



Predeparture Cross-Cultural Training and International  
Success

A Qualitative Study in Norway

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## Abstract

This thesis looks into the realms of predeparture cross-cultural training and international success. The focus group is on professionals, or expatriates, who are travelling abroad for the purpose of work. International success has, in this thesis, been connected to the entities of cultural intelligence, training transfer, and sustainable development. The research question goes as follows: *“How does predeparture cross-cultural training impact international success?”*. In order to answer the problem statement, two organizations have been subjected to research. Norec and Hald International School have been chosen as case studies for the purpose of exploring the research question in a Norwegian context. The primary focus is on the components of predeparture cross-cultural training programs; their ability to generate cultural intelligence; their ability to transmit this information; and the potential for improving job performance and sustainable development.

The data was collected through documents, texts, and interviews of four key informants within the two organizations. Organizational documents, as well as course plans, were examined. In order to generate results, thematic analysis was chosen as the primary methodology. In order to provide personal insight on the subject, interviews were chosen as secondary data collection. Three theories were incorporated into this thesis: (1) cultural intelligence, (2) training transfer, and (3) sustainable development. These were compared to literature on the subject of cross-cultural training and investigated further in light of the findings.

The findings indicate a connection between predeparture cross-cultural training and enhanced job performance. The preconditions, or possibility, for international success were found to be present within the two organizations' preparatory courses. These included individual learning of skills and knowledge, and the possibility of using these in practice during and after the exchange. This is seen in connection with micro, meso, and macro levels, whereas individual learning can be transcribed into practice at the receiving and sending organizations and have an impact on society at large. The findings of this thesis have ramifications for future study, particularly in terms of establishing a link between predeparture cross-cultural training and sustainable development.

**Keywords:** predeparture CCT, cultural intelligence, training transfer, sustainable development, international success.

## Preface

The production of this thesis has been a journey unlike any other I have encountered. Along the way, the journey felt very long, but now as I am at the finish line, it feels like time has stood still. It has been difficult, but motivating nonetheless.

First and foremost, I would like to give my most humble thanks to my supervisor **Girum Zeleke**, associate professor of social studies at VID Specialized University, for his encouragement, supervision, and feedback. I would also like to give my gratitude to **Gerd Marie Ådna**, associate professor of religion studies at VID Specialized University, for her perseverance, openness and support through this process. Likewise, I would like to give my thanks to the professors at VID Stavanger for their support and guidance throughout my five years as a student. It has been my great honor to study under you!

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# 1 Introduction

As globalization and an increasing intercultural marketplace encourages organizations to be culturally aware, a result has been an increase in the flow of workforce and mobility. In order to keep up with fast-paced global changes, organizations need to adapt accordingly. Capacity-building is promoted by the United Nations as a criteria for sustainable development through global partnerships (United Nations, 2022). It is seen as an advantage for organizations to have workers whom are predominately culturally aware, and able to work in culturally diverse settings. As a result, there has been an opening for organizations to influence and partake in training programs for their workers going on exchanges to other organizations and countries. It has become tremendously important for organizations to provide their workers with introductory courses aimed at giving the participants an introduction to the exchange process, and to the different tasks and goals that are to be met. International success has become an important variable, as a result of globalization.

As a result, cross-cultural training (CCT) has been promoted both before and after the exchange. Seeing how the training impacts the expatriates job performance and international success of the organization has become an interesting subject up for review. The sending of expatriates to other countries for the purpose of attaining international success and sustainable development is in many ways directly correlated with the history of colonialization and de-colonialization. Issues regarding sustainability and “helper-syndrome” have been largely explored in recent times for its difficult character. For many, this “white savior complex” overshadows the majority of expatriates and volunteer efforts. With this in mind, it beckons the question of conducting culturally diverse exchanges with a focus on sustainability.

Cross-cultural training should be designed to support all these areas: performance, adjustment, and development (Bennett et al., 2000). But, exactly *how* can CCT influence positive results on international success and development? The thesis’ aim is to highlight the revenues of this possibility, through the looking glass of predeparture CCT. How can individual capacity influence organizational and global change? The thesis will look into the

connection of micro, meso and macro levels of change, in correspondence with impact provided as a result of the participation of predeparture CCT.

## **1.1 Background and Motivation**

Personal experiences with exchanges during my education sparked my interest in volunteer and professional exchanges. Participating on an exchange has given me a better understanding of other cultures and ways of life, as well as increased my desire to work with development issues in other countries. In addition, as a child I lived in England due to my father partaking in an exchange. As a result, when I first discussed the issue for this thesis, I planned to conduct field research in an African context with a development focus. This was not practicable, however, because of global Covid-19 limitations. As a result, the theme broadened to include topics such as how training might affect expatriates' job performance and long-term growth. The idea came as a result of conversations with my supervisor, including discussions surrounding personal experiences. Exchange was brought up as a theme, and the problem statement and research questions were created as a result.

## **1.2 Problem Statement**

The issue I wish to explore in this thesis is connected to predeparture cross-cultural training and international success. The research question goes as follows:

**How does predeparture cross-cultural training impact international success?**

Additional research questions include:

- i. What do such training programs include and entail?*
- ii. What connotations can be found between predeparture cross-cultural training and sustainable development?*
- iii. How can predeparture cross-cultural training impact expatriates cultural intelligence and adjustments?*

The problem statement refers to issues of cross-cultural training programs and how these can be applied to cover issues of sustainable development and job performance. The main issue at hand is therefore connected to the training of expatriates, and what the training does or does not include in the realm of intercultural knowledge. In regards to international success, the contents, and their transferability, of predeparture cross-cultural training programs will be evaluated. In order to do so, theories of sustainable development and cultural intelligence will be explored. The context is to search for an understanding of sustainable development, and how one can become more inclined to sustainable behaviors and actions through participating in predeparture cross-cultural training programs. The problem then becomes to look further into the contents of such training programs, and to evaluate these in regards to theory and literature on the matter. Sustainable development and cultural intelligence will in this regard be closely connected to international success of participants and expatriates.

### **1.3 Objectives of the Study**

The study's goal is to look into the specifics of how predeparture cross-cultural training might lead to international success. The main topic of discussion is how learning can be transferred to practice in the workplace. This involves a detailed examination of the contents of the training programs, in order to illustrate and seek out possible influences in transferability, sustainability, and cultural intelligence. The purpose of the study then becomes to elaborate on the training programs significance for expatriates in practice. Three hypotheses have been established as a result:

*Hypothesis 1: Cultural intelligence and adjustments are mediated through the relationship between learning transfer and cross-cultural success.*

This thesis focuses primarily on expatriate preparation through the use of predeparture cross-cultural training programs, and proposes that several factors unique to the cross-cultural learning environment will likely impact the extent of the transmission of knowledge, or training transferability, which in turn will impact international success. This involves the idea that what is learned in the training programs can and will be used in practice.

*Hypothesis 2: Sustainable development is located within the predeparture cross-cultural training programs as an important variable, and is stressed as an important element in international success.*

The research of this thesis seeks to exemplify and show the dynamics between sustainable development and international success, and how these go hand in hand. A proposal of findings constitute the discourses that apply in the issue of sustainable development, and how each organization works with this terminology. International success is in this way seen as a dynamic means of work-outcome, with an emphasis on sustainable development. If there is a connection between the two, will be discussed in later sections.

*Hypothesis 3: Individual learning through the predeparture cross-cultural training programs impacts organizational results, as well as the communities in which they serve.*

With this hypothesis, I believe that the findings will illustrate a connection between individual, organizational, and societal impact. This applies to the micro, meso, and macro levels, with the expectation that the predeparture CCT will equip participants with intercultural competence and sustainable development skills and knowledge. This, in turn, will have a favorable impact on the receiving organization's exchange and job performance. There is thought to be a link between individual, organizational, and societal change and influence.

## **1.4 Scope of Study**

### **1.4.1 Context**

In order to illustrate and explore the realms of sustainable development and predeparture CCT, the thesis will primarily look into two organizations that send employees to participate in an exchange with other countries. The two organizations include; (1) Norec, and (2) Hald International School. The context within each organization will be explored in this section. Also, the context surrounding the problem statement will be studied.

In this section, I will provide a Norwegian perspective on predeparture CCT programs. There has been little to no research into the effects of predeparture CCT programs in Norway recently. Norway, on the other hand, has a strong civil society, with a large number of volunteer organizations, NGOs, and other institutions. Norway has a long history of sending employees abroad to achieve worldwide success in this way. With this in mind, it is more necessary than ever to assess and evaluate how employees are treated when it comes to sending and receiving expatriates. Organizations that want to keep up with current trends and prosper in exchanges must be able to produce and alter the preparatory courses.

### **1.4.2 Norec**

The Norwegian Agency for Exchange Cooperation (Norec) is part of Norway's collective effort to realize the overriding goals in Norwegian development policy. Through mutual exchange of expertise, Norec will support global partnerships in its work to achieve the UN's sustainability goals. The mandate is determined by the Norwegian Parliament (Norec, 2020a). Norec is a government resource center for exchange that;

- administers grants to organizations, institutions and companies in Norway and in Norway's partner countries;
- facilitates exchange projects of high quality;
- ensures the sharing of experience and learning between organizations through partnerships;
- encourages a sharing of knowledge and experiences when returning home after the exchange;
- promotes the participation and influence of the young working population.

The exchanges take place in partnerships between institutions, organizations and companies (Norec, 2020b). The Norwegian Ministry of Foreign Affairs has established Norec as an executive body. Their goal is to assist in the achievement of Norway's broad development policy goals, which are part of the country's integrated approach to implementing the 2030

Agenda. They accomplish this by mutual and reciprocal exchange. This means that the organization collaborates with worldwide partners who desire to learn from and improve each other through the exchange model. Through mutual exchange Norec teaches the participants to think bigger, live sustainably, and build responsible local communities (Norec, 2022a).

Norec is Norway's only international exchange competence center. They share their exchange method's expertise and inspiration with organizations, institutions, and private firms in Norway, Africa, Asia and Latin America (Norec, 2022b). They can also provide guidance and information to organizations, institutions, and corporations that want to send and/or receive participants on work placements, as well as providing spaces for the exchange of experience (Norec, 2022c).

Long-term exchanges with many tours over several years are required for organizations and firms to be a part of Norec exchanges. Before, during, and after the exchange, all partners and participants receive training and follow-up support. The courses are meant to encourage active involvement and a variety of learning approaches, as well as to increase enthusiasm to make a difference and foster introspection. Norec can ensure that everyone involved knows about exchange cooperation and can place it in a global context in this way (Norec, 2022c).

Some of Norec's core values include reciprocity as primary principle, equality, transparency, solidarity, accountability, challenge and show respect, and be engaged and professional (Norec, 2022c). Norec wishes to create a broad commitment to human rights and international development issues, with young people as a special target group. Norec's core is to create development by bringing people together to learn, share and understand (Norec, 2022c).

### **1.4.3 Hald International School**

Hald International School is a vocational school that offers a study in cross-cultural understanding and international work, with their key slogan being *"A year beyond this world"*. At Hald International School participants get a long-term practice in a new and



foreign culture as an exchange participant through Norec and one of the owners of the school, Laget, NMS or the Strømme Foundation (Hald International School, 2022). The internship, or exchange, involves a six month placement in a civil society organization in a foreign culture.

The purpose of Hald International School is to educate people for attitude-forming and intercultural work, paid or voluntary, within church and organizational life and in working life in general. Hald International School wants to be involved in shaping students' attitudes and values regarding solidarity, justice, faith and cross-cultural community, and to help them channel their commitment to a better world (Hald International School, 2021). This is done with a Christian basis.

The study offer at Hald International School consists of three sub-divisions; Act Now, Interact and Connect. Act Now focuses on development cooperation, with job creation, community building and education as important work strategies. Together with the Strømme Foundation's other development and information work, Act Now wants to provide meaning and content to the Strømme Foundation's vision of eradicating poverty. Interacts' primary focus of study is connected to international student work and leadership training, and Connect focuses on mission and development cooperation directed by the Norwegian Mission Society (NMS).

In this thesis, the program up for consideration is Act Now. "Act now is the youth exchange program by the Strømme Foundation and partners in Nepal, Uganda and Tanzania" (Hald International School, 2022). The partners' major goal is to eliminate poverty by focusing on community-based development and rights-based initiatives. Act Now is a program that aims to empower youth leaders and provide them the tools they need to advocate for good changes in their communities (Hald International School, 2022).

#### **1.4.4 Organizational Structure**

It is vital to observe the differences between Norec and Hald International School's organizational structures. Hald International School is a private school, while Norec is a government entity. As a result, it is critical to underline this distinction when comparing

research findings. This may have implications for the thesis' findings as well as the analysis section. In the sections that follow, I will discuss the primary issues associated with this distinction, as well as how they may affect the findings and the problem statement.

#### **1.4.5 Academic Field and Research**

Research on the field has been subject to explorations for decades. The variety of the research has been comprised of culture-specific training (Kempf & Holtbrügge, 2020). In accordance with globalization, organizations and researchers alike have increased their research on the impact of exchanges, and the correlation with training programs to enhance the job performance (Koo Moon et al., 2012). Researcher such as Kempf & Holtbrügge (2020), Koo Moon et al. (2012), Setti et al. (2020), and Bennett et al. (2000) have conducted research on the subject of expatriates assignment success, job performance, and cross-cultural training effectiveness. Other research is connected to training transfer, and the ability of training to impact job performance. This has been researched by Holton (1996), Baldwin & Ford (1988) and Feinberg (2013), among others. The subject of sustainable development has been subject of research by the likes of the World Commission of Environment and Development and Gro Harlem Brundtland (1987), Brown (2005), Borowy (2013), and Hugé et al. (2013).

As of the academic field in Norway, the Ministry of Foreign Affairs has the task of promoting and securing Norway's interests internationally and setting the overall strategic direction of Norwegian development cooperation (The Norwegian Government, 2022; Norec, 2019c). The emergence of Norwegian development policy supports the statement that Norway has had an increase in political issues regarding migration policy and developmental issues, both locally and internationally. This development has also lead to new theoretical directions and the emergence of professional perspectives. Norway is a committed partner to global development, and has been so since 1976 (Norec, 2019c). Norway is also strongly committed to implementing the United Nations 2030 Agenda at both national and international levels (Norec, 2019c:15).

## 1.5 Structure of the Thesis

In section 2, the chosen *methodology* will be explained and reflected upon in relation to how I proceed in the thesis to answer the problem statement and research questions. The analysis is based on a collection of data from various sources. The thesis builds upon a qualitative study looking into documents, interviews, articles and literature on the subject. The empirical data is sampled from the two organizations; (1) Norec and (2) Hald International School, as well as literature pertaining to a general overview of the subject.

In section 3 an overview of the *theoretical framework* in question will be presented in order to link the analyzed data with the research questions. The theories that will be used are connected to cross-cultural training, cultural intelligence, training transfer, and sustainable development and the SDGs. Each will be presented in turn.

Section 4 will comprise of a presentation of the *findings* and the collected data. The findings will be presented in correlation with the interview questions and the collection of data from the relevant documents and texts. Through this presentation, key themes will be localized to further the process of analysis. The findings from Norec and Hald International School will be presented together, and later countered apart. It is in this chapter that we gain the knowledge of the ways in which predeparture CCT is connected to international success within the organizations.

