

Doctoral Dissertation

The Process for Post-Assignment Behavioral Outcomes of International Assignees: A Case Study of Sri Lankan Firms in Asia

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**Graduate School for International Development and Cooperation
Hiroshima University**

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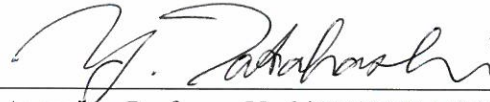
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We hereby recommend that the dissertation by Ms. Padmini Jayasekara entitled “**The Process for Post-Assignment Behavioral Outcomes of International Assignees: A Case Study of Sri Lankan Firms in Asia**” be accepted in partial fulfillment of the requirements for the degree of DOCTOR OF PHILOSOPHY.

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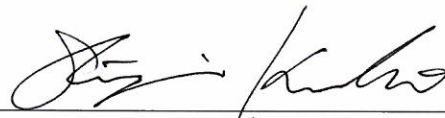


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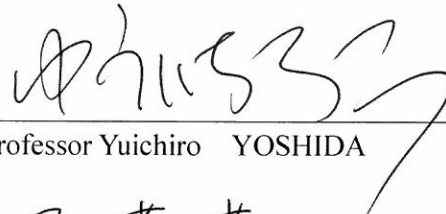
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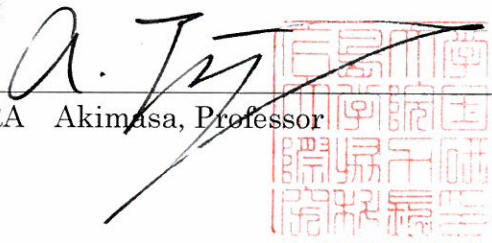


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Title	The Process for Post-Assignment Behavioral Outcomes of International Assignees: A Case Study of Sri Lankan Firms in Asia
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Abstract

Globalization has brought about remarkable developments in international business. Various phenomena such as competition, diversity, and uncertainty have increased the complexity of the already challenging task of managing expatriates both during and after assignments. The wealth of research in the field of international human resource management (IHRM) has revealed the expatriate management issues and consequent impacts on behavioral outcomes. Notably, research attempts are not yet strong enough to capture the reasons behind poor post-assignment behavioral outcomes of returning expatriates (repatriates) in international business organizations. On this basis, the primary goal of this dissertation is to analyze the reasons behind variances in post-assignment behavioral outcomes of returned international assignees (including both expatriates and short-term assignees) in Sri Lankan international business firms in Asia.

This dissertation is divided into eight chapters covering the introduction, a literature-based identification of the issues, methodological justification, analysis, and conclusive remarks. In

order to capture reality in detail, the holistic approach is taken, employing the guiding principles from four theories: high performance work practice theory, social exchange theory, family system theory, and social learning theory. This study incorporates two sets of analyses that provide new direction to the existing empirical and theoretical knowledge in the IHRM field.

The first set of analyses examined the linkage between organizational support through human resource management practices (HRMPs), namely, preparation, recruitment, selection, training, performance evaluation, and compensation, and behavioral outcomes such as job commitment, organizational commitment, and retention. This relationship is discussed in Chapters 4 and 5 in terms of expatriates and short-term assignees, respectively. More specifically, the impact of HRMPs on the individual basis, system basis, and contingency basis were investigated, answering how they affected post-assignment behavioral outcomes of international assignees. Because the literature lacks sufficient coverage of short-term assignments, the much-larger body of theoretical and empirical work on expatriates was used as a comparator against observations found among short-term assignees.

The second set was a chain of analyses used to explore how organizational and social support during three time stages (pre-departure, on-assignment, and post-assignment) impacted both cross-cultural adjustment and home culture readjustment of expatriates. The relationship between these adjustments and behavioral outcomes when the expatriate was accompanied by family was explored in turn (Chapter 6). The same analysis chain was used on short-term assignees (Chapter 7) to measure the impact on post-assignment behavioral outcomes, but with two notable changes. First, support for family members who did not accompany the assignee during the assignment period was considered because it was part of the extended

organizational support. Second, home-culture readjustment was not expected to be a serious issue due to the shorter time period, less than one year.

A group of senior managers and other executive-level managers were considered for individual analysis. They were drawn from companies registered with the Ceylon Chamber of Commerce in the 2011-2012 membership year. Questionnaire-based surveys were distributed, and primary data was collected from returned international assignees who were at Asian assignment destinations sometime between 1 January 2007 and 31 December 2011. Sample sizes of 155, 277, 70, and 113 were used for the analyses in Chapters 4, 5, 6, and 7, respectively. Data analysis was comprised primarily of two techniques: hierarchical regression analysis (Chapters 4 and 5) and path analysis (Chapters 6 and 7). The number of observations used in each technique was deemed appropriate.

The findings in Chapter 4, which focuses on expatriates, partially support the general proposition that HRMPs have positive effects on behavioral outcomes. Some of them are supported on an individual basis (preparation and selection) while some increase only when used in combination with others, creating a bundling effect. Development based HRMSs were concerned, selection and its interaction with preparation, training and recruitment as well as interaction between recruitment and training were significant on job commitment. Moreover, the interaction of preparation and selection as well as recruitment and training were jointly significant on organizational commitment. Interaction between preparation and selection further supported to ensure retention of return expatriates. The effectiveness of some HRMPs appeared to be affected more by one type of context-related factor such as the specific task assigned. The results indicate that recruitment, training, and compensation show a better

vertical fit with the demand-driven purpose in terms of improving job commitment and organizational commitment.

However, neither of the combinations had a significant influence on retention. Among short-term assignees (Chapter 5), some of the individual HRMPs (recruitment, selection, training, and compensation) more significantly improved behavioral outcomes than others, but no bundling effect was seen. Therefore, attention at the individual functional level was more worthwhile than at a grouped or bundled level. The effect of the assignment's purpose was not significant enough to warrant modification of the HRMP-behavioral outcome relationship.

Chapter 6 returns the focus to expatriates, and adds some interesting dimensions to the literature. Organizational support during all time stages had positive effects on cultural adjustments, primarily those at work. Social support provided by spouses and work-related friends at home during the on-assignment stage was a good predictor of cultural adjustments. Non-work-related friends at home were significant factors only during the pre-departure and on-assignment stages. Children was significant during the on-assignment stage while a positive effect of organizational support on cultural adjustment of families was seen only during the pre-departure stage. Cross-over effects were partly observed during the on-assignment stage. Limited positive effects on cultural adjustments were found during the on-assignment and post-assignment stages, and they in turn had positive effects on post-assignment behavioral outcomes. In the latter, work adjustments were more influential overall, and the job commitment behavioral outcome was the only one affected by all types of adjustments.

The results of Chapter 7 reveal that among short-term assignees, organizational and social support was also primarily work-adjustment oriented, but more so during the pre-departure stage. This is acceptable because there is a shorter time available to achieve the goals of the work assignment. During the on-assignment period, organizational support indirectly, rather than directly, influenced unaccompanied families. Social actors such as work- and non-work-related friends were meaningful in improving both work and general adjustments. Finally, two behavioral outcomes, job commitment and organizational commitment, were affected post-assignment by social support (e.g., family) rather than organizational support. More importantly, these survey findings revealed that cross-cultural adjustment impacted job commitment, but there was not supportive evidence that organizational commitment or retention was positively impacted upon the return of short-term assignees.

The study was designed to find directions that Sri Lankan businesses can take to reap greater rewards from international work assignments. When applied individually (i.e., not bundled), preparation and selection were most influential on the behavioral outcomes in repatriates this result may be used by HRM professionals to deploy and allocate resources more effectively. For expatriates in particular, all the HRMPs examined were found to contribute to an improvement in behavioral outcomes. Therefore, it is necessary to apprise all of them, and to consider both individual and bundled HRMPs in addition to improving the HRMPs. When considering the vertical fit between the purpose of the assignment and the HRMPs of recruitment, training, and compensation, a demand-driven purpose had the greatest positive influence on job commitment and organizational commitment. This implies that more resources should be allocated toward demand-driven purposes as compared to learning-driven purposes, though at least a partial fit with the latter is necessary. In the case of short-term

assignees, however, recruitment, selection, training, and compensation were the most significant on an individual basis. In this case, it would be more meaningful to allocate resources toward these practices. System impact or arranging HRMPs according to the purpose of the assignment was not significant in this study setting.

Organizational support during the pre-departure stage was most effective on work adjustment, as expected. This suggests that the current practice is effective in terms of short-term work achievement through better work adjustment. In addition, work related linkages among organizational employees' groups give new strategic direction in developing a collaborative work culture in the organization. This uncovers the necessity of being more strategic in developing good professional networks because that kind of work relationship allows exchange of resources, information, and knowledge, which reduces transaction costs or increases transaction values, in the most cost effective manner.

From the academic's point of view, individual level analysis provides an important tool for unlocking the 'black box' behind the international assignees' behaviors, which are considered to be driving forces of the long-term financial performance in an organization. This examination of the factors that affect behavioral outcomes, including impacts on system and contingency bases over three time stages, adds a new direction for further research.

This study suffers from several limitations; therefore findings must be appropriately qualified. A limited sample size prevents generalizing the findings to broader contexts. This study is among the first to take a holistic view exploring Sri Lankan international assignees, however this means previous studies are largely unavailable, preventing comparisons between findings.

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List of Abbreviation

HPWP= High performance work practices

HPWS=High performance work system

HRM=Human resource management

HRMPs=Human resource management practices

HRMS=Human resource management system

IA=International assignees

IHRM=International human resource management

IHRM-International human resource management

SAs= Short-term assignees

Chapter 1

Introduction

This chapter presents an overview of the dissertation, including the study's background, problem statement, objectives, scope, and significance. Later sections present the study framework and outlines of the following chapters for reference.

1.1 Background of the study

One of the distinguished but unnoticed features of the Sri Lankan economy after 1977 is the continuing rise of outward foreign direct investment (O-FDI) of local businesses (United Nations, 2001). An open market economic policy was adopted after 1977, and the Sri Lankan government deregulated control over foreign exchange, leading to a rapid increase in both inward and outward investment within and outside the country. More importantly, such investment was being driven by both manufacturing and service organizations.

Following such changes in investment, the demand for international assignments emerged. *International assignees* will henceforth refer to both expatriates and short-term assignees. According to Adler and Ghadar (1990), Sri Lankan firms are in the early stages of the internationalization process. In an attempt at becoming global, firms will use international assignments to develop potential leaders, who take on the highly desirable missions with the expected assurance of increased responsibility upon completion. In this way, strategies formed around the behavioral outcomes of return international assignees are expected to unlock the 'black box' that is considered to be the driving force behind the long-term financial performance of an organization.

Empirically, behavioral outcome assessment would be a timely and necessary discussion in the current Sri Lankan business scenario. While Sri Lanka has been able to maintain a consistent record in terms of social development indicators, there has been less success eradicating the problems in the labor market, including the return international assignees in the past few decades (Ranasinghe, 2006). It has also been revealed by the World Economic Forum (2010) that Sri Lanka needs to progress much further if it is to be globally competitive. Among the 12 variables reported, Sri Lanka rated well in the areas of innovation, business sophistication, market size, technology improvements, increasing markets sophistication, and goods market efficiency. However, the country lags in labor market efficiency and productivity. To date, no empirical findings show that the positive changes have achieved the desired level of global competitiveness.

In this environment, international assignments are considered a faster way to achieve core competencies in a dynamic business world. It is necessary to more effectively reintegrate return international assignees into the parent organization both at work and in social and general contexts. Therefore, careful management of post-assignment behavioral outcomes of return international assignees ensures the contribution of these core competencies to future domestic and international business expansion of Sri Lankan firms. It is widely recognized that living and working outside the country enables employees to develop a robust and well-rounded personality because of the exposure to diverse fields, alternate sources of feedback on their work, different ways to approach business problems, and sensitivity to market flexibilities. These qualities are highly desirable for the long-term success of the company, and can be transferred to the organization by appropriately managing the behavior of return international assignees. In addition, such internationally mobile employees may enhance

decision-making skills in the international context, which can be leveraged for the benefit of the organization. Moreover, return international assignees who are committed to their organizations are flexible in accepting organizational changes even if they have not received strong appreciation for their international assignment. Such strongly committed return international assignees contribute to increased national productivity by reducing the national job attrition rate (Chow & Gong, 2010) and by helping organizations avoid the extra cost of hiring and training new people.

Based on the literature and existing managerial practices in Sri Lankan business organizations, this dissertation will examine the organizational and social support that assignees received throughout the assignment process (at three time stages) and consequent post-assignment behavioral outcomes. These aspects bring unique challenges to human resource (HR) managers as they develop international assignment programs through the new perspectives of international human resource management (IHRM).

1.2 Statement of the Problem

While the expatriate literature has continued to expand since the 1980s (Collings et al., 2007), existing research studies have examined a variety of organizational and social support factors impacting performance in isolation rather than as a set of interrelated variables (Feldman & Tompson, 1993). Issues such as behavioral outcome improvement as a result of extending organizational support beyond traditional HRM practices (HRMPs) and getting the support of society remain unresolved phenomena, especially in developing Asian countries. Existing research studies suffer from a scope limited to expatriate-centered organizational support through HRMPs. Furthermore, they do not adequately discuss this limited scope as it applies

to short-term assignees. Strong human relations are part of the collectivist cultural heritage of Asians (Hofstede, 1992), the role of social support in work and family life in the international arena is quite important. Over the past two decades, this deficiency in the literature has not yet been addressed adequately. To reform how international assignments are considered in the broader context of organizations' overall strategies, research that explores how organizational and social support before, during, and after the assignment affects cross-cultural and home culture readjustments as well as post-assignment behavioral outcomes should be performed. Sri Lanka-based international companies are suitable representatives of Asian companies in a maturing economy.

1.3 Research Objectives

The main objective of this study is to explore the influence of organizational and social support received in three stages on cross-cultural adjustment, home culture readjustment and post-assignment behavioral outcomes of Sri Lankan international assignees.

Specific objectives of the study

1. To investigate the direct impact of organizational support through HRMPs on expatriates' and short-term assignees' post-assignment behavioral outcomes (chapter 4 & 5).

The realization of this objective will be basically answered for three research questions:

(a). Do HRMPs on individual basis affect behavioral outcomes of international assignees?

(b). Do HRMPs on bundling basis affect behavioral outcomes of international assignees?

(c). Do HRMPs make changes over behavioral outcomes of international assignees with their strategic configuration of different assignment purposes?

2. To explore the impact of organizational and social support given at three-time phases on adjustment (both cross-cultural and home culture readjustment) of expatriates and in turn behavioral outcomes of expatriates in the case of accompanied by families (chapter 6). Thereby this objective realization would be answered to the following research questions:

(a). Do pre-departure, on-assignment organizational and social support intensify cross-cultural adjustment of expatriates?

(b). Do pre-departure and on-assignment organizational support for family members intensify their cross-cultural adjustment?

(c). Is there cross-over effect between cross-cultural adjustment of expatriates and family members?

(d). Does cross-cultural adjustment experience intensify the home culture readjustment of expatriates?

(e). Do post-assignment organizational and social support strengthen home culture readjustment of returnees?

(f). Is there cross-over effect between home culture readjustment of returned expatriates and returned family members?

(g). Does home culture readjustment of returnees reinforce behavioral outcomes of return expatriates?

3. To explore the impact of organizational and social support given at three-time phases on cross-cultural adjustment of short-term assignees and in turn behavioral outcomes of short-term assignees in the case of unaccompanied by families (chapter 7). Thereby this objective realization would be answered to the following research questions:

(a). Do pre-departure, and on-assignment organizational and social support intensify cross-cultural adjustment of short-term assignees?

(b). Do organizational support for unaccompanied family members intensify their support for short-term assignees?

(d). Does cross-cultural adjustment experience intensify the return short-term assignees' behavioral outcomes?

(e). Do post-assignment organizational and social support strengthen behavioral outcomes of short-term assignees?

1.4 Scope of the study

This study focuses on Sri Lankan firms that do business in the Asian region. Among the different possibilities for staffing international affiliations (e.g., ethnocentric, polycentric, geocentric, and re-geocentric approaches) this study was limited to the ethnocentric approach, corresponding to the staffing method in the parent country. Of the different types of international assignments proposed in literature, only expatriates and short-term assignees were considered. Pre-mature assignees were excluded. In the case of expatriates, managers or executives who were deployed in the Asian region for a three- to five-year assignment during the period 1 January 2007 and 31 December 2011 were included. Short-term assignees were drawn from the same time period but had assignments lasting less than one year, though they may have had multiple assignments during that period. Sampled organizations were registered members of the Ceylon Chamber of Commerce for the year 2011-2012.

1.5 Significance of the Study

This study is significant on both theoretical and empirical grounds. On the theoretical ground,

- 1) Introduced horizontal fits of organizational support (HRMPs) and vertical fits between HRMPs and strategic perspective (the purpose of assignment): chapter 4 & 5. These aspects have not been analyzed comprehensively in the literature.
- 2) Adopted the post-assignment behavioral outcomes as the dependent variables: chapter 4, 5, 6 & 7. The on-assignment outcomes have been commonly used. But the post-assignment ones are considered to be more important from the long-term perspectives.
- 3) Incorporated all three time phase that is, pre-departure, on-assignment and post-assignment into analyses: chapter 6 & 7. These analyses are the first attempt to include all of three time phase explicitly.
- 4) Provided the results for both expatriates and short term assignees for comparison: chapter 4, 5, 6 & 7. Studies on short term assignees have been very limited so far, although their importance has increased.

The context of this study is Sri Lankan business firms which in broader aspect represent the non-western context and in particular represents the context of Asian developing countries, where it lacks extensive academic research. Although effect of HRMPs and social supportive channels on both individual and firm performance have been relatively well tested in large scale multinationals in the Western economies, it has no direct implications for the non-western context early stage of internationalized businesses owing to structural, cultural and developmental differences. Therefore, some major facets of this relationship are still vague and an empirical gap of knowledge exists especially in the case of early stage of internationalized firms. The design of this research will minimize this gap to some extent

thereby any party who are directly or indirectly involved with international assignments in particular HR practitioners, line managers and the top management will be directly benefitted in their future HR related tasks.

1.6 Outline of the study and study framework

This study consists of eight chapters. This chapter of introduction discusses the background of the research as well as introducing the research question and the research issues employed to address the research question. Furthermore, the scope of the study and significance of the study is discussed.

Chapter 2 discusses the existing literature relevant to this study. First, a brief introduction to the field of IHRM is provided. Two main theoretical justifications (high-performance work practices (HPWPs) and social exchange theory) as well as two sub theoretical explanations (family system theory and social learning theory) are oriented to justify the research framework presented in the consequent chapter.

Chapter 3 justifies and explains the research framework and methodology used in this study. First, the developed study framework is introduced. Secondly, applied methodology is explained including philosophical background of the study. A brief overview of Sri Lankan context is presented in the later part of the chapter.

Chapter 4 explains relevance of HPWP theory in explaining HRM–behavioral outcome relationship with regard to return expatriate assignees. Individual impact, bundling impact and contingency impact are discussed to have an idea of organizational policy decisions. More specifically in terms of discussing the bundling effect two bundles are considered as

motivational and development based bundles. The contingency effect of purpose of the assignment is incorporated to see its moderating impact over HRMPs and behavioral outcome relationship.

Chapter 5 is a parallel chapter to chapter 4 and described the same conceptual aspect with regard to the short-term assignees.

Chapter 6 is devoted to discussing how organizational and social supportive aspects are related to cross-cultural and home-culture re-adjustment of return expatriates. Accompanied family adjustment, both cross-cultural adjustment and home culture readjustment add an additional perspective to the framework. More significantly in this chapter investigate the relationship between cross-cultural adjustment experiences and home-culture readjustment of return expatriates. Finally the impact of home country re-adjustment on post-assignment behavioral outcomes was measured.

Chapter 7 is again almost similar to the explained structure in chapter 6 but few exceptions. This discussion is mainly around short-term assignees and unaccompanied family members adding new direction to the literature.

Chapter 8 is devoted to discussing research implications as well as empirical and theoretical contribution of the study. Limitation and future research directions are also discussed in the later part of the chapter.

Study framework

Figure 1.1: Expatriates

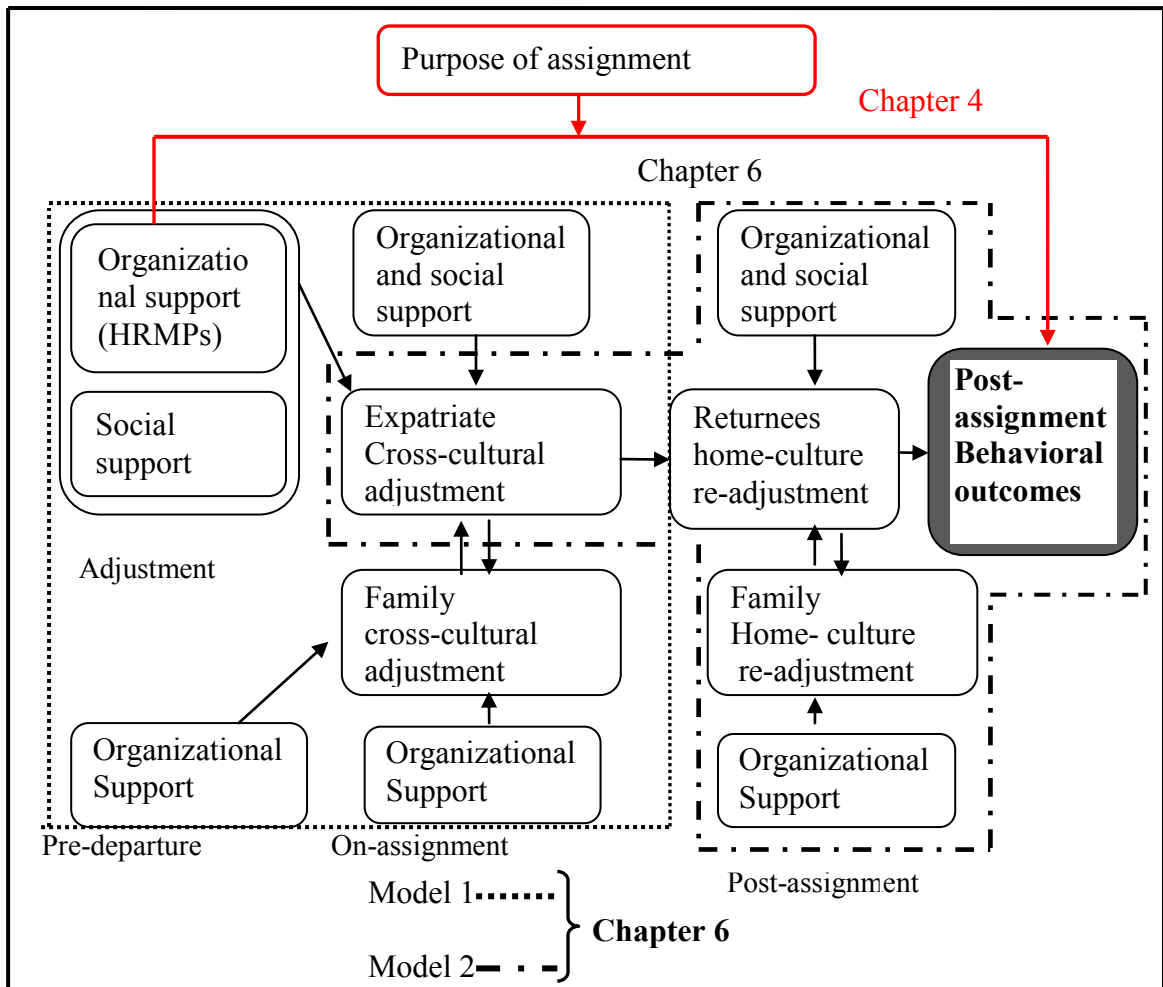
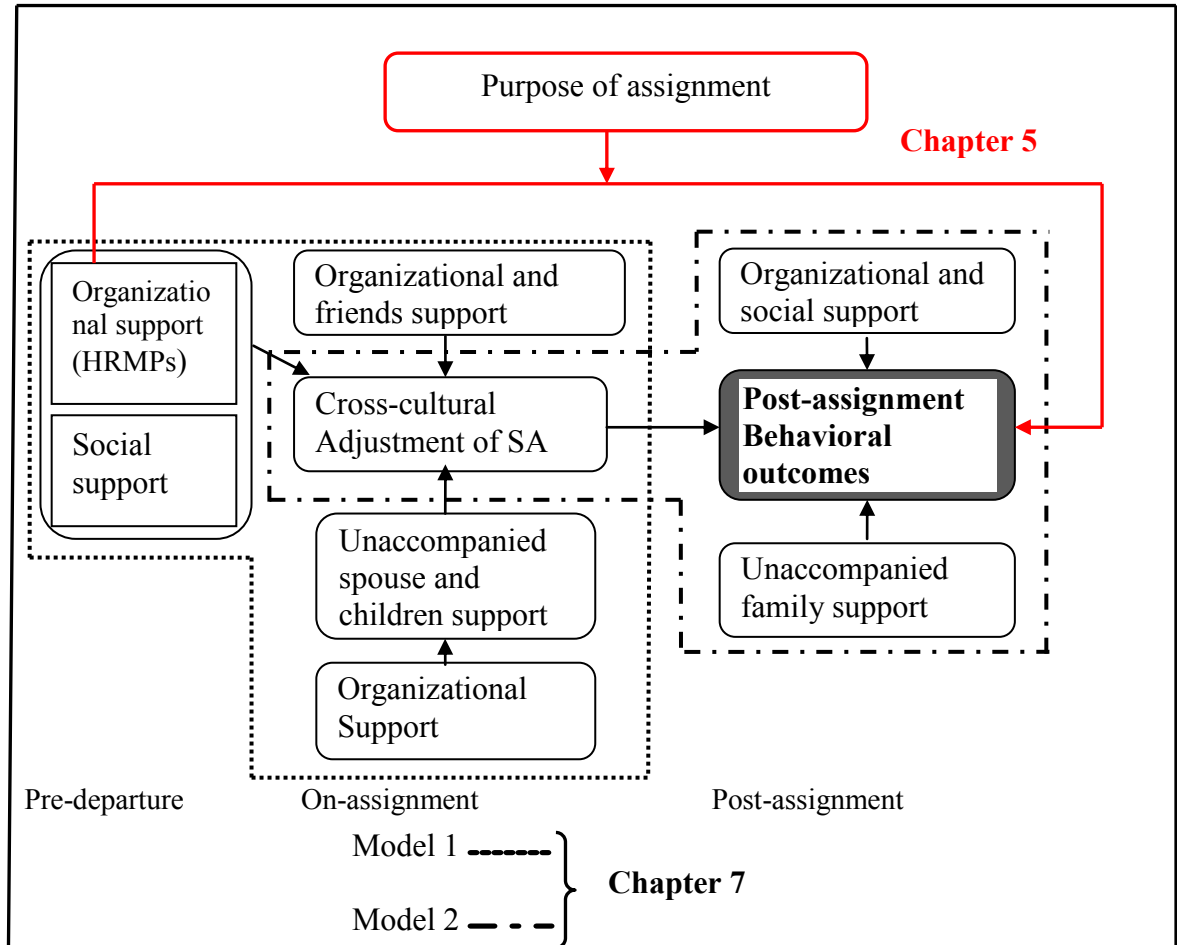


Figure 1.2: Short-term assignees



1.7 Summary

This chapter builds the foundation for this dissertation within the framework of the research objectives and research question. First, the background and the research problem are discussed and then three specific research questions were developed to answer several more specific sub-research questions which are planned to address in chapter 4, 5, 6 and 7. The research is justified within empirical and theoretical ground with identified research scope. The next chapter presents the literature review, beginning with a brief introduction to IHRM field.

