

EXPATRIATE MANAGEMENT: THE ROLE OF SELF-EFFICACY AND MOTIVATION

Dr. Joshua O. Miluwi

Associate Professor, Commerce & Management, Career College,
and Visiting faculty Career institute of international management
Barkatullah University Bhopal, M.P.

Ms. Hina Rashid

Department of Social Sciences, Saifia College, Barkatullah University Bhopal

Abstract:

Previous research on the expatriate experience has identified several unique individual and organizational factors that influence success or failure on expatriate assignments. Adopting a performance theory perspective, we propose that these and other factors affect expatriate success through their impact on assignment self-efficacy and motivation. We present a new process model and several propositions to study success on expatriate assignments.

Keywords: expatriate; performance theory; self-efficacy; motivation; human resources.

1 Introduction

Globalization is no longer just the wave of the future: it is the tide of the present, and projected to continue well into the future (see, e.g., Tung and Varma, 2008). In this scenario, organizations that will remain competitive are those that have leaders with the best understanding of foreign markets, foreign business practices, and cultural norms. Indeed, research has shown that there is a positive relationship between the internationalization of an organization's business leaders and the organization's business success (e.g., Stroh and Caligiuri, 1998).

While international assignments are critical to global success, expatriates sometimes fail to achieve company objectives, and these failed assignments are extremely costly and can severely affect an organization's bottom line (Halcrow, 1999; Lazarova and Caligiuri, 2001). Indeed, average expatriation and repatriation costs are estimated at one million dollars per assignee (Stroh et al., 2000) and the initial costs involved in sending an employee and his/her family are usually two to three times the cost of employing the assignee (Black and Gregersen, 1999; Wederspahn, 1992). Consequently, it is in the best interest of organizations to have a clear understanding of what factors might predict successful completion of international assignments.

In this paper, we propose a comprehensive process model that explains the key mechanisms that help determine expatriate performance success. In this connection, the literature has proposed a myriad of individual and organizational factors that can impact expatriate success (see Black et al., 1991; Caligiuri, 2000; Shaffer and Harrison, 1998). Undoubtedly, factors such as expatriate personality, organizational selection policies and expatriate family situation can have a significant impact on individuals' success in expatriate assignments. However, what is not clear is why or how these factors operate and/or interact to impact successful completion of these assignments. A lack of understanding of the mechanisms inhibits specific recommendations for facilitating success, and also the adaptation of organizational policies to the potential expatriate and the situation at hand. As such, we utilize motivation research to propose that the potential candidate's individual competencies, his/her family situation and organizational policies interact to influence the candidate's belief in his or her ability to succeed on expatriate assignments (assignment self-efficacy) and motivation (assignment motivation) to take on and persist on the assignment. It is through these effects on self-efficacy and the motivation that the candidate has about the assignment, that his or her ultimate success on the assignment is determined. In addition, some scholars (see, e.g., Toh and DeNisi, 2005) have proposed that host country nationals (HCNs) play a critical role in determining expatriate success, through their willingness to help expatriates. Thus, while an expatriate may have high levels of readiness, his or her ability to perform successfully on the assignment may be impacted by his ability (or lack thereof) to get necessary role information or social support from HCNs.

The model we present here provides three potential contributions to research and practice. First, we provide an integrative model that outlines the effects

of individual, family, and organizational factors that may influence motivation and self-efficacy of the potential expatriate. We further explore the impact of HCN willingness to help expatriates in determining the expatriate's performance success. We believe that a more integrated 'systems' approach to understanding expatriate assignments will add to the sophistication and external validity of the research, and help organizations design better processes. Second, we elucidate the moderating and mediating mechanisms that lead to expatriate success. By doing so, we address the gap in the literature that leaves these processes relatively mute. A better understanding of these key mechanisms allows more specific recommendations to be made for different organizations facing a variety of contingencies. Third, we contribute by providing an overarching theoretical framework for understanding expatriate performance and by providing testable propositions. Indeed, the expatriate literature has often been criticized for being theoretical. We believe the performance theory is an apt framework for understanding the key factors, and the critical steps, in the process of preparing an expatriate for an assignment.