The thematic *analysis* will be done in section 5, with an emphasis on the collected data and its connection to theory and literature on the subject. The findings will be analyzed according to the following themes; cultural intelligence, training transfer and sustainable development. The analysis will look at both individual and organizational elements of international success.

Following in section 6, the thesis will be summarized and *concluded*. Implications for future research and recommendations on the subject will be presented.

## 1.6 Dictionary and Key Terminology

**Expatriate:** Employees who are assigned by their parent company to work on an international assignment while residing in a different country are known as expatriates (Hill, 2005). Expatriates are limited in this thesis for inter-organizational transfers, including exchanges between two or more organizations.

**Trainees:** A person who is learning the skills and knowledge needed for a particular job (Cambridge Dictionary, 2022). Participants in the exchanges and training courses will be referred to as both trainees and participants.

**Participants:** Young people who travel to other countries to work, either as volunteers or professionals (Allum, 2019).

**Cross-Cultural Training (CCT):** Cross-cultural training is defined as an educational approach that promotes intercultural learning by developing the cognitive, affective, and behavioral abilities required for effective cross-cultural interactions (Morris & Robie, 2001, in Koo Moon et al., 2012).

**International Success:** International success is understood as the success and effectiveness of international assignments (Bennett et al., 2000). In this thesis, international success is seen in correlation with job performance and sustainable workforce.

**Job Performance:** Job performance relates to the act of doing a job. Job performance is a means to reach a goal or set of goals within a job, role, or organization (Campbell, 1990).

**Capacity-building:** “Capacity-building is defined as the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world” (United Nations, n.d.).

**Reciprocal exchange:** All partners send and receive one or more participants in an exchange (Allum, 2019). In this thesis, when we talk about the process of exchange, we're talking about reciprocal, or mutual, exchange.

## 2 Research Design and Methodology

### 2.1 Data Collection Methods and Tools

To answer the research questions, I have chosen qualitative content analysis as research method. In addition to researching documents and texts, I will interview four key informants who have leading positions in different levels of organizational structures within the two organizations; (1) Hald International School and (2) Norec. Qualitative content analysis has been chosen as research method due to its capacity to examine themes in both documents, texts, and interviews. Open-ended interviews have been chosen as secondary method by reason of incorporating personal feedback from relevant personnel within each organization.

#### 2.1.1 Qualitative Content Analysis

In this thesis, I will search to examine how documents, texts and key informants understand sustainable development and intercultural knowledge, and its connection to predeparture cross-cultural training (CCT) of expatriates. This includes an examination of the data in terms of both talking and writing about the topic. Qualitative content analysis is a methodology used to analyze qualitative data. One of the first presentations of the term content analysis was introduced in the Webster's Dictionary of the English Language in its 1961 edition. The book presented content analysis as,

*...analysis of the manifest and latent content of a body of communicated material (as a book or film) through classification, tabulation, and evaluation of its key symbols and themes in order to ascertain its meaning and probable effect. (Webster's Dictionary of the English Language quoted in Krippendorff 2019:1)*

Through this definition, content analysis can be used as methodology in terms of creating categories or themes for preliminary data. In this way, the researcher can locate meaning and interpretations through both texts and verbal descriptions and seek to find connections between them. In addition, content analysis frequently considers the text in its social

context. Searching for meaning becomes apparent, and is central to this methodology. Furthermore, content analysis can be described as “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (Krippendorff, 2019:24).

Descriptions of the manifest content, close to the text, as well as interpretations of the latent content, far from the text but nevertheless related to the participants' lived experiences, are included in qualitative content analysis (Graneheim et al., 2017:30). Latent content, in this context, refers to interpretations of the underlying meaning as well as interpretations of the "red thread" found between the lines of texts and conversations. Latent content is often more abstract, whilst manifest content includes more concrete descriptions and interpretations. During the analysis, the researcher frequently starts by categorizing the coded manifest information and then searches for latent content to develop as themes on various levels (Graneheim et al., 2017:30). Manifest content is to be described and latent content must be interpreted while evaluating texts. Interviews are treated similarly because they are transcribed into texts.

Within qualitative content analysis, there are three ways in which researchers can approach the methodology, (1) inductive approach, (2) deductive approach, and (3) abductive approach. An inductive approach is often compared to data-driven or text-driven material, and is categorized by a search for patterns (Graneheim et al., 2017:30). The researcher will in this instance search for similarities and differences in the data, and search to create a theoretical understanding of the findings. A deductive approach, however, can be seen as its opposite whereas pre-existing theoretical frameworks are tested against the collected data. This involves a movement from theory to data, instead of from data to theory which is common for the inductive approach. The abductive approach can be seen as a mixture of the two approaches mentioned. This method involves switching back and forth between inductive and deductive reasoning to gain more comprehensive knowledge (Graneheim et al., 2017:31). In this way, the approaches can be used simultaneously. Krippendorff (2019:43) argues that the abductive approach is most central to content analysis.

Using qualitative content analysis will in this thesis provide instances and insight into predeparture cross-cultural training and subjective interpretations of the matter. Also, the concept of what sustainable development and cultural intelligence is like in praxis will be evaluated. Furthermore, how we can work towards achievement, and presumably how the concept can, or should, be produced will be explored. Further, it can imply what contents should be present in the predeparture cross-cultural training programs in order to find a connection with sustainable development and cultural intelligence. The aim will be to fore take a thematic analysis of documents and texts from both Hald International School and Norec, and other relevant sources.

The documents and texts I will analyze in this thesis will most likely influence new practices on the field of predeparture CCT, and in the stance and connection such training courses influence and generate sustainable development and cultural intelligence on micro, meso and macro levels. It becomes relevant to explore the ways in which the written and spoken discourse affects reality. My aim becomes significantly applicable in this tenure, seeing as the production of new correlations and associations between the predeparture CCT and sustainable development and cultural intelligence can possibly be emitted through content analysis, and more specifically through thematic analysis. However, I am aware of the limitations to my study in regard to the sample size. In section 2.2 I will reason my selection.

The key goal becomes to analyze the data according to the specified context of the documents, texts, and interviews. The context of the selected documents and texts will be described in section 2.2.2. Furthermore, there are many different ways to fore take such an analysis. A thematic analysis will be employed as a method of investigation in this thesis. Assertions analysis is a sort of semantical content analysis that includes thematic analysis. This type of content analysis “provides the frequency with which certain objects are characterized in a particular way” (Krippendorff, 2019:51-52). Thematic analysis can be understood as a framework for interpreting qualitative data that is conceptually independent. Braun and Clarke (2006, in Clarke et al., 2015:230) identified six phases of thematic analysis;

1. Familiarization: The researcher becomes familiarized with the data. The researcher strives to move the analysis beyond the simple and obvious meanings.
2. Coding: A process of identifying patterns in the data, through identifying and labeling relevant features of the data.
3. “Searching” for themes: The researcher creates codes to create a mapping of key patterns in the data.
4. Reviewing themes: The process of searching for themes is put on pause, whilst the researcher evaluates the already made themes to see if they are a good fit with the coded data.
5. Defining and naming themes: The coded data gets named in themes, and a summary of each theme is written by the researcher to ensure clarity in the conceptualization.
6. Writing the report: The themes are used as a framework for the analysis, but conclusions can still be drawn across themes.

In this thesis, I intend to follow Braun and Clarke’s (2006, in Clarke et al., 2015) six phases of thematic analysis to my best efforts. I will also highlight my function as a researcher, as well as the analytic narrative that runs through both data collection, interpretation and analysis. This will be addressed in section 2.4. Thematic analysis has been chosen as method because of its capacity to locate and generate specific themes and categories of interest. In this way, it becomes possible to separate findings into comprehensive themes, while making the process of analyzing data more convenient for the researcher.

### **2.1.2 Sample Size**

As previously mentioned, the sample for collecting data will include both a qualitative content analysis of documents and texts, and open-ended interviews with four key informants. The sample size is therefore limited to documents, texts and interviews within two organizations; (1) Hald International School, and (2) Norec. The study of these will



provide some answers to the research question, on how sustainable development and cultural intelligence is understood within the organizations and the participants, and how this can generate into international success. The organizations were chosen due to their training programs and relevance to my thesis. The collection of data will include both literature review and a thematic analysis, and interviews.

With my research theme in mind, I did a purposive sampling. Purposive sampling is “conducted with reference to the research questions, so that units of analysis are selected in terms of criteria that will allow the research questions to be answered” (Bryman, 2016:410). The goal was to sample data in a strategic way, so that the process of locating relevant data would be highly effective.

### **2.1.3 Literature**

In regard to literature, the objective was to venture into the realms of predeparture cross cultural training programs and their contents, and also to apply these programs to sustainable development and cultural intelligence. In my case, the process started by searching online for any information regarding the impact such training programs have, and the scale as to which it has been researched prior to my starting-point. The search included articles, journals and books on the subject through web portals e.g. Google Scholar, Oria.no, Zlibrary, BIBSYS and Brage. The majority of the literature was available to read online. The findings implicated that there was little to no research on the connection between predeparture CCT and sustainable development. There were however a majority of research connecting predeparture CCT with intercultural competencies and intelligence. Due to this, I found that I perhaps could contribute to new knowledge on the matter and indulge in an area that has yet to be researched.

An essential element of my thesis research is examining north-south and south-south perspectives. Failure to employ a south-south and south-north perspective could lead to misinterpretations and affect the results. It is critical to the study's success that I shed light on white supremacy's misfortunes and how they affect my findings. Being aware of this issue, as well as including authors from the South, will have a positive impact on my

research. However, the sampled literature does not imply or indicate the perspectives of the exchange process, but rather focuses on the nature of cross-cultural training and international success. Key literature on this issue include:

TITLE	AUTHOR	DOCUMENT TYPE
Previous International Experience, Cross-Cultural Training, and Expatriates' Cross-Cultural Adjustment: Effects of Cultural Intelligence and Goal Orientation	<i>Hyoung Koo Moon, Byoung Kwon Choi, Jae Shik Jung</i>	Article
Cross-Cultural Training: A Critical Step in Ensuring the Success of International Assignments	<i>Rita Bennet, Anne Aston, and Tracy Colquhoun</i>	Article
Moderators and Mediators of Cross-cultural Training Effectiveness: Literature Review and Development of a Conceptual Model	<i>Christina Kempf and Dirk Holtbrügge</i>	Journal Article
Transfer of Training: A Review and Directions for Future Research	<i>Timothy Baldwin and J. Kevin Ford</i>	Journal Article
The Flawed Four-Level Evaluation Model	<i>Elwood F. Holton III</i>	Journal Article
Cross-Cultural Competence Training Effectiveness: The Impact Of Training Transfer And Predictors Of Transfer	<i>Emily Greene Feinberg Dr. Paul Hanges</i>	Doctoral Dissertation

#### 2.1.4 Context of Documents and Texts

The context of the chosen documents and texts revolve around the two organizations: (1) Hald International School, and (2) Norec. My wish is to illustrate the contents of their training courses and form a connection between them and sustainable development and the production of cultural intelligence, in order to locate a connection to international success and job performance. In order to fulfill this goal, I have indulged into the realms of reports and guidelines within both organizations. In order to answer the research questions, I decided to look at reports and guidelines that provide direct insight into predeparture cross-cultural training policy and practice in the field of sustainable development and cultural

intelligence. In this section I will present the main documents and texts that will be of use in later discussions.

From Norec it became relevant to incorporate a numerous amount of reports and guidelines to highlight their praxis and goals of their training courses. The reports include both external and internal evaluations. The key components include evaluations and guidelines for the preparatory courses, and the combination of Norec and partner organizations' training. All of the documents have been chosen due to their capability of illuminating the contents within Norec's training courses. Some of the documents highlight sustainability in accordance to the UNs Sustainable Development Goals. The selected texts are written in both English and Norwegian. All data are produced 2019 or later.

In regard to Hald International School, documents and texts that will be analyzed are first and foremost connected to the course plan of studies. Seeing as Hald International School is primarily a school for undergraduates, their efforts in providing a predeparture training program is done in accordance with their curriculum. Firstly, it becomes important to note that Hald International School is a partnering institution with Norec. Norec is responsible for Hald's training courses. However, the training in praxis is conducted by employees at Hald International School, with a mixture of incorporations from Norec and Hald. The document that will be analyzed is a course plan, that highlights some of their training programs. The document is written in Norwegian, and produced in 2021.

ORGANIZATION	DOCUMENT NAME	DATE/AUTHOR	DOCUMENT TYPE
Norec	Preparing for Job Exchanges: An Evaluation of Norec's Training Courses	(Norec, 2020c)	Report and External Evaluation
Norec	Norec's Theory of Change	(Norec, 2020b)	White Paper
Norec	Professional Partner Guideline	(Norec, 2019b)	Report and Guideline
Norec	Norec Årsrapport 2020	(Norec, 2020a)	Report
Norec	South-South and Triangular Cooperation in	(Norec, 2019c)	Journal Article

	Action NOREC-Norwegian Agency for Exchange Cooperation		
Norec	What Do We Know About Exchange for Development?	(Allum, 2019)	Report/Literature Review
Norec	Guideline Courses	(Norec, 2019a)	Report and Guideline
Hald International School	Fagplan: Tverrkulturell Forståelse og Internasjonalt Arbeid	(Hald International School, 2021)	Course Plan

During the analysis, I had to be aware that the sample represents different types of texts. Nearly all of the documents are reports and guidelines. Some include letters from the Government and strategy for 2022. It becomes important for myself as a researcher to evaluate who the documents are for, and for what purpose. This needs to be taken into consideration during my analysis and discussion. Each text has its own criteria. With this in mind, I found that incorporating interviews would be sufficient secondary material. It becomes important to ask oneself whether the documents are relevant and comprehensive enough to be able to answer the research questions. In order to do this, the findings will be discussed in comparison with each other and theories in the field.

### 2.1.5 Interviews

Since the goal is to understand aspects of sustainable development and cultural intelligence within training courses, I have not limited my research to the research of documents and texts, but implemented interviews as a source of data. This is due to the fact that “qualitative researchers typically gather multiple forms of data, such as interviews, observations, and documents, rather than rely on a single data source” (Creswell, 2009:175). Qualitative interviews and literature studies are chosen as the primary source of data collection because of its ability to manage and gain an understanding of both new and old information on the topic. It can give fresh insight into the area of concern, that is lacking within this field today.

Open-ended interviews were chosen as secondary data method because of its capacity to explore social phenomena in-depth. Qualitative interviews “involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants” (Creswell, 2009:181). Case study has been chosen as a strategy for conducting research, due to its capacity to explore in-depth the entities of a program, event, activity, process, or one or more individuals (Creswell, 2009:13). In the gathering of information, I conducted four open-ended interviews with personnel working within the preparatory training courses. With this in mind, I sought out any thoughts and experiences that they had had at their organization in regard to the training programs and sustainable development. In this way, the informants can provide useful information and personal experiences on differing issues. Also, they can help strengthen the interpretation of findings.