Chapter 2

Literature Review

2.1. Introduction

This chapter consists of two sections. First, it attempts to give a brief explanation to IHRM while explaining some conceptualized key aspects of the study. As the second attempt, this chapter explains some theoretical perspectives that were undertaken in the developmental research framework of this study.

2.2 Introduction to International Human Resource Management

IHRM can be defined as a set of activities aimed at managing organizational human resources at the international level to achieve organizational objectives and competitive advantage. This comprises of typical HRM functions at the international level together with some additional activities such as global skills management, expatriate management and so on. Morgan (1986) presents a broader definition with a model of IHRM that consists of three dimensions including, three human resource functions, three types of country operations and the three types of employees. The first one is defined by the three important functions of HRM: recruitment, allocation and development of human resources. The second dimension refers to the three categories of countries engaged in the international business operations: the host country (where subsidiary or affiliation is located) or the parent country (where the headquarter is located) and other countries/third countries (which provide for finance or labor-force). Lastly, the third dimension concerns three types of employees: host country locals, expatriates (parent country nationals) and third-country nationals.

Dowling & Welch (2008) present some unique characteristics of IHRM, which facilitate differentiating from domestic HRM activities. Among them the important ones are more HRM activities, broader perspective, more involved in employees' personal lives, risk exposure, more external influences, and changes in emphasis as the workforce mix of expatriates and locals varies.

According to Taylor (1996), there are several approaches that are facilitated to decide the IHRM orientation in international business operations. As depicted in table 2.1, there are three approaches called: adaptive, exportive and integrative. Adaptive system is one in which each affiliation develops its own localized HRM system. In this approach HRM philosophy, policies or practices do not reflect the parent country context. The main advantage is that HRM systems may be completely tuned to the local context (Taylor et al., 1996). In exportive approach, the parent company HRM system is being transferred to its affiliations or branches. Highly internal consistency and make a mirror of parent company practices is the main idea (Taylor et al., 1996). This approach is more popularized among companies in their early stage of internationalization. The integrative approach is the combination of both adaptive and exportive approaches and uses them throughout the organization.

Table 2.1 IHRM approaches

International Human Resource Management Approaches			
	Adaptive Approach	Exportive Approach	Integrative Approach
Condition	A multidomestic strategy Top management's belief in context specific practices Negative feedback about the appropriateness of	A global strategy Top management's belief in generalizability First stage of internationalization	A global strategy Top management's belief in sharing experiences Encountered good practices in affiliates

	exportive practices Legal environment	For newly acquired affiliates or greenfields	
	Differences in cultural values	For strategic critical groups of employees	
Advantages	Localization, adaptability	Standardization, internal consistency	Spreading of good practices
Disadvantages	Fragmentation, duplication of efforts	Inflexibility, feelings of rejection	Ill-suited for a particular context

Source: Taylor et al., (1996)

2.3 Conceptualization of some key terms

Stages of internationalization

Even though it is difficult to provide a concrete definition or do a classification for stage of internationalization, the attempts of Adler & Ghadar (1990) should be acknowledged. They identified five stages of internationalization of enterprises. They are first, export; second, sales subsidiary; third, international division; fourth, multinational enterprise, and fifth, globalization, alliance, partnerships or consortia. Export is usually the first phase of internationalization, where the domestic operation starts to export their finished product (Nankervis et al., 2002). When export reached a certain volume sales subsidiary are to be established with a home office managers (international assignees) and local support staff. When the international sales volume reaches substantial volume, the international divisions take more responsibility than just a sales subsidiary, including foreign production, country-specific marketing or product development. According to Welch & Welch (1994), the first three stages, including exporting, a sales subsidiary; and international divisions were considered as early stage of internationalized business firms.

International assignments

Over the last four decades, IHRM has been researched on international assignments, which were basically grounded on expatriation. From the literature, we identified two issues that need to be discussed further for refining the term “international assignments”. Traditionally international assignments refer to the assignment that comes from the expatriation-repatriation process of moving any employee from one country to another for a period of more than one year. The term “international assignee” was alternatively used to the traditional parent country national (PCNs) or third-country nationals (TNCs) who are on a typical expatriate assignment (Dowling & Welch, 2008; Briscoe et al., 2009). Assignments which exceed more than one year and relocation in another country were recognized more favorably in such identification. The main limitation is, alternative types of international assignments posted in international setting (which are for less than one year) were not covered even though they fulfill certain tasks, duties and responsibilities during the relocation period. Then later researchers intended to introduce the second category of international assignments, called “non-traditional”, “non-standard” or “alternative international assignments” including short-term assignments (Tahvanainen et al., 2005; Dowling & Welch, 2008; Collings et al., 2007).

Thereby in this study setting we suggest to account for two criteria referring the term international assignments in more a flexible manner over “time duration” and “relocation of assignments.” The operationalized definition for international assignees in this study setting is *“all the employees who get involved accomplishing a given job by physically relocating at international setting irrespective of the time duration or nationality of the assignees.”* With this identification, in this research framework both expatriates, and short-term assignees are included by the term of international assignees.

Expatriates

An expatriate is a person who works and resides in another country other than his/her native country (Griffin & Pustay, 2002). Different definitions of “expatriate manager” used by different firms or preferred by different researchers cause some confusion on the nationality and time duration of the assignees. Taking into account two criteria: nationality and time duration, here we attempt to refine the term further for the study purpose.

Nationality as the first criterion, until quite recently staffing of multinational corporations, (MNCs) has involved only two types of international employees as PCNs and TCNs, while giving more priority to PCNs (Briscoe et al., 2009). PCNs are typically classified as citizens of the country where the headquarters is located. A part of that with the trend of global mobility of talents, MNCs can hire talents from any country around the world to the headquarters, and for the time being can be considered for expatriate assignments. In terms of time duration as the second criterion, more precisely some researchers identified the period of 1-3 year as long-term expatriation (Baruch et al, 2002; Herod, 2008, Reiche et al., 2009), while others defined those of 1-3 years as regular expatriation, and those which extend to 3-5 years as long run expatriation (Credin et al., 2009; Collings et al., 2007; Dowling & Welch, 2008; McNulty et al., 2004). Considering all above, in general expatriate is *“PCNs and TCNs who posted in the foreign business plant as a representative of the parent company for more than the one-year period”*. However in order to keep the consistency of the discussion, this study we consider Sri Lankan owned people for the analysis.

Short-term assignment

Research attention has drawn complexities of traditional long term expatriation in favor of its more flexible cousins of short-term international assignments. Taking into account nationality and time duration again here we attempted to refine the term further for this study purpose. Pertaining to the nationality of short-term assignments, it is same as expatriates. For the duration of assignment, still there is no clear distinction. As PricewaterhouseCoopers (2002) define short-term assignment as “longer than a business trip, but shorter than typical expatriate assignments.” Flexpatriates or frequent business flyer also engages some international business activities but a less than one week period. Such assignees are excluded when defining the term short-term assignees. In some cases, it shows 3 to 12 months (Herod, 2008), or 6 to 12 months (Harvey et al., 2011, Tahvanainen et al., 2005). Here our position in this study is if long-term assignments encounter with greater than a one year, it is rational to consider the assignments, which is less than one year period as short-term assignments except for assignees who were for the less than one week period.

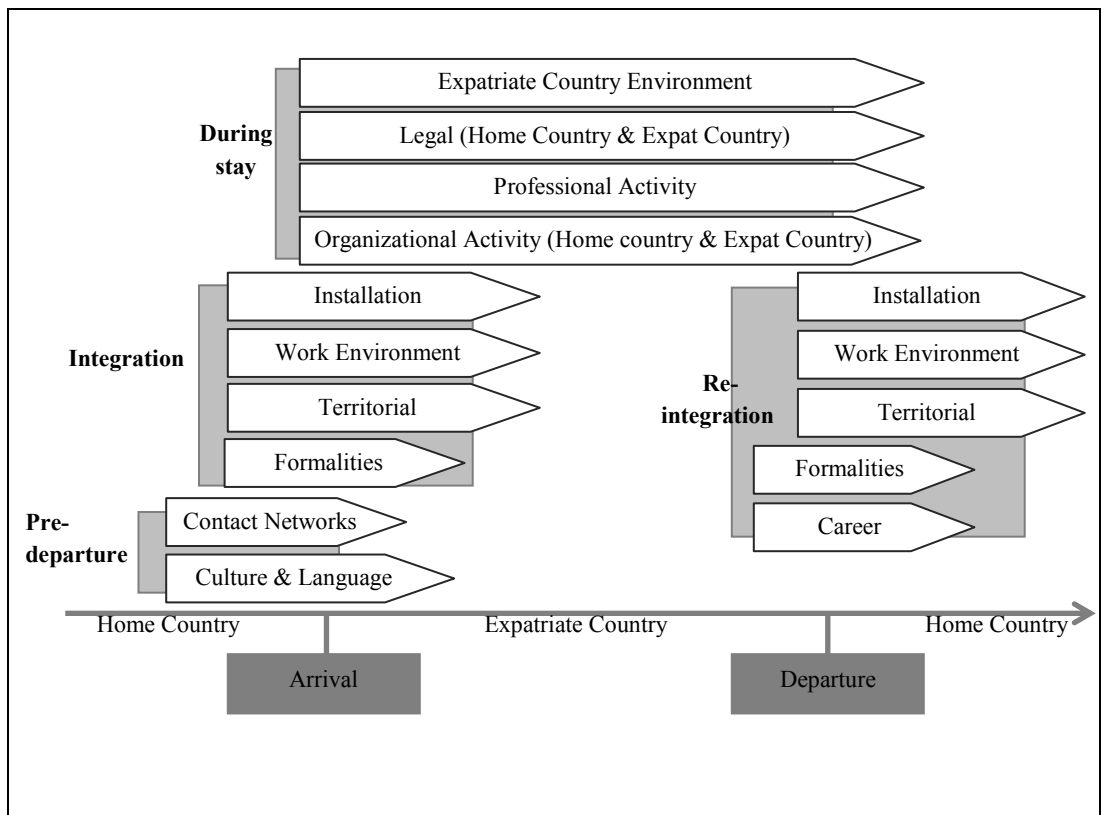
Considering above all, our operationalized definition of this study for short-term assignees is *employees who are posted in the foreign business plant as representatives of the parent company for one week to a twelvemonth period”*

Expatriate cycle

As in figure 2.1, in the explain model by Andre & Barnula (2006), there are three main stages of expatriation. Pre-departure stage arises in the finalizing expatriate selection process. The main concern for giving assistance was on local language training, information on existing personal networks and other information about day-to-day life, etc. Soon after arrival to host location integrating phase arise. In this phase accommodation and housing issues, initial work

environment issues and surrounding environment related information and integration of families occur. As time goes, stay phase arises with orientation towards legal and administrative system, professional activities, etc. The re-integration phase closes the expatriation cycle as the second most critical movement of this expatriation process. Information and assistance of the expatriates are similar to ensure the re-settlement in the home country back.

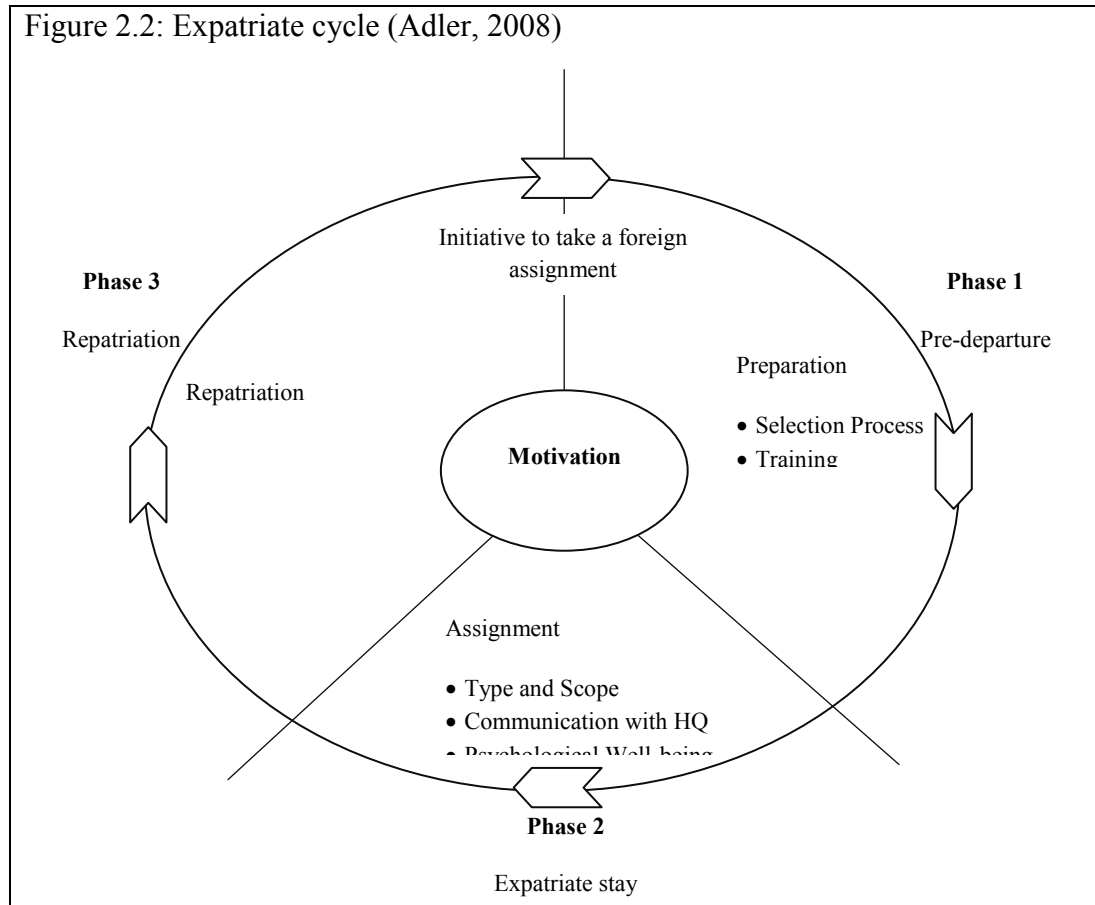
Figure 2.3: Expatriate cycle



Source: Andre & Barnula (2006),

The developed models by Adler (2008), three phases were identified as phase 1: pre-departure, phase 2: expatriate stay and phase 3: repatriation as shown in figure 2.2. In phase 1, some of the HRMPs (selection, training) and their application was highlighted while phase 2 includes

contacts with HQ, cultural differences and expatriate communities as major activities. The phase 3 is on repatriation and considers the situation after having returned to the home country.



The developed model for this study identifies the expatriation cycle into three phases (time stages) as pre-departure, on-assignments and post-assignment period to distinguish the impact of supportive sources at each phase on cross-cultural adjustment and home-country re-adjustment of expatriates. In the model Andre & Barnula, (2006), integration and during the stay period were considered together as they occurred during the stay period in the host

location. The same time phases were used to discuss the identified phenomenon on short-term assignments.

Cross-cultural Adjustment

Cultural adjustment is defined as the degree to which an individual has psychological comfort with the range of facets when living in a new cultural setting (Black, 1988; Black & Gregersen, 1991). Bhaskar & Shrinivas et al. (2005) define it as the degree of comfort or the absence of stress associated with the new situation abroad as an adjustment to the new culture. Lazarova et al. (2010) defined adjustment as affective psychological states that enable expatriates to put more effort into their roles as employees and as partners. The more recent literature uses the common conceptualization of adjustment as a multi-dimensional concept (Black et al., 1991) rather than a singular construct as previously understood. In brief, in this study we used to consider cross-cultural adjustment as an internal, psychological, emotional state and measured from the perspective of the individual experiencing the foreign culture in line with Black (1990). Adjustment is seen as having three distinct dimensions: work adjustment, interaction adjustment with host nationals, and general adjustment to the non-work environment (Black et al., 1991). The motivation for selecting these aspects of our study was that they were well pronounced (Black & Gregersen 1991; Suutari & Brewster, 2003) in the case of measuring family adjustment as well as measuring return expatriate adjustment which well match with our framework.

Work adjustment: It refers to adjustment to work responsibilities (Black & Stephens, 1989). Kraimer et al. (2001) defines it as the expatriate's psychological comfort with respects to the job tasks of the foreign assignment. Studies involving a number of managers from a number of

different countries have found that there are different appropriate managerial attitudes in different countries.

Interaction adjustment: It refers to adjustment to interaction with host nationals (Black & Stephens, 1989). According to Black & Mendenhall (1990) the more interaction is expected between an individual and host nationals, the more important it is for that individual to be able to reproduce appropriate behaviors. In the case of expatriate, interaction with host nationals is an essential part of the work.

General adjustment: This is a psychological comfort of the assignees with respect to the general living conditions and culture of the foreign country (e.g. food, transportation, entertainment, health care, and other issues (Black and Stephens, 1989).

In the case of defining returnees readjustment the same idea was used in line with Black & Gregersen (1991); Suutari & Brewster, (2003). Family cross-cultural adjustment and home-country readjustment were developed on the same logical arrangements in line with Black & Gregersen (1991), and Ali, Vander Zee & Sanders (2003). Thereby family adjustment was considered for interaction and general adjustment of family members. Family members are excluded from measuring work adjustment due to nonparticipation on company work.

All the adjustment dimensions, cross-cultural adjustment and readjustment in home country were taken for granted to investigate the phenomenon on short-term assignments.

2.4 Theoretical Background

Researchers have adopted a number of different theoretical approaches to address different types of issues pertaining to performance improvement of MNCs, e.g. resource-based theory (Carpenter et al., 2001; Fey et al., 2001), institutional theory (Kostova & Roth, 2002; Westney, 1993), economic theory (Bjorkman et al., 2002; Erdener et al., 1999) and social capital theory (Hall et al., 2006), etc. The common features of those theories are that they have organizational HRM strategic orientation towards financial performance improvements. However, recent attention on connections among people both within the organization and outside the organization has increased some ground breaking research in sociology and management (Burt, 2004; Coleman, 1998). Thereby social interaction of employees was added to the discussion in combining with traditional HRM perspective to broaden the understanding of the complexities of behaviors of employees (Hall et al, 2006) in an international setting.

Out of the available theories, the analytical framework for this dissertation was captured as a combination of four theories, namely HPWP theory, social exchange theory, family system theory and social learning theory. The combination of these four theories is more compatible to explain our main research framework than made by many others in an isolated manner. In the following sections, those perspectives are briefly reviewed in order to explain the rationales of the research design of the study.

2.4.1 High-performance work practices approach and behavioral outcomes

Elite discussions on HRMP-performance throughout the past decades were entailed with different notions of theoretical rigors. High-Performance work system is one of the notions that are designed to enhance organizational performance by improving employee capability,

commitment, and productivity. Up to date substantial body of research findings claimed that positive linear relationship (Arthur, 1994; Huselid, 1995) or reverse order relationship (Gardner, 2003) between HRMP and performances. They were observed at organizational, corporate, market, or global levels (Arther, 1994; Hauselid, 1995). In those studies, almost all the performances were measured in financial indices, including return on investment, stock market performance, profitability as well as in the international setting such as foreign profit, foreign sales, foreign market shares, growth in foreign profit (Paauwa et al., 2006; Bojrkman et al., 2002). Many authors have attempted to continue the discussion on three identified notions of the HRWPs as individual basis, system/bundling basis and contingency basis, which distinguishes the necessity of considering more customized policy decisions.

Yet there has been very little consensus about the HRMPs and HRMSs on behavioral outcomes of international assignees. Research studies undertaken on HRWP argue for a focus on the bundle of HRMPs rather than individual practices when examining the impact of HR systems on individual performances e.g. employee turnover (Richard & Johnson, 2001), and organizational commitment (Youndt et al., 1996). This study Huseild (1995) found the strategic impact of HPWP; those activities that improve employees' knowledge, skills and abilities (e.g., comprehensive recruitment and selection procedures, job design, training and participation programs) and those that address employee motivation (e.g., performance appraisal systems closely linked to compensation) to be significantly associated with employee turnover. Further, he revealed that one standard deviation increase as the proportion of employees involved in HPWPs reduced turnover by seven percent. A survey of 175 organizations from various sectors in the Netherlands found that HPWS are positively related

to workers" willingness to go beyond contract and perceived economic performance of the firms and negatively to absenteeism (Den Hartog & Verburg, 2004).

The notion of HPWP includes bundling or system effect of HRMPs. This perspective suggests that the application and adoption of certain "bundles" of HRMPs have the ability to impact organizational performance. E.g. Delery & Doty (1996) found a positive relationship between a system of HRMPs and firm financial performance that explained an additional 12.55 percent of the variance in return on assets and 9.00 percent of the variance in return on equity.

The third noting of HPWP theory is a contingency aspect that has an extensive discussion on factors including organizational strategic perspective and their moderation impacts on the relation between HPWPs and firm financial performances. Factors concerned with this aspect are e.g. organizational strategy directly and indirectly because of different structure, industry, firm size, firm age, degree of unionization, capital intensity, geographical location, technology, business systems, and culture of countries (Boselie et al., 2005; Data et al., 2005; Dlary & Doty, 1996, Youndt et al., 1996). However, it was rare to find the significant impact over vertical fit between HRMPs and organizational strategy, which could make policy direction on improving behavioral outcomes.

Extending this line of research into IHRM field, yet to the authors' knowledge electronic search of databases (e.g. Business source Premier, JESTOR, Sociological Abstract) revealed no enough empirical data examining the extent to which HRMPs support behavioral outcomes of expatriates (Paaauwa et al., 2006). Measurements of behavioral outcomes rather than financial performance would be more meaningful because of several reasons. When other resources make things possible only human resource make things happen. Human feelings like

commitment, intention to retention, etc. add value to organizational process, leading to better financial performances at long run (Foley et al., 2012; Paaauwa et al., 2006). In the case of short-term assignees, this kind of discussion is more precise for several reasons. Calculation of performance in financial terms would not be tenable for shorter time durations, and thereby identifying the financial impact comparing with the incurred cost to the assignments is difficult (McNalty et al., 2004).

In this study, we have articulated six HRMPs to see their impact on return expatriates behavioral outcomes filling the existing research gap on individual unit-level analysis on the broader frame of HRMPs. This orientation mandates creative HRM e.g. pay-for-performance, pay for enhancing skills and knowledge, customer-based performance appraisal systems, extensive training, etc. This kind of assessment would be an excellent feedback to the management in developing potential leaders through behavioral modification as well as developing the potentials of the rest of the home-country local staff (Briscoe et al., 2009).

However different organizational context may have an effect for practices, so it is necessary to look at the firms operationalized in a similar context rather than organizations in diverse context (Collings & Smith, 2006). Thereby limitation to organizational selection in an Asian context gave a rationale. In this context, the following questions addressed in this dissertation add new empirical knowledge to the HRWP theory.

2.4.2. Social Exchange theory, adjustment and behavioral outcomes

This theory is known to be as the most influential conceptual paradigms for understanding a series of interactions that based on the interpersonal attachment of life events of people (Cropanzano & Mitchell, 2005). With regards to human beings as a social animal, group

behavior is more affectionate due to inability of isolated survival. The existing interdependence between human beings is accounted as core of the theory. According to Lakey & Cohen (2000), human actions of emotions, moods, cognitive outcomes and perception are the outcomes of social exchanges. As the norm of reciprocity is a fundamental matter of the theory, this theoretical perspective is more popularizing in the field. That is because IHRM research has more described social aspects that are identified as important for making a better adjustment at international setting. However, a substantial body of empirical research has been conducted on a wide range of antecedents under the broader theme of social exchange theory. Some constructs were tested under social support perspective while the same construct used under organizational perspective in a different context. For an example perceived organizational support, labor-management relationship (LMR) (Gerstner & Day, 1997; Liden, Wayne, & Stilwell, 1993) and spouse support (Epitropaki & Martin, 2005; Schyns, & Le Blanc, 2006) were discussed under the social aspect while perceived organizational support and LMR discussed under organizational support by (Eisenberger et al., 1986). Further, other types of social supports have been also discussed in the theme of social support. They are peer workers, supervisors, friends, families, neighbors, religious groups, colleagues, counselors, self-groups, educational associations, host nationals, mentors, other expatriate co-workers, etc. (Caligiuri et al., 2002; Kraimer et al., 2001).

Our identification in this dissertation is in line with two separate perspectives of (a) organizational perspective of exchange relationship (b) social perspective of exchange relationship. Some unique features of exchange relationships that emerge over those two groups are concerned (Ahmed et al., 2011, Cropanzano & Mitchell, 2005). The aforementioned classification is rational. Organizational related exchanges are more structured, and

mostly they are more formal than social ones. At the same time, organizational exchange relationships make a demand over repayment within a particular period of time e.g. short-term vs long-term. The nature of the return is determined before exchanging the resources. Demand for repayment for the social exchange resources is open-ended, and less time specified in nature. Moral obligation between two-resource exchange parties are the fundamental of the repayment. Thereby organizational and social supportive perspectives were incorporated into the same model but as two different factors.

Organizational perspective of exchange relationship

Organizational supports evolves with the attempt of caring employees (Cropanzano & Mitchell, 2005). Due to substantial changes of professional and social life, it is impossible to avoid the impact of stressful life of international assignees. The available literature claims organizational support enhances employees' social identity that in turn leads to the support assignees' cross-cultural adjustment and home culture readjustment of expatriates. Working conditions, procedural justice, appointing mentors and counselors, administrative support (including solving tax payment support, logistic support, and schooling for children, medical insurance, and settlement on legal requirements, visa arrangements, taxation, and language translation), career paths were taken in order to be considered by researchers (Aycan, 1997).

For example, an analysis of 169 expatriates residing in Singapore, Wen-Long et al. (2013) found that expatriate supporting practices were positively related to adjustment as well as behavioral performance. Another analysis done by Kathrina & Maria (2012) over 281 of expatriates found that assigned mentors for both home and host countries and their positive relationship with general adjustment, interaction adjustment and work adjustment of

expatriates. Psychosocial support, role modeling and career development functions made these significances. In the case of return assignees home culture readjustment, organizational support for reducing role desecration and support for role clarity were significantly correlated with work adjustment of finish repatriates (Gregersen & Storoh, 1997).

In addition to this connecting, some of the researchers have conducted to investigate how the organizational supportive aspect is necessary for family members. Support practices for families are often critical related to family adjustment. Though the research attention in this regard is substantial (Black & Stephens, 1989; Caligiuri 1997; Caligiuri et al., 1998; Eisenberger et al., 1986; Harvey 1985; Mohr & Klein, 2004; Tung, 1981) when different time phases of assignment are concerned, the results are still inconclusive. Moved families have to figuratively fight them a way to socialized unknown community and received support before departure improves their adjustment possibilities.

