



**Survey Results**

**Learning  
in a  
Global  
Workplace**

## About this report

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The Institute for Corporate Productivity (i4cp), commissioned by the American Society for Training & Development (ASTD), conducted the ASTD/i4cp *Learning's Role in Globally Dispersed Workforces Survey 2008* during January 2008. The target survey population consisted of the i4cp and ASTD e-mail lists of primarily high-level human resource and learning professionals. In total, there were 397 respondents to the survey, with 317 respondents saying they worked for global or multinational organizations. Respondents represented a variety of organizational sizes and industries.

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Note: Due to rounding, percentages may not total 100.

# Contents

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■ Summary	2
■ Survey Process	4
■ Presentation of Survey Findings	4
■ Demographic/Company Profile Questions and Results	5
■ Performance Questions and Results	8
■ Learning-Related Questions and Results	10
■ Learning's Role in Globally Dispersed Workforces Survey Tables	18

# Summary

Today's learning challenges are immense – in fact, they encompass the whole world. At a time when globalization has become the norm, the learning content has become more complex, the demand more urgent and the learners more widely dispersed.

The sheer scope of these challenges inspired this collaborative study between the American Society for Training & Development (ASTD) and the Institute for Corporate Productivity (i4cp).

As organizations cross borders and oceans in search of new resources, customers and opportunities, they must often manage diverse and dispersed groups of new employees. The challenge becomes one of creating a unified, integrated workforce that understands the organization's mission, embraces its values and works to achieve a common set of corporate goals and objectives.

This challenge is very real for this study's survey participants. Many respondents indicated that their organizations already have operations in North America, Latin America, Europe, the Mideast, Asia, Oceania/Australia or Africa and/or have plans to expand to those regions within three years. Nearly one-quarter of them have workforces that speak more than 10 primary languages overall!

So, what's the state of learning in today's global companies, and how might learning professionals improve the status quo? Following are some of the key findings from the ASTD/i4cp survey:

- **There's a lot of room for improving learning initiatives in global operations.** Only 29% of respondents to the ASTD/i4cp survey indicated that learning initiatives in their global operations have been successful to a high or very high extent.
- **Learning professionals should be involved more – and earlier – during global expansion plans.** The research found that only a small percentage of respondents (23%) said that at least one member of the learning function joins the project team during initial plans to expand operations beyond national borders (to a high or very high extent), and even fewer (14%) said that learning is involved in teaching managers at headquarters how to begin operations in a new country to that same extent. Yet, both activities were found to be correlated to the success of learning initiatives and the smoothness of transition to global operations.
- **Cultural learning does not begin at headquarters for most companies.** Global organizations tend to work harder at familiarizing employees in new regions with overall corporate values than they do familiarizing headquarters employees



with the culture of the new region. Yet when at least one representative of the learning function joins a project team that focuses on how cultural differences affect management, there is a positive correlation with both the success of learning initiatives and the smoothness of transition to international operations.

- ***But many learning professionals think their companies should do more to increase cultural awareness in their home offices.*** For example, participants thought their organizations should do much more than they actually do in the areas of training trainers in regional learning differences and teaching headquarters about the culture of the new region. This latter activity showed the highest correlation to smoothness of transition among the culture-related activities surveyed.
- ***It pays to go “glocal.”*** Stressing core values of the organization as a whole is a good strategy, but it also makes sense to attend to local conditions. For example, learning success and smoothness of transition are correlated with practices such as engaging in “train the trainer” programs and analyzing local training needs. In addition, developing some combination of local and global ways of learning is also correlated with learning initiative success.
- ***Attention to cultural detail is an important component of learning content.*** While such activities as avoiding the use of colloquialisms may seem like common sense, our study found that this and some other activities that show respect for the local culture do have an impact on the smoothness of transition to international operations and the success of learning initiatives.
- ***Global learning is hindered not just by a lack of resources but also by the fact it’s not a top priority.*** Respondents pointed to budgetary constraints as being the top factor hindering their company’s ability to address learning in global operations, but the idea that learning is not a “top corporate priority” is associated with both a lack of learning success and a bumpier transition to global operations.

These and other findings suggest opportunities for learning professionals. The research indicates it pays to get involved earlier in the global expansion process. But even once this happens, companies are still often faced with limited resources. They must often choose where to invest precious time, money and talent. The research analyses in this paper were designed to help companies make better decisions about which learning practices to select.

## Survey Process

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### Target Survey Population

The target survey population of the *ASTD/i4cp Learning's Role in Globally Dispersed Workforces Survey 2008* consisted of the i4cp e-mail list of primarily high-level human resource professionals and senior-level industry contacts from ASTD. In total, there were 397 respondents to the survey, with 317 respondents saying they worked for global or multinational organizations. Respondents represented a variety of organizational sizes and industries.

### Survey Instrument

In this survey, multiple questions used the well-accepted 1-5 Likert-type scale, with a 1 rating generally designated as “not at all” and a 5 rating as “a very high extent.” There were 25 questions in all, including those geared toward the demographics of respondents. Various questions had multiple parts.

### Procedure

A link to an online survey was e-mailed to the target population during January 2008.

## Presentation of Survey Findings

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For various questions, survey findings are analyzed by two categories.

- The *smoothness of transition* correlation is based on the number of respondents (to any given response) who reported on the extent to which their company's transition to a global or multinational organization (from an integration and operations perspective) went smoothly.
- The *success of learning initiatives* correlation is based on the number of respondents (to any given response) who reported on the extent to which their company's learning initiatives in their global operations have been successful.