The interviews were conducted in Norwegian following a semi-structured interview guide (Appendix 2). All the interviews were conducted on Zoom/Teams, and lasted approximately 60 minutes. One interview lasted approximately 90 minutes. The interviews were recorded via phone and zoom, and transcribed at a later date. This was done with caution and attentiveness. I made a rough sketch of all the interviews before I made categories of topics, for my own convenience. This was done in regard to find similarities and differences between the informants.

“Qualitative research interviews are preferable when the researcher strives to understand the interviewee’s subjective perspective of a phenomenon rather than generating generalizable understandings of large groups of people” (McGrath et al., 2018:1002). With this in mind, the overall goal is not to generalize my findings to cover more than what is researched, but rather to indulge into the landscape of the individual organizations.

## **2.2 Biographical Data**

### **2.2.1 Gender and Education Levels**

The participants in the interviews were chosen due to their role within each organization. Their education levels vary. Both women and men were interviewed. Two women were interviewed at Hald International School, and two men at Norec. The informants consist of personal within the organizations that work with the preparatory training courses. Three of the informants work directly with the courses, whilst one works as an intern. The informants are to remain anonymous, and I will therefore not indulge into their personal data. Informant A and B are employees at Norec, whilst informant C and D are employees at Hald International School.

## **2.3 Data Analysis**

As previously mentioned, thematic analysis was used as primary methodology. The data was also analyzed according to theory based on cross-cultural training, cultural intelligence, and sustainable development. The documents, texts and interviews were analyzed in relation to qualitative content analysis, and their contents were seen in comparison to cross-cultural training theory. Furthermore, these contents were discussed in relation to sustainable development and the United Nations Sustainable Development Goals, and cultural intelligence and training transfer. Within the thematic analysis, these key themes were located; cultural intelligence, training transfer, and sustainable development. These were chosen as themes in accordance with the findings of both documents and interviews.

## **2.4 Data Quality Control**

As a researcher, we must reflect on how features of the study may have affected the results (Jacobsen, 2013:142). In individual interviews and literature studies, one must examine their reliability and validity. Jacobsen (2013) emphasizes that the empirical data must be valid and relevant, and reliable and credible. He divides validity and relevance in two different directions, internal and external validity and relevance. Internal validity and relevance point to a core dilemma in all research, namely whether we actually measure what we think we measure. This depends on the content of the research. External validity and relevance are linked to whether the results from a limited area are also valid in other contexts (Jacobsen,

2013:21). This is often linked to the transferability of the results. In terms of reliability, Jacobsen (2013) defines this by looking at whether the survey is reliable, whether it has been carried out in a credible way that promotes trust.

### **2.4.1 Validity**

To be able to measure the internal validity of a thesis, it becomes relevant to look at the validity of the thesis. This can be done by testing the results against the results of others. This involves performing a check and comparison with other professionals, theory and empirics. If professionals come to the same conclusion as in this thesis, the validity is strengthened. The validity is also strengthened if the professionals used other methods. This becomes a strong argument that the results are valid. The studies in the research project indicate that the results are consistent with both selected theory and empirical data.

Another assessment of the validity of the thesis is carried out by a critical review of sources and the information from the sources. This means whether we have obtained the right sources. The selection of literature must also be examined. The literature study has mainly included relevant textbooks, journals and research projects. I will designate these as reliable sources. Nevertheless, findings may disappear during the preparation of such projects, and the findings may reflect what the authors want to get out of the project. This is also a danger to my research project. In many ways, I look for what will be relevant to my research question and can thus exclude other sources or findings that may be of interest. With this, the findings can be limited in the thesis.

External validity considers the transferability of the results, namely whether the results can be transferred to social phenomena outside the study. It is also discussed whether the findings can be generalized. In a qualitative approach, it is difficult to generalize findings, precisely because of its ability to investigate phenomena in depth. We can never be sure that we have found representative results, but it can still be probable (Jacobsen, 2013:153). As previously stated, the purpose of this thesis is to indulge in personal and organizational convictions on the subject rather than to provide generalizable facts.

## **2.4.2 Reliability**

The entire thesis must be analyzed in order to determine whether the research endeavor delivers outcomes that are trustworthy and credible. I've chosen to include only what I believe is significant because this will be thorough. During the thesis interview phase, I decided to share information about the study topic with the informants. The information provided can be considered as sufficient information (Jacobsen, 2013:32). This entails sharing information that isn't overly detailed but provides only the information that is required. This was done to ensure that my objectives did not influence the informants' reactions or behavior. Nonetheless, I noticed that I had a broad role in the conversation and was able to come up with features as the conversation progressed. This creates a situation in which the interviewer tries to get the answers they desire, which can lead to ethnocentric responses.

Carelessness in the transcription and recording of the informants' statements can also affect the reliability of the thesis. According to Jacobsen (2013), the only way to reduce the number of imprecise errors is to practice and exercise. The problem with the recording and its use lies in the interviewer's representative ability to filter out information, which is made at the time of registration. Throughout the transcription process, I tried to maintain attention and do the assignment with care. However, no one can completely comprehend the complexity of the process.

## **2.5 Ethical Challenges**

The ethical difficulties in this thesis are largely related to the interview procedure. Given that I will be dealing with personal information about the informants, it is critical that I retain and secure the information acquired. Ryen (2016:32) emphasizes the need of ethical norms such as "codes and consent, as well as confidentiality and trust". Codes and consent generally refers to the notion of informed consent, which states that participants have the right to be informed about the research and to withdraw their involvement at any moment (Ryen, 2016:32). This can be accomplished with either a formal written consent form or oral consent. With confidentiality comes the expectation that the informants will be kept



anonymous and their identities will be safeguarded. As a result, the importance of the informants' right to remain anonymous was emphasized. When conducting research and dealing with personal references, the goal of creating an open and trusting environment is never-ending. In order to achieve this between the researcher and the researched, the researcher should be as clear as possible. If the informants have developed a trusting relationship with the researcher, they will be more inclined to communicate their honest opinions and viewpoints.

Individual respect appears to be vital while following the standards of the Norwegian National Research Ethics Committees' guidelines. This includes the need for human dignity and respect for the researched, privacy, project informing, consent and notification, confidentiality, limited re-use of data, personal data storage, responsibility for avoiding harm, respect for third parties, privacy and family life, others' values and motives, and posthumous reputations, as well as defining roles and responsibilities (The Norwegian National Research Ethics Committees, 2022).

For practical reasons, I intend to provide my informants visibility throughout the entire information-gathering process, including access to the interview guide and any changes that may arise along the way. They will also be given a written consent form, which will be kept on an external hard drive with any other personal data. The formal application to NSD is an important part of personal data preservation. This is, in many ways, a required application for research initiatives involving the processing of personal data. NSD has approved my research.

In a difficult and uncertain time, having ethical research guidelines leads the researcher and provides guidance and support. It ensures that research and data collection are done correctly in various domains. In this way, it creates a guideline and resource for the researcher and helps in improving research strategies. Also, such guidelines are helpful in the process of determining role expectations. It's easy to become overburdened with duty and forget the research rules when performing research. In this regard, having particular criteria and norms will relieve the researcher's stress and provide them a sense of success after everything is completed.

## 2.6 Limitations of the Study

Within any kind of research, there are possible limitations. There are two major limitations in this study that could be addressed in future research. Firstly, research design and secondly methodology. Also, problems with the researcher will impact a research study negatively. In this thesis, insufficient sample size can be deemed as a fault and limitation to the study. Seeing as the sample is relatively small, only four participants, the findings can provide a faulty result. It could have been a better approach to include several more interviews and participants. Even more so, as we use qualitative methods to conduct and gather information, there can be a limitation with self-reported data. The production of data is then limited by the fact that it rarely can be independently verified. It comes with the cost that every participant has underlying biases, which will impact their expressions. Becoming aware of these biases and their impact is a challenge in itself.

Seeing as there are only four interviews in this study, there is an implication of generative material. As mentioned previously, this thesis does not wish to develop generative findings but rather indulge in the meaning of individuals and organizations. With this in mind, the findings will not be representative to anything beyond what has been researched. However, the findings can be seen in accordance to future research. Implications for future research will be explored in section 6.2.

Another limitation of the study is connected to the choice of methodology. As I, the researcher, am located in Stavanger and the participants in other cities in Norway we had to conduct the interviews through online programs, e.g. Zoom and Teams. Using such programs can reduce the presence of both the researcher and the participants. If the situation had been different, in-depth personal interviews would have been a better choice of method. Evermore, interviewing participants other than those working in the administration would have provided feasible material. Such as interviewing a larger number of volunteers.

When conducting interviews for data collecting, it is important to keep in mind that any information provided is filtered through the perspectives of the participants. As a result, the material may be skewed and influenced by the interviewee's development and

procedures. Also, not all people are equally articulate and perceptive (Creswell, 2009:179). This can create nuances and differences between the interviewees, and it is therefore important to seek to find both manifest and latent content. Another constraint is the location in which the interviews are conducted, whereas data and information are collected in a designated space rather than in the field itself. Researching statements and subjective articulations of something that has already happened can be time-consuming and requires both the researcher and the interviewees to be self-aware. The researcher's attention to this remark gets comprehensive. The researcher also has a responsibility to be mindful of his or her own prejudices. The researcher, like the respondents, has a personal history and point of view that might impact or change the findings.

There are certain important limitations to be aware of when analyzing documents and texts. First and foremost, it is important to signify and separate the documents according to whom they are written for and by. Using documents and texts can be challenging for the researcher, in terms of seeking out information in hard-to-find places (Creswell, 2009:180). Not all information is public, and this makes the location process seemingly difficult. Also, using documents requires a detailed-eye, and the use of transcription or scanning in order to find relevant information. However, the biggest implication lies within the documents and their accuracy and authenticity (Creswell, 2009:180). This implicates the researchers ability to manage and evaluate the documents relevancy.

# 3 Theoretical Framework

## 3.1 Choice of Theory

In this section choice of theory will be presented. The following theories will be used to investigate the problem statement; (1) Sustainable Development, (2) Cross-Cultural Training, and (3) Cultural Intelligence. Each theory will be addressed individually. The choice of sustainable development was taken due to its capacity to highlight the effects of predeparture cross-cultural training programs, and its ability to compare and evaluate the contents of such training programs. Cross-cultural training was again chosen as a theoretical framework because of its relevance to the subject at large. All literature and theory were localized in diverse textbooks, journals, and relevant reports.

## 3.2 Sustainable Development

Seeing as sustainable development is such a diffusive terminology, it can sometimes be difficult to encompass and understand its meaning. Therefore, it is key to limit and explore its contents. In order to be able to use the terminology in the analysis, it becomes apparent to gain a mutual understanding as researchers. Often, sustainable development is spoken about in terms of sustainability. In this thesis, I wish to separate the two terms and use sustainable development as sole terminology. This is done for the sake of possible misconceptions on the terminology. In this section, I'll attempt to alleviate this misconception by presenting possible definitions and material for my research.

In public decision-making, the term "sustainable development" is frequently used. Sustainable development is difficult to explain because the concepts "sustainability" and "development" are mutually exclusive and appear to be incompatible. Sustainability is a much simpler concept that refers to a system's ability to exist and reproduce over a lengthy period of time. Development, on the other hand, adds an implication of a desired outcome or evolution. The combination of the two evolves into an understanding of sustainable development as consistent of "a manner of human living, which can exist and reproduce on

a long-term basis while providing good living conditions” (Borowy, 2013:2). Evidently, sustainable development is a broad concept.

Sustainable development will in this section be explored in relation to the three discourses on integration, limits and change as expressed by Hugé et al. (2013). Furthermore, sustainable development will be presented through the understanding of the Brundtland Report and the United Nations Sustainable Development Goals (SDGs). In order to be able to use the theory in the discussion, I must seek to evaluate and explore the contents of sustainable development on both a personal and societal level. This can include both how individuals can contribute to sustainable development, and how this can impact the society at large. The change that is depicted in this case is therefore connected to human agency. The findings will be compared to appropriate theories on the subject in order to offer meaningful results. Such a comparison will be executed in section 5. With this in mind, sustainable development has been limited to the components of sustainable development discourse, the Brundtland Report and the SDGs.

### **3.2.1 Integration, Limits and Change**

Seeing as sustainable development is a comprehensive concept, it becomes important to seek to find feasible and tangible descriptions of sustainable development. A possibility will be to explore the “different discourses that coexist under the umbrella of the sustainable development meta-discourse” (Hugé et al., 2013:187). Analyzing such umbrella-discourses can contribute to a greater understanding of sustainable development and its components as a decision-making strategy. Three common sustainable development discourses include; (1) integration, (2) limits, and (3) change (Hugé et al., 2013:190). This entails a view on sustainable development as comprising of different conceptions. A means to understand the term will therefore be to subject oneself to the discourse that is prevalent in one’s society.

Sustainable development as integration presents sustainability as a concept that integrates political, economic, social and cultural development (Hugé et al., 2013:190). As a result, sustainable development is viewed as a concept encompassing numerous dimensions that are interrelated and coexist with the goal of improving human wellbeing across all

dimensions. However, this integration discourse has been criticized for its conventional approach to development. One of the most prominent criticisms of the discourse has been that its contents are of a competing character, rather than links and interdependencies. The challenge in managing effective integration is one of the consequences.

The second sustainable development discourse emphasizes the limitations between human society and nature (Hugé et al., 2013:190). This particular discourse is rooted in ecology, and promotes the view of what is needed in order for a population to be supported by an ecosystem. It focuses on the eventual collision between human population growth and resource availability. In this way, sustainable development is expressed as a terminology that encompasses a strategy for resource scarcities. The main proposal lies within human activity and how it needs to be situated within the limits of ecosystems. In other words, human activity needs to adjust to the surrounding ecosystems.

The third discourse on sustainable development emphasizes the process of oriented change. In this discourse, sustainable development is seen as a process of change, and not as a defined end-state (Hugé et al., 2013:191). The discourse emphasizes the necessity to adapt human behaviors in order to minimize natural resource depletion. To do so, the discourse emphasizes the importance of social transformation processes, which can be achieved through new forms of learning and management practices. Also, the discourse stresses the ability for the concept to change in order to maintain lasting influence. In this respect, adaptable systems are required to deal with global change. Hugé et al. (2013:192) argue that this discourse is rooted at the very core of the notion of sustainable development, because its components correspond with the urgent need for change in present growth trajectories.

The meaning of the sustainable development concept, which is open to interpretation, is a major focus of the three discourses. Interpretations vary, and most greatly within the integration and limits discourses (Hugé et al., 2013:192). Because of this, sustainable development should always be interpreted in accordance to particular contexts. Promoting a single definition of the term would be detrimental to keeping up with ongoing change and challenges, as well as ignoring the discursive diversity (Hugé et al., 2013:192). However, sustainable development does include some key principles that should be

followed, such as equity, precaution, normativity, dynamism and global responsibility (Hugé et al., 2013:192).

### **3.2.2 The Brundtland Report for Sustainable Development**

The United Nations World Commission on Environment and Development, chaired by former Norwegian Prime Minister Gro Harlem Brundtland, warned the world that progress toward sustainable economic development must be made without depleting natural resources or damaging the environment (Borowy, 2013). The Brundtland Report of 1987 shifted the focus of sustainable development from physical to social, economic, and environmental factors. Sustainable development was defined in the Report as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (United Nations World Commission on Environment and Development, 1987). In this way, the landscape of the terminology changed drastically.