Table 2.2: Effective management of spouse- needs through different stages

Stage:	Spousal needs:
Pre-assignment	<ul style="list-style-type: none"> • Spousal interviews • Psychological tests • Realistic preview of culture shock and foreign location • On-site visits • Language and culture issues • Job/employment issues
Early-assignment	<ul style="list-style-type: none"> • Assistance with daily activities • Administrative support • Assistance with job/employment • Financial support for education/research/other productive activities

	<ul style="list-style-type: none"> • Network assistance • Counseling for culture shock crisis
Late-assignment	<ul style="list-style-type: none"> • Recognition of contribution • Maintain ties to home
Post-assignment	<ul style="list-style-type: none"> • Assistance reestablishing home and family life • Assistance with job/employment • Support in dealing with culture shock

Source: Punnett (1997)

A part of the theoretical identification as in table 2.2, by Punnett (1997), little empirical knowledge was found in the extent to which the organizations provide support of all three-time phases that target their adjustment, although the given support at all three-time phases are expected to improve family well-being in order to make their adjustment process easier (Shaffer et al., 1998; Punnett, 1997; Shaffer & Harrison, 2001). In the case of unaccompanied families of short-term assignees, research has shown that when employees feel supported by their organizations, and feel valued by their organization, they tend to develop an identification with and a moral obligation to the organization (Shen and Zhu, 2011). Extended support for family members as a kind of fulfilling social emotional needs strengthen the employees' obligation to care about the organization and help the organization reach its objective (Eisenberger et al. 1986).

In the literature, the available empirical findings are well supportive to explain the direct effect of organizational support on improvement of behavioral outcomes of assignees. They improve employees work-relationships (Liu et al., 2010) or general well-being (Eisenberger et al., 1986) or emotional attachment towards organization (Mayer & Allen, 1997). If the employee perception on organizational supports is high, it is more likely to be engaged in higher job

involvement, higher organizational commitment, lesser absenteeism, and lesser intention to leave (Guzzo et al., 1994). For example, Marshall et al. (2010) in their work, a total of 42 firms employing 3,234 expatriates was surveyed and found that organizational support through more HRMPs reported a lower average repatriate turnover compared to organizations with fewer support practices. A work done by Stroh (1995) revealed that organizational career development was the predictor of turnover among repatriate who had returned to their parent companies after three years. Another work done by Feldman & Thomas (1993) suggests that attention to career development issues can affect an organization's retention rate of both its domestic and its global employees. The precise relationship between the adjustment and the performance of expatriates remain unresolved. Effectively evaluating this relationship awaits the development of the theoretical ground, and requires clear specification of performances. On this ground, the application of the concept of organizational support and its direct linkage with behavioral outcomes make surety of short-term assignees in this study setting.

Social perspective of exchange relationship

Excluding organizational support, the supportive sources for expatriate adjustment and readjustment to home culture are considered within this category. They may simply be work colleagues, roommates and association members, but also family members (children, spouses, extended family members) coworkers, peer expatriates parents, local working partners, or local friends (Osman-Gani & Tan, 2005). These relational ties serve as channels for social resources, such as informational, emotional, instrumental, and appraisal support (Adelman, 1988).

For example, spousal support at work and general adjustment was found by Karimer et al. (2001) in American based multinationals in 30 countries. Social networks and their influence on expatriate effectiveness, including adjustment, satisfaction, and job performance were measured in the Canadian context by Jiao et al. (2010). Another study on Taiwanese MNC subsidiaries operating in China was researched by Lee & Vorst (2010). They tested Taiwanese co-workers support and expatriate co-workers support. They found that Taiwanese co-workers significantly support for improving interaction adjustment of the expatriates. In addition a longitudinal study of social support and the readjustment to the home culture researched by Toshiki (1997) further revealed social support was significant to predict mental health during readjustment. Different dimensions of social support have been introduced by researchers (Harvey, 1995; Caligiure et al., 2002).

- (a) Emotional support: affection, attention, companionship, sympathy, fear, anger intimacy, overcoming negative emotional states, love, caring, esteem, overcoming anxieties value, sympathy, and group belongings listening and providing empathy, like, love, understanding, acceptance etc.)
- (b) Instrumental support: This refers to the provision of diverting assistance or advice with the intent of helping an individual meet his or her responsibilities or direct need. Child care, financial assistance, and job related obligations assistance aimed at solving problems, providing guidance and advice, counseling, good and services, advice, help with family or work responsibility.
- (c) Information given support: This refers to evaluation, feedback and necessary fact findings.

Nature, number, frequency, and density of the social network relationship intensify the strength of social support. Characteristic of supporting structure is important determining its

strength. It differs in size (number of contacts), range (diversity of contacts), and strength of ties between actors (Chen et al., 2011), would probably require more concern with different aspects that would ensure the results in a more precise way.

2.4.3 Family system theory and adjustment

Families are considered as a system because they are made up of interrelated elements or objectives (Ackerman, 1984). The members in a family exhibit coherent behavior, regular interactions, and interdependence on one another. There are predictable patterns of interaction that emerge in a family system and potentially affect cross-cultural and home culture readjustment of both expatriates and family members. In the context of global assignments, pressures within the family, such as spouse and child maladjustment to the new culture in the host country can affect other individual family member. Individual family members' cross-cultural adjustment, therefore, will directly affect the family's adjustment as a whole (Caliguiri et al., 1998; Creed, 2006). Families need to adapt to the developmental changes of the family members (e.g., a child starting school). Extra familial demand pressures influence the family marital and parental relationships (e.g., a parent needing to work overtime). A well-functioning family is able to accommodate the changes while maintaining the family system continuity in a more effective way for accomplishing assignment objectives. Creed (2006) found that family flexibility contributes to socio-cultural adaptation in expatriate families.

For example, Selmer & Leung (2003) noted that the relationship between spousal adjustment and expatriate adjustment is indeed reciprocal, because the stress felt by the spouse can have been damaging effects on the expatriate and vice versa (Black & Stephens, 1989; Stroh et al., 1994; Mohr & Klein, 2004). However, the impact of different socio-cultural norms regarding

family obligations and marital relationships with family members from more traditional societies needs to be examined in relation to their ability to participate in international assignments.

2.4.4 Social Learning Theory

This theory mainly developed around how individuals learn under what circumstance. Bandura (1977) initially introduced four main stages that explain what realize one's learning in a new cultural setting. They are (a) observations of others' behavior (b) associated consequences and (c) imitation of others behavior (Bandura, 1983). First, an individual can model a behavior; the individual must notice the behavior. Second, the observer encodes the modeled behavior in memory and third, reproduction, which translates the symbolic representations of the modeled stimuli into overt actions. Expatriate cross-cultural adjustment or readjustment requires involvement in a learning process, which means social learning theory provides a theoretical framework from which cross-cultural adjustment can be examined (Black & Mendenhall, 1990). Thereby four elements of social learning: attention, retention, reproduction, and incentives were courted to enrich this dialog over positive relationship between two adjustments in this study.

2.5 Summary

This chapter first showed a brief idea on what IHRM including some related means. Secondly, the discussion was drawn around the conceptualization of some key terms in this dissertation. Thirdly, it was attempted to present what has been discussed by previous researchers on applied four theories of HPWP theory, social exchange theory, family system theory and social learning theory.

Chapter 3

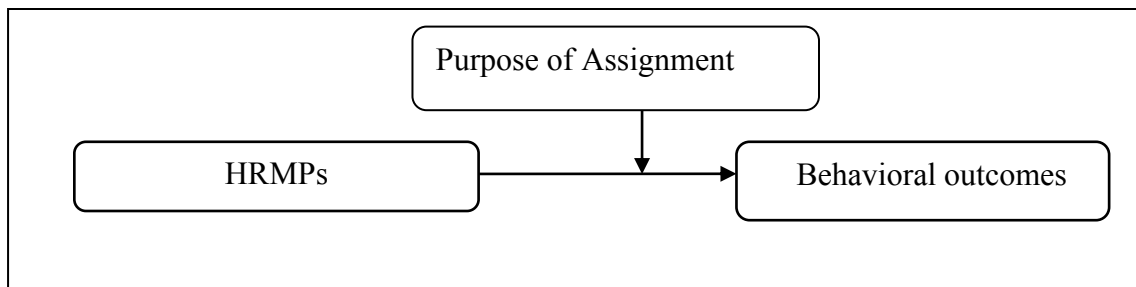
Research Framework and Methodology

3.1 Introduction

This Chapter has three parts. The first part introduces the research framework in a simple form that we are going to explain in detail in consequent analyses, chapters of 4, 5, 6 and 7. The second part discusses the methodological aspect of this study.

3.2 Theorizing the conceptual framework

Figure 3.1-HPWP theory and post-assignment behavioral outcomes (Chapter 4 & 5)



There has been a massive scale of existing literature on HPWP theory (Arthur, 1994; Conway & Monks, 2008; Datta et al., 2005; Edgar & Geare, 2005; Huselid 1995; Ichniowski & Shaw, 1999) Some of the studies support to discuss positive linear relationship (Arthur, 1994; Huselid, 1995) or reverse order relationship (Gardner, 2003) between HRMPs and performances. They were observed at organizational, corporate, market, or global levels with financial indices including both local and foreign markets (Arther, 1994; Bojrkmann et al., 2002; Hauselid, 1995; Paaauwa et al., 2006). In this study the proposed framework as in figure 3.1 is to investigate the relationship of HRMPs with behavioral outcomes which were poorly

addressed in the literature (Pauuwe, 2006). In the case of both expatriates and short-term assignees, this relationship is discussed in chapter 4 and 5 respectively.

Figure 3.2-Social exchange theory and behavioral outcomes of return expatriates (Chapter 6)

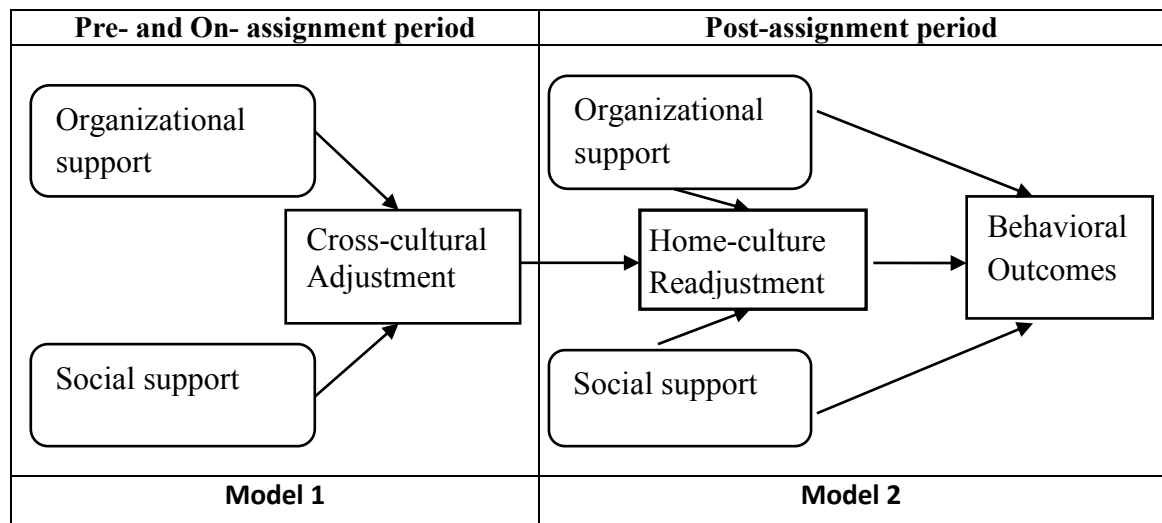
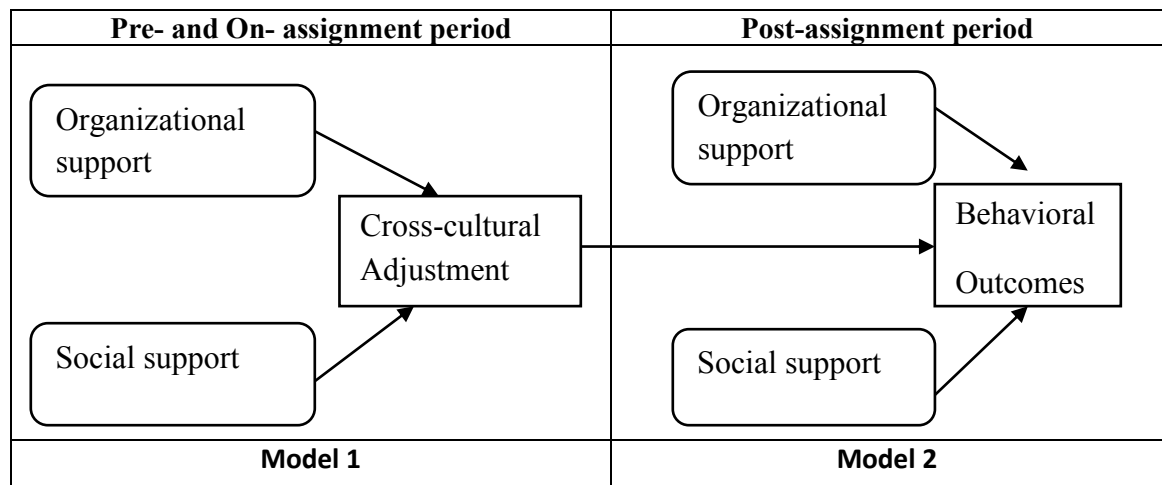


Figure 3.3-Social exchange theory and behavioral outcomes of SAs (Chapter 7)



Unfortunately, the majority of empirical work researched perceived organizational support including social support to discuss cross-cultural adjustment and home country readjustment of expatriates in an isolated manner. The literature has not challenged to investigate all sections in an integrated model by considering time phases to see the consequent impact of

each of the supportive sources. This study endeavors to explore the entire dimension of the model that consists of three time phases of pre-departure, on-assignment and post-assignment stage as same as Edgar & Geare (2005) by two approaches of social exchange theory: organizational approach and social approach. The main purpose of these approaches is to identify commonality and differences of such supportive contents over different time phases which have finally added a new direction to policy decision in organizations. More significantly the connectivity of such supports with cross-cultural adjustment and home country readjustment were investigated to see the consequent impact on post-assignment behavioral outcomes as explained in figure 3.2. In previous literature family adjustment had been considered as one criterion of family support. In the developed model in this dissertation, family adjustment and family support was ditched as two separate constructs. Each of these sections was investigated separately in two models that are pre- and on-assignment stages in model 1 and post-assignment stage in model 2 as in figure 3.2. This framework was discussed in chapter 6 in detail.

Mostly the same set of organizational and social supportive aspects was incorporated in the developmental model (figure 3) for short-term assignees. Due to shorter time duration of host locations, readjustment to the home country was not considered as a serious issue in this study. In the case of short-term assignees the present study would be the first attempt of integrating the models explained for expatriates to see the impact over their behavioral outcomes. This idea was presented in figure 3.3 and utilized for chapter 7 to have a detailed analysis.

3.3 Methodology

3.3.1 Research Philosophy

“All research is based on assumptions about how the world is perceived and how we can best come to understand it” (Uddin & Hamiduzzaman, 2009: 658). Research philosophy is the basic building block of research which describe the way the researcher discover the world reality or truth. Thereby research philosophy is accepted models or patterns that guide a research group to find the truth. This has always shaped how people look at the world in terms of knowing, understanding and learning the truth. Among the different types of philosophies (e.g. Realism, interpretivism, postmodernism, critical theory, critical realism, feminist theory) the present study is conducted under the doctrine of positivism due to some uniqueness of the study setting.

Positivistic research means an attempt of searching knowledge based on natural phenomena and their properties and relations as verified by the empirical science. Therefore, the positivist approach usually adopts a clear quantitative approach to investigate the real world, and in this study setting it gives a number of advantages. More interestingly quantitative approach allows the comparison between groups, and times which can be measured for difference that fulfill our main research focus of this study. Thereby in the quantitative ground, here we have applied survey based standard questionnaire, which is considered as the best method of objective observation and delivers measurable results as suggested by Olivier (2004).

The general investigation of the patriate (including both expatriates and repatriates) literature and short-term international assignee literature has shown that limited scientific knowledge is available on post-assignment behavioral outcomes. Being considering several supportive channels at three time phases, verification of the reality on scientific ground is necessary. It is

important that empirically driven scientific work is undertaken in this area that allows for theory development.

3.3.2 Research Design

The basic components of the research design, according to Sekeran (1992) are a type of the study, the nature of the study and the time horizon and the level of analysis of a study, which are presented in this section.

As explained in chapter 4, 5, 6 and 7, throughout their analysis processes, sets of independent variables (organizational and social support and family adjustment at model 1 and cross-cultural adjustment, organizational and social support at model 2) as well as set of dependent variables (cross-cultural adjustment in model 1 and home-culture readjustment and post assignment behavioral outcomes at model 2) were used at a time to establish the relationships between these variables. This research is conducted in the natural environment of the organizations minimizing the researcher's interference in the natural flow of events (Sekaran, 1992). According to Sekeran (1992) studies that engage in hypotheses testing usually explain the nature of certain relationships, or establish the difference among groups or the independence of two or more factors in a situation. These studies are considered as analytical studies. Then, this study was analytical in nature rather than exploratory or descriptive because there are set of hypotheses in each chapter to be tested. As far as the study setting is concerned, this is considered as a field study because it examines the factors affecting the Sri Lankan return expatriates and short-term assignees behavioral outcomes in natural working environment. No any artificial or contrived setting was created for the study. The time horizon was cross-sectional in nature because data for the study were collected within two months and

there was no subsequent extension of the research contemplated. Unit of analysis is the level of aggregation of the data during subsequent analysis stage (Sekeran, 1992; Opatha, 2003). In this study the Sri Lankan expatriates and short-term assignees on an individual basis have been considered as the unit of analysis.

3.3.3 Research Methods

In this section we discuss population, sample, data collection, validity and reliability of the questionnaire, the level of measurement of the variables and data analysis methods.

Population and Sampling

Table 3.1: Summary of the survey

Assignees	Data source	Population	Distributed No: of questionnaire	Qualified for the analysis
Expatriates	Ceylon Chamber of Commerce Company registry 2011-2012	Out of 336 companies, 33 are qualified. Managers or Executives for HRM, Mkt, Production, Finance and IT departments were considered.	178	155 (chapter 4) 70 (chapter 6)
Short-term Assignees	Export Development Board company registry 2011-2012	Out of 336 companies, 90 are considered. Top 30 exporters of agricultural, industrial and service categories were covered.	379	277(chapter 5) 113(chapter 7)

Source: Developed by the resercaher

Population refers to the entire group of people, events, or things of interest that a researcher wishes to investigate (Sekaran, 1992). As far as two types of international assignees are concerned, the total population relating to the study was twofold. In the case of expatriates, total population comprises all the expatriates who were working abroad attached to the Sri Lankan organizations in the Asian region. Due to unavailability of exact source which record this total population by number, it prevents us from recording them in this study. Thereby we have used to apply purposive sampling method to finalize the sample. Among the registered organizations in Ceylon Chamber of Commerce for the year 2011-2012, those which were used to relocate Sri Lankan expatriates in the Asian region was considered. According to the company registry, there were 515 companies which had registered for the concerned year and out of them seven organizations directly had mentioned that they are having overseas branches. But they're expected to be many organizations having overseas branches but not including that information under their company profile. To identify such cases the researcher referred to web pages of the rest of the organizations. Consequently, 33 organizations were drawn as a sample, excluding the organization which had planted only outside the region.

In the case of short-term assignees, our research was concerned with those who were assigned with less than one year period in the Asian region during the period 1 January 2007 and 31 December 2011. For this purpose, a sample of the top thirty exporters from agricultural, industry and service categories were covered.

Data Collection Method

There are a few data collection methods such as structured observation, secondary analysis, content analysis, survey method and so on. Among these research methods, this study relied

on the survey method. According to Rosenberg & Daly (1993), a survey is a technique for exploring the nature of personal characteristics and perceptions by analyzing the answers to a set of carefully developed questions. In this study it was thought to be a more appropriate to have a broader view in the Sri Lankan context where lack of empirical studies is available. Personal meetings and postal mailing method were applied to distribute the questionnaires. This study was purely based on primary data. Two sets of questionnaire were developed to cover two types of assignees. In the case of expatriates, pretested questions as well as the emerged views in the literature were concerned due to unavailability of very rigorous analysis of some concepts. In the case of short-term assignments, all the constructs were taken for granted from the available expatriate literature. In order to ensure the reliability in each case, exploratory factor analysis, Cronbach's alpha reliability coefficient and inter-item correlation were employed as explained in relevant analysis chapters.

The questionnaire consisted of two parts in the case of both expatriates and short-term assignees. In each questionnaire, the first part was related to personal characteristics and explaining self reported view on perceived organizational support through HRMPs and behavioral outcomes. The second part of the each questionnaire was used to collect the given organizational and social support for assignees (both expatriates and short-term assignment) at all three stages, in addition the given organizational support for accompanied and unaccompanied families. Expatriates' accompanied family adjustment was measured as well .

Data collection was done in two stages. At first survey was designed to collect data on pre-assignment organizational support through HRMPs and their influence on post assignment behavioral outcomes of both expatriates and short-term assignees as explained in chapter 4

and 5. The second survey was conducted six months later to collect some additional data in developing the conceptual framework which was more qualified to analyze and revealed some findings on behavioral outcome improvement of these assignees.

Statistical analysis

Mainly two analysis methods were adopted in this dissertation including hierarchical regression analysis and path analysis. The application decision of the adopted methods was subjected to the sample size as well as a consequent number of stages of the analysis. In chapter 4 and 5, hierarchical regression analysis was applied to investigate direct causal relationship between individual variables (HRMPs) and the dependent variables (post-assignment behavioral outcomes). In addition to that, this hierarchical regression analysis method was more compatible to measure bundling impact of HRMPs and the impact of moderating variable (purpose of the assignment) in line with large amount of empirical works that were reported in the literature.

In chapter 6 and 7, path analysis model was employed to see the consequent results of the collaboration of several variables at one time. Different supportive sources of organizational support and social support received at different time phases, could amalgamate into two models which are compatible to see the impact of both observable variables and unobserved variables. However the SEM method was not accessible due to limited sample size which we courted as one of the key limitations of this study.

3.4 An Overview of Sri Lanka

Sri Lanka is a developing country which falls under the middle income group countries in South Asia having remarkable socioeconomic performance amidst internal and external

socioeconomic challenges (Central Bank annual report, 2011). It became an independent country from Britain in 1948. It has a land area almost 65,000 km² and total population around 20.5 million in 2010. The literacy rate is 92% and average life expectancy is 74.9 years. The country has a relatively high Human Development Index as a result of free education policies and the health care system. Sri Lanka's Human Development Index, the literacy rate is high and the infant mortality is the lowest among the South Asian region. Internally Sri Lanka had a conflict issue for the last three decades and externally it was facing spillover effects of the global crisis during the past few years.



Source: Central Bank of Sri Lanka (2011)

Economic orientation:

In 1977, Sri Lanka liberalized its economic policies. Open market oriented economic policy was introduced to replace a closed economic policy and rapid economic growth was expected by changing the traditional economic structure. The government started deregulating, privatizing, and opening the economy to international competition so

that rapid economic growth is attained to enhance living standards. From the beginning of independence Sri Lanka changed the Gross Domestic Product (GDP) composition to a more service-oriented and industry-based economic system. By 2010 the GDP consists of 58% of the service sector, 29% and 13% by industry sector and agriculture sector respectively (Ministry of Finance and Planning, Annual Report, 2011). To achieve sustainable economic growth, the government has to influence economic activities in different approach. Recently Sri Lankan economy had witnessed a rapid growth in the internationalization. One of the distinguishing but unnoticed features of the country's economy during 1990s is the slide improvement of outward foreign direct investment (O-FDI) activity of Sri Lankan enterprises as in table 3.3 (Ministry of Finance and Planning, Annual Report, 2011).

Table 3.2: Main Social Economic Data of Sri Lanka

Targets	Unit	2000	2005	2010	2011	2016 (Proj)
GDP	US\$bn	16.5	24.4	49.6	59.2	98.0
Per Capita Income	US\$	899	1,241	2,400	2,836	4,470
Inflation GDP Deflator	%	6.7	10.4	7.3	7.8	4.0
Exports	US\$bn	5.5	6.3	8.6	10.6	18.0
International Trade Turnover	US\$bn	12.8	15.1	22.8	30.8	44.1
International Service Income	US\$bn	0.04	0.34	0.7	1.1	2.6
Unemployment	%	7.6	7.2	4.9	4.2	3.2
Infant Mortality	Per 1,000	22.0	11.3	9.0	8.5	4.0
Maternal Mortality	Per 1,000	0.6	0.4	0.4	0.3	0.2
Poverty Headcount	%	24.7	15.2	8.9	-	4.2
Primary School Enrolment	%	92.0	89.0	92.0	93.0	100.0
Literacy Rate	%	95.6	95.8	98.0	98.0	99.0
Literacy Rate – Computer	%	N/A	9.7	20.3	35.0	75.0

Source: Ministry of Finance and Planning, Annual Report (2011)

Table 3.3 Inward and outward foreign direct investment as a percentage of GDP

Year	1990	1995	2000	2005	2006	2007	2008
GDP (US\$) million	8032	13029	16330	24405	28267	32351	40715
Inflow % of GDP	8.5	10.0	15.0	10.11	10.69	10.83	10.85
Outflow % of GDP	0.1	0.3	0.5	0.15	0.15	0.17	0.15

Source: World investment report (2001) and Central Bank Annual report (2011)

However, as global competitiveness report revealed that Sri Lanka needs to continue her improvement in position in global competitiveness which are measured over 100 variables. There are 12 main areas. Among them, 10 areas of innovation, business sophistication, market size, technology improvements, increasing market sophistication, labor market efficacy and good market efficiency showed continued improvements. But still we lag behind the labor market efficacy and market efficiency as revealed by the report. This fact called for an investigation into the effect of processes that took place in Sri Lankan business enterprises with a view of recommending suitable practices for improving their performance. Potential improvement would be partially achieved by business enterprises that cultivate global competitiveness oriented industrial culture through HRMPs with well qualified and flexible personnel for effective competition in the global economy. Internationalized business enterprises are one of the ways that can accelerate country economy.

Social and Family orientation:

Sri Lanka's population of 22 million consists of three major ethnic groups: Sinhalese (74%), Tamils (17%), and Muslims (8%). Its main religious groups are Buddhist (84%) Christians

(8%), and Muslims (8%) (Central Bank annual report, 2011). The family is the most important unit in Sri Lankan society as in any others in Asian context. Traditionally, Sri Lankan families have a strong loyalty and attachment to their families. Industrialization affected the family structure in the transition from extended families to nuclear families. The most common types of household in present-day in Sri Lanka are small three-generation families (grandparents, parents and children living together) and two-generation (parents and children living together) families. The elderly usually live either with one of their children or on their own. In compromise families three generations live together. Grandparents will normally take care of their grandchildren while both parents are working. Women are responsible for household work and man's job is to protect woman and children and provide them with marital support, and in the man dominate all aspects of business and public life. The decision making system of Sri Lankan families is hierarchical. Family decisions are made by father or mother or both and children impence on life activities depends on the approval from the hierarchy (Chandrakumara & Sparrow, 2005; Nanayakkara, 1992).

3.5 Summary

This chapter was an attempt of explaining applied methodology in this study as well as a brief explanation of Sri Lankan context. The methodological explanation would be helpful to capture some limitations and scope of the analysis that intend to be presented in the rest of the analysis chapters of chapter 4, 5, 6 and 7. The section of Sri Lankan economic and social background would be supportive to make readers understand the analysis context more clearly.

Chapter 4

The impact of pre-departure international human resource management practices on post-assignment behavioral outcomes of expatriates

4.1 Introduction

The main objective of this chapter is to explain how HRMPs make influences on post-assignment behavioral outcome of return expatriates. After the background explanation, the conceptualized analysis framework is presented. Literature based explanation is provided justifying the credibility of developing three hypotheses. The found results, discussion and conclusion are placed in the later part of the chapter.