2 A performance theory perspective of expatriate success

Performance has long been suggested to be a function of motivation and ability to perform the job (Vroom, 1964) as well as the availability of opportunities to perform (Blumberg and Pringle, 1982). This same principle for predicting performance can also be applied to predicting expatriate success. Researchers have defined expatriate success as high performance, adjustment with respect to the job, the environment and the interaction with local nationals, achieving the goals of the assignment, and staying on the assignment for the full term of the assignment. Hence, to predict expatriate success, performance theory would suggest that the expatriate should be both motivated and able to perform the job, and at the same time, have opportunities to perform. In other words, the expatriate should be ready to take on the assignment and perform well on the assignment.

In our proposed model (see Figure 1), we term this phenomenon 'expatriate readiness', which comprises both the expatriate's motivation to accept and perform the assignment (assignment motivation) and the expatriate's belief in his/her capability to perform the assignment successfully (assignment self-efficacy). Further, we propose this to be the immediate precursor to expatriate success and that the previous critical success factors suggested by research to lead

to expatriate success do so through their impact on the expatriate's readiness.

In addition, we also propose that these success factors interact with each other to affect expatriate readiness in non-straightforward ways. Specifically, we propose that global competencies (personality, cross-cultural skills, task-specific knowledge and skills), family situation and organizational policies (selective screening, pre-assignment preparation, support and communication, and repatriation planning), directly and interactively affect expatriate readiness (assignment motivation and assignment self-efficacy), which in turn influences expatriate success.

3 Expatriate readiness as precursors to assignment success

3.1 Assignment motivation

We propose that expatriates who are motivated to accept as well as adjust to the assignment (Selmer, 2001) are more likely to do well than expatriates who are not similarly motivated. This proposition is clarified by expectancy theory (Vroom, 1964), which posits that an individual's motivation is driven by the perceived expectancy, instrumentality, and valence of a specific outcome. Instrumentality refers to an individual's belief that an action will result in the attainment of the desired outcome. For example, if an employee does not believe that accepting an expatriate assignment will lead to his/her career success, s/he will not be motivated to accept the assignment. Valence, on the other hand, is the perceived value of an action's consequences. Simply stated, an individual is unlikely to expend the effort to obtain an outcome that he/she does not consider desirable. Thus, if most expatriates are either not promoted upon return or are effectively demoted (Black, 1992; Clague and Krupp, 1978), the valence of an international assignment to a potential expatriate may be low, and s/he may be unlikely to accept an assignment. Finally, expectancy describes the worker's perception that he/she is capable of performing the necessary actions to obtain the required outcome. Thus, if the employee does not believe he/she can perform at the required capacity, he/she will not be motivated to attempt the activity (Gatewood et al., 2002; Isaac et al., 2001).

Clearly, employee motivation is paramount when examining individual factors that are predictive of assignment success. In this connection, Tung (1998) proposed that expatriates are primarily motivated by opportunities for personal and professional development. In other words, individuals accept

overseas assignments for career development, personal learning, monetary rewards, travel, or to fulfill organizational requirements (Baruch et al., 2002; Caligiuri, 2000; Clegg and Gray, 2002; Stahl et al., 2002). It has also been suggested that when expatriates have low motivation (for various reasons) to take on the assignment, they are less likely to persist on the assignment and thus would ultimately fail.

Hence, we expect that expatriates are more likely to succeed in their assignments if they believe that required effort will lead to successful performance, and success on the assignment will lead to desired outcomes. Clearly, organizational policies have an important role to play in impacting the motivation for the expatriate to accept the assignment as well as to exert the necessary effort to succeed. In later sections, we will expand our discussion on how assignment motivation can be enhanced. For now, based on the discussion above, we propose the following:

Proposition 1: Expatriates who are motivated to accept and exert effort on the assignment are more likely to perform successfully than expatriates who are not motivated to do so.

3.2 Assignment efficacy

A basic definition of self-efficacy refers to one's self-efficacy as one's beliefs of one's capability to perform a specific task (Gist and Mitchell, 1992). It differs from self-esteem and locus of control in that it is a much more malleable (i.e., changeable) characteristic, and refers to a specific task rather than to the self. High self-efficacy has been consistently related to an individual's performance in specific tasks, e.g., sales, learning and creativity (Barling and Beattie, 1983; Gist et al., 1991; Tierney and Farmer, 2002). In this connection, researchers argue that feelings of efficacy facilitate the mobilization of resources to deal with a given situation through one's assessment of being able to do so successfully (see, e.g., Gist and Mitchell, 1992).