### **3.2.3 The United Nations Sustainable Development Goals (SDGs)**

Another way of looking at the contents of sustainable development, is to look into the United Nations Sustainable Development Goals. In its seventieth anniversary in 2015, the United Nations proposed a plan of action towards sustainable development. The plan of action contained 17 new sustainable development goals, with the intent of being fulfilled by 2030 (United Nations, n.d.).

**Figure 1: Sustainable Development Goals**



Source: United Nations (n.d.)

The goals include;

1. No poverty: End poverty in all its forms everywhere.
2. Zero hunger: End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
3. Good health and well-being: Ensure healthy lives and promote well-being for all at all ages.
4. Quality education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. Gender equality: Achieve gender equality and empower all women and girls.
6. Clean water and sanitation: Ensure availability and sustainable management of water and sanitation for all.
7. Affordable and clean energy: Ensure access to affordable, reliable, sustainable and modern energy for all.



8. Decent work and economic growth: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
9. Industry, innovation and infrastructure: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
10. Reduced inequalities: Reduce inequality within and among countries.
11. Sustainable cities and communities: Make cities and human settlements inclusive, safe, resilient and sustainable.
12. Responsible consumption and production: Ensure sustainable consumption and production patterns.
13. Climate action: Take urgent action to battle climate change and its impacts.
14. Life below water: Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
15. Life on land: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
16. Peace, justice and strong institutions: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
17. Partnerships for the goals: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

As portrayed through the SDGs above, the contents of sustainable development are vast and numerous. There is no simple definition. The goals predict and display the vast differences found within the term in a centered manner, proving the different nuances and discourses present in its execution. Furthermore, the goals can be of use in research concerning sustainability in a manageable way. This is due to its distinct depiction of each category. The

SDGs also provide practical and visible proof for each goal, making them simple to comprehend for both researchers and citizens. Through global partnership the UN wishes to achieve the goals of sustainable development through specific plans and strategies, including both governments, civil societies and private sectors.

In this thesis, the relevant SDGs will be discussed. First and foremost, number 17: Partnerships for the Goals is deemed as most relevant due to the focus on cooperation between micro, meso and macro levels. Investigating this link can reveal how predeparture CCT can assist expatriates in achieving long-term development goals.

### **3.3 Cross-Cultural Training (CCT) and Cultural Intelligence**

#### **3.3.1 Cross-Cultural Training**

The emphasis of cross-cultural training has accelerated in recent times (Bennett et al., 2000). “Cross-cultural training is defined as the educative process that is designed to encourage intercultural learning through development of cognitive, affective, and behavioral competencies needed for effective interactions across cultures” (Morris & Robie, 2001, in Koo Moon et al., 2012:292). CCT is seen as a method of enhancing intercultural learning of both intellectual, emotional, and behavioral aspects, in this way.

The outcomes of CCT depend on a variety of situations; (1) characteristics of the trainer, (2) the training methods, (3) length, and (4) timing (Kempf & Holtbrügge, 2020:315). CCT does not necessarily lead to increased performance or international success, but it can create an effectiveness that is moderated through several factors. These include both personal attributes and environmental factors. The contents of cross-cultural training will be presented in Section 4, Field Analysis. The contents of cultural intelligence and adjustment, as well as training transfer, will be investigated as a theoretical framework for interpreting and assessing these components.

#### **3.3.2 Cultural Intelligence and Adjustment**

“Cross-cultural adjustment is generally defined as the adaptation process of living and working in different cultures and is the perceived degree of psychological comfort and familiarity that a person has in different cultures” (Koo Moon et al., 2012:286). When considering cross-cultural adjustment, it's crucial to consider the interaction between previous international experience and predeparture cross-cultural training. In turn, this has an impact on cultural intelligence. Cultural intelligence is defined as “an individual’s competence to function and manage effectively in culturally diverse settings” (Ang & Van Dyne, 2008:3 in Koo Moon et al., 2012:287).

According to Ang et al. (2007 in Koo Moon et al., 2012:287), cultural intelligence has four dimensions: (1) metacognitive (an individual's level of conscious cultural awareness during cross-cultural interaction), (2) cognitive (an individual's knowledge of norms, practices, and conventions in different cultures acquired through experience and education), (3) motivational (an individual's capability of directing attention and energy toward learning and functioning in a multicultural setting) and (4) behavioral (an individual’s ability to portray proper verbal and nonverbal behaviors when engaging with people from various cultures). Cultural intelligence includes cultural awareness, knowledge of norms, customs, and traditions, personal motivation and learning, and behavioral elements, according to this definition.

### **3.3.3 Training Transfer (Transmission of Knowledge)**

The transmission of knowledge, or training transfer, is a crucial part of cross-cultural training, according to Feinberg (2013) and Baldwin and Ford (1988). Training transfer can be described as the extent to which training concepts are applied to the job context, and can include numerous concepts. It can be difficult to explore the ways in which learned knowledge can be transported into praxis and real life scenarios. However, Feinberg (2013) seek to explore these realms, and provide a decent depiction of ways to evaluate this possibility. Their interpretations can be traced back to Baldwin and Ford’s (1988) definition of positive transfer of training. This is described as “the degree to which trainees effectively apply the knowledge, skills, and attitudes gained in a training context to the job” (Baldwin &

Ford, 1988). For this to be possible, learned knowledge must be maintained over a period of time on the job.

Training transfer is proposed by Baldwin and Floyd (1988) as a model consisting of training inputs, training outputs and conditions of transfer. Training-input factors include trainee characteristics, training design and work environment. This includes both personal motivation and ability for trainees to learn, the content of training, and opportunities in the work environment to use what has been learned. Training outputs entail the process of learning and the retention of this process after its completion. The conditions of transfer include the generalization and maintenance of the learned material to the job context, over a period of time (Baldwin & Ford, 1988:64). As the model indicates, for training to transfer, the material must be learned and maintained. The transmission of knowledge is therefore possible due to its influence by both personal, environmental, and contextual factors. However, this model has been criticized for being too outcomes-based, and has been the subject of change by other researchers.

In this thesis, Holton's (1996) transfer of training model will be used as the basis for further discussions. This is due to its holistic approach to training transfer, and to its efforts at moving the discussion away from purely outcomes-based approaches. Holton's model emphasizes several elements that influence the outcomes of training. These include the two elements; (1) motivation elements, and (2) environmental elements, which impact the outcomes of learning, individual performance, and organizational results. Also, secondary elements such as ability and personality prove to have an impact on training transfer. Even more so, Holton's (1996) approach opens up to a more comprehensive and extensive discussion concerning the effects of training and how these can be enhanced within organizations. In section 5, individual characteristics (including motivation, ability, personality etc.) and environmental factors will be discussed in relation to predeparture cross-cultural training transferability in practice.

## **4 Field Analysis**

### **4.1 Presentation of Findings**

The empirical data sampled from the two organizations Norec and Hald International School, will be analyzed according to two major dimensions; (1) Sustainable Development and (2) Cross-Cultural Training. In the following section I will present the main findings from both the qualitative content analysis and interviews, while simultaneously focusing on how the two dimensions are understood. Before being thematically categorized in section 5, the findings will be given in order of organizations and research questions.

The findings will be presented in the context of documents and publications pertaining to predeparture cross-cultural training and its contents, as well as statements made by interviewees on the subject. This section will include both descriptive materials about predeparture CCT and its impacts, as well as specific documents from the two organizations. These will be discussed further in detail in section 5. The majority of the findings were found in theoretical-based articles, documents from the two organizations, and through the empirical study of interviewees.

### **4.2 Documents and Texts**

In this section, findings from the documents mentioned in section 2.2.2 will be presented. Their contents will be evaluated by their relevance to the problem statement. In addition, materials from Norec and Hald International School will be presented in accordance. This is done so that the findings can be presented in a logical sequence.

### **4.3 Norec**

#### **4.3.1 Structure of Training**

"Preparing for Job Exchanges: An Evaluation of Norec's Training Courses" is primarily concerned with how Norec's training models contribute to meaningful job exchanges, both

on personal and institutional levels (Norec, 2020c:6-8). The evaluation article is based on previous evaluations and reports, and in-depth interviews with Norec staff, trainers, partners and participants. The training models under consideration in this evaluation are those that are offered to exchange participants. Two training programs are offered: (1) professional job-exchanges, and (2) volunteer exchanges. However, Norec only hosts professional job-exchange training sessions. Partner organizations organize volunteer exchanges. As a result, professional job-exchanges will be examined in this thesis.

Norec's professional job-exchanges training program contains three learning methods; (1) E-learning modules, (2) Preparatory Courses, and (3) Homecoming Seminars. Seeing as this thesis focuses on predeparture CCT, the preparatory courses are of primary relevance. "The overall objective of the preparation course is to prepare the participants for the exchange" (Norec, 2020c:11). Through the preparatory course, the objective is to prepare the participants as actors within international development and to foster personal reflection through participation. The course, which lasts for 3-5 working days, provides the participants with what they call 'Norec skills'; critical thinking and problem solving, creativity and innovation, communication and collaboration, and interdisciplinary and global understanding (Norec, 2020c:11).

All partner organizations send and receive professionals, or participants, in approximately equal numbers. The organizations then collectively identify their needs and capacities with engagement from Norec professionals. The duration of a partnership between Norec and a partner organization is usually three years, with the exchange of professionals usually being for one year (Norec, 2019b:33-34).

#### **4.3.2 Learning – From Input to Impact**

One of Norec's guiding principles is that exchange is not a one-way street in which one partner offers knowledge while the other receives it. Norec's work, on the other hand, is built on the premise that all participants gain from and learn from each other (Norec, 2019c:30). This involves the notion that participants can engage with each other, and create meaningful networks that enable beneficial learning.

Norec follows a theory of change approach. As seen in Figure 2, this involves a theoretical model that goes from input to impact. The assumption in this approach is that individual learning will contribute to knowledge exchange and thus organizational learning (Norec, 2020c:25). This model might be of great significance in the exploration of the research questions, and will therefore be given some room for explanation. The models imperative seems to be connected to how global exchange strengthens organizations and their ability to influence sustainable development in their local communities (Norec, 2020b). The model demonstrates how Norec’s input and direction contribute to participants’ personal skill and attribute development, which has a beneficial impact on their work capacities and organizations, which, in turn, has an impact on local communities.

**Figure 2: Theory of Change**



Source: Norec (2020c)

“Norec has been created to set in motion and enhance social and economic change” (Norec, 2019c:50). The Norec model of personnel exchange has three levels: (1) the individual level, i.e. the people who are going on exchange; (2) the institutional level, i.e. the organizations that manage the sending, hosting, and return of individuals; and (3) the community level and broader society in which the exchange is embedded at home and abroad. This three-level distinction is a good place to start when looking at how the Norec model might affect change (Norec, 2019c).

On the individual level, Norec aims to provide the participants with new knowledge and skills. Feedback from previous participants indicate self-development beyond technical

skills as an important element of the Norec program. A majority of the reports show an increase in cultural learning, new perspectives on life and career, an increase in social and political engagement, and overall a heightened inspiration for change (Norec, 2019:50c). At the institutional level, change may occur in the form of a transfer of knowledge between the home and host organizations. The individual and institutional levels may affect the community and society at large. This is in particular measured by the change in behavior of the expatriates, and an increase in engagement (Norec, 2019c).

Norec has a great emphasis on sustainable development within their approach. In “What Do We Know About Exchange For Development?” Dr Cliff Allum explores the realms in which mutual exchange can contribute to development. Similarly to Norec’s Theory of Change, Allum (2019) points towards three levels of learning; (1) Individual, (2) Organizational, and (3) Wider (including community and society levels). How this transfers into practice, is one of Allums key concerns. His findings indicate three different categories of learning; skills/knowledge, relationship building and organizational development (Allum, 2019:15). Furthermore, Allum investigates learning at an institutional level, through Norec’s training program. This involves an analysis of how partnerships enable learning through the exchange model. Allum (2019:42) gives an indication of Norec’s next level of learning involving the issue of “how to mutually define individual exchanges, organizational partnerships, and support for social activism (or another definition of civil society that is appropriate) within a whole system and how Norec defines its role within that system”.

### **4.3.3 Learning and Sustainable Development**

Norec strives towards the achievement of the United Nations 2030 Agenda, including the SDGs. Norec promotes a structured approach to the SDGs. As a result, Norec incorporates the SDGs into its exchange programs by examining the goals and targets' importance from three perspectives: (1) partner-oriented goals or technical components of SDGs, (2) cross-cutting features of SDGs, and (3) SDGs incorporated in the Norec model (Norec, 2019c:31). Consequently, Norec conveys the mixture of both their own goals and the goals of partner institutions. Still, some of the SDGs are featured regardless of this. These include the SDGs involving number 5: gender equality, number 8: decent work, number 10: reduced



inequalities, number 12: responsible consumption and production patterns, and number 13: considerations regarding climate change and the environment (Norec, 2019c:31).

As an organization, Norec strives to achieve two key SDGs: number 4: quality education, and number 17: partnership for the goals (Norec, 2019c). In tuning these together, we can see Norec's efforts in combining training and cooperation as key elements in their exchange, with a major focus on sustainable development. The activity of Norec is based on the fundamental conviction that reciprocal exchange of knowledge and skills will promote development (Norec, 2019c). Every partner and participant has something significant to contribute as well as something to learn. As a result, each partner serves as both a knowledge source and a beneficiary. Recognizing one's capacities and potentials, as well as one's requirements as a beneficiary, is especially crucial for a project's total ownership, sustainability, and efficacy (Norec, 2019). "With the goal of building bridges and capacities at the same time, the core of Norec's method could be described as exchange for development" (Norec, 2019c:33).

"The increase in competence, skills and values has the potential to be lifelong and life-changing" (Norec, 2019c:33). Only by having a successful exchange of participants can the exchanges' outcomes be achieved (Norec, 2019b). This raises the question of success, and what makes an exchange successful. This will be discussed in section 5.

## **4.4 Hald International School**

### **4.4.1 Structure of Training**

For Hald International School, the key document of analysis is "Fagplan: Tverrkulturell Forståelse og Internasjonalt Arbeid" (Hald International School, 2021) . A rough translation into English correlates to "Course Plan: Intercultural Understanding and International Work". The document presents the main contents of Hald International School's education and teaching offers, learning methods, and an internship period with emphasis on predeparture and homecoming training. As previously mentioned Hald International School has three different programs of study, whereas "Act Now" is of relevance to this thesis. "Act Now has a

primary focus on exchange cooperation, with job creation, community building and education as important work strategies” (Hald International School, 2021:2). Hald International School hopes to learn more about poverty, its causes, and how to combat it through this program of study.

Both teaching and practice function as elements in a comprehensive course plan. This necessitates a shift in focus and marks a significant distinction from Norec, where the preparatory course does not stand alone in terms of educational efforts. Students take classes at Hald International School on a variety of topics that serve as a predeparture fall course and a local orientation course at the start of their internship. Also, the students take language training prior to their exchange. Mid-exchange, the students take a follow-up course. Prior to their return, the students take a local closing course, and a homecoming seminar after their return. “There is a close connection between the teaching on the autumn course, the teaching in the field, the practice and the teaching on the spring course” (Hald International School, 2021).