4.2 Background

The advent of globalization has heralded remarkable development in international business. Various phenomena such as competition, diversity, and uncertainty have increased the complexity of the already challenging task of managing expatriates both during and after assignments (Mayerhofer et al., 2004). Therefore, extensive studies in this area are vital to identify new challenges and opportunities; such studies could be used to considerably enhance business success, which is crucial to firms in Asia that are at an early stage of internationalization.

IHRM literature has been demonstrating steadily increasing appreciation of the positive role played by HRMPs in facilitating expatriates' high performance in financial terms. However, the case of return expatriates has received scant empirical attention. Specifically, there has been insufficient empirical data examining the extent to which HRMPs ameliorate the

behavioral outcomes of return expatriates (Paauwe & Farndale, 2012). Therefore, the main purpose of this study is to analyze the relationship between HRMPs and the post-assignment behavioral outcomes (job commitment, organizational commitment, and retention) of return expatriates.

An overseas assignment is considered the costliest investment that a firm can make in the particular employee (Stroh et al., 2008) as well as an excellent mechanism to transfer employees' core competencies in a dynamic business world. Therefore, carefully managing the post-assignment behavioral outcomes of return expatriates ensures that they can apply these core competencies to contribute to international business expansion in the future (Szkudlarek, 2010). It is widely recognized that living and working outside the country enables employees to develop a robust and well-rounded personality because of the opportunity to work in diverse fields, the availability of feedback from various sources on their work, exposure to different ways of approaching business problems, and sensitivity to market flexibilities. These qualities are highly desirable for the long-term success of the company, and can be transferred to the organization by appropriately managing the behavior of returnees. In addition, such internationally mobile employees may enhance decision-making skills in the international context, which can be leveraged for the benefit of the organization. Further, returnees who are committed to their organizations are flexible in accepting organizational changes even if they have not received strong appreciation for their international assignment. Moreover, such strongly committed returnees contribute to increased national productivity by reducing the national job attrition rate (Chow & Gong, 2010) and by helping organizations avoid the extra cost of hiring and training new people. However, to

enable organizations to reap the above benefits, it is important to understand the existing challenges in managing return expatriates, and to manage the repatriation process effectively.

The principal challenge in managing return employees concerns the fact that the international business acumen and proficiency of returnees are highly transferable across different firms and even different industries; therefore, they may be lured by better rewards or superior positions in other organizations. Historically, empirical findings have reported that the turnover rate amongst return assignees was 15% within the first six-month period, and approximately 25% within a one-year period (GMAC, 2008). This represents an alarming loss of the organization's initial investment cost incurred on providing their employees with international experience in addition to the loss of employees with high potential and superior skills acquired through their international assignments. In other words, these employees take their accumulated knowledge and experience (acquired through their international assignments) out of the organization to competing organizations that can offer them lucrative compensation packages (in lieu of the much larger initial investment in providing the employees with international experience). Therefore, competitors can utilize the returnees' international experience and knowledge in a cost-effective manner (Allen & Alvarez, 1998; Carpenter et al., 2001).

The above issues are symptoms of inefficient HRM and, therefore, this study aims to find an answer to the question of how HRMPs can be implemented so that employees' post-assignment behavioral outcomes can make a positive contribution to their organizations. Specifically, we will extend and apply three approaches for which sufficient empirical data is available. The first approach considers the impacts of individual HRMPs on return expatriate

behavioral outcomes. The second approach, called the systems view, traverses the examination of individual HRMPs by considering bundled HRMPs for better outcomes. The third approach considers the moderation effect of organizational strategic objectives of the assignments by examining whether the purpose of the assignments influences the relationship between HRMPs and behavioral outcomes of return assignees. In the next section, we discuss and formulate three hypotheses, using the extant literature to guide our empirical investigation.

4.3 Conceptual Framework

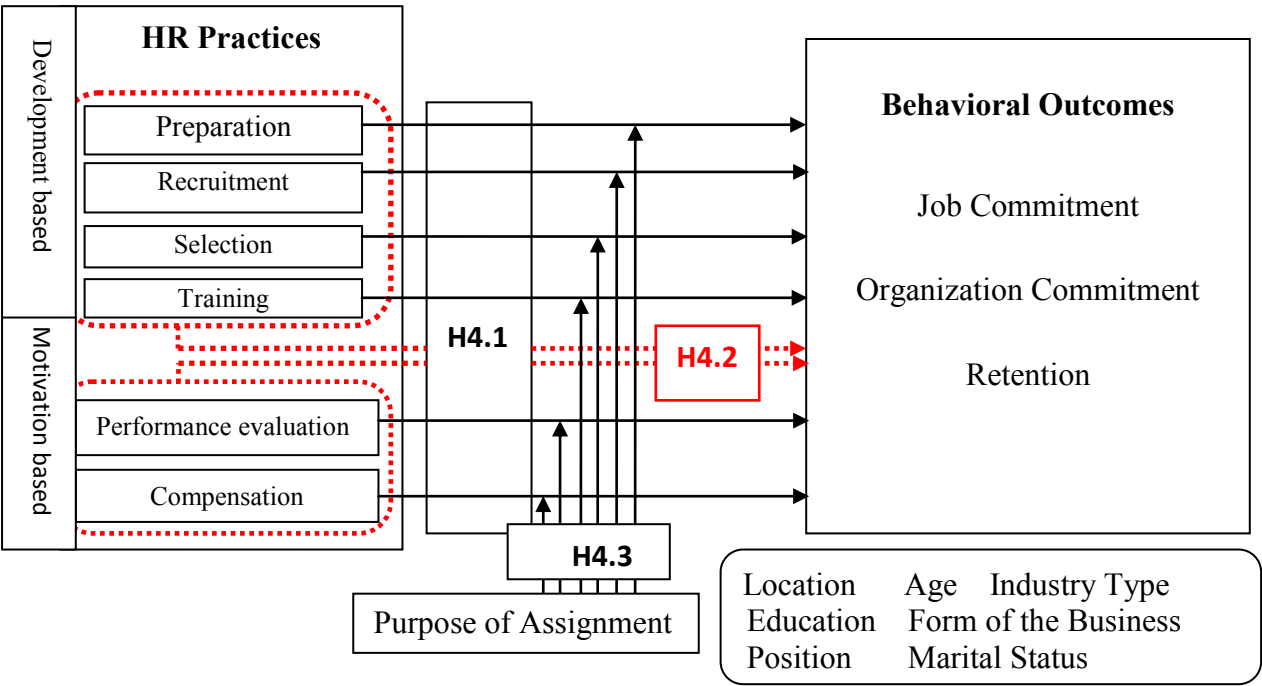


Figure 4.1: Conceptualized model

Two HRMSs were identified as (a) motivation based, and (b) development based. By combining a number of items on performance evaluation and compensation together, a motivational based HRMS was created (Delery & Doty, 1996; Ichniowski et al., 1997) while

the remaining HRMPs were included in the development-based HRMS as explained in another section in this chapter.

4.4. Literature review and hypotheses development

In investigating these relationships, we recognize that there is a significant time lag between the implementation of an HRMP and the resulting changes in employee behavior (Park et al., 2003).

4.4.1 The impact of individual HRM practices for post-assignment behavioral outcomes of expatriates

Levine (1995) found that HRMPs could provide opportunities for employees' involvement and participation, and enhance their skills, commitment, and motivation in such a way that they become a source of sustainable competitive advantage. Several recent empirical studies have found strong evidence that HPWPs that are based on individual HRMPs can lead to improved behavioral outcomes (Arthur, 1994; Huselid, 1995; Datta et al., 2005). Specifically, according to Delaney & Huselid (1996), organizations can adopt such HPWPs to enhance knowledge, skills, and abilities by focusing on both new employees and current employees or on either of these two categories.

These HPWPs, if well managed, can lead to positive behavioral change. They include the preparation of formalized tasks, duties, and responsibilities associated with the transition to the new role that is a vital part of a sound recruitment and selection process aimed at capturing the best employees. Selective recruitment can help companies attract suitable workers (Tsai et al., 2010) who demonstrate commitment to the job. This is corroborated by Candwell et al. (1990), who note that appropriate recruitment and selection policies positively influence the organizational commitment of employees.

Further, these HRMPs should involve improving the quality of current employees by providing comprehensive opportunities for their training and development. Appropriate recruitment and training procedures play an important role in improving several behavioral outcomes of expatriates, such as commitment (Conway & Monks, 2008; Edgar & Geare, 2005) and the returnees' intention to leave the organization (Hemdi & Nasurdin, 2006). Employees who feel that their company is willing to invest in their training and development are more committed to their organizations. Moreover, training can also enhance workers' knowledge, skills, and abilities (Pfeffer, 1994), which helps workers execute their jobs effectively and efficiently. Park et al. (1994) suggested that a fair compensation could discourage employees from leaving an organization. Schuler and Jackson (1987) found that performance appraisal and compensation influenced employee behavior. Therefore, each managerial practice has its own independent influence on the behavioral patterns of expatriates (Ichniowski et al., 1997). On this basis, we formulate the following hypothesis.

Hypothesis 4.1: There will be a positive relationship between the post-assignment behavioral outcomes of expatriates and each HRMP of (a) preparation, (b) recruitment, (c) selection, (d) training, (e) performance evaluation, and (f) compensation.

4.4.2 HRM system impact on the behavioral outcomes of expatriates

The concept of a HRMS has been discussed in strategic HRM while terms such as “bundling effect,” “horizontal fit,” or “internal fit” of HRMPs has been used interchangeably with the term “system” (Schuler & Jackson, 1987; Colbert, 2004). HRMS is defined as “a combination of coherent and complementary HRMPs which refers internal fit or horizontal fit of individual HRMPs that align in such a way that they support and enhance the effectiveness each other” (Delery & Shaw, 2001). Further, it is proposed that an individual HRMP is more effective

when it is combined with one or more supporting work practices (Ichniowski et al., 1997). The extent of this mutual support and reinforcement would primarily depend on the proper coordination, arrangement, and implementation of HRMPs (Pfeffer, 1994). HRMPs that are combined with each other lead to better performance because of the inherent nature of the internal fit (MacDuffie, 1995). This fit results in different employee behaviors, for example, commitment and retention. For example, the combination of an appropriate compensation and a fair performance appraisal system can magnify employee retention because employees perceive that their efforts will be rewarded (Huselid, 1995). Therefore, this holistic effect of HRMPs implies that the system (as a whole) is greater than the sum of its parts (Chanwick, 2010).

Unfortunately, the process of determining an optimal combination of HRMPs is not supported by adequate empirical evidence, which would be required to identify practices that should be combined for a more horizontal fit (Kaarsemaker & Poutsma, 2006). While the number and types of HRMSs differ according to the aims and objectives for each individual task (Schuler & Jackson, 1987; Youndt et al., 1996), we identified two types of HRMSs using the studies of Katou & Budhwar (2006) and MacDuffie (1995): (a) the motivation-based HRMS and (b) the development-based HRMS. Certain performance evaluation and compensation criteria were combined to create a motivation-based HRMS (Delery & Doty, 1996; Ichniowski et al., 1997) and the remaining HRMS criteria were included in the development-based bundle, to formulate the following hypothesis:

Hypothesis 4.2: There will be a positive relationship between the post-assignment behavioral outcomes of expatriates and each of (a) development-based HRMS and (b) motivation-based HRMS.

4.4.3 The impact of the purpose of expatriate assignments on the relationship between HRMPs and post-assignment behavioral outcomes of expatriates

According to the contingency theory perspective, HRMPs should ensure a vertical fit with organizational strategies by considering the impact of external and internal organizational factors. For instance, the purpose of the expatriate assignments and the influence of this purpose on the relationship between HRMPs and behavioral performance must be taken into account (McNulty & Tharenou, 2004).

Although the purpose of the assignment and the types of assignments are distinct factors, the available literature often uses these terms interchangeably as they are interrelated. In the extant literature on international assignments, types of assignments are typically classified as that of country managers, chief executive officers, general managers, functional heads (middle level management, sales, training, marketing managers, etc.), and problem-solving roles (or technical assignments such as those handled by engineers, technology professionals, etc.). In contrast, the assignment purposes are described as including the development of management capabilities, coordination, controlling, transfer of know-how, developing global awareness, career development, keeping relationships with joint ventures, licensing and contracting, and improving the quality of work life and personal life (Bonache & Fernandez, 1999; Harzing, 2001; Evans et al., 2002; Caligiuri & Colakoglu, 2007; Collings et al., 2007).

However, on the basis of the purpose of the assignments, they can be classified into demand-driven and learning-driven categories (Briscoe et al., 2009) or, alternatively, into business-driven and development-driven categories (Cartus, 2007), to represent different purposes that are directly related to either the financial performance of organizations or to employee-oriented development, respectively. The “demand-driven” or “business-driven” category

includes aspects such as expatriates' knowledge-transfer, problem-solving, coordination, controlling, communication, filling vacant positions in projects, and maintenance of relationship with the joint venture. In contrast, "learning-driven" or "development-driven" assignments involve improving the quality of work and personal life, and developing employees' talents including leadership and a global mindset (Evans et al., 2002). According to Harzing (2001), expatriates are more frequently sent to developing countries that have inadequate local talent, for international assignments that have demand-driven objectives.

HRMPs in the two HRMSs mentioned earlier (i.e., the development-based HRMS and the motivation-based HRMS) are relevant to these two purposes of the assignments. In other words, differences in the outcomes of expatriate assignments can arise from the same HRMP if the assignments have different purposes and motives. For example, when the assignment is demand-driven, a change in the extent of implementation of motivation-oriented HRMPs affects behavioral outcomes more profoundly as compared to learning-driven assignments. In contrast, in learning-driven assignments, a change in the extent of implementation of development-oriented HRMPs affects behavioral outcomes more profoundly as compared to demand-driven assignments. Therefore, we hypothesize that:

Hypothesis 4.3: The relationship between post-assignment behavioral outcomes of expatriates and each HRM practice amongst (a) preparation, (b) recruitment, (c) selection, (d) training, (e) performance evaluation, and (f) compensation will be moderated by the purpose of the assignments.

4.5 Research Methodology

4.5.1 Sample and Data collection

Detailed information on sample and data collection was provided already in chapter 3. Among the respondents, 61% were within the age range of 30-40 years. Further, 60% of the respondents were married. The majority of the respondents (59%) had experience in India, while smaller proportions had experience in Maldives (16%), Bangladesh (13%), Singapore (10%), Nepal (7%) and Hong Kong (7%). Significantly, none of the respondents were female.

4.5.2 Measurements of the Variables

Table 4.1 Measurement of the variables

<p>HRM practices</p>	<p>The respondents were asked to indicate the extent to which HRMPs were applied in their expatriate assignments. The survey included questions on the preparation of formalized tasks (seven items, for example, “included necessity of different types of skills required to perform the tasks,” and “included task completion that is very important to the organization”), recruitment (five items, for example, “open newspaper advertisements,” and “management nominations”), selection (11 items, for example, “managerial talent,” “adaptability and flexibility,” and “experience in the company”), training (five items, for example, “lectures/classes,” “meeting with seniors”), performance evaluation (five items, for example, “performance evaluation results have a lot to do with personnel decisions,” and “the company has a clear set of criteria and standards to evaluate the performance of international assignees”), and compensation (nine items, for example, “cost of living and housing allowances,” “income tax reimbursement,” and “assignment-related insurance”). These questions were structured on a five-point Likert Scale, and were based on the extensive literature review referred to in the previous section (Arthur, 1994; Huselid, 1995; Datta et al., 2005). Some criteria (recruitment, selection, training, and compensation) consist of different components under broader practices that can be implemented separately; however, we expect firms to implement these specific practices together.</p>
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<p>Purpose of assignment</p>	<p>We classified the assignment purpose into six groups following Briscoe et al. (2009) and Cartus (2007): career and leadership development, controlling management, filling specific project requirements, business expansion, and transferring specific knowledge. Career development and leadership development purposes were placed in the “learning-driven purpose” category while the others were placed in the “demand-driven purpose” category for further analysis. In the statistical analysis, demand-driven purpose was assigned a value of “1” while the learning-driven purpose was assigned a value of “0.”</p>
<p>Behavioral outcomes</p>	<p>There are various definitions in the extant literature, which consider behavioral outcome dimensions. For example, organizational commitment has been defined from the attitudinal perspective in some studies (Mowday, Porter, and Steers, 1982; O’Reilly, 1989), while other studies define it from a behavioral perspective (Mayer & Allen, 1997). In this study, the definition of job commitment (four items, for example, “you really work hard at your job,” “you really want to do a good job”), organizational commitment (four items, for example, “you stay overtime to finish a job, even if the company does not pay for it,” “you are proud to be working for the company”) and retention (three items, for example, “you are seeking external job opportunities,” “you are ready to turn down a job with more pay in order to stay with this company”) were considered from the behavioral perspective rather than from attitudinal perspectives, in accordance with Hemmasi et al. (2010).</p>
<p>Control Variables</p>	<p>In the analysis, we controlled for four demographic characteristics (age, position, education, and marital status) and three organizational characteristics (industry type, form of the business, and location). All the demographic variables were categorized and measured using pre-determined codes. Age was represented as below 30 years, 30-40 years, 41-50 years, and 51 years and above. In addition, a senior managerial position was coded as “1,” while junior executives and others were coded as “0.” For marital status, “1” represented single, while “2” represented married. Further,</p>

	<p>several educational levels were considered including advanced level certificate, diploma holder, bachelor’s degree, postgraduate diploma, master’s degree, and professional qualifications.</p> <p>The three organizational characteristics mentioned above (i.e., location, industry type, and form of the business) were also coded as categorical variables. Low-income countries (India, Bangladesh, Maldives, and Nepal) were coded as “1” and the more developed countries as “0.” Manufacturing firms were coded as “1” and others as “0.” Organizations with foreign subsidiaries were coded as “1” while the rest were coded as “0.”</p>
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4.6. Data analysis and Results

4.6.1 Measurement Validation

Table 4.2 Summary of validity and reliability measurement results of the variables

Factor	No: of item	Factor loading	Eigen value	KMO Value	Total variance	Item-to-total correlation	Cronbach’s α
Pre-departure organizational support for expatriates							
Preparation	Q11a	0.945	4.112	0.620	82.0%	0.798	0.884
	Q11b	0.912				0.729	
	Q11c	0.903				0.764	
	Q11d	0.967				0.734	
	Q11f	0.978				0.748	
	Q11g	0.937				0.730	
Recruitment	Q13a	0.947	4.321	0.786	84.7%	0.846	0.970
	Q13b	0.835				0.756	
	Q13c	0.915				0.874	
	Q13d	0.846				0.777	
	Q13e	0.915				0.890	
Selection	Q15a	0.913	3.543	0.756	95.0%	0.852	0.934
	Q15b	0.972				0.947	
	Q15d	0.971				0.946	
	Q15e	0.969				0.942	

	Q15f	0.972				0.947	
	Q15g	0.971				0.946	
	Q15h	0.969				0.942	
	Q14i	0.972				0.947	
	Q15j	0.971				0.946	
Training	Q19b	0.846	3.324	0.737	77.0%	0.774	0.902
	Q19c	0.822				0.756	
	Q19d	0.925				0.809	
	Q19e	0.891				0.809	
Compensation	Q21a	0.899	3.123	0.793	86.0%	0.818	0.917
	Q21c	0.882				0.794	
	Q21d	0.910				0.836	
	Q21e	0.972				0.944	
	Q21g	0.882				0.794	
	Q21h	0.910				0.836	
Performance	Q23a	0.902	3.145	0.738	87.0%	0.755	0.754
Evaluation	Q23c	0.896				0.742	
	Q23e	0.898				0.735	
Behavioral outcomes							
Org: Commitment	Q25a	0.843	4.934	0.720	72.7%	0.753	0.803
	Q25g	0.864				0.812	
	Q25h	0.876				0.796	
Job: Commitment	Q25c	0.826	4.765	0.793	75.8%	0.876	0.813
	Q25d	0.721				0.842	
	Q25f	0.805				0.812	
Intention to retention	Q25i	0.732	4.432	0.796	78.2%	0.807	0.831
	Q25j	0.876				0.743	
	Q25k	0.882				0.766	

Internal consistency was ensured using Cronbach's alpha to measure the reliability coefficient of all HR practices (ranging from 0.754 to 0.970), job commitment (0.846), organizational commitment (0.826), and retention (0.796). In addition, the construct validity (Hair et al., 2006) of the measure was tested through a factor analysis that included using the Kaiser-Meyer-Olkin (KMO) and total variance (TVS) measures. The values resulting from the test

met the requirement of 0.5 and 0.7 for KMO and TVS, respectively (Hair et al., 2006). KMO values for all variables were above 0.5, whereas the TVS score was satisfactory, at above 0.5. Factor loadings were between 0.822 and 0.978 for HRMPs, and between 0.768 and 0.972 for behavioral outcomes. In generalizing the results over the organizational characteristics, namely, different business types, locations, and industry types, a one-way ANOVA analysis was conducted. The similarity of HRMPs and behavioral outcomes across all categories suggested that the findings could be generalized, at least in this study setting.

Several measures were undertaken to resolve any possible multicollinearity problems encountered in the study. First, it was ensured that the bi-variate association between these two variables was not greater than 0.7, as shown in table 1. Second, VIF values (variance inflation factor) were monitored; a VIF value less than 4 was taken as indicating that the multicollinearity should be investigated, whereas, VIFs greater than 10 were taken as indicating that the multicollinearity may be unduly influencing the least squares estimates (Hair et al., 2006). However, the largest VIF measured for the independent variables in our model was 3.16. Third, to avoid multicollinearity between interaction terms and variables used for them, mean-centered values were adopted to evaluate the interactions (Aiken and West, 1991).

Table 4.3 Mean, SD and Correlation between variables

	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.JC	4.16	.780															
2. OC	4.36	.520	.124														
3. Retention	4.14	.765	.109	.162													
4. Preparation	4.09	.761	.137**	.116*	.502**												
5. Recruitment	4.20	.687	.161*	.522*	.133*	.131											
6. Selection	4.13	.441	.611*	.566**	.236*	.091	.490*										
7. Training	4.07	.653	.135*	.128*	.241*	.221	.068	.177*									
8. PE	3.74	.810	.107*	.389*	.206**	.215	.361*	.346	.031								
9. Compensation	3.94	.683	.542*	.397**	.190*	.083	.164	.566	.125	.021							
10. PA	0.38	.483	.105	.072	.134*	.143*	.029	.115*	.025	.015	.134*						
11. NI	0.28	.909	.057	.270	.025	-.081	.148	.168*	.240	-.101	.054	.089					
12. Form of Bus:	0.56	.501	.147	.017	.257	.259	.034	.146	.244	.159	.163*	.125	.173				
13. Location	0.37	.422	.190*	.020	.131*	.121	.042	.250*	.293	.062	.205	-.180	.117	.446			
14. Age	2.07	.633	.640*	-.150	.224	.290	.161	-.012	.061	.066	.010	.009	.292*	.083	.033		
15. Positon	0.69	.720	.196*	.168**	.279*	.085	.178	.320*	.008	.244	.263*	.113	.026	-.131	.090	0.04	
16 Marital status	1.27	.469	-.068*	.231	.013	.015	.251	.069	.150	.015	.091	.210	.064	.264	.057	0.39	0.062

Note: *P<0.05, **P<0.01, ***P<0.001 (two tailed), JC=Job Commitment, OC= Organizational Commitment, PE=Performance evaluation,

PA=Purpose of assignments, NI=Nature of industry, Form of Bus:= Form of the business.

4.6.2 Data analysis results

To test hypothesis 4.1, a separate but linked series of hierarchical regression analyses was performed to explore the relationships between HRMPs and the dependent variables of job commitment, organizational commitment, and retention. First, controlling variables were entered in models 1, 3, and 5. Second, in models 2, 4, and 6, all the HRMPs were entered together with controlling variables, to see the consequent impact on our three outcome dimensions.

Table 4.4 Hypothesis 1: Regression results

	Job Commitment			Organizational Commitment			Retention		
	MI	M 2	VIF	M 3	M 4	VIF	M 5	M 6	VIF
Constant	4.137	1.371		3.615	1.265		6.493	5.176	
D1- Form	0.037	0.010	1.202	0.134	0.011	1.473	0.201	0.001	1.234
D2 –Industry	0.242	0.218	1.044	-0.030	-0.008	1.023	0.063	0.028	1.133
D3- Location	0.176*	0.133*	1.153	0.121*	0.031	1.629	0.041	0.076	1.276
D4-Position	0.197*	0.221*	1.085	0.226	0.240*	1.703	0.191	0.177	1.221
Age	0.144*	0.104*	1.042	-0.121	-0.041	1.240	0.236	0.155	1.017
Education	0.088	0.039	1.348	0.073	0.044	1.226	-0.040	-0.025	1.223
Marital status	-0.018	-0.005	1.028	0.016	0.011	1.119	0.106	0.034	1.133
Step 02-HRMPs									
Preparation		0.162*	1.242		0.118*	1.411		0.138*	1.323
Recruitment		0.166	1.138		0.096	1.836		0.124	1.143
Selection		0.183*	1.262		0.112*	1.346		0.107*	1.208
Training		0.163	1.215		0.011	1.325		0.021	1.145
PE		0.116	1.076		0.052	1.135		0.007	1.376
Compensation		0.214			0.399	1.617		0.018	1.854
R ²	0.119	0.548		0.109	0.467		0.131	0.352	
ΔR ²	-	0.429		-	0.358		-	0.221	
ΔF	2.768**	21.913*		2.563*	65.361*		3.110	19.866*	

Notes: PE= Performance evaluation, *P<0.05 **P<0.01, ***P<0.001 (two tailed)
Standardized beta values were entered.