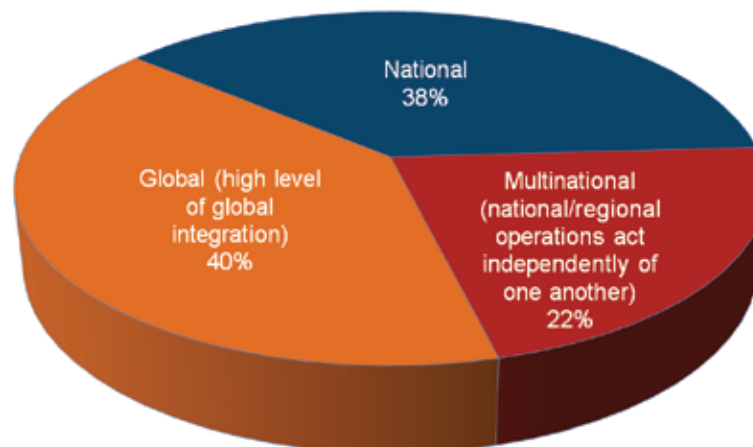
## Demographic/Company Profile Questions and Results

### 1. In what region is your organization headquartered?

**A large majority of the respondents were from organizations headquartered in North America (86%).** Participants also included firms headquartered in Europe (7%) and Oceania/Australasia (4%), with much smaller representation among firms headquartered in the Mideast, Latin America and Africa.

### 2. What is your organization's type of operation?

**Nearly two-thirds of survey respondents represented firms that are already multinational (defined as operations that act independently of one another) or global (defined as having a high level of global integration) in nature.** The largest proportion of respondents were from global firms (40%), and 22% of respondents represented firms with multinational operations. Thirty-eight percent of respondents were from national organizations that are currently operating in one country only.



### 3. Does your organization have definite plans to expand into global or multinational operations within three years?

**About one in five of the respondents from national organizations (21%) indicated their firm has definite plans to expand** into global or multinational operations within the next three years, while 79% have no such expansion plans during that time frame.

### 4. In what region does your organization currently have operations or specific plans to expand within three years?

**Regions most heavily represented include North America (89%), Europe (72%) and Asia (71%).** Half or more of those surveyed also indicated a current presence in Latin America (58%) or Oceania/Australia (50%), with fewer in the Mideast (47%) or Africa (31%).

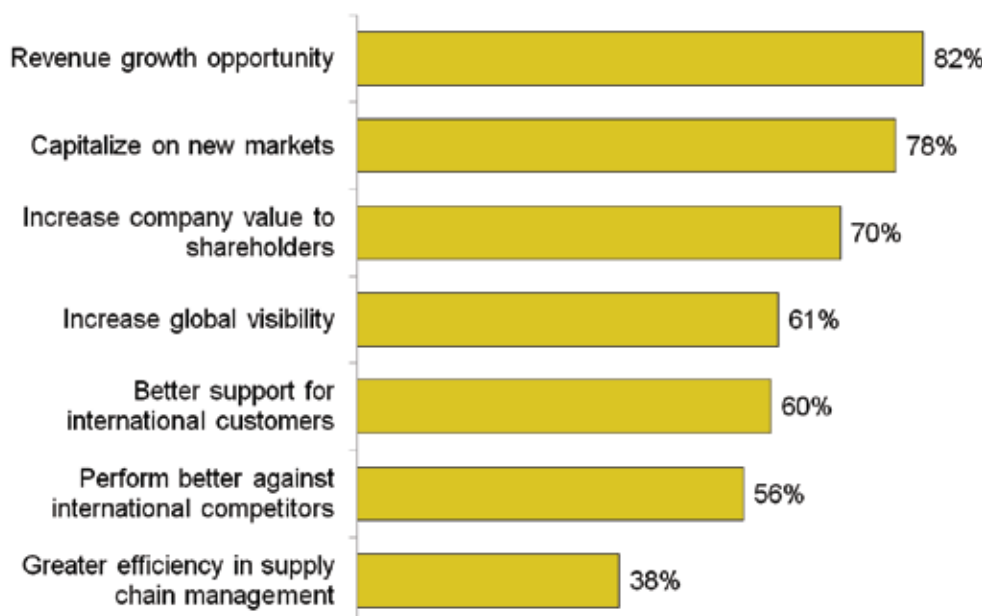
In terms of specific plans for expansion over the next three years, the regions most frequently indicated by respondents include Asia (27%), Europe (21%) and Latin America (15%). Fewer respondents indicated plans to expand into the Mideast (12%), Africa (12%), Oceania/Australia (12%) or North America (12%).

#### 5. How recently has your organization expanded to global operations?

*The global and multinational respondents represented a rather experienced group*, with 45% indicating they expanded to global operations more than 10 years ago. Half of respondents have been operating globally between one and 10 years (20% expanded into global operations six to 10 years ago; 30%, one to five years ago). Just 6% of respondents had expanded into global operations within the past year.

#### 6. To what extent are the following factors a reason for your organization's global expansion?

*A financial payoff appears to be the driving force behind many organizations' reasons for expanding into global operations.* In considering the proportions of respondents indicating they expanded globally to a high extent or very high extent due to specific reasons, the top factors were revenue growth opportunity (82%), capitalizing on new markets (78%) and increasing company value to shareholders (70%). Other popular reasons included increasing global visibility (61%), better supporting international customers (60%) and better performing against international competitors (56%). Our study found a moderate, positive correlation between firms that expanded to increase their global visibility and the smoothness of their transition to international operations ( $r=.17$ ,  $p<.01$ ). We also found a significant positive correlation between firms that expanded to achieve greater efficiency in supply chain management and the success of their global learning initiatives ( $r=.21$ ,  $p<.01$ ).