As part of the preparatory course, the participants engage in the following courses:

- Culture and intercultural communication,
- Christian faith and ethics,
- Sustainable development,
- Dissemination and advocacy work,
- Leadership and personal growth,
- Poverty alleviation (specific to Act Now).

In addition to the topics presented above, the participants will during the autumn-preparatory course work with some practical preparations for the exchange and internship period. Information and training will be provided in physical and mental health, crisis, preparedness and security, and visa, insurance, finances, participant agreement, etc. (Hald International School, 2021). Local conditions, such as local culture, religion, history, current

conditions, customs, security, and partner organization, are discussed in the preparatory course. This connects the contents of the trainings to a local level (Hald International School, 2021).

The courses are exemplary in the participants attaining knowledge on different cultures, Christian belief, seeing themselves in relation to others, volunteer organizations and their role for the society, and development cooperation (Hald International School, 2021). Furthermore, the preparatory course aims to equip participants with the necessary abilities for reflecting on their own culture, respecting other cultures, working in an international setting, forming cross-cultural relationships, and obtaining international experience (Hald International School, 2021).

#### **4.4.2 Learning and Sustainable Development**

The courses presented above have the intention of providing the participants with a broad spectrum of skills and competencies. Culture is of great emphasis throughout the different courses, with a primary focus on intercultural communication and competence. Ethical dilemmas in connection with faith and advocacy work, are discussed in the fall program as important in order to gain tools, insight and motivation as social actors (Hald International School, 2021). Discussions surrounding leadership and development cooperation are emphasized in relation to conflict resolution and cooperation in a multicultural context.

The Act Now-program's "Poverty Alleviation" course is unique. The course focuses on global and local activities, as well as the role of volunteer organizations in development. In addition, the course emphasizes community development as well as concerns related to aid and development work. The subjects of community building, job creation, and education are all discussed in connection to the larger society (Hald International School, 2021).

The preparatory course has a significant focus on the issues connected with sustainability, and more specifically on the contents of sustainable development. The "Sustainable Development" course gives students a broad overview of global development, poverty, inequality, and North-South concerns. The course situates the Sustainable

Development Goals (SDGs) and the existing development assistance regime within a global political context. Traditional aid, aid history, and Norway's role as a donor country are all critically examined. The course focuses on issues such as poverty, human rights, and climate change (Hald International School, 2021).

#### **4.4.3 Collaboration with Partner Institutions**

Because there is little available information about the substance of Hald International School's preparatory courses, the majority of the findings will be based on interviews with two important informants. I acquired the essential information on these contents, focusing on Informant C and D's input and remarks. Because Hald International School collaborates with Norec on exchange, Norec's report on "Professional Partner Guideline" (Norec, 2019b) is also worth considering. The guideline provides organizations with guidance on how to approach the exchange process, with a focus on mentoring before, during, and after the exchange. This includes Norec e-learning before leaving home, Norec training part 1 at the start of the exchange, and Norec training part 2 before returning home at the end of the exchange (Norec, 2019b:7). Also, Norec hosts a partner training session where contact persons at the partner organizations are introduced to Norec's principles, values, framework and regulations.

It is also worth noting Hald International School's link to the Strømme Foundation, the Norwegian Mission Society, and "Laget" or Norwegian Christian Student and School Association (NKSS). Students at Hald International School participate in internships and exchanges with local and community-based organizations financed by these foundations. Because of this, they have to be aligned and adjust to their organizational values and ethics. Specifically for Hald's Act Now program, they cooperate with the Strømme Foundation for their exchange and internship program. This entails that the students whom attend the exchange, travel and work at one of the Strømme Foundation's projects.

## **4.5 Interviews**

During the interviews, the informants were asked about the contents of their organizations' predeparture CCT programs as well as their own thoughts on themes like sustainable development and job performance. In this section, I intend to present the main findings within the categories of the predeparture training programs, its connection to job performance and learning, and its connection to sustainable development. Later in section 4.6 and 4.7, I will highlight the similarities and differences within the findings and between the two organizations, Norec and Hald International School.

#### **4.5.1 Contents of the Training Programs**

Throughout the four interviews conducted, questions regarding the contents of the predeparture CCT programs were thoroughly investigated in regard to the research questions. First and foremost, it became critical to ask detailed questions about the training programs' contents in order to get a thorough and nuanced comprehension. The questions asked in terms of content were the following:

1. To the best of your ability, can you describe the content(s) of the preparatory training course at your organization?
2. What would you say is unique about your specific preparatory course?
3. Who participates in the preparatory course(s), both for teachers and students?
4. How long does the preparatory course(s) last?
5. How long before departure is the preparatory course(s) completed?
6. Is the course(s) repeated or continued for the same group of students? And if so why/how?

In relation to Norec, the results of these questions indicate that predeparture CCT, or preparatory training, as the informants put it, focuses primarily on the participants' preparation prior to the exchange. Some crucial features were defined as the roles and responsibilities of the participants, as well as the organizations that send them for exchange

and those who receive them. Furthermore, participants were expressly prepared for working and living in a foreign culture as an important feature of the training, with a focus on both professional and social problems that may occur. Preparation for culture shock, intercultural barriers, individual reflection on sustainable development goals and change, and their impact on local communities and cultures, as well as needs and development, were all mentioned as significant aspects of the programs. It was emphasized that the participants learn through both the preparatory courses, the exchange itself, and through the process of homecoming. Their experiences are seen as assets to their sending organization, and it is through homecoming that true change can occur. One of the key points being mutual exchange is beneficial for all parties.

On a more practical level, Norec's preparatory courses are built on the principle of reciprocity. This means that there is a mutual interchange between organizations, and at the preparatory courses, both participants from these organizations interact and reflect together. Participants from various initiatives and organizations gather at Norec's training center at the same time, coming from various nations, professions, and backgrounds. Participants can learn from each other and form networks in this way, rather than only from the course instructors. The groups might range in size from 15 to 40 people from ten different countries. The age range is 18 to 35, with the youth being the primary focus. As a result, the groups may be quite varied from one another, which the informants described as both beneficial and challenging, but introduces new perspectives nonetheless.

The standard training method lasts 3 to 5 days, with digital instruction being included prior to the physical training. Basic information, such as what Norec is about, their mission, and roles and responsibilities, are presented in the digital training. Also, while the preparatory course is intended to take place soon before the participants' departure, Norec's structure is flexible, and in certain cases, participants' training takes place after they have already arrived at their exchange or weeks before they travel. Even more so, the participants of Norec's exchange program are expected to participate in both the preparatory, pop-up sessions and webinars during their exchange, and homecoming training. These are seen as mutually beneficial and connected as a whole, specifically in relation to sustainable development and job performance.

At Hald International School, the predeparture CCT is a little different than at Norec. To begin with, the training lasts about six weeks, with a one-week break before the participants leave for their exchange. The preparatory course is structured around a Vocational School module, with participants attending classes from 9 a.m. to 3:30 p.m. every weekday. Participants are also expected to adhere to a curriculum and submit book reports and larger-scale projects both before and during the exchange. After the exchange, the participants reassemble at Hald International School for an eight-week homecoming course. Their desire is for a long and thorough preparatory course, as well as a course for during and after the deployment. Participants are a mix of Norwegian and international participants who live together in tight quarters during the preparatory training, similar to Norec. The Act Now group consists of ten to twelve Norwegians and ten to twelve international participants from partner countries such as Nepal, Uganda, and Tanzania. However, the size of the group is subject to change. The exchange is for a period of six months.

The main focus of the preparatory course at Hald International School is on participants engaging in an exchange for the purpose of learning and observing. The idea is to accomplish something big after they return to their home town, rather than doing something great in the South. In this approach, the preparatory course is viewed as a tool for each participant to reflect on their own expectations for the exchange. As a result, during the preparatory program, their personal remarks and thoughts on the exchange are explored, with an emphasis on critical thinking and ethical concerns. This includes any circumstances or disputes that the participants may encounter while they are away from home. A critical investigation of the history of Norwegian aid and colonial history, as well as the international role of the United Nations, is emphasized throughout the preparatory course. Other subjects include culture shock, poverty alleviation, sustainable development, and leadership, among others.

#### **4.5.2 Job Performance and Positive Consequences**

The informants were asked questions on qualities and personal convictions on the transmission of knowledge and learning in order to allocate the ways in which the

preparatory training courses influence the participants' capacity and job performance. The following questions were posed in order to provide light on this topic:

1. How do you think the course(s) will help the exchanger perform better at work?
2. What, in your opinion, were the benefits of such a preparatory course(s)?
3. What characteristics do you think such preparatory course(s) can foster?
4. Which aspects of the course(s) were particularly beneficial to you?
5. Are there any aspects of the course(s) that you would like to change after your exchanging experiences? Which one is it, and why?
6. What are your thoughts on the course(s) potential to help the exchanger develop personal qualities?

For Norec, the main teachings in the training is *“to bring everyone to reality, with reflection on what is normal, what is expected, and then imparting tools and knowledge on how to deal with such challenges”* (Inf. A). The participants accomplish this through discussing their experiences with one another. They form networks and collaborate on various tasks while learning from one another. According to Informant A, the actual exchange of knowledge and skills by the participants is crucial. They grow more prepared, as well as more open and eager to learn. They obtain good attributes such as being open and respectful of others' viewpoints, a readiness to learn and be adaptable, a curiosity to learn about various cultures or ways of doing things, and the confidence to share their experiences with others. Participants become capable of identifying their own presumptions and assumptions and become open to various ways of living by questioning each other about their beliefs and thoughts. At Norec's preparatory training classes, the atmosphere is created so that participants feel respected and free to debate and reflect with one another.

Based on the informants' own expressions, job performance and personal development appear to go hand in hand. Informant B describes how participants become more conscious of their own attitudes and values as a result of Norec's preparatory training



program. Furthermore, both during the preparatory courses and during the exchange, these are tested. *"It is only through testing that one can change"* (Inf. B). In this regard, becoming more receptive to learning is crucial. Also mentioned as an important part of the courses is becoming aware of one's own function within the exchange. Informant B believes that by attending the preparatory course, participants will be able to get started on their employment overseas sooner and work on sustainability concerns more quickly, which will enhance the initial projects on an organizational level.

Both informants stated a need for more detailed input from participants and a greater focus on the participants' rights and responsibilities during the interaction when asked what they would alter about Norec's preparatory training. Informant A stated that the largest problem they have is the struggle between time and content. Informant B expressed worry about the development and availability of e-learning, expressing a desire for some of the topics addressed in physical training to be moved online prior to the commencement of physical training. In addition, the informants stated a desire to adapt to the Sustainable Development Goals in order to produce an updated training curriculum. Intercultural communication and sustainability, on the other hand, were judged vital and advantageous with the preparation training.

Informant C from Hald International School stressed the relevance of the preparatory training as a starting point for attitude and behavior training, or a shift in perception and attitude. The participants' attitude toward their goal is specifically studied in terms of an emphasis on learning rather than saving, or altering, the community in which they undertake the exchange. For Informant D the preparatory training provides the required space and resources for participants to learn about their own culture and history, as well as their own role, prior to departure, making them more humble and respectful as participants. *"With tuning this humble learning role, you become a better intern"* (Inf. D). The participants become humble towards context, and culture. Positive consequences of the preparatory training were expressed by both informants as consisting of respect, humility and critical thinking, and adjustments of expectations and responsibilities.

As of what personal characteristics and attributes the preparatory course can foster the informants expressed a cohesive mixture of self-confidence, independence, responsibility and critical thinking, communication skills, patience, and bilingual skills (Inf. C). The personal element of going on exchange was emphasized, and how this personal endeavor is a vital experience in anyone's life. Both informants at Hald International School openly characterize job performance as learning. The important components for greater learning, according to Informant D, are critical, complex thinking, and ethical reflection. For Informant C, becoming aware of the differences between cultural contexts was an important aspect of the preparatory training that influenced the adjustment process.

Informant C noted the need for language education to begin prior to the exchange as something that could have been done better or improved in Hald International School's preparatory training. As of 2021, however, this has been incorporated into their preparatory course. Informant D expressed a desire for the course to be more daring in the training process. Because the Strømme Foundation, the Norwegian Mission Society, and the NKSS are partners and founders of Hald International School, they have to correlate and work together, even though they may have opposing viewpoints. In addition, Informant D showed a desire to improve the process-learning methods, which are linked to teambuilding and task-oriented learning strategies. Even more so, Informant D stated a desire for Hald International School to have "*high ceilings*", meaning a place where everyone can be themselves while also being open to learning.

### **4.5.3 Sustainable Development and Job Performance**

Seeing as the thesis intends to elaborate and examine the domains in which predeparture CCT can improve job performance and sustainable development, the informants were given questions related to this issue. The questions were posed with the intention of eliciting themes and personal observations about sustainable development and job performance during and after the exchange. The following questions were posed to the participants:

1. What are your thoughts on sustainable development? What do you think the term means to you?

2. What are your thoughts on the relationship between preparatory courses and sustainable development?
3. Which of the UN's Sustainable Development Goals were specifically addressed in the training, and which goals did you encounter as being particularly important in your practice?
4. In what ways do you think preparatory courses might help people perform better at work and contribute to sustainable development? If so, how would you go about doing it?

In order for myself as a researcher to completely comprehend the informants' observations on the subject, I needed to know how each informant interprets the terminology for sustainable development. All informants from Hald International School and Norec articulated their interpretation of the term in reference to Gro Harlem Brundtland's 1987 definition, emphasizing that we must use the resources we have now in a way that does not negatively affect future generations. Sustainable development, according to informant D, is a positive and dynamic process that aims to produce beneficial outcomes for the local population. Informant C agrees, noting that we should live in such a way that the current generation is lifted out of poverty and has better living conditions. Sustainable development is *"a concept that looks into sustaining the needs of the current generation whilst at the same time taking into consideration future generations, and striking a balance in that sense"* (Inf. A).

Number 17: Partnership for the Goals is one of the SDGs that is relevant to Norec's preparatory course (Inf. A). In addition, each of the organizations involved in the exchange process and the preparatory courses has its own set of SDGs that it strives to achieve. This concept entails modifying Norec's preparatory course to align with the applicable SDGs for a specific group and session. However, Norec as an organization strives to achieve and be a contributor to partnerships between organizations, communities, and countries. Norec works as *"a platform that allows them to see who is doing what they need and what they can share with each other"* (Inf. A). This is accomplished through reciprocal exchange, which is

Norec's main focus. Norec also contributes to SDG 4: Quality Education. Both their preparatory and homecoming courses are based on information sharing and lifelong learning (Inf. B).

Concerning preparatory training and its contribution to sustainable development, the Norec informants advise that young people be given worldwide job experience and sustainable development knowledge. Norec is a government agency with the overarching purpose of ensuring the long-term viability of the projects and organizations that participate in the preparatory courses. Norec actively seeks to create a sustainable thought process in the participants through these sessions. During the sessions, participants explore many perspectives on sustainability, all of which are influenced by culture and environment (Inf. B). The key point appears to be linked to the ability to learn through the preparatory course, execute the learned content in practice, and hence produce higher job performance within SDG-related initiatives. Informant A identifies one of the most important aspects of the preparatory courses as the ability to turn something abstract into something tangible.