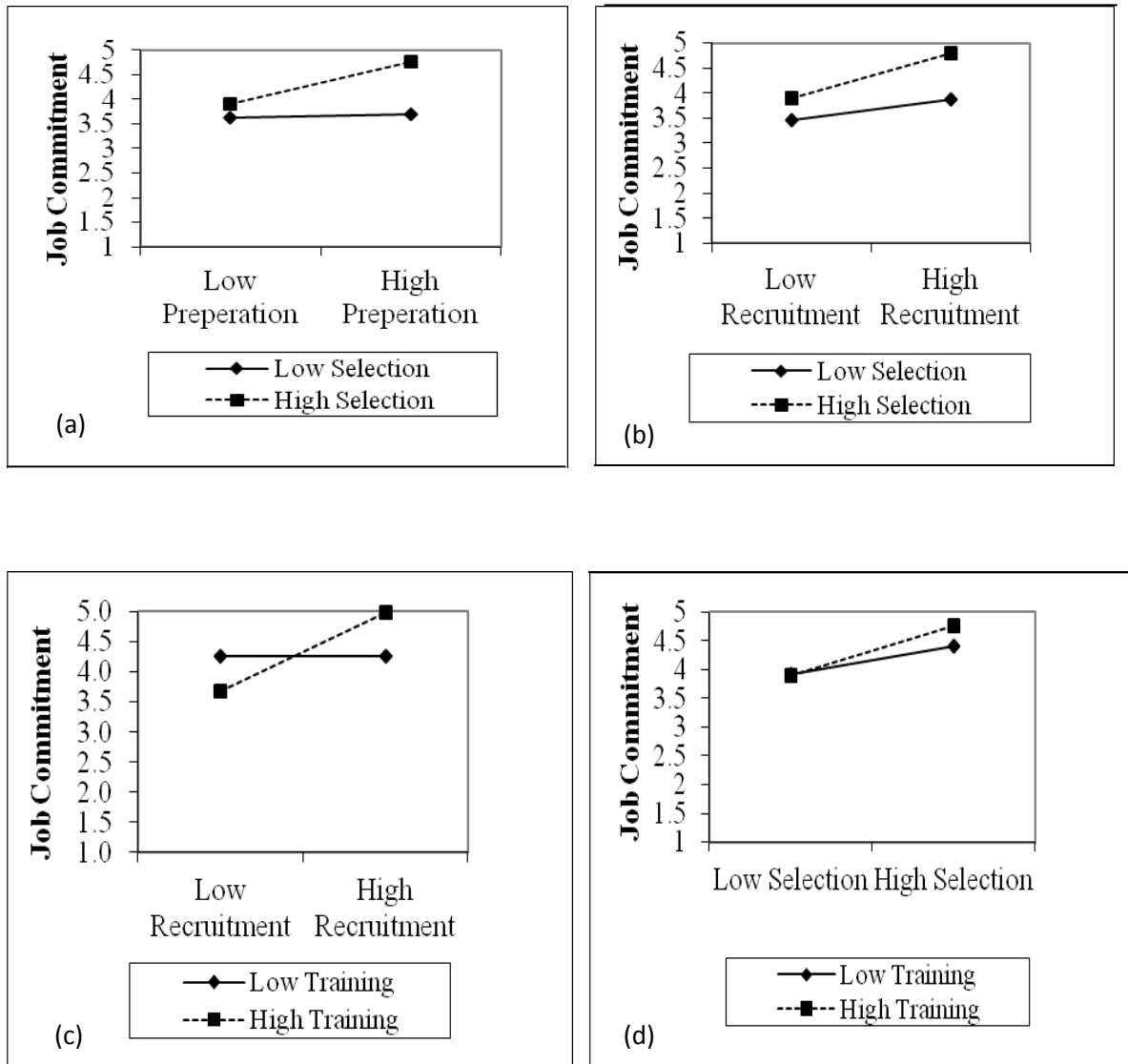
Out of the six HRMPs, only the HRMPs of preparation and selection were statistically significant. Preparation was significant on job commitment ($\beta = 0.162$, $P < 0.05$), organizational commitment ($\beta = 0.118$, $P < 0.05$), and retention ($\beta = 0.138$, $P < 0.05$) while selection influenced the same dimensions with values of $\beta = 0.183$, $P < 0.05$; $\beta = 0.112$, $P < 0.05$; and $\beta = 0.107$, $P < 0.05$; respectively. Recruitment, training, performance evaluation, and compensation did not emerge as significant predictors in any of our tests, thereby supporting the conclusion that at least some types of HRMPs could have a positive impact on post-assignment behavioral outcomes.

For testing hypothesis 4.2 in Table 4.5, motivational and development based HRMSs were entered separately. After producing interaction terms of each of the bundles, the same steps as in hypothesis 4.1 were employed. Our results confirm the significant interactive effects of some practices in development-based HRMSs on job commitment: preparation and selection ($\beta = 0.209$, $P < 0.05$), selection and training ($\beta = 0.106$, $P < 0.05$), recruitment's interaction with selection ($\beta = 0.123$, $P < 0.05$), and training ($\beta = 0.424$, $P < 0.05$).

To interpret this result, we plot the significant interaction as presented in Figure 4.2. The slope of the lines show the relationship between preparation and job commitment is positive and significant at high levels of selection (figure 4.2 (a)) whereas the relationship doesn't seem to be positive or negative at low levels of selection. In other words higher preparation implementation produced better results when it is congruent with higher selection implementation compared with lower selection attempt. In a similar manner we plotted the rest of the found significant interaction relationships as depicted in figure 4.2 (b), (c), (d) and (e). Interaction between recruitment and training showed greater moderation than those of the other combinations. In some cases, the interaction is significant though the main effect is not

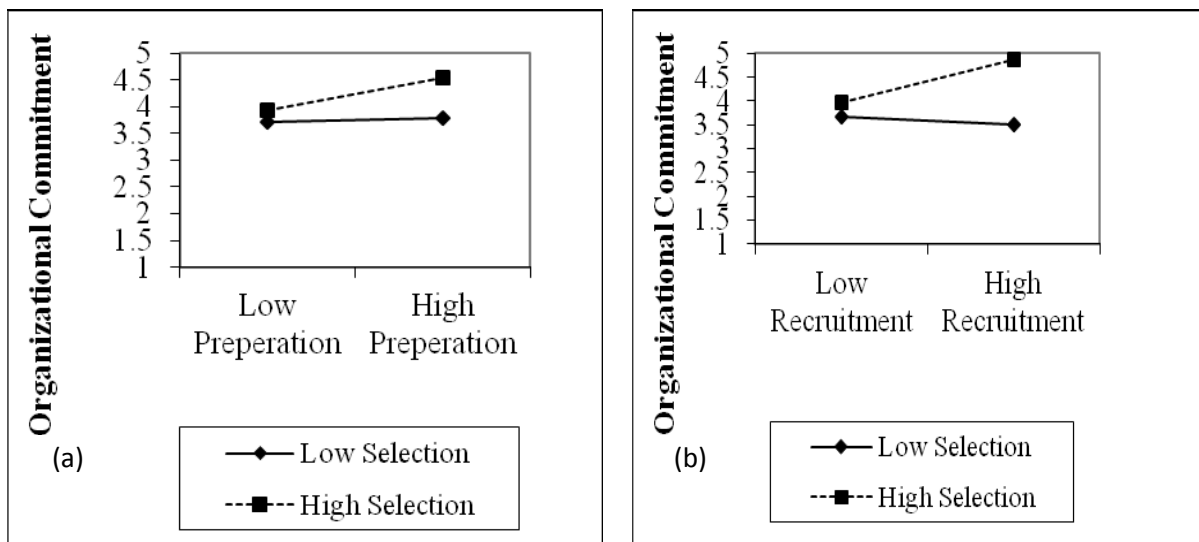
appearing. We found the typical example of this case in the interaction term of recruitment and training in figure 4.2 (c) (Aiken and West, 1991).

Figure 4.2 Development based HRMPs and interaction with Job Commitment



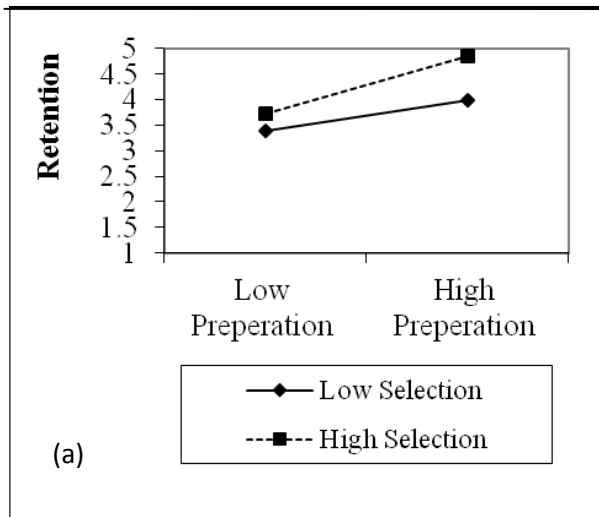
Further, we tested the impact of development-based HRMSs on organizational commitment; significant results were found pertaining to the interaction of preparation and selection ($\beta=0.092$, $P<0.05$), as well as recruitment and training ($\beta=0.270$, $P<0.05$). The sensitivity of recruitment and training appeared to be greater than that of preparation and selection. Further figure 4.3 (a) shows that the interaction effect of preparation and selection is comparatively less for organizational commitment than that over job commitment (figure 4.2 (a)). The interaction of recruitment and training on organizational commitment was appeared to be more sensitive (figure 4.3 (b)) than that on job commitment.

Figure 4.3 Development based HRMPs and interaction with Organizational Commitment



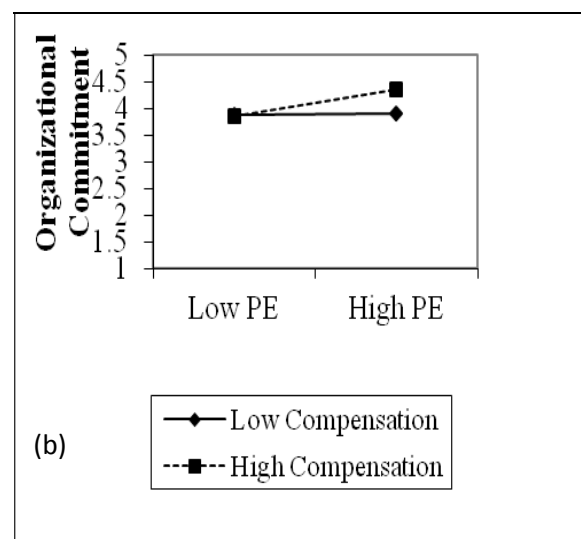
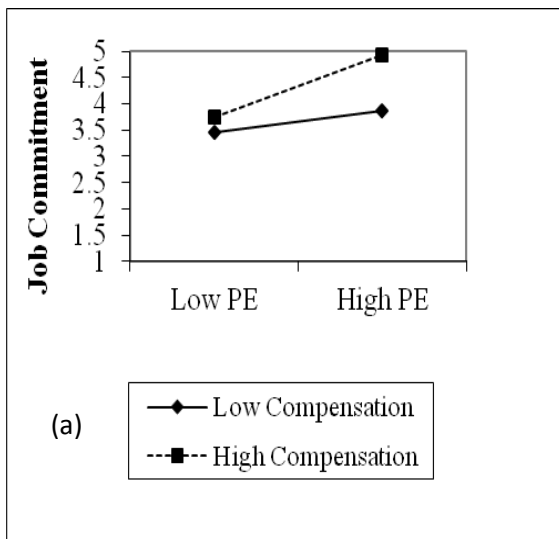
In a similar manner, we measured the impact of development-based HRMPs on retention. As depicted in table 4.5, the results revealed that only the preparation and selection bundle ($\beta=0.109$, $P<0.05$) had a significant effect on retention. Our results, therefore, can be considered to lend partial support to hypothesis 4.2.

Figure 4.4 Development based HRMPs and interactions with Retention



The results suggest that motivation-based HRMS had a positive impact for commitment to job and organization but not retention. The interaction terms of performance evaluation and compensation were positive and significant on job commitment ($\beta = 0.236$, $P < 0.05$), organizational commitment ($\beta = 0.116$, $P < 0.05$).

Figure 4.5 Interaction of performance evaluation and compensation with Job Commitment and Organizational Commitment



In Figure 4.5, the slope of the line showing the relationship between performance evaluation and job commitment and organizational commitment is positive and significant at high levels of compensation whereas the relationship is less but positive at low levels of compensation. However this sensitivity is higher on job commitment rather than organizational commitment.

Table 4.5 Hypothesis 2: Regression results

	Job Commitment						Organizational Commitment						Retention						
	M 1	M 2	VIF	M 3	M 4	VIF	M 5	M 6	VIF	M 7	M 8	VIF	M 9	M 10	VIF	M 11	M 12	VIF	
Constant	3.356	1.861		1.018	2.859		2.163	0.150		3.465	3.855		2.829	2.861		1.897	1.855		
Step 01-Controls																			
D1- Form	.187	-.053	1.322	.066	.122	1.732	.012	.013	1.182	-.123	-.135	1.48	-.251	-.251	1.652	.143	-.007	1.23	
D2 –Industry	.142	.292	1.432	.253	.247	1.431	-.067	-.060	1.089	.157	.163	1.41	.050	.050	1.735	.033	.034	1.26	
D3- Location	.084	.085	1.422	.132	.094	1.193	.018	.013	1.254	.052	.053	1.86	.053	.053	1.214	.001	.004	1.19	
D4-Position	.102*	.179*	1.643	.114*	.126*	1.486	.019*	.120*	1.106	.117*	.130	1.36	.127*	.127*	1.342	.105*	.111*	1.48	
Age	.014	.055	1.321	.108	.084	1.412	-.063	-.077	1.308	-.045	-.074	1.35	.278	.278	1.521	.058	.067	1.41	
Education	.103	.026	1.431	-.010	-.018	1.867	.067	.066	1.229	-.020	.003	1.15	-.060	-.060	1.563	-.024	-.017	1.86	
Marital status	.022	-.011	1.542	-.012	-.006	1.365	-.002	-.001	1.187	.069	.061	1.67	-.064	-.064	1.742	-.035	-.040	1.36	
Motivation Based																			
PE	.384**	.326**	1.321				.127*	.130*	1.877				.140*	.089	1.690				
Compensation	.563**	.446*	1.473				.252*	.105	1.532				.280*	.293*	1.428				
PE X Compensation		.236*	1.436					.116*	1.216					.102	1.432				
Deve:Based																			
Preparation (1)				.116*	.219*	1.152				.124*	.141*	1.525				.328*	.429*	1.35	
Recruitment (2)				.382*	.324	1.671				.237	.189	1.877				.126	.163	1.15	
Selection (3)				.654*	.678*	1.436				.221*	.213*	1.532				.198*	.152*	1.67	
Training (4)				.053	.023	1.734				.124**	.421*	1.216				.152	.134	1.73	
Preparation X 2					.008	1.652					.259	1.418					.180	1.85	
Preparation X 3					.209*	1.653					.092*	1.284					.109*	1.53	
Preparation X4					.246	1.628					.232	1.281					.159	1.42	
Recruitment X 3					.123*	1.832					.270*	1.242					.145	1.48	
Recruitment X 4					.424*	1.843					.138	1.515					.148	1.40	
Selection X 4					.106*	1.496					.253	1.149					.311		
R ²	0.27	0.42		0.50	0.69		0.72	0.79		0.49	0.57		0.23	0.28		0.45	0.46		
Δ R ²		0.15		-	0.19		-	0.07		-	0.08		-	0.05		-	0.01		
ΔF	15.1***	1.335**		27.6**	4.163*		163.1*	0.066*		26.81**	2.027*		7.593*	0.101*		59.367	12.9*		

Notes: PE= Performance evaluation, *P<0.05 **P<0.01, ***P<0.001 (two tailed) Standardized beta values were entered.

Table 4.6 Hypothesis 3: Regression results

	Job Commitment			Organizational Commitment			Retention		
	M 1	M 2	VIF	M 1	M 2	VIF	M 1	M 2	VIF
Constant	1.371	1.971		1.265	0.091		0.176	0.208	
Step 01-Controls									
D1- Form of the business	.010	-.002	1.324	.011	-.017	1.732	.001	.013	1.223
D2 –Industry	.218	.216	1.453	.008	.021	1.943	.028	.025	1.431
D3- Location	.133*	.166*	1.287	.031	.033	1.275	.076	-.005	1.734
D4-Position	.221*	.101*	1.354	.240*	.145*	1.604	.077*	.101*	1.443
Age	.104	.181	1.542	.041	.044	1.523	.155	.056	1.95
Education	.039	.032	1.621	.044	.035	1.652	-.025	-.029	1.520
Marital status	-.005	-.015	1.323	.011	.038	1.341	.034	.025	1.332
Step 02-HR Practices									
Preparation	.162*	.238*	1.513	.118*	.272*	1.632	.138*	.098	1.009
Recruitment	.166	.182	1.432	.096	.042	1.097	.124	.092	1.054
Selection	.183*	.112*	1.621	.112*	.231	1.437	.107*	.017	1.276
Training	.163	.156	1.623	.011	.017	1.94	.021	.014	1.344
Performance evaluation	.116	.217	1.45	.052	.096	1.321	.007	.005	1.398
Compensation	.214	.116	1.342	.399	.164	1.543	.018	.466	1.346
Purpose of assignments (PA)		.131*	1.654		.107*	1.213		.159	1.225
Preparation X PA		.258	.438		.156	1.364		.110	1.443
Recruitment X PA		.159*	1.411		.127*	1.732		.255	1.876
Selection X PA		.228	1.632		.138	1.887		.214	1.365
Training X PA		.293*	1.365		.151*	1.334		.103	1.432
Performance evaluation X PA		.495	1.744		.395	1.463		.196	1.467
Compensation X PA		.119*	1.341		.260*	1.984		.221	1.345
R ²	0.548	0.563		0.467	0.491		0.352	0.446	
ΔR ²	-	0.016		-	0.024		-	0.124	
ΔF	21.91**	2.821**		65.31*	2.489**		19.80	3.544*	

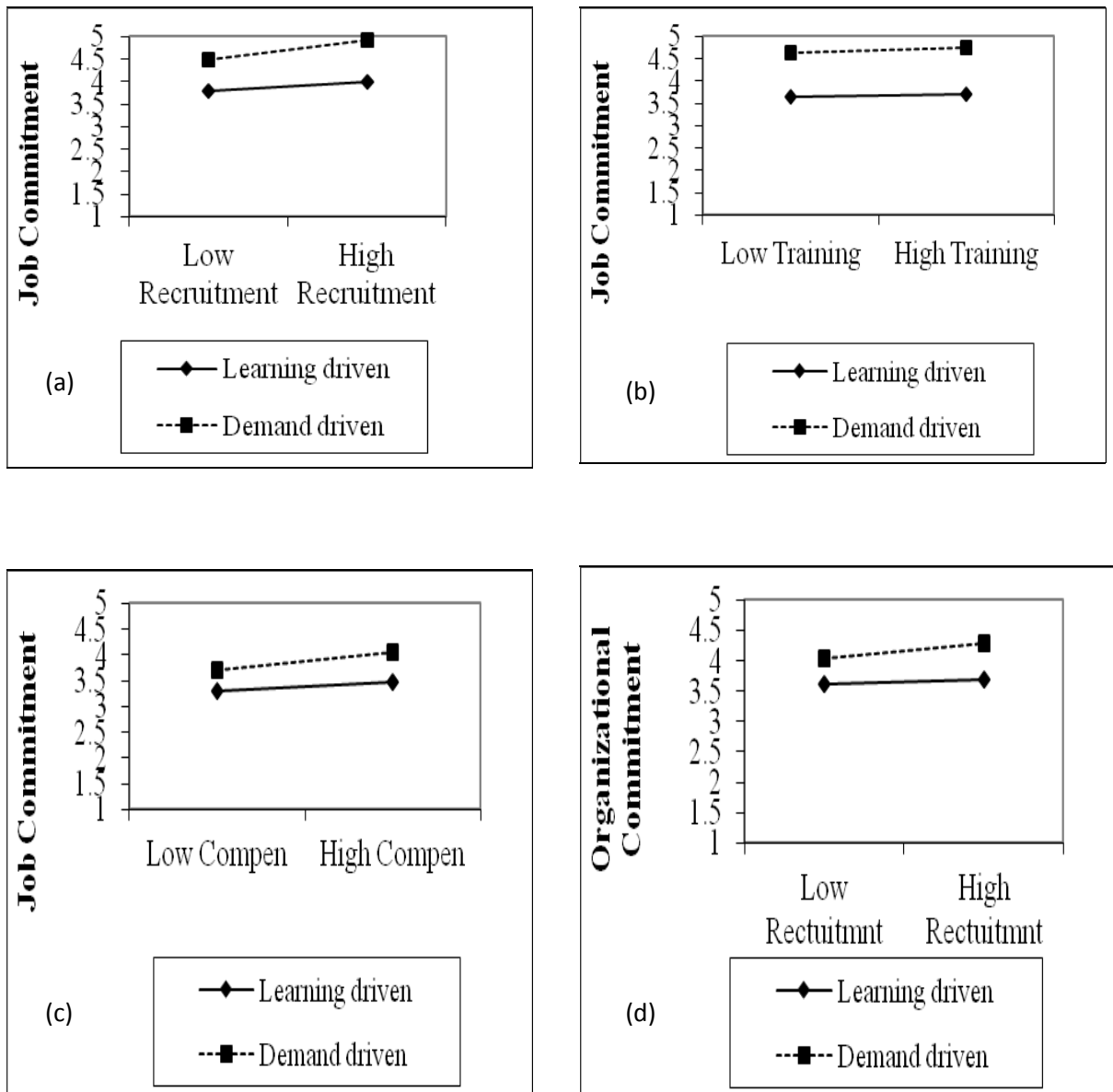
Notes: PE= Performance evaluation, *P<0.05 **P<0.01, ***P<0.001 (two tailed)

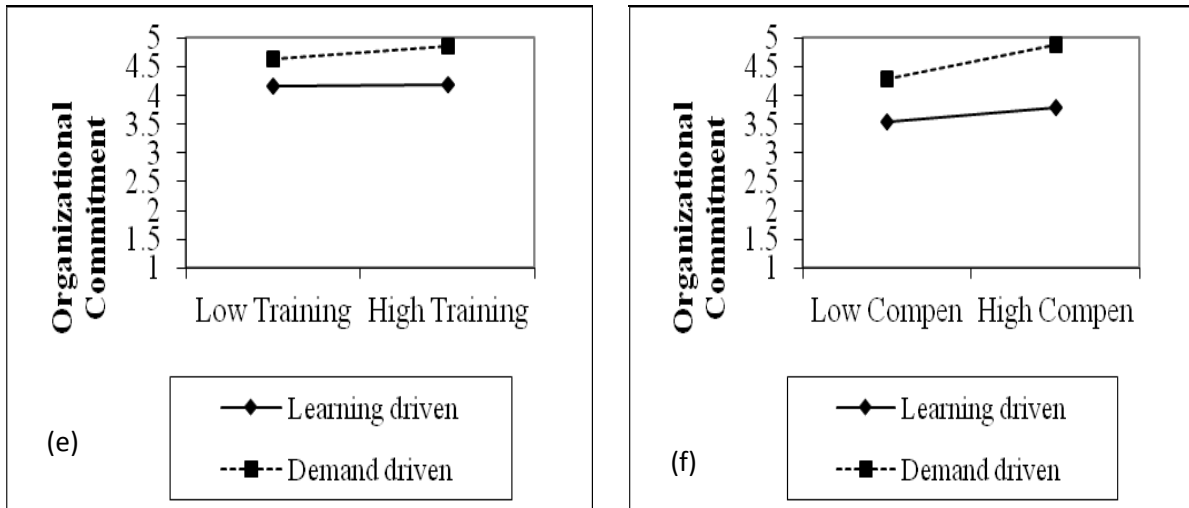
Standardized beta values were entered.

Similarly, we tested whether the purposes of international assignments have a moderating effect on the HRMP-behavioral outcome relationship, in hypothesis 4.3 (table 4.6). The results indicate that recruitment, training, and compensation show a better vertical fit with the demand-driven purpose in terms of improving job commitment ($\beta = 0.159$, $P < 0.05$; $\beta = 0.293$, $P < 0.05$; $\beta = 0.119$, $P < 0.05$; respectively) and organizational commitment ($\beta = 0.127$, $P <$

0.05; $\beta = 0.151$, $P < 0.05$; $\beta = 0.260$, $P < 0.05$; respectively). However, neither of the combinations had a significant influence on retention. Therefore, our results provide partial support for hypothesis 4.3.

Figure 4.6 Moderation impact of purpose of assignment with HRMPs





Looking at the interaction effects of purpose of assignments with HRMPs, it is revealed that e.g. impact of training on job commitment would be greater with the interaction of demand driven type of assignees rather than learning driven assignees. More specifically demand driven assignees that underwent high/rigorous training showed good results than learning driven assignees that also experienced higher trainings at their respective organizations. The same pattern of behavior was found in the case of compensation too. Same pattern was repeated in the case of the rest of the combinations (as in figure 4.6(b), (c), (d), (e) and (f)) showing different sensitivities on job commitment and organizational commitment.

4.7. Discussion

Impact of HRMPs on individual basis

Our results provide partial support for the general proposition that HRMPs have positive effects on job commitment, organizational commitment and retention in the case organizations in Sri Lanka. The impact of some of them increases when used in combination with others in an appropriate bundle. Further, the effectiveness of some of the HRMPs appear to be affected

more by one type of context related factors such as the specific task assigned to the expatriates.

In the Sri Lankan context, the practices of preparation and selection emerged as important, as they affected all three dependent variables. In the case of preparation, in line with the studies of Hackman and Oldham (1974) and Price and Muller (1983), the survey questions dealt with whether the contents of tasks as well as the knowledge and skills required were specified, and whether the tasks were diversified, challenging, independent, flexible, developmental, and required responsibility. Therefore, not only the prior identification of tasks assigned and the knowledge/skills required, but also the appropriate orientation of the tasks is likely to improve behavioral outcomes. In terms of expatriate selection practices, respondents were asked about several items including ability, attitude, experience, health, and education. All items were well-implemented (3.99 for “experience in the company” was the lowest mean), although some were better-implemented than others. Since each item can be independently applied and the internal consistency of the construct is high, the availability of clear criteria and, specifically, the adoption of multifaceted selection criteria seem to be the key factors responsible for better behavioral outcomes.

The remaining four HRMPs did not significantly influence behavioral outcomes, contrary to our expectations. Recruitment comprehensively covered the relevant areas in both external and internal methods; this supports content validity. Thus, it is similar to selection, in the independent implementation of the items; therefore, we confirmed the ineffectiveness of utilizing multifaceted measures together. The same kinds of arguments apply to training and compensation, although the exclusion of accompanied family-related aspects might reduce

their effectiveness. Performance evaluation also considers relevant criteria such as written objective, criteria/standards, and utilization of results for personnel decisions.

It is useful to introduce the results for hypothesis 4.3 (the moderating effect of the purpose of the assignment on the relationship between HRMPs and behavioral outcomes) here, for further interpretation. Recruitment, training, and compensation were significantly more effective when the purpose of the assignment was demand-driven. Considering these moderation effects and the less number of respondents assigned with a demand-driven purpose (28.1%), we can argue that learning orientation (rather than demand orientation, among the three practices) may cause insignificant effects. Judging from the insignificant moderation effect of performance evaluation, it is considered to have been less effective for both demand- and learning- driven purposes.

Impact of HRMPs on bundling basis

Our results support the view that some practices may enhance the effectiveness of others (Becker and Gerhart, 1996). For example, it is interesting to note that among the development-oriented HRMPs considered in this study, the HRMP of selection, when bundled with the HRMP of preparation, had positive impacts on all three behavioral outcomes. Further, when selection was bundled with the HRMP of recruitment, this had the same results for job commitment and organizational commitment. Moreover, when selection was bundled with the HRMP of training, it had positive results only for job commitment. The other individually significant practice, preparation, was much less influential; it did not cause improvements in any behavioral outcomes when bundled with recruitment and training (although as mentioned above, the bundling of preparation with selection led to significant effects for all three outcomes). This difference in the extent of influence of HRMPs may arise because they have

similar orientations with some of the HRMPs but not with others; for example, there may be more similarities between selection and other HRMPs, and less between preparation and other HRMPs (except selection). Although further investigation is required to determine these varying degrees of orientation similarities between HRMPs, we can conclude the following. All four HRMPs had positive effects (at least for assignments with a demand-driven purpose) on behavioral outcomes, according to the results of our testing for hypothesis 4.1 and 4.3. For instance, the HRMP of selection might cover both intrinsic and extrinsic benefit orientations, while the HRMP of preparation focused mainly on the intrinsic benefit orientations, and other HRMPs were more relevant to the extrinsic benefit orientations. Therefore, preparation may not have orientations similar to recruitment and training.