Percent saying these factors are a reason to a high or very high extent

## 7. In your organization, to what extent is learning more centralized than decentralized?

**Most organizations represented by our respondents reported that learning is mostly or fully centralized (56%).** The largest proportion of those surveyed said their firms' learning is mostly centralized (43%), with 13% indicating it is fully centralized. Twenty-one percent said learning is mostly decentralized, but only 4% said it is fully decentralized and 19% indicated it is about equal.

## 8. How many different primary languages, including English, are spoken by your overall workforce?

**Language complexities abound in our respondents' organizations, with 24% dealing with more than 10 languages** and 37% indicating their overall workforce speaks three to 10 languages. Just 17% of respondents said their workforce represents only two languages, while 22% deal in only one language.

## 9. What is your current title?

**Respondents represented a broad array of mid- to high-level management positions,** with 83% of those surveyed at the director level or above. The largest proportion of respondents were directors (53%), and 21% were vice presidents.

## 10. What is the size of your workforce?

**Organizations of all sizes responded to the survey, with the largest proportion of respondents from firms with 1,000-3,499 employees.** The array of company sizes was fairly evenly dispersed, with 32% having 10,000 or more employees, 30% with 1,000 to 9,999 employees and 39% with fewer than 1,000 employees. Our survey did not find a significant correlation between company size and the success of its learning initiatives.

## 11. In U.S. dollars, what is your organization's total revenue?

**Survey respondents represented organizations with a broad array of total revenue, with the largest single revenue category being revenues of less than \$10 million (17%).** However, respondents were well distributed among total revenue categories, with 39% representing firms with revenues of \$1 billion or more. Our survey did not find a significant correlation between company revenue size and the success of its learning initiatives.

## 12. In what sector does your organization operate?

**A wide array of industries was represented** by survey respondents, with the largest specified proportion coming from the financial services/banking sector (15%).

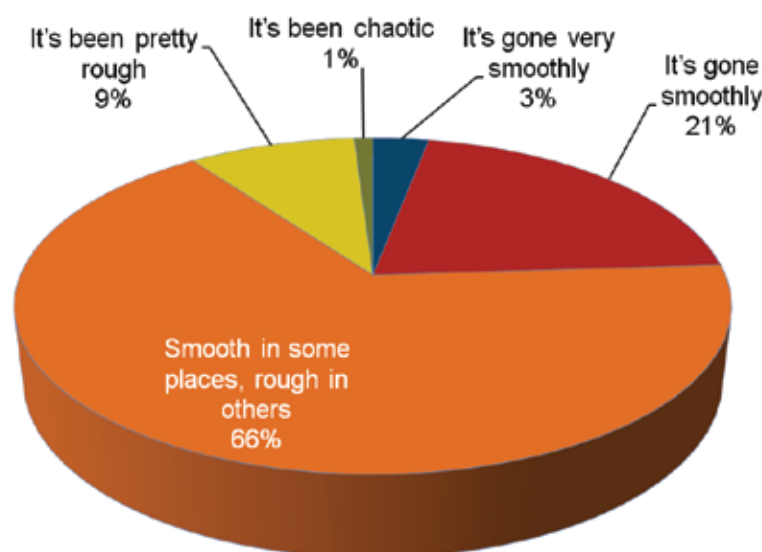
## Performance Questions and Results

### 1. When compared to the past five years, how would you rate your company's performance now?

**Organizational performance has improved significantly in terms of revenues, market share and profitability.** The largest proportion of respondents said their firms are performing better in 2008 than they were five years ago in three of the four organizational performance categories: revenue growth, market share and profitability. However, in the fourth category, customer satisfaction, the largest proportion of respondents said their firms are doing about the same as five years ago. Overall, 17% of firms said revenue growth is at an all-time high, 10% of firms said their market share is at an all-time high and 11% said the same about their profitability. Half of the respondents (50%) said customer satisfaction hasn't changed much for their firms in the past five years.

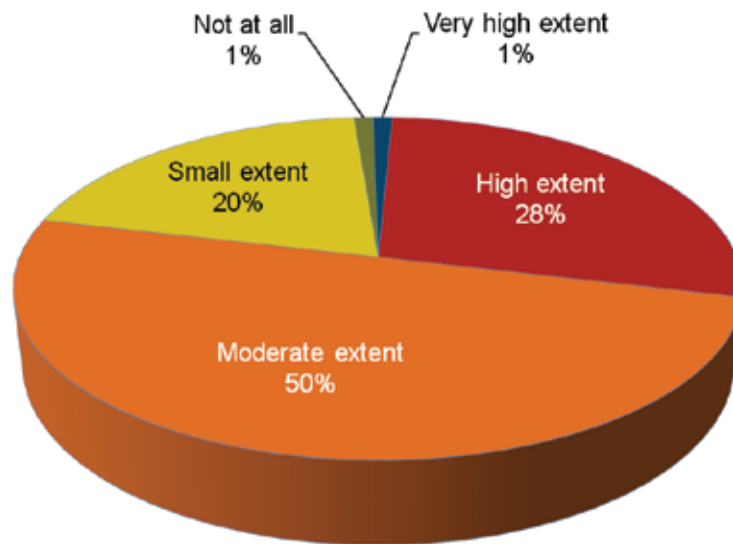
### 2. Generally speaking, to what extent has your organization's transition to a global or multinational organization gone smoothly (from an integration and operations perspective)?

**The transition for most has been smooth in some places, rough in others.** Two-thirds of respondents (66%) indicated the above sentiments in regard to their transition to a global or multinational organization. About one-quarter said things have gone smoothly (21%) or very smoothly (3%). One in 10 said the transition has been pretty rough (9%) or chaotic (1%).