In the context of expatriate assignments, the stronger the expatriate's belief that he/she has acquired or possesses the necessary skills to deal with the challenges of the assignment, the higher the likelihood that he/she would succeed. Hence, consistent with previous research (Black et al., 1991), we propose:

Proposition 2: Expatriates who possess high levels of assignment self-efficacy are more likely to perform successfully than expatriates who have low assignment self-efficacy. We also propose that the expatriate's motivation to take on the assignment, as

well as perform well on it, is related to the expatriate's assignment self-efficacy. In this connection, some researchers have clarified that self-efficacy is akin to expectancy beliefs, i.e., whether one's efforts would lead to performance. Hence, in our model, assignment motivation and assignment self-efficacy are presented as interrelated constructs. Together, these two constructs represent the expatriate's readiness to take on the assignment.

4 Antecedents of expatriate readiness

4.1 Global competencies

McEvoy and Parker (1995) argue that one of the most critical factors in individual success is cross-cultural adjustment ability. Cross-cultural adjustment refers to an individual's psychological comfort in living abroad, or the reduction of uncertainty and anxiety in the new environment (Caligiuri, 2000; Sunkyu et al., 2001). In this connection, Black (1990) reported a significant relationship between adjustment and perceptual skills such as social orientation. Specifically, an expatriate who is open, flexible and accepting of cultural differences will most likely adjust quicker (Baruch et al., 2002; Huang et al., 2005; Bennett, 2002; Selmer, 2001). Indeed, some researchers have argued that in order to succeed on an expatriate assignment, the cross-cultural skills of an expatriate should be at least equal to, and perhaps even greater than, his/her technical skills (Black and Gregersen, 1999).

Here, Selmer (2001) has noted numerous psychological barriers that might inhibit adjustment to the new environment/country, such as lack, or low levels, of openness, emotional stability, extroversion and conscientiousness. Ironically, these very traits are considered critical to success on expatriate assignments (Baruch et al., 2002; Caligiuri, 2000; Halcrow, 1999; Stahl et al., 2002). Thus, it is not surprising that research has shown that individuals who are self-confident tend to learn from their mistakes by confronting their mistakes, instead of making the same mistake in the future, or avoiding situations in fear of making a mistake (Aycan, 1997). Thus, we propose:

Proposition 3: An expatriate's level of global competencies will have a significant positive impact on his/her readiness for the assignment.

4.2 Organizational policies

A variety of organizational factors have been shown to affect the success of international assignments. Perhaps the most salient among these, is selection. Clearly, if organizations do a poor job of selecting individuals for international assignments, training and

on-site support are not going to ensure success. Since global assignments "are the single most powerful experience in shaping the experience and capabilities of effective global leaders" (Black et al., 1999), and since international assignments are extremely expensive investments for organizations, it is important that organizations select individuals who have the potential to assimilate well into new and challenging cultures. Unfortunately, most expatriate assignment decisions are made quickly with limited planning (Bennett, 2002; Halcrow, 1999). Indeed, many organizations have ineffective selection practices that often omit key success criteria (Black et al., 1991; Lomax, 2001). For instance, organizations sometimes focus on the technical and management skills of the candidates, neglecting a candidate's personality traits, such as adaptability, openness and flexibility (Bennett, 2002; Halcrow, 1999; Kaye and Taylor, 1997; Lomax, 2001). Ironically, it has been repeatedly pointed out that an individual's personality traits are often more predictive of expatriate assignment success than his/her technical ability (see, e.g., Lomax, 1997).

Next, once the most appropriate candidate for an international assignment has been selected, it is critical for that person to have proper pre-departure and post-arrival training. Indeed, research has shown that training is essential to the success of the assignment (Shaffer et al., 1999). Effective pre-departure training informs the expatriate and his/her family about the culture of the destination country, provides examples of appropriate behaviour, helps develop language skills, and identifies coping strategies to aid adjustment (Black et al., 1991; Kaye and Taylor, 1997; Shaffer et al., 1999; Sunkyu et al., 2001). Similarly, appropriate training facilitates the formation of realistic expectations for the international transfer. This is advantageous as the development of realistic expectations for the international assignment has been linked to expatriate success (Black et al., 1991; Lazarova and Caligiuri, 2001; Lomax, 2001). Unfortunately, the majority of expatriates and their families are sent on expatriate assignments with little or no training whatsoever (Selmer, 2001). Further, post-departure communications from headquarters are essential to keeping expatriates connected with the home office, and keeping them aware of company developments (Poe, 2000). With the advancement of technology in the workplace, staying connected is becoming easier. Companies should also encourage employees to visit headquarters during home visits (Klaff, 2002). Obviously, the more aware the assignee is of current events within the organization, the easier

it will be to adjust upon return (Suutari and Valimaa, 2002).