In the motivation-based bundle, the combination of fair performance evaluation and adequate compensation was expected to affect all the behavioral dimensions positively; however, this was not significant on retention. As the components of the respondents' compensation were rarely performance-linked, such as general allowances for expatriates, we cannot argue whether similar orientation toward performance enhancement had significant effects. Rather, more general allowances, when simultaneously combined with fair performance evaluation, may serve to significantly increase employees' appreciation of their organization and improve their motivation and organizational commitment.

From the perspective of behavioral outcomes, we should emphasize that retention was not affected by any bundling of HRMPs except that of preparation and selection. Retention is more long-term oriented and involves more than just job commitment and organizational commitment, because it is primarily affected by career development; however, job and organizational commitment may, to some extent, reduce employees' intention to leave. The

lack of a clear indication of career development opportunities may explain a deficiency in retention. Further, retention in relation to career development was improved only by bundling the HRMPs of preparation and selection, as this bundle successfully combines self-managed and developmental job specifications and relevant selection with a variety of methods.

Moderation impact of purpose of assignment

The relationships between organizational commitment and the factors of recruitment, training, and job compensation were stronger when they were congruent with the demand-driven purpose of the assignments to which the expatriates had been assigned. This implies that these three HRMPs have a significantly more similar orientation to the demand-driven purpose rather than to the development-driven purpose. For instance, training may be more directly linked to the immediate tasks that are assigned to the expatriates in their host countries, and compensation is provided when the employees are on assignment but is not available afterwards. Therefore, the better handling of assignment tasks and better performance can lead to improvements in job commitment as well as organizational commitment, but does not have a significant influence on retention that requires a longer-term career development perspective. This kind of short-term target orientation among HRMPs is not surprising because market survival (or market expansion) may be more pressing needs in the short term.

However, the effectiveness of preparation, selection, and performance evaluation were not influenced by differences in the purpose of the assignment. A vertical fit with preparation and selection was not achieved through learning-driven assignment purposes as expected. This is because both are considered to have general effects on behavioral outcomes. More surprisingly, performance evaluation was not congruent with demand-driven purposes. It is

necessary to conduct an in-depth analysis of the content and quality of performance evaluation, which we could not do because of the unavailability of data.

To enable organizations to successfully internationalize their operations, HR departments should focus more on strategic orientation, because of the ever-changing nature and complexities of businesses with demand-driven purposes. However, HRMPs can be customized, for instance, by providing training to motivate expatriates for demand-driven purposes, while introducing another training session to develop expatriates for learning-driven purposes if resources are available.

The findings of this study have revealed some important implications for managers. First, the study of the HRMPs showed that, when applied individually (i.e., not bundled), preparation and selection were more influential with regard to behavioral outcomes; this result may be used to deploy and allocate resources more effectively. Moreover, if we consider the horizontal fit among HRMPs, all the HRMPs examined were found to contribute to an improvement in the behavioral outcomes. Therefore, it is necessary to appraise all of them when considering both individual and bundled HRMPs, in addition to efforts to improve individual HRMPs. When considering the vertical fit with the purpose of the assignments, the significant positive coefficients between the demand-driven purposes of assignments and the three HRMPs (namely, recruitment, training, and compensation) implies that more resource allocation to demand-driven purposes is favorable as compared with learning-driven purposes. However, at least a partial fit with learning-driven purposes is necessary as well, to be proactive in adjusting to the turbulent climate surrounding international business operations in Asia from a longer term perspective.

This study suffers from several limitations and its findings must be appropriately qualified.

First, few factors were considered in the research framework, and other factors may need to be considered. For instance, it would be useful to consider other culture-bound variables (e.g., national and organizational culture, institutional culture, etc.) and culture-free variables (age, size, and the stage of the organization in its life cycle, as well as factors pertinent to the industrial sector, in more detail) for control purposes. Second, sample firms were purposefully chosen, the sample size was limited, and there were no previous studies within the Sri Lankan context against which to compare our findings. A more broad-based study using in-depth case studies would be highly desirable. Third, only the views of managers and/or executives from the home country's headquarters were considered; it would be desirable to also get a host country perspective. Fourth, there may be a common method bias because HRMPs as well as respondents' views on behavioral outcomes are from the same response group. Therefore, a triangulation of data collection would be required to enhance the accuracy of our results. Fifth, we had insufficient insight into factors affecting cultural distances between regions, because of a limited number of countries covered in the Asian region. Sixth, the model has been tested only against six HRMPs; therefore, a wider coverage of HRMPs is desirable. In addition, factors with a mediation effect may play a substantial role; therefore, testing for their effects could make the findings more robust.

4.8 Summary

Based on the existing literature and using a sample of expatriates from Sri Lankan business organizations, this chapter mainly addressed three research questions of whether HRMPs reinforce desirable behavioral outcome consequences, whether this relationship would be strengthened when HRMPs are used in an integrated system, and whether the purpose for

which an expatriate is hired would moderate the relationship between HRMPs and behavioral outcomes.

Our results provide partial support for the general proposition that HRMPs have positive effects on behavioral outcomes (Hypothesis 4.1). The impact of some of them increases when used in combination with others in an appropriate bundle (Hypothesis 4.2). More specifically the directions of the practices are more critical on deciding the impact over outcomes differently. Further, the effectiveness of some of the HRMPs appear to be affected more by one type of context related factors such as the specific task assigned to the expatriates (Hypothesis 4.3).

The study emphasize the necessity of proactively managing return assignees' post-assignment behavioral outcomes before they relocate, using both system approach and contingency approaches.

Chapter 5

The impact of pre-departure international human resource management practices on post-assignment behavioral outcomes of short-term international assignees

5.1 Introduction

In this chapter the aim is to see the relationship between HRMPs and post-assignment behavioral outcomes (job commitment, organizational commitment and retention) of return short-term assignees. As were in chapter 4, parallel analysis is done to make a comparison over the changes taken place under the shelter of developed theories for expatriation. Thereby, background of the study, developed conceptual analysis ideas, literature based hypotheses development as well as data analysis sections are included. Based on the results, conclusion is placed in the latter part of the chapter.

5.2 Background

The Rapid growth of internationalizations in business shows the growing importance of HRM into a strategic partner to the business which addresses associated complexities with international assignments (Anderson & Boocok, 2002). International assignments are considered as a faster way of globalizing the multinationals core competencies (Dowling & Welch, 2004). Researchers in the field IHRM are increasingly realizing the importance because it is the single most powerful experience in shaping the perspective and capabilities of effective global leaders (Black et al., 1999). Researchers attention has thus drawn limitations of traditional long-term expatriation in favor of its more flexible cousins, the alternative forms of international assignments of short-term assignments (SA) as more prominent among other

alternative types of international assignments (Herod, 2008; Tahvanainen et al., 2005). Empirical knowledge gap on short-term assignments and their outcomes encourage us to investigate the relationship between given HRM support from organizations and post-assignment behavioral outcomes (job commitment, organizational commitment and retention) as the main objective of this chapter.

For short-term assignments the drawback is the calculation of performance in financial terms that would not be tenable at shorter time durations, and thereby the inability of identifying the financial impact of incurring cost to the assignments (McNulty et al., 2009; McNulty & Tharenou, 2004). On the other hand human feelings like satisfaction, motivation, commitment, intention to retention etc. add value to organizational process, leading to better financial performances (Foley et al., 2012; Paauwa et al., 2006). In the final attempt of being a global firm in the future, development of potential leaders through behavioral modification is necessary with assurance of the continuity of the responsibility upon return (Briscoe et al., 2009). Thereby strategic formation around behavioral outcomes foresees the future of the organization. On the other hand behavioral outcome assessment would be an excellent feedback for the management on developing the potentials of the rest of the home country local staff.

5.3 Conceptual framework

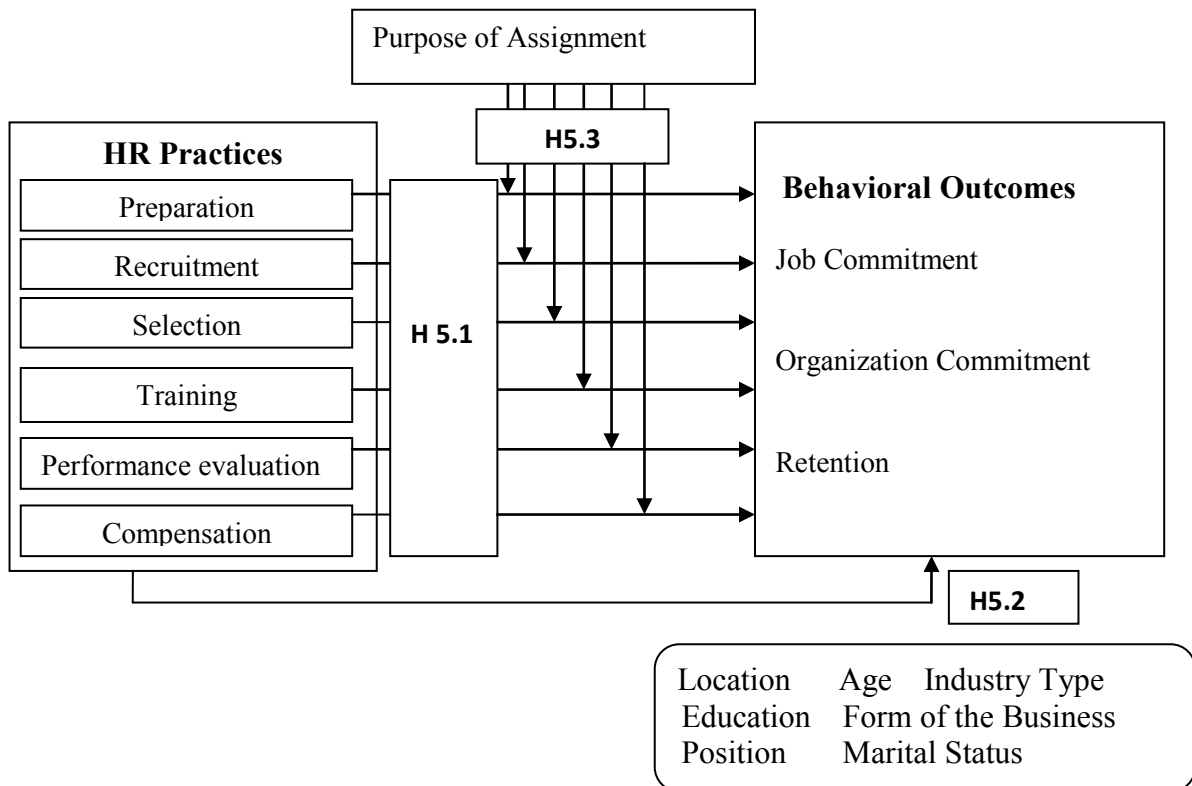


Figure 5.1: Conceptualized model

On the theoretical ground, framework development of this chapter was largely similar to chapter 4. Three approaches of high performance work practice (HPWP), as individual based approach, system approach, and contingency approach were incorporated. As such three specific objectives were documented in this chapter as, (a) to investigate the nature of the relationship of perceived HRMPs and job commitment, organizational commitment and retention (b) to analyze the possibilities of interplay of HRMPs on each to study bundling effects of HRM practices on job commitment, organizational commitment and retention as well as (c) to study the moderation effect of organizational strategic aspects of assignments, especially purpose of assignments on the relationship between HRMPs and job commitment, organizational commitment and retention.

5.4. Literature Review and hypotheses development

5.4.1 The impact of individual HRM practices for post-assignment behavioral outcomes of short-term assignees

High performance work practices (HPWP) mean HR practices, which are designed to enhance employee's skills, commitment, motivation and productivity which enable the system to be a source of competitive advantage of organizations. This provides opportunities of worker involvement and participation, for incentives which lead to high involvement, and skill development of employee (Wood et al., 2011). On the other hand this may enhance, reinforce and sustain both the competence and commitment of employees in more favorably in ever changing business arena. By creating knowledge and opportunities, through HPWP, organizations prepare for more dynamic and flexible turbulent environment. However most of the pervious researchers have focused their attention to discuss this HPWP and performance relationship at an organizational level rather than individual level (Guchait et al., 2010). Among available individual level studies, HPWP and behavioral outcomes have been discussed. Thereby it found compensation, and training has a positive influence on improving organizational performances in the manufacturing sector. With regards to Western joint venture and wholly owned subsidiaries in the Chinese context, individual rewards and performance appraisal showed a positive relationship with firm performances (Bjorrkman et al., 2002). Service industries in Indian context indicated that employee perception on increasing one unit of HPWP caused to decrease intention to leave by half a unit (Guchait et al., 2010). However considered HPWP in one study setting did not equally represent same results in another setting even in same country context or in same industrial setting motivating researchers to extend their HPWP and behavioral performance discussion further. Here the

authors selected well known and important six functions as (a) preparation (b) recruitment (c) selection (d) training (e) performance evaluation and (f) compensation for the study.

Hypothesis 5.1: There will be a positive relationship between each HRM practice of (a) preparation, (b) recruitment, (c) selection, (d) training, (e) performance evaluation, and (f) compensation and behavioral outcomes (job commitment, organizational commitment and retention) of short-term assignees

5.4.2 HRM system impact on behavioral outcomes of short-term assignees

In addition to considering individual HRMPs respectively researchers argue that complementarities or synergies among HRMPs would enhance firm competitive advantages (Guchait & Cho, 2010). Bundling of HRMPs in this manner results in $2+2 > 4$, the whole is greater than individual practices. In past literature two types of synergies which accumulated to vertical fit (external fit) and horizontal fit (internal fit) are found. The interdependent synergies among HRMPs are known to be horizontal fit, bundling, internal alignment, configuration, and complementarities in alternatively (Chanwick, 2010) which eventually balance the obstacle among functions if any. Bundling of HRMPs create the multiple, mutually reinforcing conditions that support employee motivation and skill acquisition, which are always greater than isolated effect. As employee performance is a function of an employee's ability and motivation in such a way that e.g., expected outcomes from each selection and training individually will increase when they get combined together (Delaney & Huselid, 1996) or performances are greater when they are combined with promotions as well as rewards to the management of the organization (Schuler et al., 1987). On the other hand, bundling of HRMPs decide the nature of the relationship and interaction between and among managers and employees resulting in good labor management relationships in work place. There is no single best configuration of HRMP bundle, but multiple unique configurations are

capable of maximizing performance (Paauwa, 2006). Available literature was more supportive to identify different bundling categories but in this study authors limited for each individual level configuration to foresee the possibilities of development of HRMPs in such a context that is still in the development stage of IHRM practices on short-term international assignments. These evidences motivate us to develop hypothesis 02 as follows.

Hypothesis 5.2: There will be a positive relationship between bundles of HRM practices and behavioral performances of short-term assignees

5.4.3 HRM system impact on behavioral outcomes of short-term assignees

In addition to considering individual HRMPs respectively researchers argue that complementarities or synergies among HRMPs would enhance firm competitive advantages (Guchait & Cho, 2010). Bundling of HRMPs in this manner results in $2+2 > 4$, the whole is greater than individual practices. In past literature two types of synergies which accumulated to vertical fit (external fit) and horizontal fit (internal fit) are found. The interdependent synergies among HRMPs are known to be horizontal fit, bundling, internal alignment, configuration, and complementarities in alternatively (Chanwick, 2010) which eventually balance the obstacle among functions if any. Bundling of HRMPs create the multiple, mutually reinforcing conditions that support employee motivation and skill acquisition, which are always greater than isolated effect. As employee performance is a function of an employee's ability and motivation in such a way that e.g., expected outcomes from each selection and training individually will increase when they get combined together (Delaney & Huselid, 1996) or performances are greater when they are combined with promotions as well as rewards to the management of the organization (Schuler et al., 1987). On the other hand, bundling of HRMPs decide the nature of the relationship and interaction between and among

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Hypothesis 5.2: There will be a positive relationship between bundles of HRM practices and behavioral performances of short-term assignees

5.5 Research methodology

5.5.1 Sample and Data collection

Of the 515 companies along eight business categories associated with the company registry of the Ceylon Chamber of Commerce for 2011-2012 and in the directory of the Export Development Board for 2012 were considered as the sample. Out of 336 companies, 90 are considered international business organizations (27.8% of the total population) which have relocated short-term assignees in 16 countries in the Asian region during the last five year period. Managers or executives with less than one year experience in international assignments during the period starting from 01 January 2007 to 01 January 2012 in Asian countries were selected. Basically this is an attempt of recalling memories over a five year period measuring current behavioral performances of short-term assignees. The research evidence is enough to justify this work in line with Delany & Huselid (1996), Ichniowski et al. (1997) and Youndh & Snell (1995).

Most of the respondents' for this study was within the age range of 30-40 years old which represent 70% of the total number of respondents. The survey also found 13% of bachelor degree holders, 35% of postgraduate diploma holders and 22% of professionals. More significantly no female assignees were reported but all were male. Among them 60% were married and 40% were single. As far as location is concerned majority of the respondents (28%) were experienced in India, Maldives 8% and Bangladesh 5% while lowest experienced in Indonesia (only 0.2%). Other than that the rest of the representative locations were fairly similar.

5.5.2 Measurement of the variables

Due to poor empirical work on short-term assignees, the entire construct in this chapter were developed under the shelter of developed concepts around expatriates.

Table 5.1: Measurement of the variables

HRM practices	Same as chapter 4
Purpose of assignments	Similar to chapter 4. But in this chapter career development and leadership development purposes were counted under learning driven category coding “1” while for the rest “0”.
Behavioral outcomes	Same as chapter 4
Controlling variables	Same as chapter 4

5.6 Data analysis and results

5.6.1 Measurement Validation

Table 5.2. Summary of validity and reliability measurement results of the variables

Factor	No: of	Factor loading	Eigen value	KMO Value	Total variance	Item-to-total	Cronbach's α

	item					correlation	
Pre-departure organizational support for expatriates							
Preparation	Q11a	0.855	4.432	0.723	89.0%	0.706	0.778
	Q11b	0.742				0.702	
	Q11c	0.895				0.707	
	Q11d	0.651				0.711	
Recruitment	Q13c	0.974	4.322	0.727	82.7%	0.874	0.808
	Q13d	0.896				0.772	
	Q13e	0.789				0.716	
Selection	Q15a	0.783	3.112	0.716	91.0%	0.772	0.765
	Q15b	0.672				0.787	
	Q15c	0.871				0.746	
	Q15d	0.659				0.642	
	Q15h	0.652				0.792	
Training	Q18b	0.846	3.531	0.706	78.0%	0.872	0.762
	Q18d	0.592				0.785	
	Q18e	0.721				0.679	
Compensation	Q20a	0.689	3.987	0.732	83.0%	0.718	0.855
	Q20c	0.592				0.784	
	Q20d	0.878				0.736	
	Q20h	0.672				0.784	
Performance evaluation	Q22b	0.772	3.134	0.778	79.0%	0.769	0.702
	Q22c	0.766				0.721	
	Q22d	0.876				0.703	
Behavioral outcomes							
Org: Commitment	Q24a	0.807	4.765	0.756	75.7%	0.755	0.811
	Q24b	0.830				0.785	
	Q24g	0.823				0.775	
	Q24h	0.709				0.829	
Job: Commitment	Q24c	0.723	4.323	0.793	75.0%	0.852	0.885
	Q24d	0.776				0.866	
	Q24e	0.778				0.876	
Retention	Q24i	0.896	4.345	0.785	75.1%	0.877	0.876
	Q24j	0.833				0.847	
	Q24k	0.811				0.804	

As the first step of the analysis, the reliability coefficient of all HRMPs (rang from 0.702 to 0.855) and behavioral outcomes (rang from 0.811 to 0.885) were measured. Some of the question items were thereby dropped to satisfy internal consistency and reliability. We employed exploratory factor analysis with the principal component method. This factor analysis was meaningful in two aspects. First to identify uncorrelated factors which minimize multicollinearity problems. Secondly removing items loaded on the same factor or cross-load on more than one factor (Minbaeva, 2005). Kaiser-Mayer-Oklin (KMO) values for all variables were above 0.5 while total variance (TVE) score was satisfactory at above 0.5. Factor loadings were between 0.592 and 0.974 for HRM practices while they were between 0.709 to 0.896 for behavioral outcomes. We considered dropping 20 questions out of 42 HRM practices related question items.

5.6.2 Data Analysis Results

Table 5.3 presents the supportive mean, standard deviation and correlation results for each variable. The correlation matrix revealed positive significant correlation index between independent variables (HRMPs) and dependent variables (job commitment, organizational commitment and retention). In addition to that, the identified controlling variables were also included to see their relationships with dependent variables having preliminary support for further analysis. The results revealed that this data set does not appear to have any serious multicollinearity problem because all the correlations were less than 0.7.

Table 5.3: Mean, SD and Correlation among variables

	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.JC	4.30	.704															
2. OC	4.06	.578	.260*														
3. Retention	4.14	.579	.162**	.067													
4. Preparation	4.07	.560	.136*	.106*	.342*												
5. Recruitment	4.12	.648	.548*	.522*	.423*	.133											
6. Selection	4.52	.437	.495*	.560**	.176*	.191	.590*										
7. Training	4.17	.767	.175*	.128*	.041*	-.271	.061	-.077*									
8. PE	3.84	.785	.110	.389*	.686**	.255	.161*	.546	-.034								
9. Compensation	3.74	.871	.1078*	.390**	.290*	-.080	-.167	.560	.120	.121							
10. PA	0.58	.508	.125*	.188	.160*	.148*	.012	.105*	.129	.115	-.213						
11. NI	0.67	.494	.082	.270	.125	.088	.188*	.120*	-.220	-.161	.050	.169					
12. Form of Bus:	0.52	.501	.022	.017	.057	-.250	.039	.446*	.293	.239	.121*	.085	.103				
13. Location	0.83	.379	.091	.020	.171*	.123	.053	.150*	-.133	.197	.115	-.123	.108	.686*			
14. Age	2.57	.633	.125*	-.150	.238	.390	.168	-.010	.067	.489*	.210*	.019	.294*	.003	-.053		
15. Positon	0.59	.492	.176*	.168**	.079*	.084	.123	.420*	.108	.193	.272*	.193	.025	-.137	.028	.214*	
16 Marital status	1.27	.442	-.088*	.231	.043	.025	.280	.061	-.182	.018	.281	.010	.021	.568	.017	.049	.051

Note: *P<0.05, **P<0.01, ***P<0.001 (two tailed), JC=Job Commitment, OC= Organizational Commitment, PE=Performance evaluation, PA=Purpose of assignments, NI=Nature of industry, Form of Bus:= Form of the business.

Table 5.4 Hypothesis 1: Regression results

	Job Commitment			Organizational Commitment			Retention		
	M1	M 2	VIF	M 3	M 4	VIF	M 5	M 6	VIF
Constant	4.618	2.650		2.679	1.542		3.732	1.893	
Step 01-Controls									
D1- Form	.077	-.065	1.061	.174	.192	1.124	-.017	-.001	1.144
D2 –Industry	.009	-.019	1.142	.299	.313	1.023	-.052	-.061	1.713
D3- Location	-.125	-.083	1.072	-.022	-.048	1.732	-.024	-.007	1.486
D4-Position	.038	.035	1.054	.091	.072	1.143	.103*	.123*	1.021
Age	-.111	.032	1.030	.051	.047	1.721	-.063	-.062	1.306
Education	-.066	-.113	1.080	-.022	-.048	1.154	-.038	-.059	1.457
Marital status	-.057	-.034	1.085	.054	.068	1.321	.058	.053	1.653
Step 02-HRMPs									
Preparation		-.043	1.069		-.049	1.141		.052	1.273
Recruitment		.402*	1.143		.297*	1.385		.238*	1.413
Selection		.165*	1.160		-.285	1.387		-.192	1.018
Training		.152*	1.351		.153*	1.735		.114*	1.242
PE		.016	1.123		.106	1.321		-.081	1.676
Compensation		.141*	1.200		.014*	1.327		.112*	1.884
R ²	0.042	0.361		0.197	0.523		0.231	0.522	
ΔR ²	-	0.319		-	0.326		-	0.291	
ΔF	1.134	14.66		22.16	1.388		27.65*		
		0**			**			0.424*	

Notes: PE= Performance evaluation, *P<0.05 **P<0.01, ***P<0.001 (two tailed)

Standardized beta values were entered.

In addition to the correlation, results in Table 5.3 regression analyses were used to test the hypotheses. Testing hypothesis 5.1, as reported in Table 5.4, at first control variables were entered at Model 1, 3 and 5. Model 2, 4, and 6 are in full equation with controlling and

independent variables simultaneously. At the model 1 of regression, controlling variables account for 4% of the variability in developing job commitment. ($R^2=0.042$). Step 2 of the regression in model 2, recruitment ($\beta = 0.402, p < 0.05$), selection ($\beta = 0.165, p < 0.05$) training ($\beta = 0.152, p < 0.05$) and compensation ($\beta = 0.141, p < 0.05$) have a significant relationship with job commitment. At the Model 3 of the regression, controlling variables do not have a significant relationship with organizational commitment as they are accounted for a non-significant 20% of variability of improving organizational commitment ($R^2= 0.197$). Same as in Model 2, recruitment ($\beta = 0.297, p < 0.01$), training ($\beta = 0.153, p < 0.05$) and compensation ($\beta = 0.014, p < 0.05$) again have a significant relationship with organizational commitment.

The same steps were followed in the case of measuring the impact over retention. More interestingly the same functions (recruitment, $\beta = 0.238, p < 0.05$; training, $\beta = 0.114, p < 0.05$ and compensation, $\beta = 0.424, p < 0.05$) were significant proving that these three practices are well received by short-term assignees in terms of improving their behavioral outcomes.

Table 5.5 Hypothesis 2: Regression results

	Job Commitment			Organizational Commitment			Retention		
	M 1	M 2	VIF	M 3	M 4	VIF	M5	M 6	VIF
Constant	2.650	1.624		1.542	0.984		1.893	1.983	
Step 01-Controls									
D1- Form	.065	.076	1.189	.192	-.135	1.182	-.001	-.007	1.233
D2 –Industry	.019	.034	1.269	.313	.163	1.089	-.061	-.034	1.268
D3- Location	-.083	-.075	1.117	-.048	.053	1.454	-.007	-.004	1.149
D4-Position	-.113	-.118	1.147	.072	.130	1.706	.123*	.111*	1.488
Age	-.034	-.037	1.194	.047	.074	1.388	-.062	-.067	1.431

Education	-.043	-.012	1.246	-.048	-.003	1.288	-.059	-.017	1.876
Marital status	.035	.041	1.191	.068	.061	1.787	.053	.040	1.336
Step 02-HR Practices									
1.Preparation	-.007	-.034	1.580	-.049	.027	1.877	.052	-.029	1.635
2.Recruitment	.402	.532*	1.775	.297*	.331*	1.792	.238*	.157*	1.315
3. Selection	.165	.110	2.616	-.285	.036	1.626	-.192	.004	1.677
4. Training	.152	.120	1.739	.153*	.090	1.338	.114*	.074	1.763
5. PE	.016	.025	1.385	.106	.043	1.401	-.081	-.060	1.385
6. Compensation	.141	.033*	1.773	.014*	.039	1.806	.112*	.043*	1.453
Step3- interaction									
Preparation X 2		.040	1.555		-.152	1.358		.091	1.468
Preparation X 3		-.051	1.490		-.066	1.173		.132	1.440
Preparation X 4		-.027	1.280		-.141	1.694		-.316	1.431
PreparationX5		.046	1.403		.138	1.525		-.280	1.442
Preparation X 6		.123	1.533		-.036	1.877		-.190	1.743
Recruitment X 3		-.144	2.463		.063	1.532		-.143	1.433
Recruitment X 4		-.093	1.580		.005	1.216		.083	1.332
RecruitmentX5		-.090	1.412		-.040	1.418		-.271	1.655
Recruitment X 6		-.153	2.045		.432	1.284		.131	1.544
Selection X 4		.145	1.876		-.093	1.281		-.043	1.776
SelectionX5		.157	2.788		.128	1.242		.081	1.322
Selection X6		.128	3.387		-.094	1.346		-.191	1.221
TrainingX5		-.128	1.355		.130	1.463		.092	1.344
Training X 6		-.053	2.325		.043	1.432		-.158	1.554
PEX 6		-.163	2.158		.045	1.054		-.220	1.875
R ²	0.361	.449		0.523	0.54		0.522	0.613	
ΔR ²	-	.088		-	0.02		-	0.091	
ΔF	14.14*	1.74*		1.38**	0.94*		0.424*	0.234*	

Notes: *P<0.05 **P<0.01, ***P<0.001 (two tailed) , PE= Performance evaluation, Standardized beta values were entered.