3. Generally speaking, to what extent have the learning initiatives in your global operations been successful?

*The success of learning initiatives falls on a bell curve, slightly skewed to the positive end.* Half of the respondents (50%) indicated their learning initiatives in global operations have been moderately successful. On the positive side, 28% said they are successful to a high extent and 1% said to a very high extent. On the less favorable side, 20% said such learning initiatives have been successful only to a small extent and 1% said not at all.



## Learning-Related Questions and Results

### 1. To what extent does at least one representative of the learning function participate in the following activities related to international operations?

**Results show the learning function skewed toward low involvement in global operations.** About one-third of respondents said they participate to a high or very high extent in developing basic job skills/competencies in international operations (35%) and conducting onboarding/orientation of new employees in those locations (32%). Even with such low levels of involvement, those were the areas in which there was the highest amount of participation by the learning function.

In contrast, about two-thirds of respondents said they participate only to a small extent or not at all in developing language skills for those who need them (67%) or providing pandemic readiness/response training (64%). Half or more responded similarly for developing an understanding among headquarters managers about how to begin operations in a new country (61%), joining the project team during initial plans to expand operations beyond national borders (53%) and joining a project team that focuses on how cultural differences affect management, including training and learning (50%).

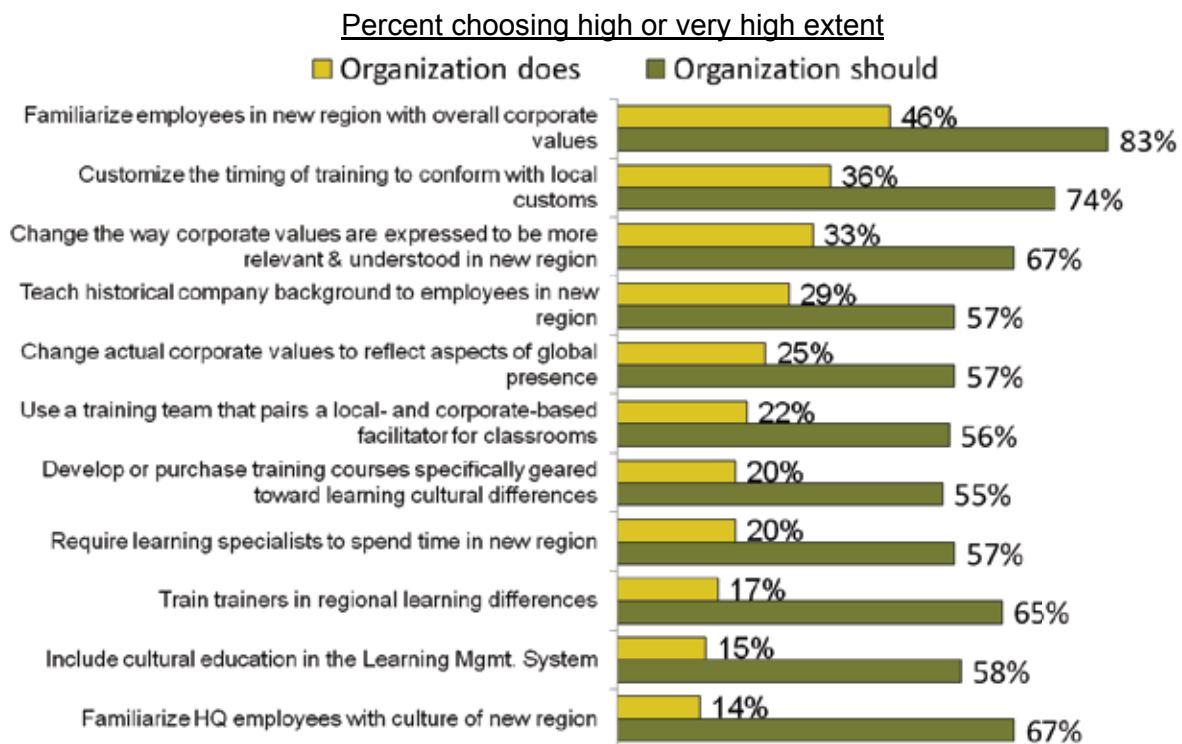
The ASTD/i4cp analysis found that involvement in any of these learning activities is correlated to the success of learning initiatives in global operations, and many of these activities are correlated to the smoothness of the transition to global operations.

Responses	Percent choosing high or very high extent	Correlation with smoothness of transition	Correlation with success of learning initiatives
Teaches basic job skills in the international operation	35%	.27**	.44**
Conducts onboarding & orientation of new employees in the international operation	32%	.22**	.35**
Teaches industry knowledge to employees in the international operation	29%	.24**	.42**
Provides cross-training between HQ & local employees	28%	.14	.42**
Joins project team that focuses on how cultural differences affect management	25%	.26**	.39**
Joins the project team during initial plans to expand operations beyond national borders	23%	.16*	.46**
Provides pandemic readiness & response training	14%	.09	.37**
Teaches HQ managers how to begin operations in a new country	14%	.18**	.46**
Teaches language skills	10%	.14	.38**

\*p<.05 \*\*p<.001

2. To what extent does your organization engage in the following culture-related activities and to what extent should your organization engage in these activities?

**Significant gaps exist between what respondents do and what they think they should do.** Respondents noted that the two top activities in which their companies engage (familiarizing employees in the new region with overall corporate values and customizing the timing of training to conform to local customs) are also the top two activities their organizations *should* be engaged in. However, significant gaps surfaced in the extent to which their companies train trainers in regional learning differences, familiarize headquarters employees with the culture of a new region, include cultural education in their Learning Management System and require learning specialists to spend time in the new region.



