Chapter 5
Effective Training for International Cross-Cultural Collaboration and Leadership

Yvette Durazo
National University San Diego, USA

Margaret Manning
California State University – Dominguez Hills, USA

Giuseppina Wright
California State University – Dominguez Hills, USA

ABSTRACT
The purpose of this chapter is to share effective training methods designed to prepare business leaders for global cross-cultural collaboration and for the preparation to be utilized by practitioners, theorists and researchers from fields as diverse as humanities, sociology, psychology, Alternative Dispute Resolution (ADR) and business. The chapter analyzes existing literature with real-life case studies, such as integration policy in Sweden, the teaching of International Peacebuilding, training for Alternative Dispute Resolution in Mexico and first-hand observations of Morocco. Chapter findings suggest that experiential learning or learning-by-doing works best to effectively instill cross-cultural collaboration to shape global leaders. The authors propose further research be conducted to measure qualitative and quantitative results of cross-cultural training and implementation.

INTRODUCTION
Technological trends in the last 25 years not only made the world smaller, but also improved global access to the internet. Moreover, international cross-cultural growth has been fueled by trends such as (i) global business and outsourcing; (ii) continental alliances like the European Union (EU) and the Union of South American Nations (UNASUR); (iii) common currencies, such as the Euro and BitCoin (Snyder, 2014); (iv) free trade agreements, such as North American Free Trade Agreement (NAFTA Secretariat); (v) Free Trade Zones, such as Tangiers in Morocco (Benchmai,
2008); and (vi) transportation advances, including the widening of the Panama Canal (Wilkinson, 2014) and the construction of the new Tanger Med II port in Morocco (Benchemsi, 2008). These modern trends enable connections around the world and, at the same time create an urgent need for training of cross-cultural collaboration and leadership. Hence, as the world has shrunk due to technology and intense global commerce, companies face barriers as they encounter different cultures, values and communication styles. Hofstede (1983) found 50 years ago that “management was something universal” (p. 75). Differences between business partners were expected to shrink and eventually dissolve according to a set of principles called the convergence hypothesis (Hofstede, 1983). However, the genesis of the European Common Market, which later became the European Union, made it clear that convergence was not the solution for future business leadership, development and practice.

The chapter analyzes research on cultural framework, discusses collaborative terms, examines current global leadership training techniques, uncovers on-going problems and introduces implementation of cross-cultural collaboration tools and methods, including case studies of Alternative Dispute Resolution (ADR). The case studies illustrate and propose methods to facilitate conflict resolution and global collaboration. One case study describes the challenges of Swedish integration policy, another discusses teaching International Peacebuilding to undergraduate students and the last case study focuses on practical ADR training for attorneys in Mexico. Finally, the chapter addresses challenges to successful international cross-cultural collaboration and proposes essential components for training programs for effective global leadership.

**BACKGROUND**

**Complexity of International Collaboration**

Collaboration is difficult and complex, particularly “…in reality of the international field” (Marsick & Cederholm, 1988, p. 11). Pedersen’s research determines that cultural identity issues such as language, culture and religion can be more complicated than socio-political differences (2006). Therefore, training leaders on the basis of the common ground of recognition and dignity can foster collaboration and prosperous business and organizational development (2006). Western business practices typically promote scientific models with linear cause and effect, promoting what Kimmel refers to as “scientific knowledge” (2006, p. 644) that seeks to simplify complex issues. For example, Requejo and Graham (2008) observed American business models approach complex tasks sequentially and settle issues one at a time. In contrast, non-Western cultures discuss issues using a holistic approach in which “nothing is settled until the end” (Requejo & Graham, 2008, p. 29). The complexity theory of multiculturalism assumes that reality is more complex than simple theories and is described by Pedersen as “…chaotic, complex, non-linear dynamic” (2006, p.657). International collaboration frequently adds another dimension of uncertainty. For example, the giant British supermarket chain, Tesco’s Fresh & Easy markets failed in California within five years, even though Tesco “dispatched executives to live with American families, peek into their refrigerators and trail them on trips to the grocery store” (Li, 2013, para. 1).