Support mechanisms for the expatriate have also been found to increase the likelihood of assignment success (Black and Gregersen, 1999, 1999; Lomax, 2001; Shaffer et al., 1999), by reducing the uncertainty experienced by the expatriate, thereby increasing the potential for successful performance (Pinder and Schroeder, 1987). Lazarova and Caligiuri (2001) report a positive association between the support mechanisms offered during the repatriation process and expatriate turnover intentions - in other words, expatriates who perceive that the organization values the global skills developed on assignment, are more likely to remain with the organization, post-return. Last, but not least, the process of repatriating the manager is just as important. Repatriation planning is critical because an expatriate will not be motivated to take on the assignment if he/she feels that the assignment will be detrimental to his/her career in the organization. Unfortunately, many companies neglect this final stage of the international experience. Research indicates many organizations place minimal strategic importance on repatriation. A study by Halcrow (1999) noted that 27% of respondent organizations did not even have discussions about repatriation with their expatriates. Because of this, expatriates are twice as likely to resign as are domestic employees (Black et al., 1991). This perception is often fuelled by the fact that many repatriates are not promoted upon completion of the assignment, and are often effectively demoted instead (Black, 1992; Clague and Krupp, 1978).

Overall, it is clear that a clear set of policies and procedures geared toward helping individuals succeed on expatriate assignments are critical. At the same time, the literature is replete with examples (see Lomax, 2001) of organizations failing to establish even the basic policies, such as discussions on career path after completion of the assignment. We believe that this failure is due to a lack of understanding, on the part of organizations, of the impact of such policies and procedures on individual motivation and willingness to accept assignment. In organizations that do have expatriate policies and procedures in place, it is important that these policies fit the needs and expectations of individuals to help them successfully complete global assignments. Thus, we propose:

Proposition 4: Carefully designed organizational policies, such as selection mechanisms designed to screen for global competencies, pre-departure training and on-assignment communication and

support systems, and repatriation guidelines, will have a significant positive impact on the expatriate's motivation to accept the international assignment.

5 Family situation

As one might expect, expatriate family issues are rather complex (Haslberger and Brewster, 2008), and present a major challenge for companies trying to compete in the global arena (Stroh and Caligiuri, 1998). In addition to adjusting to a new country and working environment, the expatriate also has to ensure that family matters are properly addressed. These include issues such as ensuring that the family has the proper living arrangements, children are admitted to appropriate schools, and the spouse and children have enough social and cultural opportunities to enjoy a satisfying and acceptable living experience. In this connection, Tung (1987) reports that family concerns are among the top three reasons for expatriate failure, while Shaffer and Harrison (1998) reported that even though family variables were not significant independent predictors of assignment failure, the effects of the family are broad and important. Specifically, the family has an indirect effect on early departure through non-work variables such as satisfaction and adjustment. Indeed, the spouse's ability to adjust and his/her general satisfaction are likely to significantly affect the expatriate's own adjustment and satisfaction. Not surprisingly, family concerns may also prevent qualified candidates from even considering going on an international assignment. For example, the potential expatriate's spouse or children may not be interested in moving to a new country - sometimes, because the spouse may have a good job in the home country, while visa restrictions may not allow him/her to work in the new country, and/or the children may not want to leave their friends' circle. Indeed, in some studies, family issues have been reported to be the main reasons managers decline offers of global assignments (Swaak, 1995).

Thus, certain family conditions and/or concerns may not be conducive to the expatriate's motivation to accept the assignment as well as his/her belief that he/she will be able to perform well on the assignment. As such, we propose:

Proposition 5: An expatriate's family situation will have a significant impact on his/her readiness for the assignment.