(Question 2 continued on next page.)

<u>Responses</u>	<u>Correlation with success of learning initiatives in global operations</u>
Familiarize HQ employees with culture of new region	.47**
Train trainers in regional learning differences	.46**
Familiarize employees in new region with overall corporate values	.42**
Include cultural education in the Learning Management System	.40**
Require learning specialists to spend time in new region	.39**
Change the way corporate values are expressed to be more relevant & understood in new region	.37**
Develop or purchase training courses specifically geared toward learning cultural differences	.36**
Use a training team that pairs a local- and corporate-based facilitator for classrooms	.34**
Change actual corporate values to reflect aspects of global presence	.32**
Teach historical company background to employees in new region	.32**
Customize the timing of training to conform with local customs	.28**

\*\*p<.001

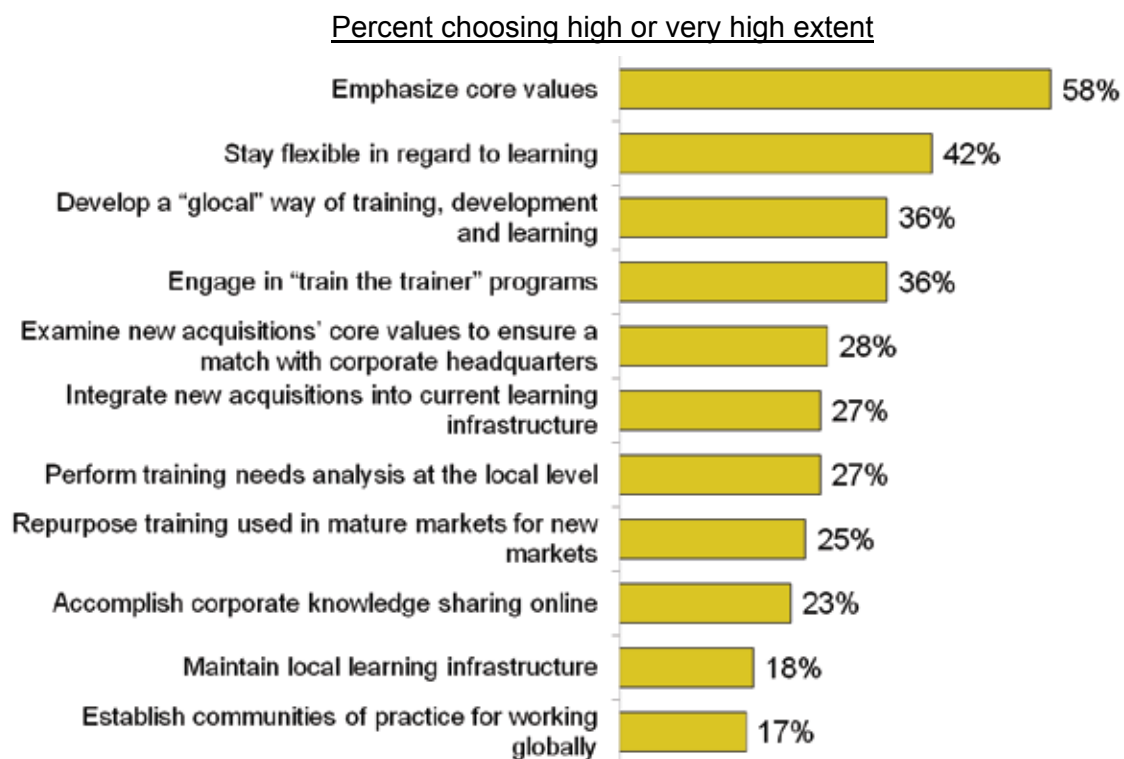
3. To what extent do the following factors hinder your organization’s ability to address learning in global operations?

**Not having enough money, staff and skills are among the obstacles noted by respondents.** The largest proportion of respondents told us that budgetary constraints (59%) and insufficient staff to conduct training (57%) hinder them to a high or very high extent. Many said the same about not having sufficient in-house skills to conduct training (40%) and not having the learning function involved early enough in the expansion (40%). Our study found a significant negative correlation between having insufficient in-house skills to conduct training and the success of learning initiatives. Similar significant negative correlations were found for two other factors: insufficient staff to conduct training and learning not a top corporate priority. This latter factor was also significantly negatively correlated with an organization’s smoothness of transition to global operations.



4. To what extent does your organization engage in the following process-integration activities?

**Sharing core values and staying flexible are the most commonly used activities for integration of processes, but train-the-trainer programs are more related to success.** More than half of respondents (58%) said they emphasize core values to a high or very high extent when it comes to process-integration activities, and 42% said the same of staying flexible in regard to learning. Other activities noted by more than one-third of respondents are engaging in train-the-trainer programs (36%) and developing a “glocal” (combination of global and local) learning approach (36%). Our study found that engaging in train-the-trainer programs was significantly correlated both to the success of learning initiatives and to the smoothness of transition to global operations. Using a “glocal” approach to learning was also significantly correlated to success, and performing training needs analysis at the local level was significantly correlated to the smoothness of transition.



(Question 4 continued on next page.)