As for Hald International School's Act Now-program, the main SDGs they work towards are 1: End Poverty, 4: Quality Education, 5: Gender Equality, 8: Decent Work and Economic Growth, and 17: Partnership for the Goals. These are in correlation with the Strømme Foundations different exchange programs. Participants in the Hald International School's "Sustainable Development" course learn the theoretical framework and vocabulary definitions before leaving, and before putting what they've learned into practice. Exactly how this can be fulfilled in practice was not emphasized by either of the informants.

## **4.6 Similarities**

The two organizations, Norec and Hald International School, share a lot of similarities. The most striking resemblance appears to be the purpose of reciprocal exchange. Both organizations collaborate with people from Norway as well as other countries like Uganda and Tanzania. The overarching goal appears to be a two-way interchange between companies, with those sending and receiving participants at the same time. Furthermore, the fact that these participants all attend the same preparatory classes is pretty exceptional

and unique. This allows them to talk openly about the project and organizations with which they will be collaborating, as well as cultural differences. It offers an environment where people may learn from each other as well as from the trainers and course instructors.

In addition, the contents of the training programs seem to be similar in the sense that they both reflect upon personal convictions and thoughts, and how this can impact the participants' exchange and job performance. Similarly, both Norec and Hald International School put an emphasis on cultural reflections, and the necessary intercultural skills and knowledge needed. The personal attributes, such as adjusting expectations, are emphasized within both organizations and training courses. Even more so, informants from both organizations expressed the preparatory trainings capabilities of managing abstract and theoretical topics in such a way as to make it tangible and practical, and even understandable.

Another similarity is the participants in each training program, which are mostly young people. Participants at Norec must be between the ages of 18 and 35, and between 18 and 25 for Hald International School, with the emphasis on youth and their ability to obtain international experience. In addition, the informants appear to have the same knowledge of sustainable development terms. All of the informants compared their understanding to Gro Harlem Brundtland's 1987 definition. Furthermore, there is a parallelism in the SDGs' objectives. 4: Quality Education and 17: Partnership for the Goals are the most important SDGs for both Norec and Hald International School.

## **4.7 Differences**

As there are similarities between Norec and Hald International School, there are numerous differences. There are vast differences in both the length of the preparatory training and the exchange itself. For Norec, the focus has been primarily on professionals travelling abroad to work for a lengthy period of time whilst for Hald International School the focus is on students whom attend an institution and cooperate with an NGO Norwegian Organization that deploys interns and students abroad at local projects.

The biggest difference lies within the length of the preparatory courses, and the length of the exchange. For Norec the preparatory course lasts for 3 to 5 days, whilst for Hald International School the preparatory training lasts for as long as 6 weeks. This is an enormous difference, which provides some insight into both the content and time aspect of predeparture CCT. In terms of the exchange it lasts for six months for Hald participants and for approximately one year for Norec participants. There is also a nuance between doing internships and working abroad that is important to point out.

Another significant distinction is the size of the group and the professions represented. The group size in Norec might range from 15 to 40 people, whereas the group size at Hald International School is usually between 20 and 24 people. In addition, the vocations vary depending on the training curriculum. Participants at Hald International School follow a Vocational School program and are primarily students going overseas for an internship, as previously noted. In the instance of Norec, however, this is not the case. Participants at Norec are professionals from various fields who are attending an exchange for a period of time, usually one to three years. As a result, the focus of the preparatory courses at Norec and Hald International School differs, despite the fact that they overlap on several occasions. This is also related to the fact that Norec's preparatory course is more flexible and adaptable to the needs of the participants and their projects, whereas Hald International School follows a more rigid curriculum.

The organizational characteristics of Norec and Hald International School are vastly different. As previously stated, Norec is a government-run agency that collaborates with the government on exchange concerns. They are not a school in the same sense that Hald International School is, but rather a learning center. In many ways, Norec sets the standard for the content of Norwegian government-sponsored training courses. Hald International School, on the other hand, is reliant on its founders and their aims and initiatives. This has the potential to limit the foundation of Hald's preparatory and homecoming courses. While Norec appears to be open to adjusting the topics of the preliminary training, this is not always the case with Hald International School. The organizational structures are different, and can in this way be limiting.

There is a distinction in the impact of the exchanges. The emphasis at Hald International School is predominantly on learning and observing, with the goal of having an impact after the participants return to their home country. Norec, on the other hand, appears to include aspects of impact at both receiving and sending organizations. For Norec, it appears that it is critical for participants to facilitate and grow through the preparatory courses and the exchange itself, thereby facilitating personal and organizational progress overseas. The distinction is between impact at home and overseas, as well as in the field. This highlights a key difference and characteristic between the two organizations that I, as a researcher, must consider while assessing and concluding the data.

## **4.8 Cooperation**

Cooperation appears to be of paramount importance for both organizations involved in participant exchanges between Norway and countries in the South. Cooperation and reciprocity are inextricably linked. Preparatory training, interchange, and job performance are all connected. The materials and interviews all point to the conclusion that participation in predeparture CCT programs should be able to improve job performance and promote long-term growth. The informants feel that the preparatory training had a positive impact on them while also challenging their personal beliefs. They claim that without it, they would have missed out on a key aspect of the exchange, namely the importance of learning and cooperating.

However, the line of questioning makes it impossible to recognize the intricacies in which preparatory training can go wrong. It is critical to point out this flaw. The interviewees all felt that the preparatory training was beneficial to both themselves and others, but no questions were asked about the reverse. Also, seeing as the informants were all employees at the organizations it would not be wrong to presume that they all believe in the trainings benefits, and express these in a positive manner. Because of this, I inquired whether there were any adjustments that could be done. I wanted to give the informants a chance to criticize the aspects of the training that they didn't like. Their responses, on the other hand, were evasive and enigmatic, except for Hald International School's informants. As previously

stated, Norec funds Hald's Act Now exchange with the Strømme Foundation. The informants underlined that Norec and Hald's cooperation could be better, given that there is some information overlap during the preceding trainings. However, it is critical to illustrate and discuss both sides of a phenomenon in any investigation. In section 5, I intend to compare and contrast the findings with the theories presented in section 3.



# 5 Preliminary Results

## 5.1 Predeparture Cross-Cultural Training

In this section, the results of the thematic analysis will be discussed in correlation with the theories presented in section 3. The thematic analysis will in practice function as a presentation of the findings in the following categories; (1) Cultural Intelligence, (2) Sustainable Development, and (3) Transmission of Knowledge. As mentioned in section 2, thematic analysis has been chosen due to its efforts in creating themes and categories of findings. This is seen as a necessity in this thesis due to its large attainment in material and research questions. The findings will therefore be explored in turn, and in comparison to relevant theory and literature on the matter.

In order to properly thematize the findings, and make sure that the research questions are answered, I will begin this section with a reiteration of the research questions. The thesis will investigate the areas of predeparture cross-cultural training and its impact on international success, in line with the research problem's theme. This necessitates a thorough examination of both the preparatory training and the definition of international success. Following the thematic analysis, factors hindering and enhancing international success will be explored. As a result of the findings, a link has been established between preparatory trainings, job performance, and long-term development. This association will be examined and discussed more in this section.

### 5.1.1 Cultural Intelligence

“It seems logical that CCT enhances the trainees’ intercultural competence as it teaches intercultural knowledge and skills and promotes the cultural awareness of the participants” (Kempf & Holtbrügge, 2020:294). The results of the thematic analysis and the collection of data indicates the presence of intercultural competence within the training programs at both Norec and Hald International School. Furthermore, issues relating to cultural awareness and the attainment of skills and knowledge are present within the preparatory courses held

at both organizations. The informants illustrate this throughout the interview process, using examples from personal experiences and what would have happened had they not participated in the trainings. The study of interviewees and documents demonstrates a correlation between what is learned and what is practiced.

In relation to literature on the subject, “expatriates who have greater cultural intelligence are more likely to successfully adjust to their new work setting which, in turn, will enable them to reach high levels of performance” (Setti et al., 2020). But, how can participants in the preparatory trainings develop cultural intelligence in practice? As previously said, cultural intelligence refers to an individual's ability to function in a variety of cultural circumstances (Ang & Van Dyne, 2008 in Koo Moon et al., 2012:287). Given that the exchange is taking place in a culturally varied setting, it is critical that the participants attain this knowledge. The collected data suggests that the contents of the training programs are beneficial for the attainment of cultural intelligence and adjustment. The preparatory trainings cover topics such as culture shock, intercultural barriers, individual reflection on the SDGs and change, and their influence on local communities and cultures, as well as needs, development, and leadership. Both the participants' own cultures and the culture in which they will be working are discussed in the reflections on culture and culture shock.

Through the preparatory training, the participants are given the opportunity to reflect upon personal predispositions in a safe and open environment. However, it is primarily up to the participants themselves and how willing they are to learn and transform learning into practice. As we know through psychology and sociology, it is hard to change attitudes without motivation. Therefore, the participants need to have a personal motivation in order to attain cultural intelligence and enhance job performance and adjustments. “Motivation to learn has a direct relationship with learning” (Holton, 1996:11). The findings indicate this necessity further, stating that the participants need to have an openness and willingness to learn through the preparatory trainings. This correlates with the findings of Ang et al. (2007) indicating the necessity of motivation (Koo Moon et al., 2012:287). In this view, motivation and learning are mutually exclusive, because readiness to learn often stems from personal motivation.

“Cross-cultural adjustments are regarded to be developed by experience and training” (Ang & Van Dyne, 2008; Black et al., 1991, in Koo Moon et al., 2012:287). This intends to raise questions about previous international experience and its relevance for cross-cultural adjustments, as well as to further the development of cultural intelligence. Prior to the exchange, having international experience is considered as an advantage. The data, however, did not reveal if this was common among the informants, participants, or emphasized in the training programs. The emphasis was mostly on the training programs and their substance, rather than the participants' prior experiences. Despite the fact that this benefit was not highlighted in the findings, it is nevertheless essential to emphasize.

The results show that Ang et al. (2007 in Koo Moon et al., 2012)'s cognitive cultural intelligence component, which includes acquired knowledge of norms, practices, and conventions through experience and education, is present. In the sense that the contents focus on providing the participants with the required skills and information on what it means to participate in an exchange, the preparatory training programs serve as a form of education. The main purpose appears to be related to the cognitive component in the sense that the participants' cultural knowledge, both within themselves and in the receiving community, should be influenced by the training.

The metacognitive component, on the other hand, is in line with the training programs' desire to increase participants' cultural awareness. The findings show a considerable emphasis on this concept, with both informants and documents stating that it is important in their trainings. Participants at both Norec and Hald International School have a reciprocal exchange, which means they interact and discuss cultural awareness concerns during the preparatory trainings. As a result, the participants have the opportunity to collaborate in order to better comprehend and raise their awareness of conscious cultural awareness. Both throughout the preparatory trainings and during the exchange and homecoming processes, this is a challenge. It is crucial to highlight, however, that the degree to which the metacognitive component is realized has not been investigated in this thesis. Because metacognitive cultural intelligence is dependent on a fundamental shift in thinking, Ang et al. (2007 in Koo Moon et al., 2012:320) discovered results showing that it may take a long time to develop. As a result, determining whether or not this is attained through the

preparatory trainings is challenging. The components to do this, however, are present in both Norec and Hald International School's trainings.

As we can see from the findings presentation, the preparatory training programs place a strong emphasis on acculturation of behavior and values. Discussions about attitudes and behaviors, and how they may be culturally restrictive, are a key element of the preparatory trainings. The informants underline that understanding how specific behaviors differ from culture to culture and country to country is an important part of the training programs. Furthermore, this corresponds to Ang et al.'s (2007 in Koo Moon et al., 2012:287) behavioral element, which indicates participants' capacity to correctly communicate with persons from other cultures or nations, both vocally and non-verbally. This was found to be of great importance to both the informants, and to the contents of the preparatory trainings.

### **5.1.2 Sustainable Development**

To see how sustainable development can be attained through increased job performance and preparatory training, let's take a closer look at the organizations, documents and informants definitions of the terminology. As we have seen in the findings, the four informants all correlate their understanding of sustainable development to Gro Harlem Brundtland's definition from 1987. But, how can we conceptualize such a broad understanding of the term? By matching the findings with the theory on umbrella-discourses by Hugé et al. (2013) we can portray the nuances of the findings and the research statement.

Any notion of sustainable development is based on one's own biases, ideas, and beliefs. This means that everyone's comprehension is different, which will have an impact on the practice. As a result, personal values, as well as knowledge and communication, become increasingly vital (Brown, 2005:6). "Including 'interiority' in development is unique to conventional and alternative development practices, and analysis suggests it is necessary for sustainability" (Hochachka in Brown, 2005:5). The findings show that both Norec and Hald International School's preparatory training programs place a strong emphasis on personal characteristics, attitudes, and beliefs. The informants were enthusiastic about how the

trainings placed a strong emphasis on personal understandings of various topics. This coincides with Brown and Hochachka's (2005:10) findings, stating that "educational approaches to shift values do work if the person is experiencing the right interior and exterior conditions". In this regard, it is critical that training programs be adaptive to the values and worldviews of each participant. This has been discovered for Norec, but due to organizational dependencies, the preparatory training for Hald International School appears to be less adaptable.

The definition of sustainable development as portrayed by former Norwegian Prime Minister Gro Harlem Brundtland focuses on the degree in which individuals can meet the needs of the present whilst maintaining the needs of future generations (United Nations World Commission on Environment and Development, 1987). Derived in this understanding, sustainable development can be seen as something that craves constant work, and an openness and awareness of such processes and influences. However, this is a diffusive definition that does not provide any specific insight into exactly *how* this should be attained. Even more so, the informants did not describe specifically how they thought this could be done. With this in mind, it's critical to investigate the relationship between the two and to review relevant documents and writings that detail specific procedures.

The findings show that when talking about sustainable development, an adjective is added that reinforces the description of change: "*striking a balance*" and "*contribute towards attaining the development goals*". When it comes to the object of development, we are primarily focused on positive, long-term change. Findings showed that contextualizing the SDGs and incorporating that with a mindset of contribution were directly correlated with the production of long-term change, i.e. sustainable development. Contextualizing sustainable development as long-term change coincides with Hugé et al. (2013) definition of sustainable development as change. This emphasizes development as continuous change, involving learning and management practices in order to promote oriented change. In this way, sustainable development is not seen as an end goal, but rather as a continuous process of interferences between balance and change. The aspect of continuous change is present at both Norec and Hald International School. As mentioned in the results, both organizations are open to changing the components of the training programs and have a strong request

for feedback in order to do so. They are also adaptable in the sense that they can change the contents of the preparatory trainings in regard to the participants needs. Hald International School may be more restricted in this area, as previously mentioned.