Testing hypothesis 5.2, two way interaction terms were considered. Model 2, 4 and 6 in table 5.5 tested the interaction effect of individual HRMPs on job commitment, organizational commitment and retention respectively, while controlling main effect in Model 1, 3 and 5. First interacting variables were created multiplying independent variables pairwise. Factors loaded into same direction were used to minimize multicollinearity effect (Cooper et al., 2011). However hypothesized interactive effects of perceived HRMPs were not confirmed with either form of behavioral dimensions for short-term assignees in this study. That implies there is no considerable interaction effect of bundling of HRMPs that improve either form of behavioral outcomes of short-term assignees in Sri Lanka.

Table 5.6: Hypothesis 3- Regression results

	Job Commitment			Organizational Commitment			Retention		
	M 1	M 2	VIF	M 3	M 4	VIF	M 5	M 6	VIF
Constant	2.650	1.971		1.542	0.191		1.893	0.208	
Step 01-Controls									
D1- Form of the business	.045	.067	1.087	.192	-.067	1.122	-.001	-.013	1.931
D2 –Industry	.050	.071	1.119	.313	.097	1.233	-.061	-.025	1.242
D3- Location	-.089	-.080	1.088	-.048	.043	1.421	-.007	-.005	1.424
D4-Position	-.110	-.106	1.105	.072	.105*	1.564	.123*	.139*	1.424
Age	-.046	-.059	1.078	.047	.144	1.867	-.062	-.056	1.434
Education	-.017	-.012	1.095	-.048	.063	1.532	-.059	-.060	1.324
Marital status	.032	.027	1.086	.068	.039	1.875	.053	.041	1.435
Step 02-HR Practices									
Preparation	.007	.028	1.964	-.049	.172	1.762	.052	.058	1.657
Recruitment	.432	.339	1.869	.297*	.067	1.222	.238*	.192*	1.321
Selection	.165	.255	2.758	-.285	.131	1.309	-.192	.024	1.433
Training	.150	.075	1.800	.153*	.047	1.156	.114*	.074*	1.556
Performance evaluation	.071	.098	2.186	.106	.106	1.656	-.081	-.035	1.431
Compensation	.097	.169	1.856	.014*	.142	1.622	.112*	.146*	1.321
Purpose of assignments (PA)		.113	1.958		.117	1.033		.129	1.544

Preparation X PA	.008	1.811	.156	1.091	-.010	1.764
Recruitment X PA	-.144	2.780	-.127	1.031	-.175	1.321
Selection X PA	.134	1.669	.138	1.434	.014	1.097
Training X PA	-.100	2.214	.103	1.231	.041	1.562
PE XPA	.025	1.854	.595	1.431	.244	1.443
Compensation XPA	.089	1.432	.063	1.645	.121	1.231
R ²	0.381	0.409	0.523	0.54	0.52	0.64
ΔR ²	-	0.028	-	0.024	-	0.12
ΔF	18.24***	1.546	1.388	2.489	0.544	
			*	3.424*	*	

Notes: 1 *P<0.05, **P<0.01, ***P<0.001 (two tailed) Standardized beta values were entered, PE= Performance evaluation

In hypothesis 5.3, a series of hierarchical regression was implemented as in Table 5.6. First of all, interaction variables were created by multiplying the each HRMP by the moderator. Keeping Model 1, 3 and 5 as main effects, compared Model 2, 4 and 6 which included both the interaction effect of purpose of assignments and HRMPs. The reported results in Table 5.6 did not support hypothesized effect of purpose of assignment on HRMPs which in turn influences either form of behavioral outcomes of return short-term Sri Lankan international assignees. Therefore, more studies should be conducted in other categories to have a more robust analysis of the moderation effect of purpose of assignments.

5.7 Discussion

This study extended the awareness of short-term assignments in several ways. 277 short-term assignees in 90 firms in Sri Lanka were analyzed in terms of the relationship between the given pre-assignment HRM support and post-assignment behavioral outcomes of job commitment, organizational commitment and retention. Among the developed three

hypotheses, hypothesis 5.1 was partially supported while the rest was not supported to prove the identified hypotheses in the case of firms in Sri Lanka.

Impact of HRMPs on individual basis

Hypothesis 5.1 partially confirms the supports of recruitment, training and compensation on improving in all three dependent variables of post-assignment behavioral outcome dimensions while retention affects job commitment only. At the condition where the overall participation of the HR department on short-term assignments activities is less, but ad-hoc basis settlement on many practices through line departments is visible e.g., recruitment based on individual basis information, management nominations and internal memos/circulars are well available and effective. Research findings confirmed that selection as a combination of multifaced factors are influential. At the same time we found that training as the sole responsibility of assignees improves behavioral outcomes. Senior employees, who took part in these assignments earlier, played a significant role as trainers. Informal but accurate information sharing attempt with previous assignees mainly affected these results. Due to time limitations and absence of HR Department for formalizing short-term assignments (Welch & Welch, 1994) systematic training was not usual. However lesser formality of the functions is still strong enough to improve job commitment, organizational commitment and retention of assignees. In the case of compensation, in general they were much more than the base salary of the domestic setting. This short-term financial benefits make a significant impact on behavioral outcomes of short-term assignees.

But getting use of the rest of the HRMPs of preparation, and performance evaluation to improve behavioral outcomes was impossible. For example, regarding preparation,

assignments of different kind of tasks in fragmented ways and/or too much challenging tasks might be leading to poor employee performance. Thus systematic and feasible arrangement of the assignments thereby would play a dominant role as a base building block for the rest of the HRMPs.

Impact of HRMPs on bundling basis

The findings of this study were not supportive to conclude that bundling effects of HRM practices improve behavioral outcomes of return short-term assignees in Sri Lankan firms. Many research findings revealed that there is a significant effect of bundling of HRM practices on organizational financial performance improvement in the case of expatriates (Becker & Huselid, 1997; Derly & Doty, 1996; MacDuffie, 1995; Yondt et al., 1996). But in the case of short-term assignees, this finding is in line with Delaney & Huselid (1996) that integration of HRM practices is not always positive on performance enhancement. In the study interdependence of HRMPs were measured to check efficient complementarities on each other. As in Chadwick (2010) to have high complimentary interaction among two functions it is more favor falling short of functional equivalence and not being perfectly independent. However at the condition where the systematic formalization of functions is absent that kind of functional equivalence is invisible.

Internally consistent HRMPs with high horizontal fit become coherent, complimentary and create synergy in a sense that one practice supports the success of other practices (Khair et al, 2002, Chandwick, 2010). As far as HRM functions deviate from their formalities, consistency and consequent synergistic impact would not be expectable. The absence of systematic designing of HRMPs due to lesser involvement of the HR department and the poor

coordination of the HRMPs by central organizational actors predicted lesser synergistic effect among functions (Chadwick, 2010).

Moderation impact of purpose of assignment

Moderating power by the purpose of assignments observed in the relationship between HRMP-performances is not sound enough. That means whichever the purpose, demand driven or learning driven, the effects of HRMPs are not significantly different from those of the aggregate analyses. We may be able to explain these results that effective HRMPs are generally applicable for different purposes while it is also possible to argue that there are still rooms for customizing practices for each purpose.

From the latter perspective, to fit HRMPs with strategic purposes, we should point out that formalization of these types of short-term assignments can be tentatively out of the main interest of top management. Hence in this scenario, attention on HRMPs would be more reasonable due to the poor explanatory power of the existing theories to reveal the realities of short-term assignments (Herod, 2008).

The following is related all three aspects hypothesized in this chapter. Even though HRM should not be the sole responsibility of HR managers nor line managers but the rational role sharing between the two might be more applicable. Along with stage of internationalization, identified road map to the business should take into consideration more critically sharing of the HRM responsibilities. This finding opens a forum of discussion to investigate whether the absence of the HR department and excessive involvement of line department is the matter.

With regards to limitations of the analyses in this chapter, first of all, we need to investigate the inadequacy of the identifications of the variables in the current analyses. Secondly due to varying type of industries in nature it is difficult to generalize the findings in this study setting although it is necessary for further study. Thirdly strategic fit among HRMPs and business strategies are well documented by previous researches (Paauwa, 2006), but it was not found in empirical analyses. The level of involvement of HR departments at the strategic formulation of international business and thereby policies for short-term assignments would be necessary to be further investigated. However according to Herod (2008), there is no clear one-size-fits-all solution. Thus business needs, assignment location, average length of assignments, and the assignee's nationalities and job levels should be considered in identifying the appropriate policies in addition to the purpose of the assignments.

5.8 Summary

This study is under the shelter of theories and empirical findings developed on expatriate and HRM-firm performance discussion. Most of the concepts were taken for granted. Thus the results of the analysis direct us to three research implications.

The first empirical results support the argument that out of six HRMPs, recruitment, selection, training and compensation are more relevant to improve job commitment, organizational commitment as well as retention of short-term international assignees in Sri Lankan firm on individual basis (Hypothesis 5.1). On the other hand our study found that bundling of HRM practices was not supportive to improve either of behavioral dimensions (Hypothesis 5.2). Purpose of assignment also was not the moderator of HRM-behavioral performance relationship of short-term assignees in the Sri Lankan context (Hypothesis 5.3).

Chapter 6

The impact of organizational and social support on post-assignment behavioral outcomes of expatriates

6.1 Introduction

This chapter presents the results of the holistic view which were undertaken to investigate the linkage of organizational and social supportive aspects to cross-cultural adjustment, home-culture readjustment and behavioral outcomes of return expatriates. Literature based justifications over development of hypotheses were included while presenting analysis results, discussion of the results and the concluding remarks of the findings.

6.2 Background

Chapter 4 covers the linkage of the pre-departure organizational support through HRMPs to post-assignment behavioral outcomes of return expatriates by contributing new perspectives to the literature. But the literature suggests that failure to achieve good post-assignment behavioral outcome is often not a consequence of the lack of pre-departure organizational support through HRMPs, but may be due to weaknesses in the procedures even on-assignment and/or post-assignment periods too (Black et al., 1998; Florowski & Fogel, 1999; Stroh et al., 2008). In here we have integrated a series of activities, which were already well researched in an isolated manner in different contexts. Thereby the main purpose of this chapter is to present a detailed discussion on how organizational and social support given at pre-, on- and post-assignment periods can intensify cross-cultural adjustment and home-culture readjustment of both assignees and family members leading to better post-assignment behavioral outcomes of the returnees.

Many studies have shown that the organizational support to prepare staff psychologically can provide a strong foundation for better cross-cultural adjustment and home-culture readjustment while well-adjusted expatriates encompasses more competent in and committed upon their return (Black 1988; Nicholson & Ayako, 1993; Shaffer & Harrison, 1998). Moreover organizational support through HRMPs was largely “expatriate centered” despite the fact that an organizational support is one of the determinants of family adjustment (including spouse and children) (Black & Stephens, 1989; Mohr & Klein, 2004; Tung, 1981). According to Ali et al. (2003) about 80% of expatriates around the world are married, and more than 70% are accompanied by their spouses and children (Black et al., 1990). Extended support of the family will ensure the adjustment possibilities of trailed family members which always make a positive influence over expatriate and returns adjustment. Even though this goes beyond the employment contract but still facilitates for a strong foundation on the psychological bond between return assignee and the organization that can encourage the returnees to remain in the organization (Shaffer & Harrison, 2001).

However in the previous literature family adjustment was the main criterion of family support. In this study, as suggested by Kraimer et al. (2001) and Shaffer & Harrison (2001), spouse and family adjustment are detached from spouse and family members’ support but include both of them in the same study setting to extend the discussion to disclose that methodological misinterpretation. In addition to that, work related and non-work related social ties as another aspect of social support that influence on expatriate adjustment was addressed because of their non exclusivity in nature in the study setting.

6.3 Conceptual Framework

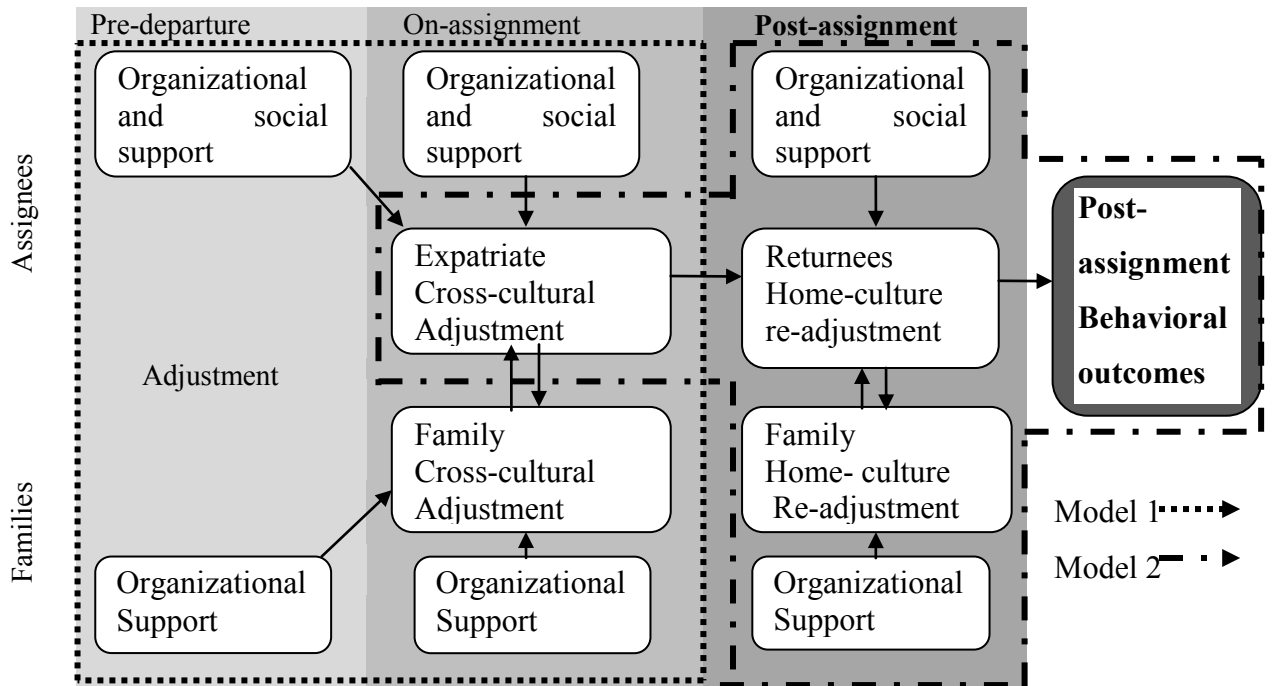


Figure 6.1: Conceptualized model

This model is developed based on the theoretical understanding discussed in section 2.4.2 in chapter 2. The basic logic of this model is justifying the necessity of being proactive on returnees' post-assignment behavioral outcomes, by taking into account the stages of: pre-departure and on-assignment periods in addition to the post-assignment period as depicted in figure 1. Social exchange theory and its two approaches of namely; organizational approach and social support (spouse, children, work and non-work related friends) have been incorporated at each stage to have subsequent detail analysis in favor of assignees and family members. In addition to that the relationship between expatriates and family adjustment was covered getting guidance for family system theory. Social learning theory has been utilized to

formulate the direction of cross-cultural adjustment to home-culture readjustment of the returned expatriates.

6. 4 Literature review and hypotheses development

6.4.1 The impact of pre-departure organizational support on cross-cultural adjustment of expatriates

According to Allen et al. (2003) appropriate HRMPs would be signs of organizational support and its readiness to establish a fairly long term relationship with employees (Tremblay et al., 2010). Thus six HRMPs have been identified namely preparation, recruitment, selection, training, performance evaluation, and compensation to discuss their linkage with cross-cultural adjustment of expatriates.

The support is categorized into informational, instrumental and emotional support. Preparation to identify formalized task, duties and responsibilities associated with transition can reduce role shock or uncertainties upon arrival to the new setting (Trobiorn, 1992; Mesmer-Magnus et al., 2008). Recruitment message on realistic job preview is the key to have a clear picture which encountered difficulties of assignment, the nature of the task and duties, remuneration package and condition upon return. This allows expatriates to be proactive on psychological preparation to new cultural settings (Stroh et al., 1998). Careful and fair selection practices and procedures would be salient to keep suitable candidates for the assignment (Koteswari, 2007; Vallone et al., 2001). Based on the categorization of Caligiuri & Lazarova (2002) and Deen (2011) preparation, recruitment and selection were to be considered as sources of giving both information and emotional support. Effective pre-departure training enhance familiarities to the new culture, reduce uncertainties, and improve comfortability, proficiency with

expected behavior, accuracy of cultural assumptions, and socially acceptable value systems at host culture (Mesmer-Magnus et al., 2008; Morris & Robie, 2001) which is considered to be an instrumental support in this study. Information on clearly defined policies, procedures, standards, and criteria on expatriation would be helpful to improve mental adjustment through reducing inconsistencies, conflict and stress and subsequently lead to better work-related adjustment (Opatha, 2007). Compensation information reveals whether organizations are ready to value the international contribution and provide rewards for sufficient life fulfilling along with family members' necessities. As such performance evaluation and compensation would be ensured information given support at this pre-departure stage. Therefore we hypothesize that

Hypothesis 6.1: Pre-departure organizational support through preparation, recruitment, selection, training, performance evaluation, and compensation will be positively related to cross-cultural adjustment of expatriates.

6.4.2 The impact of pre-departure social support on cross-cultural adjustment of expatriates

Research evidences are still not available specifically on the effect of social support at different assignment stages. Hence, some general analyses in terms of the effect of social support on cross-cultural adjustment are introduced below.

Support of Spouse

Research evidences are still inconclusive on the effect of spousal support at different assignment stages. Information given support may link to spouse persuasion being proactive on facts - findings about general living condition and related cultural matters on behalf of the

family (Caliguiri et al., 1998; Hervey, 1998). Instrumental support of the spouse can precede with lesser family demand on housework engagements of family needs, house cleaning, involvement with children and meal preparation that may be an advantage for the assignee to get ready well (Mayo et al., 2011). The lower such expectations are, the higher the burden of assignees is to organize their time, energy and attention on necessities. However spouse emotional support helps the assignees to overcome negative feelings of accepting the assignments. Attention on reducing marital stress but an expression of warmth and caring from the spouse are kind of reward for them to get the departure decision more effectively (Julien & Markman, 1991; Schnittinger & Bird, 1990). Thereby we hypothesize that

Hypothesis 6.2a: Pre-departure spouse support will be positively related to cross-cultural adjustment of expatriates.

Support of Children

Children in most cases are dependents and are likely to be more prominent in international dispatches, but lesser research attention has been paid to the aspect. Because of their dependency on parents, they are more promising to provide emotional support rather than informational and instrumental support at this stage. Educational and social disruptions of the children are more likely to create mental rejection over the acceptance of the assignments. However their readiness to give up friends and to start school at different cultural setting is quite supportive to increase positive emotional feelings on adaptation to new culture with good mental condition. This supports us to hypothesize that

Hypothesis 6.2b: Pre-departure children support will be positively related to cross-cultural adjustment of expatriates.

Support of work-related friends

The assistance of work-related friends is supportive to reduce psychic cost of relocation with keeping good mental fitness. Experienced expatriate assignees sharing positive and negative experiences and pros and cons of the assignments would be an emotional support for them. At the same time helping to access work related information before departure such as relevant data sources, web pages, agencies would tend to extend their informational and instrumental support. Therefore we hypothesize that

Hypothesis 6.2c: Pre-departure work-related friends support will be positively related to cross-cultural adjustment of expatriates.

Support of non-work-related friends

This is a less researched area so far. We identified this as possible informational given support like international work experiences to reduce uncertainties in the host location. Instrumental supports including residential arrangements (helping to find a good homeowner), emotional support like willingness to extend their helping hand to rest of the family members (caring older parents and support on their health issues), assurance of continuing assignees' responsibilities and obligations on social activities during his or her absent period is supportive to improve mental fitness of adjustment. Based on this understanding we hypothesize that

Hypothesis 6.2d: Pre-departure non-work-related friends support will be positively related to cross-cultural adjustment of expatriates.

6.4.3 The impact of pre-departure organizational support for family members' cross-cultural adjustment

Family members such as spouse and children are a secondary stakeholder of the organizations. They indirectly influence organizational achievements. Information given attempt mostly ensues on minimizing confusion and uncertainties such as housing cost, security information, schooling conditions, medical facilities, transportation system etc. Facilitating to associate with previous successive repatriate families will be a possible mechanism of providing realistic first-hand information unless they are not invited for selection process. Instrumental support during this stage is encountered with language training, workshop on cross-cultural adaptation which is morosely reported by researchers (Shaffer et al., 1998; Herod, 2009). Emotional support is also necessary at this stage because it helps them overcome the negative feelings of the transition by family members on isolation, insecurity and stress (Harvey & Buckley, 1998; Punnett, 1997; Takeuchi et al., 2002). In most cases employees' spouses are reluctant to relocate because of the difficulties of finding jobs during the assignments and stress due to loss of career and loss of professional identity (Wiggins-Frame & Shehan, 1994). In case of having children, additional challenges arise, such as the children's anxiety and uncertainty related to identity formation, break-up of friendships, and disruption of schooling (Borstoff et al., 1997; Lazarova et al., 2010) and career counseling, marriage counseling sessions are advantageous at the pre-departure stage. Therefore we hypothesize that

Hypothesis 6.3: Pre-departure organizational support will be positively related to cross-cultural adjustment of families.

6.4.4 The impact of on-assignment organizational support on cross-cultural adjustment of expatriates

Organizations sometimes should facilitate meetings with various assistance centers through sponsors, monitoring, newspapers, club notices, etc. (Fontaine, 1986) as substantial changes of professional and social life pose stressful life events. Organizational support with various administrative bodies should be provided in a timely manner. These instrumental supports always save adjustment time of expatriates (Aycan, 1997; Brett et al., 1992; Karaimier et al., 2001). Moreover facilitation to keep good contact with the rest of the family members in home country, as well as timely information sharing with assignees would tend to uphold the emotions on security of their position during assignment. This would help prevent the assignees from feeling out of site and out of mind until their return. Hence we hypothesize that

Hypothesis 6.4: On-assignment organizational support will be positively related to the cross-cultural adjustment of expatriates.

6.4.5 The impact of on-assignment social support on cross-cultural adjustment of expatriates

Support of Spouse

In addition to continuity of the facts in hypothesis 6.2 (a), researchers point out that spousal emotional support at this stage is to be positively linked with expatriates work adjustment owing to giving a fair evaluation on job success, giving about well being, and managing the family issues by herself/ himself and releasing expatriate for task accomplishment (Lu & Cooper, 1995). Spouse can himself/ herself find a solution for logistic issues, and in turn make expatriate to have the full mental capacity to concentrate on work. Expatriates' spouse

deserves special attention at this stage because marriage relationship is mostly vital for psychological and physical well-being (Acitellei, 1996). Thus we hypothesize that

Hypothesis 6.5a: On-assignment spouse support will be positively related in cross-cultural adjustment of expatriates.

Support of children

After their movements to the host country, in addition to giving emotional support, the degree of involvement of children in their school activities and how they arrange themselves into a target oriented or competitive frameworks are significant in reducing worries over the private lives during assignments. Children's involvements with political, intellectual, and cultural activities as well as their participations in social and recreational activities are reflections of good personality of children who are ready to take challenges. The higher the involvement, the higher the supports will be, and then the higher the adjustment of expatriates (Timko & Moos, 1996).

Hypothesis 6.5b: On-assignment children support will be positively related to cross-cultural adjustment of expatriates.

Support of work-related friends at home country

Including the information on what can be the stress in the work place (Lindorft, 2005) we expect the positive effect of the support given at on-assignment to be available as same as that at pre-departure. Thus we hypothesize that

Hypothesis 6.5c: On-assignment work-related friends (home) support will be positively related to cross-cultural adjustment of expatriates.

Support of work-related friends at host country

Other expatriates in host location are important information sharing channels to make expatriate aware of the working culture (Black & Gregersen, 1991; Briody & Chrisman, 1991). Sharing tasks, validation of perception, beliefs and actions, advice in handling life situations, and sharing positive and negative experiences reducing socially non acceptable behaviors such as smoking, drug addiction will be provided, which encompass both informational and emotional support reducing uncertainties or confusions (Fontaine, 1986; Gregersen & Black, 1992; Briody & Chrisman, 1991). Emotional supports are to overcome negative psychological effect or isolation and loneliness and to improve self-identity due of their willingness to listen and understand the problems (Caligiri et al., 2002). Thus we hypothesize that

Hypothesis 6.5d On-assignment work-related friends at host support will be positively related to cross-cultural adjustment of expatriates.

Support of non-work related friends in the home country

Non-work related friend support is strongly associated with general health and well-being and weakly associated with work-related strains according to LaRocco et al. (1980). However the effectiveness of information depends on the expertise of the person because of its lesser formality and lesser structure. This as less research area, we would suggest the possibility of continuing the facts raised at hypothesis 1(e), even at this stage too. Thus we hypothesize that

Hypothesis 6.5e: On-assignment non-work-related friends at home support will be positively related to cross-cultural adjustment of expatriates.

Support of non-work-related friends at host country

Even though there are no rich empirical evidences, we suggest that non-work related friendships work well for better cross-cultural adjustment. In the case of many individuals and

their families relying on their own coping mechanisms to manage international relocation, this kind of support networks are relatively easy to maintain for the purpose of having all three types of assistances.

Hypothesis 6.5f: On-assignment non-work-related friends at host support will be positively related to cross-cultural adjustment of expatriates.

6.4.6 The impact of organizational support given during the stay in host country on family members' cross-cultural adjustment

Once the family moves to the host location it is assumed that most suitable organizational support is instrumental based (Deen, 2011). For example, the financial support is in making arrangement on creating opportunities to join formal or informal clubs and organization, such as charity groups, health clubs, baby-sitting, helping with yard work, lending books, and giving free host-country language lessons are suggested by previous researchers. Administrative support and assistance in daily activities are also expected, which can be both instrumental and informational (Deen, 2001). However in general the family members are less sheltered by organizational support during on assignment stage. Based on this information we hypothesize that:

Hypothesis 6.6: Family support after arrival to the host country will be positively related to cross-cultural adjustment of families.

6.4.7 Crossover effect of expatriate cross-cultural adjustment and family adjustment

In line with previous empirical work done by Black & Gregersen (1991), Gergersen & Storh (1997), Takeuchi, Yen & Tesluk (2002), we set a hypothesis to reveal the Sri Lankan context as follows.