<u>Responses</u>	<u>Correlation with success of learning Initiatives in global operations</u>
Engage in “train the trainer” programs	.41**
Develop a “glocal” way of training, development and learning	.40**
Perform training needs analysis at the local level	.35**
Stay flexible in regard to learning	.33**
Establish communities of practice for working globally	.33**
Repurpose training used in mature markets for new markets	.31**
Integrate new acquisitions into current learning infrastructure	.28**
Emphasize core values	.25*
Accomplish corporate knowledge sharing online	.20*
Maintain local learning infrastructure	.16*
Examine new acquisitions’ core values to ensure a match with corporate headquarters	.15

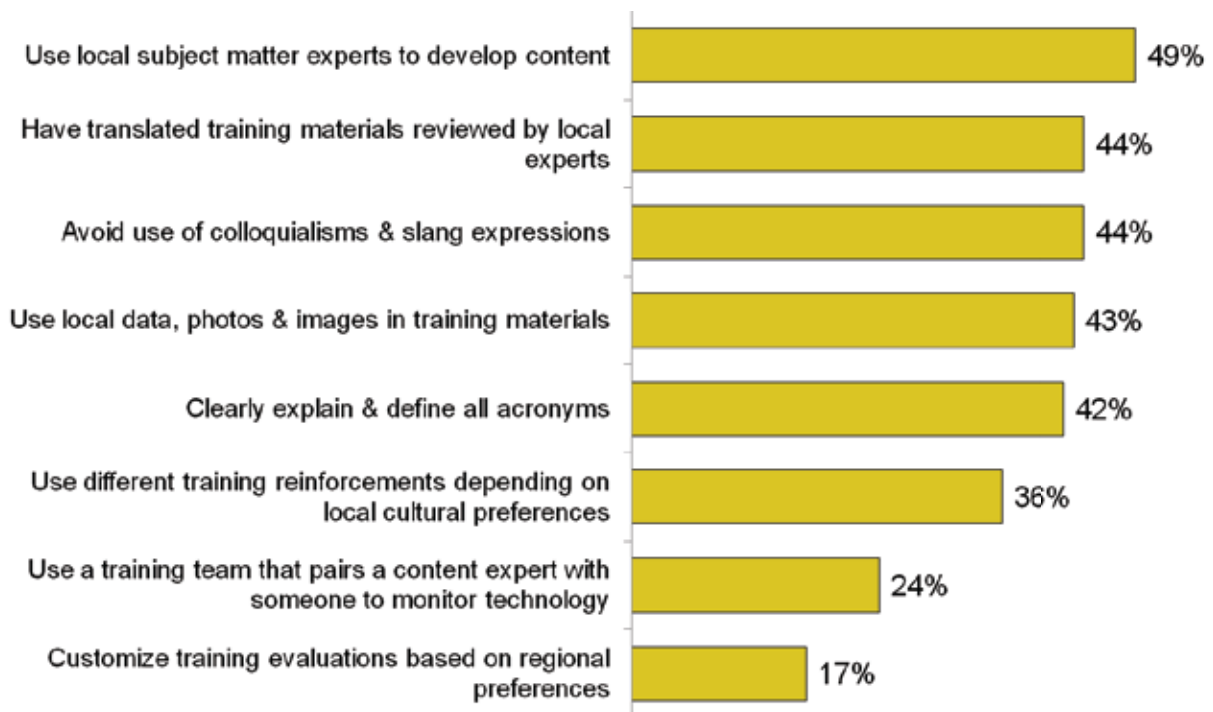
\*p<.05    \*\*p<.001

5. To what extent does your organization engage in the following content-related learning activities?

**Respondents seem to be more attuned to customizing content than delivery.** More than four in 10 respondents said they participate to a high or very high extent in these activities related to learning content: using local subject matter experts to develop content (49%), having translated training materials reviewed by a local expert (44%), avoiding colloquialisms (44%), using local images in training materials (43%) and explaining any acronyms (42%).

They participate to only a small extent or not at all in customizing evaluations regionally (52%), pairing a content expert with someone to monitor technology during training (49%) and customizing training approaches based on the culture (31%). The study found that the content-related activities most significantly correlated to the success of learning initiatives were avoiding colloquialisms and pairing content experts with someone to monitor technology during training.

Percent choosing high or very high extent



(Question 5 continued on next page.)

<u>Responses</u>	<u>Correlation with success of learning initiatives in global operations</u>
Avoid use of colloquialisms & slang expressions	.41**
Use a training team that pairs a content expert with someone to monitor technology	.38**
Clearly explain & define all acronyms	.37**
Customize training evaluations based on regional preferences	.36**
Use local subject matter experts to develop content	.35**
Use different training reinforcements (role plays, tests, etc.) depending on local cultural preferences	.35**
Use local data, photos & images in training materials	.34**
Have translated training materials reviewed by local experts	.29**

\*\*p<.001

# Learning's Role in Globally Dispersed Workforces

## Survey Tables

For more information on the survey and the presentation of the data in the following tables, please see the preceding "Survey Process" and "Presentation of Survey Findings" sections.

### Demographic Questions:

#### Current Title

What is your current title?

Responses	Overall results by percent
CEO/President/Chairman	3.5%
EVP/SVP	5.2
Vice President	21.1
Director	52.6
Manager	13.8
Supervisor	0.7
Other	3.1

#### Global Operations

How recently has your organization expanded to global operations?

Responses	Overall results by percent
Less than 1 year ago	5.7%
1-5 years ago	29.5
6-10 years ago	19.7
More than 10 years ago	45.1

**Workforce**

What is the size of your workforce?

Responses	Overall results by percent
Under 100 employees	14.5%
100-499	14.5
500-999	9.3
1,000-3,499	18.0
3,500-4,999	5.2
5,000-9,999	7.3
10,000-24,999	10.4
25,000-49,999	9.7
50,000-99,999	5.5
100,000 or more	5.5

**Total Revenue**

In U.S. dollars, what is your organization's total revenue?