6 HCN categorization

Over the years, several scholars (see, e.g., Black et al., 1999; Toh and DeNisi, 2005; Varma et al., 2006) have argued that HCNs can play a major role in

helping the expatriate adjust at the new location, which in turn helps the expatriate perform successfully on his/her assignment. In this connection, it has been argued that HCNs can provide two kinds of assistance to the expatriate - role information, which would help the expatriate understand the rules, regulations and practices at the local office, and social support, which could provide the expatriate information about living in the community. It is clear that by offering expatriates key information, HCNs can help them adjust faster, both in and outside the workplace, which in turn is likely to lead to the expatriate being more effective on the assignment. In this connection, Carraher et al. (2008) found that having a host country mentor had a significant positive impact on the expatriate's performance.

However, HCNs may not always be motivated to offer support to expatriates, and may often withhold relevant information and treat the expatriate as an 'outsider' (Florkowski and Fogel, 1999). In this connection, some authors (see, e.g., Varma et al., 2006) have argued that HCNs use a process of social categorization (Taylor and Moghaddam, 1987), whereby they may use the individual's demographic characteristics such as race and gender (Varma and Stroh, 2001) to categorize expatriates as in-group or out-group members. Indeed, recent empirical investigations of this phenomenon have confirmed that HCNs are likely to categorize expatriates into in-groups and out-groups, and are likely to offer role information and social support only to those expatriates categorized as in-group (see, e.g., Varma et al., 2006, 2009, in press). Of course, the expatriate is likely to come into contact with HCNs only after arrival at the new location, where he/she would be in need of role information and social support. Thus, in terms of our model, we believe that HCN categorization would moderate the link between expatriate readiness and performance. As such, we propose:

Proposition 6: HCN categorization and the resultant willingness to offer role information and social support to expatriates will impact the expatriate's ability to successfully perform his/her job.

7 The integrated model

As can be seen from the model, we believe that global competencies, organizational policies and the expatriate's family situation will each have direct and significant effects on the expatriate readiness. Further, we believe that organizational policies can moderate the relationship between global competencies and expatriate readiness. For example,

some organizations offer pre-departure language or cross-cultural training to potential expatriates. In such cases, the expatriate candidate is more likely to believe that he/she can succeed on the assignment and, thus, may be more motivated to accept the assignment. Thus, if the individual accepting an international assignment knows that the organization has comprehensive training programmes and communication procedures for expatriates, it is likely that his/her expectancy of success will be higher than if such procedures were absent. As such, we propose:

Proposition 7: Organizational policies will moderate the relationship between global competencies and expatriate readiness, such that expatriates who receive pre-departure training designed to help improve their global competencies are more likely to be motivated to accept the assignment and believe that they will be able to perform successfully on the assignment than expatriates who do not. Next, since the primary reason for premature return from an international assignment is often poor spousal adjustment (Feldman and Tompson, 1993), it is clear that companies should do everything in their power to help the expatriate as well as the spouse prepare for the new experience. One effective way to ensure that spouses adjust to the new culture is to screen for spouses that might be opposed to going on an international assignment. In this connection, Black and Gregersen (1999) found that spouses who were keen on accompanying the expatriate on an international assignment were more likely to adjust in the new culture.

Further, proper pre-departure training and communication provided by the organization can also help to prepare the expatriate's spouse and children for the foreign environment, (Black and Gregersen, 1999, 1999; Lomax, 2001; Shaffer et al., 1999), and increase the likelihood that they would be willing to accompany the expatriate. As we note above, expatriates are less likely to be ready for the assignment, if their families are concerned about support and adjustment at the new location. As such, it is important for organizations to note that it is not only important to help prepare the expatriate for the assignment, but the expatriate's family as well. Without the family's support, the expatriate assignment will still result in failure and the premature return of the expatriate. Thus, if organizations provide ample pre-departure support and communication for the expatriate's family, potential expatriates are more likely to accept the assignment and feel capable of completing the assignment successfully. Thus, we

propose:

Proposition 8: Organizational policies will moderate the relationship between family situation and expatriate readiness; such that expatriates whose families are kept involved in the pre-departure preparations and training are more likely to be motivated to accept the assignment and believe that they will be able to perform successfully on the assignment than expatriates who do not.