Furthermore, the data demonstrate how social, economic, and environmental issues all play a role in sustainable development. This aligns with Hugé et al. (2013)'s definition of sustainable development as integration, in which a continuous process between many dimensions strives for human wellbeing on all levels. This also supports Brundtland's shift in vocabulary to include social, economic, and environmental challenges in addition to physical ones (United Nations World Commission on Environment and Development, 1987).

Findings illustrate the components of sustainable development, and how the term can be contextualized and used in practice. However, the definitions are seemingly illusive and do not provide any indication or specific information as to how sustainable development can be reached in practice. As a result, it becomes important to look into these nuances and explore *the how's* in which this can be fulfilled. Still, the findings indicate that a large proportion of the preparatory trainings include these remarks, and focus on the reflection of sustainable development and the SDGs. The informants unanimously expressed the value of these lessons, citing the preparatory training's ability to make something abstract more concrete.

The SDGs appear to serve as feasible targets that sending and receiving organizations, as well as Norec and Hald International School, aspire for. Specific lessons and reflections on the SDGs make up the majority of the preparatory training. Both Norec and Hald International School integrate components of both the definition of sustainable development and the contents of the SDGs, according to the research. Both organizations have certain SDGs in mind, but they also consider other important objectives. The data suggest that Norec can be flexible in the goals they focus on, depending on the organizational goals of the participants. Both groups, however, are primarily focused on SDG 17, Partnership for the Goals. The assumption of capacity-building is implicit in this objective. This involves both the development of individual skills, as well as organizational

and larger-scale processes. This development can be connected to Holton's (1996) transfer of training model, or transmission of knowledge.

### **5.1.3 Transmission of Knowledge**

In order to see the correlations between cultural intelligence, sustainable development and job performance, an important aspect to further evaluate is connected to the transfer of training. The training programs can only do so much, and are limited in the sense as to which what is learned does not always transfer into practice. Also, not everything can indeed be learned. However, by seeking out the possibilities of training transfer, and the transmission of knowledge, we can find remarkable correlations between the findings and international success.

The findings suggest that training programs can help participants deal with concerns such as cultural differences, communication issues, professional obstacles, personal characteristics, etc. Participants obtain a better grasp of not only the tasks and responsibilities associated with an exchange, but also how they as individuals can contribute to improved job performance and international success at an organizational level, thanks to the training sessions. In order for this to be a possibility, the participants need to be able to use what is learned in practice, to further bring their new acquired skills and knowledge into their job performance and organization. In other words, there is a necessity for a transmission of knowledge.

The motivational and contextual elements that influence learning outcomes, individual performance, and organizational outcomes are the emphasis of Holton's (1996) approach. This aligns with the views of Baldwin and Floyd (1988) and Ang et al. (2007 in Koo Moon et al., 2012) on motivational components. According to the findings, in order for the training to be transferable, it must include personal characteristics of the participants, content that reflects these characteristics, and issues related to culture and communication, as well as the ways in which these factors can affect the work environment and overall performance. Motivation can be derived from numerous places, and a hope for the training is to assist in the participants' desire to do the exchange. Through group work, seminars and

workshops, the participants are given the opportunity to work together and share their experiences. A key hope is for this process to generate feelings of motivation and positivity towards their exchange, which can be translated into their job performance. The informants express this as a “boost” of motivation for change and impactful performance. The findings appear to support the findings of Holton (1996), Baldwin and Floyd (1988), and Ang et al. (2007 in Koo Moon et al., 2012) that personal motivation is required for training to transfer into practice. Participants can become closed off and unwilling to learn if they are not properly motivated, which can lead to the components of the training sessions being forgotten.

Furthermore, *“critical thinking, complexity thinking, and ethical reflections are all crucial components in performing better learning and maintaining a better learning curve, in my opinion”* (Inf. D). In line with the hypothesis, knowledge gained through training programs appears to be transferable to practice when participants use both internal incentive and external organizational goals. Findings show that the participants become more receptive to learning through attending the preparatory trainings. The trainees' cultural adjustment appears to be influenced by expectations formed through cross-cultural training and training transfer (Kempf & Holtbrügge, 2020:310).

## **5.2 Factors Hindering International Success**

Several important points have been raised throughout the analysis. Because the problem statement is linked to the relationship and impact of preparatory training on international success, the findings show both weaknesses and strengths. While many studies show that CCT enhances trainees' cultural adjustment, attitude, and performance, others show little effect or even the opposite (Kempf & Holtbrügge, 2020:294). The strengths and weaknesses of predeparture CCT, and its impact on international success, will be examined in more detail in connection to the literature on the subject.

As mentioned in section 5.1, personal input is of importance for job performance. Lacking motivation, openness and willingness have been characterized as hinderances for growth and change. According to Feinberg (2013), trainees who are open to new



experiences and have a high tolerance for ambiguity are more likely to utilize their new abilities in the workplace. A lack thereof is thought to have a negative impact on achieving higher levels of job performance through preparatory trainings. This also correlates to the issue of motivational attributes, both prior to the preparatory training and enhanced motivation during.

The contents of the preparatory training programs can be of hinderance for international success. Lack of elements on culture, communication, skills and knowledge have been identified as possible hinderances to the enhancement of job performance through this study. Also, the methods, length, and timing of the preparatory course will impact the outcomes for learning (Kempf & Holtbrügge, 2020:315). These have been proven to differ between Norec and Hald International School.

Another hindrance is connected to the organizational and environmental contexts. Organizational goals and the capability to manage and use the learned material can hinder the participants to further their learning curve, and enhance personal job performance, which in turn will impact the possibilities of international success. Also, if there are few or no other employees at the receiving organization with intercultural competencies, the path towards international success can be difficult. In order for this to be possible, the work environment needs to be adapted in a specific way that fosters the application of the newly acquired skills and knowledge in the workplace.

More specifically from the informants, they localized numerous issues with their preparatory trainings. These included the issue of time and content, learning the local language prior to departure, lack of being daring and having high-ceilings, lack of e-learning possibilities and an overlap of content. These issues will have an impact on the participants' learning curve, and their overall experience of the preparatory courses. In turn, this will have an impact on the transmission of knowledge at the work place, and job performance and international success.

For Norec, a hinderance of international success is connected to the contents of the preparatory trainings being lacking in culture-specific teachings, and the fact that they have

a broad mix of professions and partners. This can make it difficult to promote and teach the participants individually, in the sense that the teachings are more general in order to meet the needs of every participant. Their organizational-specific needs are not met in the same way.

For Hald International School, the key hinderance for international success is connected to an overlap in content between the preparatory course held by themselves and the preparatory course held by Norec. As mentioned earlier, Hald International School sends their participants to Norec for their preparatory training course whilst also hosting their own. As a result, some of the contents overlap. The informants from Hald International School expressed this as having a negative result, seeing as the connection between time and content were not met. Also, the fact that Hald is dependent on NMS, the Strømme Foundation and NKSS can be of hinderance when it comes to the contents of the courses seeing as they can have different ideas and views on what these should entail, and limit the possibilities of change.

### **5.3 Factors Enhancing International Success**

Throughout the thematic analysis, the data have presented a correspondence between the likes of predeparture cross-cultural training and the enhancement of cultural intelligence and job performance. Still, the data begs the question: How can the participants use the assets attained through the preparatory training in practice? And exactly how does this correspondence occur? My search has been to alleviate this correspondence, and to see how these are connected to each other. Further, I wish to see the findings in comparison to my original hypotheses.

Hypotheses 1 stated that *“cultural intelligence and adjustments are mediated through the relationship between learning transfer and cross-cultural success”*. Through the mediation of training transfer, the hypothesis aimed to provide light on the relationship between the formation of cultural intelligence and adjustments, and international success. In this aspect, training transfer becomes the important mediator, whereas it was previously considered that training programs would be ineffective if the learned material could not be

transferred to the workplace. However, both the informants and the documents presented in section 2 appear to support the hypothesis. Nonetheless, the literature review revealed that there are differences in the literature on this topic, with some theorists supporting this idea and others opposing it.

Cultural intelligence is a fascinating variable since it is a flexible skill that can be developed through cross-cultural experiences and specialized training (Setti et al., 2020). Kim et al. (2008 in Setti et al., 2020) argued that “a smooth transition across work assignments is critical to an expatriate’s success because the work-role that is executed in the host country may be quite unfamiliar, even though the task is the same as it was in their home country, due to different cultural contexts”. The informants categorized the preparatory training as important in order to facilitate intercultural communication and more efficient job performance. *“If we can get them to work with sustainability a little earlier and better, it will strengthen the projects on an organizational level, and we also have some hopes that we will be able to give them some positive things to bring with them in future jobs”* (Inf. B). Working with issues related to sustainability, cultural awareness and job performance and goals can in this way implicate better learning and practice.

Through the use of Holton’s (1996:9) conceptual evaluation model, we can see the efforts towards linking learning, individual performance and organizational results. Holton proposes this link to be affected by motivation, environment and ability influences (Holton, 1996:9-10). Learning is expected to lead to individual performance change only when these three influences are at appropriate levels. “Trainees who are taught how to apply new knowledge and skills in a job context should have the ability to transfer learning” (Holton, 1996:15).

In order for individual results to transcribe to organizational results, the participants are dependent on a number of factors: “for results to occur, the intervention must be linked with organizational goals (ability), have utility or payoff to the organization and individual (motivation), and be subject to influences of factors outside HRD [human resource development] (environment)” (Holton, 1996:15). The link between the preparatory courses and organizational goals are of primary significance to the organizational impact. The

findings clearly demonstrate the incorporation of organizational goals for the exchange within the preparatory courses at both Norec and Hald International School. Specifically at Norec, the participants engage in meetings with participants from sending and receiving organizations in order to accumulate the purpose of the reciprocal exchange. *"We try to get them [the participants] to reflect on their roles and what they can do to achieve the [organizational] goals"* (Inf. B). Also, at Hald International School the participants engage in classes that demonstrate and put emphasis on the goals and role expectations of the exchange. *"The goal is to accomplish something great when they come back to their own society"* (Inf. D). In this way, the preparatory courses wishes to reflect upon the participants roles and expectations, as well as the organizational element in which they will be working.

"Organizational results are more likely to occur when an HRD intervention has a high expected utility or payoff to both the organization and the individuals" (Holton, 1996:16). The exchange needs to be useful in order for organizational results to occur. This is both in terms of resources and finances, and knowledge and skills. A way to create useful exchanges is categorized by the informants as creating networks. *"There's so many that have built networks and come up with projects that have been so useful to contribute to development and it's just because they met at the training, and they see opportunities"* (Inf. A).

As mentioned under section 5.2 as a hinderance to international success, the heterogeneous nature of the participants at the preparatory courses at Norec can also be seen as a beneficial and enriching element. *"... we create a context where they [the participants] get to discuss and work together with people from different cultures ... and challenge themselves and reflect on their own opinions during the course..."* (Inf. B). Holton (1996:12) notes *"...where programs are offered across an organization to groups of varying ability, it is likely that general cognitive ability will influence training outcomes"*. This relates to the degree in which participants from different organizations and professions learn and challenge each other, and in turn affect their ability to use the training in practice. The same goes for Hald International School, where the participants consist of both Norwegian and international students, with varying degrees of education and motivation. Inf. C expresses this further, stating that *"we see that they [international students] often have other perspectives ... so it is a real enrichment for the whole course and the class"*. *"The most*

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*important component is the international environment, because they learn in a safe bubble”* (Inf. D).

Hypothesis 2 gave the statement *“sustainable development is located within the predeparture cross-cultural training programs as an important variable, and is stressed as an important element in international success”*. The goal was to see if there were any reasonable links between Norec and Hald International School’s predeparture CCT programs and sustainable development. The data revealed that the topic of sustainable development was frequently discussed in the trainings. There was a focus on themes connected to the SDGs, language, and the connection between participants, the SDGs, and sustainable development in practice at both organizations. All of these were emphasized as critical in order for the exchange to be regarded successful. The findings support Norec's theory of change by demonstrating how the preparatory trainings have an impact on both individual and organizational levels. It is highlighted that the personal skills and information gained during the preparatory training be maintained by the organizations and institutions representing the exchange, allowing for an influence on local communities. In this approach, we can see a link between a number of elements that will, in principle, coincide in practice. This theory is supported by both the informants and the documents. It is, however, reliant on a number of factors that were mentioned earlier in the thesis.

The findings indicate certain patterns that correlate further with Norec’s theory of change. The preparatory training contains elements of intercultural dialogue and global understanding, which according to the theory of change increases the participants’ tolerance and cultural sensitivity and provides them with new knowledge and skills (Norec, 2020b). This then relates to an impact on the receiving and sending organization, and the larger-scale networks and communities. In using the output from the training program, the participants are able to influence and develop better services, innovative ideas, increase their network, and develop inclusive and responsible communities. The idea is that this is done in correlation with sustainable development in mind, and more specifically the SDGs.

The results show that the Norec theory of change can be applied to both Norec and Hald International School's preparatory training programs. When asked about the link

between preparatory training and sustainable development and job performance, the informants agreed that the trainings' emphasis on sustainable development had an impact on practice in the sense that they were able to turn something abstract into something tangible and productive. The informants emphasized how they were able to see the relevance and ways in which they as individuals could be of value in achieving the SDGs and contributing to sustainable development at their workplace as a result of gaining knowledge on the subject. *"We learn it theoretically first, before we see it abroad [in action] after ... it made me more conscious as to what sustainable development actually is, and what it means for an individual living in a development country"* (Inf. C).

Hypothesis 3 stated that *"individual learning through the predeparture cross-cultural training programs impacts organizational results, as well as the communities in which they serve"*. This relates to the connection between micro, meso and macro levels of impact. Through the collection of data and analysis, we can see the *how's* in which this is possible. The documents, literature and informants all provided insight into this connection as the predeparture CCT as being comprised of individual and organizational components. *"I felt it had a lot to say in which attitudes one goes into working with ... [and become] more conscious to how the organizations work and how we can do it in a way that puts people first"* (Inf. C). Through the trainings, the participants gain knowledge on both themselves as individuals, their role in the exchange, and the organization in which will be their workplace or internship.

Through the attainment of knowledge and skills, we can see the correlations between the training programs and organizational results, job performance, societal impact and change, and as a result, international success and sustainable development. However, it is important to demonstrate that the preparatory training does not function in a vacuum. It is dependent on surrounding influences, and on the participants and organizations. As previously mentioned, Norec demonstrates this interference in their theory of change (Norec, 2020b). Hald International School supports this idea; *"to do what I can on a personal level, and then try to reach out to others with, kind of, creating attention around sustainable development"* (Inf. C). Furthermore, *"I felt that the preparatory course was directed to what we were doing abroad ... we get more hooks to hang things on"* (Inf. C). Informant C clearly

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illustrated how the contents of the preparatory course gave her/him new knowledge and skills that were of use in the exchange.

Job performance and international success can be influenced by numerous elements, as proposed throughout this thesis. There needs to be a revenue of personal motivation, a presence of personal capabilities and abilities, an open and inclusive learning environment that enables personal growth, and an open environment within the organization that promotes and enhances the possibilities of using the newly acquired knowledge and skills in practice. If, and when, this happens, international success may be possible. At least that is the hope, the idea, for the future.