Responses	Overall results by percent
Less than \$10 million	17.2%
\$10 million to \$24.9 million	8.4
\$25 million to \$49.9 million	5.1
\$50 million to \$99.9 million	8.0
\$100 million to \$249 million	4.7
\$250 million to \$499 million	8.4
\$500 million to \$999 million	9.1
\$1 billion to \$2.99 billion	10.2
\$3 billion to \$9.99 billion	15.3
\$10 billion or more	13.5

**Type of Operation**

What is your organization’s type of operation?

Responses	Overall results by percent
National (operations in one country only)	37.7%
Multinational (national/regional operations act independently of one another)	22.2
Global (high level of global integration)	40.2

**Industry Sector**

In what sector does your organization operate?

Responses	Overall results by percent
Consumer goods	2.1%
Chemicals	1.0
Education	9.4
Energy/utilities	3.5
Entertainment/hospitality	2.8
Financial services/banking	15.3
Food products	1.0
Government	5.6
Hi-tech/telecom	7.7
Hospital/health care/insurance	7.0
Manufacturing	7.3
Mining/agriculture	.7
Nonprofit	6.3
Pharma/biotech/medical device	7.7
Retail	2.8
Service	12.2
Transportation	2.4
Other	5.2

**Headquarters**

In which region is your organization headquartered?

Responses	Overall results by percent
North America	85.5%
Latin America	0.7
Europe	7.4
Mideast	1.8
Africa	0.3
Oceania/Australasia	4.3

**Current Performance**

When compared with the past five years, how would you rate your company’s performance now?

Responses	Overall results by percent					
	N/A	All-time low	Worse	Same	Better	All-time high
Revenue growth	4.3%	2.0%	5.6%	25.4%	45.9%	16.8%
Market share	5.6	0.8	2.3	39.5	42.1	9.7
Profitability	6.4	2.1	7.7	29.4	43.0	11.3
Customer satisfaction	2.6	0.3	2.8	50.0	38.4	5.8

## Learning Questions:

### Plans for Geographic Expansion

Does your organization have definite plans to expand into global or multinational operations within three years?

Responses	Overall results by percent
Yes	21.1%
No	78.9

### Current and Potential Regions

In what specific region or regions does your organization have operations or specific plans to expand within three years?

Responses	Overall results by percent	
	Currently have operations	Plans to expand
North America	88.8%	11.6%
Latin America	57.8	14.7
Europe	72.4	20.9
Mideast	46.7	12.4
Africa	31.1	12.4
Asia	70.7	26.7
Oceania/Australia	49.8	11.6

**Reasons for Expansion**

To what extent are the following factors a reason for your organization’s global expansion?

Responses	Percent of respondents choosing high or very high extent	Correlation with smoothness of transition to global operations	Correlation with success of learning initiatives in global operations
Revenue growth opportunity	81.8%	.11	.02
Capitalize on new markets	78.1	.12	.13
Increase company value to shareholders	69.6	.05	.13
Increase global visibility	61.1	.17*	.10
Better support for international customers	59.6	.10	.09
Perform better against international competitors	56.0	.01	.12
Greater efficiency in supply chain management	38.0	.08	.21*

\*p<.05

**Level of Ease During Transition**

How has your organization’s transition to multinational or global operations gone?

Response	Percent
It’s gone very smoothly	2.59%
It’s gone smoothly	21.24
Smooth in some places, rough in others	66.32
It’s been pretty rough	8.81
It’s been chaotic	1.04

**Success of Learning Initiatives**

Generally speaking, to what extent have the learning initiatives in your global operations been successful?

Not at all	Small extent	Moderate extent	High extent	Very high extent	Mean*
1.05%	20.42%	49.47%	27.75%	1.05%	3.07

\*Based on 5-point Likert scale.

**Smoothness of Transition**

Generally speaking, to what extent has your organization’s transition to a global or multinational organization gone smoothly?

It’s been chaotic	It’s been pretty rough	It’s been smooth in some places, rough in others	It’s gone smoothly	It’s gone very smoothly	Mean*
1.04%	8.85%	66.15%	21.35%	2.60%	3.16

\*Based on 5-point Likert scale.

**Participation in the Activities of International Operations**

To what extent does at least one representative of the learning function participate in the following activities related to international operations?

Responses	Percent of respondents choosing high or very high extent	Correlation with smoothness of transition to global operation	Correlation with success of learning initiatives in global operations
Teaches basic job skills in the international operation	34.6%	.27**	.44**
Conducts onboarding & orientation of new employees in the international operation	31.7	.22*	.35**
Teaches industry knowledge to employees in the international operation	29.0	.24**	.42**
Provides cross-training between HQ & local employees	28.4	.14	.42**
Joins project team that focuses on how cultural differences affect management	24.9	.26**	.39**
Joins the project team during initial plans to expand operations beyond national borders	23.2	.16*	.46**
Provides pandemic readiness & response training	13.9	.09	.37**
Teaches HQ managers how to begin operations in a new country	13.7	.18*	.46**
Teaches language skills	10.4	.14	.38**

\*p<.05

\*\*p<.001

**Participation in Culture-Related Activities**

To what extent *does* your organization engage in the following culture-related activities and to what extent *should* your organization engage in these activities? (Sorted by size of gap.)