8 Concluding remarks

In this paper, we have integrated existing theory and research related to expatriate assignment success with theory related to motivation and self-efficacy to develop a process model that explains how individual, family, organizational, and host country factors affect expatriate performance success. The model posits that expatriate readiness is a proximal antecedent of successful performance on the assignment, and that expatriate readiness is comprised of assignment motivation and self-efficacy. Assignment readiness is influenced by the interaction between important individual, family and organizational-level factors. More specifically, individual global competencies, family situation and organizational policies cumulatively and interactively affect expatriate success through assignment readiness. Finally, HCN support can help or hinder expatriate performance after the expatriate has accepted the assignment and arrived at the new location.

Clearly, further research is necessary to test the propositions of our composite model. If the process model is supported, this would suggest that researchers and practitioners should focus on helping expatriates develop assignment motivation and self-efficacy as to help increase the likelihood of successful performance. If the propositions related to antecedents of assignment readiness are supported, this would suggest that assignment readiness is indeed malleable, and can be influenced through organizational policies, addressing family concerns, and helping potential expatriate candidates improve their global competencies. Finally, if the proposition relating to HCN support is found to hold, organizations would do well to train both expatriates and host country employees, so that HCNs are willing to offer required support to expatriate colleagues. In terms of testing our model, we recognize that it may initially be somewhat difficult to investigate the full model in a single investigation. However, we are hopeful that scholars would start by testing individual links in our model, so that ultimately we may have a better understanding of the whole process. The increasing

number of expatriates worldwide offers tremendous opportunities for researchers, as does the availability of numerous validated scales. Thus, for example, researchers could identify one organization that has formal pre-departure training for expatriates, and another organization that does not - measuring expatriate readiness in both organizations and comparing these results would help support or reject some of our propositions. Similarly, researchers could measure assignment self-efficacy of expatriates on arrival at a location, and, at a later date, measure and compare actual performance of two groups - one that received HCN support and another that did not. Thus, our model offers excellent opportunities for both cross-sectional and longitudinal investigations.

References

- Barling, J. and Beattie, R. (1983) 'Self-Efficacy beliefs and sales performance', *Journal of Organizational Behavior Management*, Vol. 5, No. 1, pp.41-51.
- Baruch, Y., Steele, D. and Quantrill, G. (2002) 'Management of expatriation and repatriation for novice global player', *International Journal of Manpower*, Vol. 23, No. 7, pp.659-671.
- Bennett, R. (2002) 'Selection criteria, procedures and success indicators for managers in International assignment', *Society of Human Resource Management White Paper*.
- Black, J.S. (1990) 'The relationship of personal characteristics with the adjustment of Japanese expatriate managers', *Management International Review*, Vol. 30, No. 2, pp.119-134.
- Black, J.S. (1992) 'Coming home: the relationship of expatriate expectations with repatriation adjustment and job performance', *Human Relations*, Vol. 45, pp.177-192.
- Black, J.S. and Gregersen, H.B. (1999) 'The rights way to manage expats', *Harvard Business Review*, Vol. 77, No. 2, pp.52-60.
- Black, J.S., Gregersen, H.B., Mendenhall, M.E. and Stroh, L. (1999) *Globalizing People through International Assignments*, Addison-Wesley, Reading.
- Black, J.S., Mendenhall, M.E. and Oddou, G. (1991) 'Toward a comprehensive model of international adjustment: an integration of multiple theoretical perspectives', *Academy of Management Review*, Vol. 16, pp.291-317.
- Blumberg, M. and Pringle, C.D. (1982) 'The missing opportunity in organizational research: some implications for a theory of work performance', *Academy of Management Journal*, Vol. 7, No. 4, pp.560-569.
- Caligiuri, P. (2000) 'The big five personality characteristics as predictors of expatriate's desire to terminate the assignment and supervisor-rated performance', *Personnel Psychology*, Vol. 53, No. 1, pp.67-89.
- Carraher, S.M., Sullivan, S.E. and Crocitto, M.M. (2008) 'mentoring across global boundaries: an empirical examination of home- and host-country mentors on expatriate career outcomes', *Journal of International Business Studies*, Vol. 39, pp.1310-1326.
- Clague, L. and Krupp, N. (1978) 'International personnel: the repatriation problem', *Personnel Administrator*, Vol. 23, pp.29-45.
- Clegg, B. and Gray, S. (2002) 'Australian expatriates in Thailand: some insights for expatriate management policies', *International Journal of Human Resource Management*, Vol. 13, No. 4, pp.598-623.
- Feldman, D. and Tompson, H. (1993) 'Expatriation, repatriation and domestic geographical relocation: an empirical investigation of adjustment to new job assignments', *Journal of International Business Studies*, Vol. 24, pp.507-527.
- Florkowski, G.W. and Fogel, D.S. (1999) 'Expatriate adjustment and commitment: the role of host-unit treatment', *International Journal of Human Resource Management*, Vol. 10, pp.782-807.
- Gatewood, E., Shaver, K. and Powers, J. (2002) 'Entrepreneurial expectancy, task effort and performance', *Entrepreneurship Theory and Practice*, Vol. 27, No. 2, pp.187-206.
- Gist, M.E. and Mitchell, T.R. (1992) 'Self-efficacy: a theoretical analysis of its determinants and malleability', *Academy of Management Journal*, Vol. 17, No. 2, pp.183-211.
- Gist, M.E., Stevens, C.K. and Bavetta, A.G. (1991) 'Effects of self-efficacy and post-training intervention on the acquisition and maintenance of complex interpersonal skills', *Personnel Psychology*, Vol. 44, No. 4, pp.837-861.
- Halcrow, A. (1999) 'Expats: the squandered resource', *Workforce*, Vol. 78, No. 4, pp.42-47.
- Haslberger, A. and Brewster, C. (2008) 'The expatriate family: an international perspective', *Journal of Managerial Psychology*, Vol. 23, No. 3, pp.324-346.
- Huang, T., Chi, S. and Lawler, J.J. (2005) 'The relationship between expatriates' personality traits and their adjustment to international assignments', *International Journal of Human Resource Management*, Vol. 16, No. 9, pp.1656-1670.
- Isaac, R., Zerbe, W. and Pitt, D. (2001) 'Leadership and motivation: the effective application of expectancy theory', *Journal of Managerial Issues*, Vol. 13, No. 2, pp.212-227.
- Kaye, M. and Taylor, W. (1997) 'Expatriate culture shock in China: a study in the Beijing hotel industry', *Journal of Managerial Psychology*, Vol. 12, No. 8, pp.496-510.
- Klaff, L. (2002) 'The right way to bring expats home', *Workforce*, Vol. 81, No. 7, pp.40-45.
- Lazarova, M. and Caligiuri, P. (2001) 'Retaining repatriates:

the role of organizational support practices', *Journal of World Business*, Vol. 36, No. 4, pp.389-401.

Lomax, S. (2001) *Best Practices for Managers and Expatriates*, John Wiley & Sons, USA.

McEvoy, G. and Parker, B. (1995) 'Expatriate adjustment: causes and consequences', in J. Selmer (Ed.): *Expatriate Management: New Ideas for International Business*, pp.97-114, Quorum Books, Westpoint, CT.

Pinder, C. and Schroeder, K. (1987) 'Time to proficiency following job transfers', *Academy of Management Journal*, Vol. 30, pp.336-353.

Poe, A.C. (2000) 'Welcome back', *HR Magazine*, Vol. 45, No. 3, pp.94-105.

Selmer, J. (2001) 'Antecedents of expatriate/local relationships: pre-knowledge vs. socialization tactics', *International Journal of Human Resource Management*, Vol. 12, No. 6, pp.916-925.

Shaffer, M.A. and Harrison, D.A. (1998) 'Expatriates' psychological withdrawal from international assignments: work, nonwork and family influences', *Personnel Psychology*, Vol. 51, pp.87-118.

Shaffer, M.A., Harrison, D.A. and Gilley, K.M. (1999) 'Dimensions, determinants, and differences in the expatriate adjustment process', *Journal of International Business Studies*, Vol. 30, No. 3, pp.557-581.

Stahl, G.K., Miller, E.L. and Tung, R. (2002) 'Toward the boundaryless career: a closer look at the expatriate career concept and the perceived implications of an international assignment', *Journal of World Business*, Vol. 37, No. 3, pp.216-227.

Stroh, L., Gregersen, H.B. and Black, J.S. (2000) 'Triumphs and tragedies: expectations and commitments upon repatriation', *International Journal of Human Resource Management*, Vol. 11, No. 4, pp.681-697.

Figure 1 A performance theory-based model of expatriate success