## 6 Conclusions

In this section, I will summarize the key findings and results of the thematic analysis and discussion. The intention is to see if the analysis and findings correlate with the problem statement and research questions. As a result, I will reiterate the research question: *“How does predeparture cross-cultural training impact international success?”*. Research implications and recommendations for practice will be suggested as per the research findings.

### 6.1 Summary

This thesis had the intention of illuminating the connection between predeparture cross-cultural training and international success, with a primary focus on the contents of predeparture CCT, cultural intelligence, training transfer, and sustainable development. The aim has been to highlight and explore the connection between micro, meso and macro levels of predeparture CCT, and its impact on these levels.

The findings show the foundation for the possibility for training to transfer from individual to organizational impact, as well as to societal and community levels. Through the analysis, we can see correlations between the attainment of individual skills and knowledge through the preparatory courses held at Norec and Hald International School and the use of these during and after the exchange. The informants categorize this as the preparatory courses making them more aware of cultural differences and their role in a complex world. The change, or difference, is expressed by them as being done after the exchange. It is then that they can clearly see the nuances of the training and exchange experiences.

Through the attainment of these skills and knowledge, the participants of the preparatory trainings have the possibility to utilize these during and after their exchange. The key is to foster individual reflections in order to facilitate for wider, organizational and community, change. The transmission of knowledge then becomes precedent. Personal motivation and environmental features have been categorized as influences on training transfer.



In terms of the correlations between predeparture CCT and sustainable development, the findings indicate a connection between the trainings contents, with an emphasis on the interior values of each participant, and long-term change, both personal and organizational. Sustainable development was incorporated as an important element within the preparatory course at both Norec and Hald International School.

The study discovered features of international success that are both a hindrance and an advantage. Cultural intelligence is considered as a beneficial outcome of the predeparture CCT training, as well as a key component in improving job performance and international success. The participants' motivation, environment, and ability have all been shown to have a substantial impact on the courses' ability to effect positive long-term change at both the organizational and international levels. Furthermore, the cross-cultural aspect of Norec and Hald International School's courses is viewed as a critical component of international success.

The participants' motivation, willingness, and openness to learn, the contents of the preparatory training courses, the organizations' abilities to incorporate the participants' acquired knowledge and skills, and time and content, as well as overlap of the contents, have all been identified as possible barriers to international success. However, we can see Norec and Hald International School's attempts in overcoming these potential roadblocks throughout their research. Both within their training courses and with their partner organizations, the organizations appear to aim to create an open learning environment.

Overall we can conclude with the following remarks: International success can be enhanced as a possible result of predeparture cross-cultural training. Both Norec and Hald International School have laid the groundwork for their participants to make a positive influence and change in the world. Through the attainment of cultural intelligence and the transmission of knowledge, the participants have the foundation to cultivate long-term change and sustainable development within the sending and receiving organizations, as well as the society at large.

## **6.2 Implications for Future Research**

The findings of this thesis will be useful to the two organizations studied, Norec and Hald International School, as well as other organizations involved in exchanges and international assignments. The research project sheds light on the conditions that must be addressed in order to achieve international success. As a result, the research project becomes important for scholars interested in continuing or expanding on the subject. Employees in similar companies, institutions, and policies will benefit from the findings. They will be able to identify specific measurements that they should further develop and emphasize.

The research suggests an implication for policy, practice, theory, and subsequent research. The findings of this thesis are important for future research on the subject of predeparture CCT and its connection with international success of foreign assignments, but also on the effects of sustainable development and job performance. In a global marketplace, it has become important for individuals and organizations alike to seek to be sustainable in their efforts. As a result, doing research on how individuals can have an impact on the larger society in a way that does not damage the present or future contributions has become increasingly important.

The research project sheds light on areas that may be of interest for further research. Due to the scope of the thesis, it was not possible to examine all aspects of the predeparture cross-cultural training at Norec and Hald International School. Therefore, further research in various areas may be relevant, such as aspects of individual motivation and previous international experience of the participants. Furthermore, a source for investigation could be with regard to the negative sides of the predeparture CCT programs, seeing as my research did not indicate any specific results in this area. Also, researching the homecoming courses and their connection to the preparatory training can be an interesting topic for further research. This can also help shed light on the overall success of the exchange and the impact of international and local success.

### **6.3 Recommendations**

As a consequence of the study, I would advise both Norec and Hald International School to delve further into how their preparatory training may affect and have a broader impact on

institutions, as well as local communities and societies. Explicitly establishing a link between the two and expressing it in their training programs can be beneficial to both the sending and receiving organizations, as well as the program participants. In order for this to happen, the shortcomings, or hinderances, mentioned throughout this thesis must be overcome.

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# Appendix 1 – Informed Consent Form

## Vil du delta i forskningsprosjektet

### *“Tverr-kulturelt innføringskurs og dens implikasjoner for bærekraftig utvikling”?*

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke sammenhengen mellom tverr-kulturelle innføringskurs og bærekraftig utvikling. I dette skrevet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

#### **Formål**

Formålet med prosjektet er å undersøke to norske organisasjoner som arrangerer tverr-kulturelle innføringskurs for personer som skal på utveksling eller bistandsarbeid i land utenfor Norge. Målet blir å se på kursene innhold og undersøke dem i lys av teori om bærekraftig utvikling. Dermed blir hovedinnholdet i prosjektet å utvikle en sammenheng mellom kursinnhold og konsekvenser i praksis, og videre undersøke hva som må til for at tverr-kulturelle innføringskurs kan bidra til bærekraftig utvikling.

Med bærekraftig utvikling i denne forstand legges det vekt på forståelsen kursholderne og informantene har ut i fra personlige opplevelser.

Prosjektet er en del av en masteroppgave for masterprogrammet “Community Development and Social Innovation” med fordypning i “Migration and Intercultural Relations” ved VID Vitenskapelige Høgskole, Stavanger. Masterprogrammet foregår på engelsk, og masteroppgaven vil også bli skrevet på engelsk.

Problemstillingen lyder som følgende; “How do the chosen organizations train expatriates crossing borders in order to partake in development work?”.

#### **Hvem er ansvarlig for forskningsprosjektet?**

VID Vitenskapelige Høgskole er ansvarlig for prosjektet.

#### **Hvorfor får du spørsmål om å delta?**

Utvalget ble lokalisert på Internett, ved hjelp av veileder. Informasjon om organisasjonene og de enkelte ble lokalisert ved bruk av Google, og ved bruk av organisasjonenes nettsider. Henvendelse om deltakelse ble sendt ut til to organisasjoner, og én enkeltperson. Utvalget ble valgt på grunn av deres relevans for prosjektet.

#### **Hva innebærer det for deg å delta?**

Hvis du velger å delta i prosjektet, innebærer det at du deltar i et personlig intervju. Det vil ta deg ca. 60 minutter. Intervjuet inneholder spørsmål om tverr-kulturelle innføringsprogram for utvekslere og deres innhold. Jeg vil videre spørre om erfaringer du har gjort deg og som du mener har sammenheng med dine tidligere utdannelse og innholdet i kurset/kursene organisasjonen påla deg å delta i. Det vil bli tatt lydopptak og notater fra intervjuet, under retningslinjer fra NSD. Svar og personlige opplysninger vil bli lagret på Dronbox som krever innloggings passord, og ikke på personlig datamaskin.

#### **Det er frivillig å delta**

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket



tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

#### **Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger**

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrevet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Tilgang gis til veileder ved VID Vitenskapelige Høgskole.

Personopplysninger og øvrig informasjon vil bli lagret på ~~Dropbox~~. Navnet og kontaktopplysningene dine vil jeg erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data. Deltakerne vil bli anonymiserte og vil derfor ikke bli gjenkjent i publikasjonen.

#### **Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?**

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er Mai/Juli 2022. Personopplysninger og opptak vil bli slettet ved prosjektslutt.

#### **Dine rettigheter**

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

#### **Hva gir oss rett til å behandle personopplysninger om deg?**

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra VID Vitenskapelige Høgskole har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

#### **Hvor kan jeg finne ut mer?**

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Veileder: Girum Zeleke; førsteamanuensis i samfunnsfag; [REDACTED]
- Bi-veileder: Gerd Marie Ådna; førsteamanuensis i religionsvitenskap; [REDACTED]
- VIDs personvernombud: Nancy Yue Liu; [REDACTED]; [REDACTED]

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

- NSD – Norsk senter for forskningsdata AS på epost ([personverntjenester@nsd.no](mailto:personverntjenester@nsd.no)) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Girum Zeleke  
(Veileder)

Matilde Neverlien  
(Student)

## Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet "tverr-kulturelt innføringskurs og dens implikasjoner for bærekraftig utvikling", og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i personlig intervju

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

-----  
(Signert av prosjektdeltaker, dato)

# Appendix 2 - Interview Guide

## *Intervjuguide for forskningsprosjektet*

### *“Tverr-kulturelt innføringskurs og dens implikasjoner for bærekraftig utvikling”?*

Formålet med denne intervjuguiden er å fremstille hovedinnholdet i forskningsprosjektet. Spørsmålene vil være semi-strukturerte for å kunne produsere relevant informasjon innen emnet. Med bakgrunn i informantenes krav til innsyn i hele prosessen blir intervjuguiden sendt til alle informanter før intervju prosessen begynner.

#### **Innledende spørsmål;**

*Vi begynner med bakgrunnsinformasjon.*

Takk for at du tar del i dette forskningsprosjektet. Du vil forbli anonym i dette forskningsprosjektet. Personvern og alle eventuelle sensitive data blir behandlet i følge VIDs og NSDs forskningsetiske retningslinjer. Funnene vil derfor ikke kunne bli sporet tilbake til informantene. Du kan stoppe intervjuet når du selv vil, og du er ikke bundet til å gi noen begrunnelse hvis du ønsker å trekke deg.

1. Hva er ditt fulle navn?
2. Alder?
3. Kjønn?
4. Hva er din utdanning og arbeidserfaring?
5. Hva er din rolle/arbeidsstilling hos din organisasjon?
6. Hva er ditt syn på bærekraftig utvikling? Hva er din forståelse av begrepet?

#### **Overgangsspørsmål;**

1. Etter din beste evne, kan du beskrive innholdet i innføringskurset hos din organisasjon?
2. Hva ville du sagt var unikt med deres kurs?
3. Hvem deltar i innføringskurset, både når det gjelder lærere og studenter?
4. Hvor lenge varer innføringskurset?
5. Hvor lenge før utreise blir innføringskurset gjennomført?
6. Blir kurset gjentatt eller videreført for samme gruppe studenter og hvorfor/hvordan?

#### **Refleksjonsspørsmål;**

7. Hvordan tenker du at kurset/kursene kan føre til bedre arbeidsytelse for utveksler?
8. Hva ville du sagt var positive konsekvenser av et slikt innføringskurs?
9. Hvilke egenskaper ville du sagt slike innføringskurs kan utvikle?

10. Hvilke deler av kurset opplevde du selv som svært nyttige?
11. Etter erfaringer som utveksler, er det deler av kurset du ville ønsket annerledes? Hvilke og hvorfor?
12. Hva tenker du om kursets evne til å utvikle personlige egenskaper hos utveksler?
13. Hva er dine tanker om sammenhengen mellom innføringskurs og bærekraftig utvikling?
14. Hvilke bærekrafts mål ble særlig fokusert på kurset og hvilke mål erfarte du at ble vektlagt i din praksis?
15. På hvilke måter synes du innføringskurs kan bidra til bedre arbeidsutførelse, som også kan bidra til bærekraftig utvikling?
  - A. I så fall, hvordan?

**Avrundings spørsmål;**

1. Er det noe mer du ønsker å tilføye?
2. Er det noe jeg har glemt å spørre deg om?
3. Er det noen misforståelser du vil ha oppklart?

*Tusen takk for at du tok deg tid til å bli intervjuet.*

# Appendix 3 - Approval from NSD

## NSD sin vurdering

### Referansenummer

595819

### Prosjekttittel

Predeparture cross-cultural training and sustainable development

### Behandlingsansvarlig institusjon

VID vitenskapelige høyskole / Senter for diakoni og profesjonell praksis

### Prosjektansvarlig

Girum Zeleke

### Student

Matilde Neverlien

### Prosjektperiode

01.01.2022 - 13.06.2022

### Dato

25.05.2022

### Type

Standard

### Vurdering (1)

Behandlingen av personopplysninger er vurdert av NSD. Vurderingen er:

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 24.01.2022, samt i meldingsdialogen mellom innmelder og Personverntjenester. Behandlingen kan starte.

### TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 16.05.2022.

### LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

### PERSONVERNPRINSIPPER

Personverntjenester vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om: lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke,

uttrykkelig angitte og berettigede formål, og ikke videre behandles til nye uforenlige formål dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

#### DE REGISTRERTES RETTIGHETER

Personverntjenester vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13. Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18) og dataportabilitet (art. 20). Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

#### FØLG DIN INSTITUSJONS RETNINGSLINJER

Personverntjenester legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32). ~~Dropbox~~ er databehandler i prosjektet. Vi legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29. For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon.

#### MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: [nsd.no/personverntjenester/fylle-ut-meldeskiema-for-personopplysninger/melde-endringer-i-meldeskiema](https://nsd.no/personverntjenester/fylle-ut-meldeskiema-for-personopplysninger/melde-endringer-i-meldeskiema) Du må vente på svar fra oss før endringen gjennomføres.

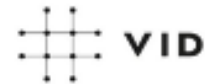
#### OPPFØLGING AV PROSJEKTET

Personverntjenester vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet. Lykke til med prosjektet!

#### Vurdering (2)

Personverntjenester har vurdert endringen i prosjektslutt dato. Vi har nå registrert 13.06.2022 som ny slutt dato for behandling av personopplysninger. Vi vil følge opp ved ny planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet. Lykke til videre med prosjektet!

# Appendix 4 – Compulsory Declaration



## Compulsory Declaration for Master's Theses

Your Name: Matilde Neverlien
Study Program: Master in Community Development and Social Innovation
Course Code and Name: MACOMM 6000-S
Submission Deadline: 13.06.2022 15:00
Number of Words: 22 890

### Examples clarifying what may be regarded as cheating in mandatory assignments and home examinations (bachelor's and master's theses included):

- To copy, duplicate or transcribe text from your own or another person's work without clearly marking as quotations and giving proper references
- To reproduce or reformulate your own or another person's work without giving proper references
- To submit a text that has been copied or downloaded from the internet and passed on as your own work
- To submit a text that you or another person have submitted on a previous examination at any teaching institution, in Norway or abroad
- To submit a text that has been written for you by another person
- To cooperate with other students/candidates in a way that leads to your answer paper in all relevant regards being similar to another student's/candidate's answer paper on an examination or assignment that requires individual work

### Regulations regarding cheating and plagiarism:

- Act regarding Universities and University Colleges § 4-7 and § 4-8
- Regulations Pertaining to Admission, Studies, Examinations, and Degrees at VID Specialized University § 30
- Routines for handling cheating and attempted cheating at VID Specialized University

**By writing my name below, I declare that my master's thesis is written in compliance with these regulations.**

Name: Matilde Neverlien

If my master's thesis is awarded with the grade A, B, or C, I hereby confirm that the thesis may be published on VID Open: (answer yes or no)