Responses	Extent my organization <i>does</i>		Extent my organization <i>should</i>		Gap between what organization <i>does</i> and <i>should do</i>
	Rank	Mean*	Rank	Mean*	
Train trainers in regional learning differences	10	2.3	5	3.8	1.5
Familiarize HQ employees with culture of new region	8	2.4	4	3.8	1.4
Include cultural education in the Learning Management System	11	2.2	9	3.6	1.4
Require learning specialists to spend time in new region	9	2.3	6	3.6	1.3
Develop or purchase training courses specifically geared toward learning cultural differences	7	2.5	8	3.6	1.1
Change the way corporate values are expressed to be more relevant & understood in new region	3	2.9	3	3.9	1.0
Use a training team that pairs a local- and corporate-based facilitator for classrooms	6	2.5	10	3.5	1.0
Familiarize employees in new region with overall corporate values	1	3.3	1	4.2	.9
Customize the timing of training to conform with local customs	2	3.0	2	3.9	.9
Teach historical company background to employees in new region	4	2.9	7	3.6	.7
Change actual corporate values to reflect aspects of global presence	5	2.8	11	3.5	.7

\*Based on 5-point Likert scale.

### Participation in Culture-Related Activities, by Correlations

To what extent *does* your organization engage in the following culture-related activities?  
(Sorted by success of learning initiatives.)

Responses	Correlation with smoothness of transition	Correlation with success of learning initiatives
Familiarize HQ employees with culture of new region	.26**	.47**
Train trainers in regional learning differences	.23*	.46**
Familiarize employees in new region with overall corporate values	.25*	.42**
Include cultural education in the Learning Management System	.22*	.40**
Require learning specialists to spend time in new region	.16*	.39**
Change the way corporate values are expressed to be more relevant & understood in new region	.22*	.37**
Develop or purchase training courses specifically geared toward learning cultural differences	.18*	.36**
Use a training team that pairs a local- and corporate-based facilitator for classrooms	.11	.34**
Change actual corporate values to reflect aspects of global presence	.21*	.32**
Teach historical company background to employees in new region	.20*	.32**
Customize the timing of training to conform with local customs	.04	.28**

\*p<.05

\*\*p<.001

### Obstacles in Learning

To what extent do the following factors hinder your organization's ability to address learning in global operations?

Responses	Percent of respondents choosing high or very high extent	Correlation with smoothness of transition	Correlation with success of learning initiatives
Budgetary constraints	59.0%	-.13	-.24*
Insufficient staff to conduct training	57.1	-.16*	-.34**
Insufficient in-house skills to conduct training	40.0	-.17*	-.35**
Learning function not involved early enough in expansion	40.0	-.23*	-.23*
Travel	37.4	-.10	-.13
Difficulties integrating organizational systems	36.4	-.19*	-.24*
Not a top corporate priority	31.4	-.31**	-.33**
Learning Management System not flexible enough	27.7	-.15	-.06
Differences in time zones	25.7	.08	.00
Incompatible multiple Learning Management Systems	23.7	-.13	.00
Technical connectivity problems	21.9	-.18*	-.14
General communication difficulties	19.2	-.17*	-.25*
Language translation difficulties	17.3	-.02	-.04
Cultural differences	12.9	-.07	-.03
Local vendors are inadequate	12.2	-.03	.04
Corporate values do not translate well	5.8	-.10	-.07

\*p<.05

\*\*p<.001

### Participation in Process-Integration Activities

To what extent does your organization engage in the following process-integration activities?

Responses	Percent of respondents choosing high or very high extent	Correlation with smoothness of transition	Correlation with success of learning initiatives
Emphasize core values	57.8%	.15	.25*
Stay flexible in regard to learning	42.3	.20	.33**
Engage in “train the trainer” programs	36.4	.27**	.41**
Develop a “glocal” way of training, development and learning	36.0	.13	.40**
Examine new acquisitions’ core values to ensure a match with corporate headquarters	28.4	.17*	.15
Integrate new acquisitions into current learning infrastructure	26.9	.20*	.28**
Perform training needs analysis at the local level	26.7	.26**	.35**
Repurpose training used in mature markets for new markets	24.8	.20*	.31**
Accomplish corporate knowledge sharing online	23.3	.23*	.20*
Maintain local learning infrastructure	18.1	.21*	.16*
Establish communities of practice for working globally	17.3	.13	.33**

\*p<.05

\*\*p<.001

### Participation in Content-Related Learning Activities

To what extent does your organization engage in the following content-related learning activities?

Responses	Percent of respondents choosing high or very high extent	Correlation with smoothness of transition	Correlation with success of learning initiatives
Use local subject matter experts to develop content	49.0%	.23*	.35**
Use local data, photos & images in training materials	42.5	.18*	.34**
Have translated training materials reviewed by local experts	44.1	.08	.29**
Avoid use of colloquialisms & slang expressions	44.1	.25*	.41**
Clearly explain & define all acronyms	42.4	.13	.37**
Use different training reinforcements (role plays, tests, etc.) depending on local cultural preferences	35.8	.18*	.35**
Use a training team that pairs a content expert with someone to monitor technology	24.0	.10	.38**
Customize training evaluations based on regional preferences	17.2	.05	.36**

\*p<.05

\*\*p<.001

**Centralized vs. Decentralized Learning**

In your organization, to what extent is learning more centralized (i.e., initiatives are developed and coordinated through a central authority) than decentralized (i.e., each regional location is given the autonomy to formulate and implement learning initiatives)?

Responses	Overall results by percent
Fully decentralized	3.7%
Mostly decentralized	21.1
Equal	19.1
Mostly centralized	42.9
Fully centralized	13.3

**Amount of Primary Languages Spoken**

How many different primary languages, including English, are spoken by your overall workforce?

Responses	Results by overall percent
One	22.1%
Two	17.0
Three–Five	23.0
Five–10	13.6
More than 10	23.8

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