their company, as well as the culture of Japan, amongst others.

This paper contributes to the theoretical research and business practice of global talent development. However, it has several limitations that future research is expected to discuss. First, it is necessary to review previous literature on expatriate training among Japanese MNCs. Second, it is better if more literature on expatriate training among Chinese MNCs can be analyzed. Third, it would be helpful if future research adopts some other cases or theoretical analysis of expatriate training among MNCs of China and other countries. Additionally, it remains unclear in the example above how to develop leadership of expatriates or top managers from a different region to the MNC. This opens a new direction for future research.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

AUTHOR CONTRIBUTIONS

There is only one author for this work.

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Yanghua Zhou teaches business management in universities. She is also a researcher in Waseda University, Japan. She obtained Ph.D. from Chuo University, Japan. She also worked on Human Resource Management in Multinational Corporation. Her research interests include organization behavior, international business management, organization science, etc.