Hypothesis 6.7: There is a cross-over effect between family adjustment and expatriate adjustment in the host country.

6.4.8 Relationship between expatriate cross-cultural adjustment and repatriate adjustment

Although behaviors learned in one cultural context appear to be transferred when returning to home country back, it is unclear whether coping behaviors learned in expatriation transfer effectively to repatriation (Susman, 2002). However this is not extensively researched and the nature of these relationships is unclear because of conflicting findings across studies. According to Suutari & Valimaa (2002) expatriate and repatriate adjustment is negatively related, because some of them are fully adapted to live abroad without being in the native culture (Adler, 2002). But others attempted to integrate their assignment skills and learned cross-cultural sensitivity, global awareness, and self-efficacy because of their broadening experiences, wider job responsibility, bigger challenges, and greater autonomy acquired to the home country upon their return (Shen & Hall, 2009). Transfer of host country experiences to current practice would be applied upon return (Furuya et al., 2009). For example we expect that logical patterns of work experience build desired cognitive and technical skills to enhance home country work adjustment to some extent. In general, the international experiences from similar cultural setting can significantly influence the returnees' adjustment in a positive manner (Osland, 2000). In this study it is assumed that results will further enrich the literature by adding findings from both host and home countries under similar cultures in developing countries in Asia.

Hypothesis 6.8: There is a positive relationship between cross-cultural adjustment and home-culture readjustment of returnees.

6.4.9 The impact of post-assignment organizational support on home-culture readjustment of returnees

In the case of information sharing, clarity of the job is important. Bjorkman (1991) found that positive relationship between clarity of the work and work adjustments in the case of Finnish returnees. Vidal et al. (2007) found that the significant impact of continuous communication and its impact on returnees work adjustment in Spain setting. Realistic expectations of the return can be helpful by providing returnees with training on the reentry process which ensure both informational and instrumental support. In addition organizational attention on financial compensation is instrumentally sufficient enough to maintain standard of living. Thus we hypothesizes that

Hypothesis 6.9: Post-assignment organizational support will be positively related to the readjustment to the home country of return assignees.

6.4.10 The impact of post-assignment social support on home-culture readjustment of returnees

Support of spouse

The concept of spousal support and its impact is still not researched broadly. I suggest that the discussed factors at hypotheses 6.2(a) and 6.5 (a), are still relevant at this stage too.

Hypotheses 6.10a: Post-assignment spouse support will be positively related to re-adjustment of return assignees.

Support of children

Similar to on-assignment stage, after returning to the home country children support will be critical on emotional support. As in Kulkarni et al. (2010) children's adjustment to their own culture and accepting their own values and social rules, finding friends back, association with

extended family members make some emotional upliftment. In the case of Japanese children, Enloe et al. (1987) found that they face difficulties reentering into both their peer group and the Japanese education system in such a manner that quick adjustment itself makes easier adjustment of the returnees.

Hypotheses 6.10b: Post-assignment children support will be positively related to re-adjustment return assignees.

Support of work related friends

In the case of returning into the parent country, their assistance making returnees to be an active group member is quite supportive. Burt (1992, 1997) argues that work related friendships are useful on career opportunities to enhance access to information, greater bargaining power and referrals. Changes of corporate business plan and their consequences and necessary adaptations from the employee side can be obtained by first hand information from these work-related friends.

Hypothesis 6.10c: Post-assignment home country work-related friends support will be positively related to re-adjustment return assignees.

Support of non-work related friends

Keeping continuous contacts with non-work related friend help repatriates to general adjustment as major source of learning is through connections with others (Hall & Kahn, 2001). However, little is known about the effect of such a non-work related friendship channels on adjustment. We may be able to argue that their successful work, interaction, and general socio-cultural adjustment largely depends on support from local connections including non-work related friends. Instrumental support to restart the social contacts and

maintaining the social states with higher level is considered to be quite supportive. Thus we hypothesize that

Hypothesis 6.10d: Post-assignment home country work-related friends support will be positively related to re-adjustment to the home culture.

6.4.11 The impact of organizational support given after returning to the home country on family members home-culture re-adjustment

Upon return, not only assignees but also family members are experiencing their own readjustment problems (Dowling & Welch, 1999). As discussed in hypothesis 6.6, the given assistance is still relevant even at this stage too. Thus we hypothesize that

Hypothesis 6.11: Post-assignment organizational support for return families will be positively related to the readjustment to the home country of families.

6.4.12 Cross-over effect of returnees' home-culture re-adjustment and family re-adjustment

As discussed in hypothesis 6.7, the same phenomenon is plausible in the case of returnees re-adjustment and family re-adjustment.

Hypothesis 6.12: There is a cross-over effect between family adjustment and expatriate adjustment in home country.

6.4.13 Repatriate adjustment and post-assignment behavioral outcomes

Researchers have pointed out that returning managers often lack information on home country setup that leads to poor re-adjustment even for their native country with native people (Adler, 1981; Harevy, 1983). Wen-Lee & Liuc (2006) found that repatriation adjustment was the strongest predictor of intent to leave the organization for Taiwanese repatriates. Further they

explained that repatriates who perceived a higher level of repatriation adjustment had a lower intent to leave. Work adjustment with more role ambiguity and less role clarity leads to negative relationship with job commitment, and organizational commitment, due to failed competencies. In the same way the failed repatriate adjustment can affect organizations through undesired turnover (Black et al., 1999; Gregersen et al., 1996; Hammer et al., 1998; Lazarova & Caligiuri, 2001).

Hypothesis 6.13: There is a positive relationship between repatriate adjustment and post-assignment behavioral outcomes.

6.5 Research Methodology

6.5.1 Sample and data Collection

The firms were drawn from the company registry of Ceylon Chamber of Commerce for 2011-2012. Information was obtained based on a questionnaire sent to 183 expatriate managers of firms from the registry. Response rate for the questionnaire was 76%. The data used in the study were from managers or junior executives who were deployed in the Asian region for three to five years during the period of January 2007 to December 2011. Many of the respondents for this study were within the range of 30-40 years of age, which represent 61% of the respondents. No female assignees were reported. Among the respondents 61% were married and 39% were single. Of those married, 88% were accompanied by families. 70 respondents who were accompanied by both spouse and children with them were qualified for the analysis (83% of the population). There were no respondent with only children on assignment.

6.5.2 Measurements of the Variables

Table 6.1 Measurement of the variables

Organizational support for expatriates	This is defined by researchers based on perception of organization involvement of improving their work-relationships (Liu et al., 2013) or general well-being (Eisenberger et al., 1986) or emotional attachment towards organization (Mayer & Allen, 1997). For this study purpose, this idea was incorporated. The organizational support granted to expatriates by Sri Lankan firms was instrumented on the basis of Ayard (1997), Batt et al. (2002), Bojokman et al. (2002), Delery & Doty (1995), Huselid (1995), Foley et al. (2010), Guzzo et al. (1993), and Podolny & Baron (1997). The questions examined the pre-departure, on-assignment, and post-assignment support by the firms.
Organizational support for accompanied families	Family-friendly policies consist of programs, rules, and personal assistance to family members in integrating their family roles and responsibilities. In line with Fontaine (1986), this definition was used as operationalized definition of the study. The items were developed based on the views of previous studies (Fontaine, 1986; Herod, 2009; Shaffer et al., 1998).
Social support	
Spouse support	Family members' support was measured through the spouse and children support. Thereby more precisely, spouse support is investigated by which the extent to which spouse is concerned and committed to the international assignment related works while extending informational, emotional and instrumental support with partner for easy adjustment over work, interaction and general adjustment. Six items were included for each time stage. The items were instrumented based on the views of

	Anderson (2008), Mayo et al. (2011).
Children support	Investigates the extent to which children are concerned and committed to the international assignment related works while extending informational, emotional and instrumental support with partner for easy adjustment over work, interaction and general adjustment. The measures encompass the children support as suggested in the literature, especially Moos & Moos (1994) and Timko & Moos (1996).
Work and non-work related friends support	All the friendship networks in the organization in terms of informational, emotional and instrumental support facilitate easy adjustment over work, interaction and general adjustment of assignee. This study relies on the views of Aycan (1997), Ibarra (1992), Lindorft (2005) and Lee & Vorst (2010) that established the foundation for the work and non-work related friends support question development.
Adjustment of expatriates, returnees and family members	The dimensions of work adjustment, interaction adjustment and general adjustment were measured on a 14-item scale that is widely used in international assignment research (Black & Stephens, 1989). Even though these items were originally created for use in expatriation, for this study purpose they were extended to the returnees, too (e.g., Black & Gregersen 1991). In measuring family members' adjustment, the work of Black and Gregersen (1991) was used. Respondents were asked to assess spouse's and family members' adjustment that they experienced during the assignment period (Suutari & Brewster, 2003).
Post-assignment behavioral outcomes	This was same as the measurement in chapter 4.

6.6 Data analysis and Results

6.6.1. Measurement Validation

Table 6.2. Summary of validity and reliability measurement results of the variables

Factor	No: of item	Factor loading	Eigen value	KMO Value	Total variance	Item-to-total correlation	Cronbach's α
Pre-departure stage							
Pre-departure organizational support for expatriates							
Preparation	Q11a	0.845	4.432	0.620	82.0%	0.798	0.884
	Q11b	0.812				0.729	
	Q11c	0.803				0.764	
	Q11d	0.987				0.734	
	Q11f	0.878				0.748	
	Q11g	0.837				0.730	
Recruitment	Q13a	0.947	4.654	0.786	84.7%	0.846	0.970
	Q13b	0.735				0.756	
	Q13c	0.814				0.870	
	Q13d	0.746				0.777	
	Q13e	0.815				0.890	
Selection	Q15a	0.713	3.976	0.756	95.0%	0.852	0.934
	Q15b	0.768				0.947	
	Q15d	0.877				0.946	
	Q15e	0.979				0.942	
	Q15f	0.952				0.947	
	Q15g	0.871				0.946	
	Q15h	0.979				0.942	
	Q14i	0.966				0.947	
	Q15j	0.871				0.946	
Training	Q18b	0.746	3.987	0.737	77.0%	0.774	0.902
	Q18c	0.876				0.756	
	Q18d	0.725				0.809	
	Q18e	0.781				0.809	
Compensation	Q21a	0.759	3.976	0.793	86.0%	0.818	0.917
	Q21c	0.854				0.794	
	Q21d	0.814				0.836	
	Q21e	0.872				0.944	
	Q21g	0.872				0.794	
	Q21h	0.810				0.836	

Performance	Q23a	0.802	3.908	0.738	87.0%	0.755	0.754
evaluation	Q23c	0.856				0.742	
	Q23e	0.848				0.735	
Pre-departure organizational support –(for your family)							
	Q30a	0.712	4.043	0.723	78.6%	0.730	0.876
	Q30b	0.732				0.716	
	Q30d	0.672					
Pre-departure support-(spouse)							
	Q30e	0.713				0.752	
	Q30f	0.842				0.827	
	Q30g	0.812				0.847	
Pre-departure support- (children)							
	Q30h	0.971	3.321	0.786	72.2%	0.965	0.783
	Q30i	0.919				0.978	
	Q30j	0.969				0.917	
Pre-departure support –(work-related friends)							
	Q30k	0.892	3.934	0.758	76.8%	0.748	0.793
	Q30l	0.805				0.776	
	Q30m	0.875				0.722	
Pre-departure support- (Non work-related friends)							
	Q30n	0.812	3.543	0.712	78.2%	0.748	0.834
	Q30o	0.875				0.786	
	Q30p	0.848				0.785	
On-assignment stage							
On-assignment organizational support- for expatriates							
	Q31b	0.891	4.943	0.721	76.5%	0.778	0.786
	Q31d	0.885				0.789	
	Q31e	0.876				0.782	
	Q31f	0.892				0.758	
	Q31g	0.876				0.780	
	Q31h	0.875				0.796	
During the stay period organizational support for family							
	Q31j	0.775	4.987	0.775	72.4%	0.716	0.764
	Q31k	0.705				0.712	
On-assignment support-(spouse)							
	Q31l	0.813	3.934	0.715	74.4%	0.852	0.865
	Q31m	0.912				0.947	
	Q31n	0.952				0.972	
On-assignment support- (children)							

	Q31o	0.971	3.953	0.786	72.2%	0.965	0.783
	Q31p	0.979				0.977	
	Q31q	0.869				0.887	
On-assignment support- (home country –work-related friends)							
	Q31r	0.792	4.965	0.734	76.4%	0.748	0.858
	Q31s	0.775				0.796	
	Q31t	0.778				0.785	
On-assignment support-(home country non work-related friends)							
	Q31u	0.892	3.234	0.753	72.9%	0.748	0.751
	Q31v	0.875				0.796	
	Q31w	0.865				0.706	
On-assignment support – (host country work-related friends)							
	Q31x	0.892	3.867	0.753	76.4%	0.748	0.751
	Q31y	0.890				0.796	
	Q31z	0.865				0.706	
On-assignment support- (host country non work-related friends)							
	Q31bb	0.764	3.732	0.763	70.5%	0.721	0.701
	Q31cc	0.742				0.732	
Post-assignment stage							
Post-assignment organizational support for expatriates							
	Q32a	0.892	4.311	0.761	79.5%	0.748	0.780
	Q32b	0.825				0.709	
	Q32d	0.805				0.710	
	Q32j	0.890				0.748	
	Q32l	0.815				0.786	
	Q32m	0.875				0.753	
After coming back organizational support for family							
	Q32n	0.765	3.211	0.765	72.1%	0.721	0.784
	Q32o	0.775				0.698	
	Q32p	0.745				0.708	
Post-assignment support-(spouse)							
	Q32r	0.913	4.094	0.753	75.9%	0.852	0.894
	Q32s	0.812				0.932	
	Q32t	0.872				0.966	
Post-assignment support – (children)							
	Q32u	0.971	3.654	0.786	72.2%	0.965	0.787
	Q32v	0.869				0.909	
	Q32w	0.989				0.987	
Post-assignment support- (work-related friends)							

	Q32x	0.892	4.762	0.765	74.3%	0.748	0.858
	Q32y	0.845				0.709	
	Q32z	0.878				0.782	
Post-assignment support – (Non work-related friends)							
	Q32aa	0.892	3.453	0.732	76.6%	0.748	0.778
	Q32bb	0.822				0.789	
	Q32cc	0.854				0.716	
Expatriate Cross-cultural adjustment							
General Adjustment	Q26a	0.926	3.345	0.686	77.6%	0.906	0.963
	Q26b	0.867				0.826	
	Q26c	0.845				0.894	
	Q26d	0.869				0.896	
	Q26e	0.861				0.827	
Interaction Adjustment	Q26f	0.798	3.568	0.754	79.3%	0.870	0.914
	Q26g	0.830				0.792	
	Q26h	0.861				0.825	
	Q26i	0.768				0.798	
Work Adjustment	Q26j	0.926	3.477	0.739	75.9%	0.906	0.954
	Q26k	0.867				0.876	
	Q26l	0.885				0.825	
Expatriate home-culture readjustment							
General Adjustment	Q27a	0.721	3.356	0.786	74.6%	0.879	0.873
	Q27b	0.797				0.838	
	Q27c	0.785				0.822	
	Q27d	0.784				0.840	
	Q27e	0.782				0.858	
Interaction Adjustment	Q27f	0.798	3.566	0.755	76.3%	0.886	0.865
	Q27g	0.741				0.783	
	Q27h	0.786				0.828	
	Q27i	0.768				0.785	
Work Adjustment	Q27j	0.792	3.467	0.759	73.9%	0.984	0.804
	Q27k	0.786				0.802	
	Q27l	0.788				0.882	
Family cross-cultural adjustment							
	Q28a	0.845	3.583	0.733	76.5%	0.728	0.751
	Q28b	0.838				0.754	
	Q28c	0.888				0.804	
	Q28d	0.789				0.765	
	Q28e	0.821				0.732	

	Q28f	0.848				0.807	
	Q28g	0.789				0.765	
	Q28h	0.821				0.732	
	Q28i	0.788				0.807	
Family home-culture readjustment							
	Q29a	0.784	3.457	0.776	77.5%	0.828	0.775
	Q29b	0.738				0.854	
	Q29c	0.884				0.804	
	Q29d	0.879				0.545	
	Q29e	0.581				0.832	
	Q29f	0.788				0.865	
	Q29g	0.779				0.765	
	Q29h	0.861				0.733	
	Q29i	0.778				0.707	
Behavioral Outcomes							
Org: Commitment	Q25a	0.907	4.368	0.756	75.8%	0.736	0.926
	Q25g	0.864				0.876	
	Q25h	0.876				0.785	
Job: Commitment	Q25c	0.873				0.971	
	Q25d	0.768				0.823	
	Q25f	0.972				0.845	
Intention to retention	Q26i	0.797				0.907	
	Q26j	0.986				0.723	
	Q26k	0.873				0.764	

To purify the construct validity of the measured scale, exploratory factor analysis with varimax rotation was applied. Item-to-total correlation (> 0.5) and internal consistency for Cronbach's alphas (> 0.7) were verified to make sure the reliability of each factor loading for the results. In addition, the informational, instrumental and emotional support which comes under each support channel were combined together in order to improve the reliability of the construct further though it was not compatible with individual categories due to data limitation of the study. Similar practice was applied to family adjustment by combining the items as one construct instead of considering their interaction and general adjustments

separately. Harman’s one factor test was conducted to examine the extent to which common-method bias was represented in the study. We performed a factor analysis on all the variables to identify explore if a single factor would emerge. No evidence of one general factor emerged and the first factor accounted for less than 28% of the variance. This suggested that substantial common-method bias is not a serious issue in this study.

Table 6.3: Fit indices of models

Model	Chi-Square(χ^2)	χ^2 /df	RMSEA	CFI	TLI
Model 1	165.38	2.529	0.0732	0.9046	0.801
Model 2	196.97	2.814	0.0821	0.9113	0.828

The path analysis was used to verify the position of hypothesized directions. The analysis was conducted at two models in order to ensure model fitness in limited sample of 70. Model 1 was used to assess pre- and on- assignment organizational and social support for expatriates and family members and consequent adjustment possibilities of expatriates partly through family adjustment. The second model considered the organizational and social support provided to returnees and family members as well as the cross-cultural adjustment and their influences on returnee’s home-culture readjustment and to measure its linkage to behavioral outcomes. The overall model fitness was examined and assessed using chi-square (χ^2), root-mean-square error of approximation (RMSEA), comparative fit index (CFI), and Tucker-Lewis Fit Index (TLI) following Byrne (1998) as shown in Table 6.3.

6.6.2 Data analysis results and discussion

Table: 6.4 Paths analysis: Pre-departure and on-assignment assignment support (model 1)

	β	CR
<i>Pre-departure support → Expatriate adjustment</i>		
Recruitment → Work adjustment	0.329***	2.742
Selection → Work adjustment	0.279**	2.573
Training → Work adjustment	0.388***	2.210
Performance → Work adjustment	0.159*	1.791
Compensation → General adjustment	0.527***	1.264
Organizational support for families → Family adjustment	0.236*	1.762
Spouse support → General adjustment	0.222**	1.743
Work related friends support → Work adjustment	0.511***	2.136
Work related friends support → Interaction adjustment	0.481***	2.331
Non-work related friends support → General adjustment	0.235**	2.064
<i>On-assignment support → Expatriate adjustment</i>		
Organizational support for expatriates → Work adjustment	0.199*	2.835
Spouse support → Work adjustment	0.606***	2.897
Spouse support → Interaction adjustment	0.515***	2.496
Children support → Interaction adjustment	0.405**	2.357
Work related friends-Home → Work adjustment	0.254**	3.103
Work related friends-Home → Interaction adjustment	0.260**	3.438
Work related friends-Host → General adjustment	0.637***	2.548
Non work related friends-Home → General adjustment	0.237***	3.938
Non work related friends-Host → General adjustment	0.419***	2.997

Note: *P<0.05, **P<0.01, ***P<0.001 (two tailed), Standardized values were used, Only significant results were reported and see annex 3 for full details.

Pre-departure period

As indicated in the results set out in Table 6.4, some pre-departure organizational supports through HRMPs were significant on work adjustment in addition to the general adjustment

predictability by compensation (Hypothesis 6.1). However the preparation dimension of pre-departure adjustment was not attributable to any dimension of cross-cultural adjustment of Sri Lankan expatriates. These findings were not in line with general adjustment support through recruitment (Stroh et al., 1998), selection (Vallone et al., 2001), and training (Wang et al., 2012). According to Chandrekumara & Sparrow (2003), in general, Sri Lankan firms hold their management practices more on functional perspective. E.g. functional based job-person fit, and business-drive training. Specifically in the case of international firms, HRMPs are not advanced to tap into global competitiveness. This would be reflected in managing expatriates too. It is natural to have such short-term orientation in order to survive in the market through task compilation especially among firms that are in the early stage of internationalization. However we should be cautious to generalize the results that the organizational support was not effective in improving interaction and general adjustment, judging from the previous results (Wang et al., 2012) in the literature. We still need to consider the possibility that the organizational support might cause interaction and general adjustment through assessing an appropriate context in order to ensure whether this is due to the inadequacy of the constructs or the way they were implemented.

Among the available social supportiveness at pre-departure stage, spousal support was helpful for them to adjust to the general environment more than interaction or work adjustment (Hypothesis 6.2a). Being still in home country, it is impossible to expect work adjustment and interaction related support rather than finding some information to face the transition. Sri Lankan families exhibit many South Asian traits where their family life (Nanayakkara, 1992), security of marriage, and caring for the partner are highly desirable. A country with higher human development index and literacy rate, as well as gender equity being promoted in

education and employment, spouse's ability of fact findings on different cultures is expectable and highly supportive on general adjustment of spouse assignee.

Children support before the move was not significant with either form of adjustment dimension as reported (Hypothesis 6.2b). Most of the respondents are within the age group of 30 to 40, and this bear witness to the fact that highly qualified or employed children were not accompanied by expatriates. Decision making on many family matters are hierarchical, most of which are made by father, mother, or both in Sri Lankan society (Chandrakumara & Sparrow, 2005). Thus small children's supports at pre-departure stage were unexpectable other than obeying the parents' decision to migrate.

This study found the impact of the support of home country work-related friends on work adjustment and interaction adjustment at pre-departure stage (Hypothesis 6.2c). Positive work ethics and putting them into practices even into work group well-being is something common in Sri Lankan firms that might be reflected in the case of expatriates too. Strong work ties among work related friends in and outside the department must be tied up with collectivistic group norms such as caring, helpfulness, protection, trust, respect etc.

Moreover as viewed by Johnson, Kristof-Brown et al., (2003) non-work related friendships significantly had the relationship with general adjustment possibilities rather than interaction or work adjustment in the case of Sri Lankan expatriates too (Hypothesis 6.2d).

Organizational supports for families at pre-departure stage were significant (Hypothesis 6.3). Among the three supportive channels of information, instrumental and emotional support, it is more promising to receive informational and emotional support than instrumental support

(Deen, 2011) at this stage which may be true in the case of organizations in Sri Lanka. Further analysis is required to make this in certainty. Such an analysis does not comes under our main stream of discussion.

On-assignment period

In line with the results in Table 6.4, we observed some interesting results over providing organizational and social support during the on-assignment period. As such the organizational support given in on-assignment period does favor the work adjustment rather than interaction or general adjustment according to this study (Hypothesis 6.4).

As depicted in same table, the spouse support while their stay in host country makes a positive impact on work adjustment and interaction adjustment though it is surprising why spouse support was not supportive for general adjustment of expatriates at this stage (Hypothesis 6.5a). The habit of personal control over independent behavior by partner in general societal context especially in an unknown environment is badly affected by a spouse's poor socialization to host location. However another analysis of spouse' personal characteristics of age, educational background, employability, previous foreign experiences, number of children will help identify the cause in certainty, which are beyond the scope of this study.

Support from children in host countries in Asia with assignees during the assignment period were significant enough to make easier interaction adjustment of the expatriates when they are in host locations (Hypothesis 6.5b). Accompanied kids or school age children appeared to motivate the assignees to interact with host people more frequently and informally in their day to day life activities (e.g. at school, activities, nursery or children's park).

Home country work related friendship was significant for work and interaction adjustment (Hypothesis 6.5c) while non-work related friends at home improve the general adjustment possibilities sharing previous international experiences and showing the responsibility of caring for others at difficulties (Hypothesis 6.5e). Maintaining such network at home is not a big cost incurring effort in terms of time and effort, particularly when the host countries are in the same region with less geographic distances from the home country. Since Sri Lankan society normally displays respect, obedience and caring for others, this kind of positive linkage is justifiable. Informal friendship networks have capabilities to improve psychological comfort owing to general adjustment. However this should be analyzed with time duration of separated period, because of the possibility of losing friendship ties due to absent for a long period in a community.

In general a person can be associated to more than one reference group within the organizations. Thus the frequency and nature of the relationship would intensify the impact. Host country work-related groups do extend their helping hand to adjustment to the general environment though the researchers expected any relationship to interaction and work adjustment (Hypothesis 6.5d). However absence of appropriate approaches to developing social ties at the host unit, for example through a more systematic use of induction program and other socialization tactics as stated in Morrison (2002), or loosely connected work environments that foster organizational citizenship behavior would be among the reason for not having work oriented or interaction oriented support from non work related friends. Non-work friendship companions in the host country are expectable due to similar cultural traits as well as historical socio cultural relationships among Asian countries (Hypothesis 6.5f).

The organizational supports given to families when they moved to the host country did not yield significant impact (Hypothesis 6.6). This may perhaps be insufficient quality of implementation due to budgetary constraint and poor attention on crossover effect with family support. Lack of perceived need for them is expectable for such insignificant result.

The work done by Takeuchi et al. (2002) was followed to measure the crossover effect among family adjustment and expatriate adjustment. From model 1 the path coefficient from family adjustment to expatriates' host country general adjustment ($\beta=0.108$, $P< 0.05$) and interaction adjustment ($\beta= 0.131$, $P< 0.05$) was significant. Similarly the expatriate general adjustment ($\beta= 0.275$, $P<.001$) and work adjustment ($\beta= 0.154$, $P< 0.05$) also showed significant relationship to family adjustment (Hypothesis 6.7). This confirms the bidirectional reciprocal relationship among family general adjustment to expatriate general adjustment. Even though family adjustment and its positive linkage with expatriate work adjustment were expected in line with the literature, it was not the case in Sri Lankan case of organizations. As male domination is not always true, thanks to equal education and employment opportunities in Sri Lanka, it was not true that everything is decided by a male spouse out of the national boundaries. Hospitality is one of the key building blocks in Sri Lankan culture, and keeping good companion with even others shows the reason for significant impact on interaction adjustment.

Post-assignment period

A subsequent detailed analysis of post-assignment period was made based on model 2. As in Table 6.5, the analysis of the linkages between expatriate adjustment and returnee adjustment has revealed some important directions. For the necessity of clear identification of the direction we are reporting them in a separate table. The significant association between cross-

cultural work adjustment and returnees' work and interaction adjustment is noticeable in this study (Hypothesis 6.8). As discussed by Ting-Toomey (1999) expatriates can be treated as “agent of change” because of their ability of transferring new knowledge, experiences and skills into their lives back in home country.

Table 6.5: Path analysis - relationship between cross-cultural adjustment and re-adjustment (model 2 results)

Expatriates	Repatriates		
	Work	Interaction	General
Work	0.444***	0.372*	ns
Interaction	ns	0.259**	0.245*
General	ns	ns	0.426*

Note: *P<0.05, **P < 0.01, ***P < 0.001 (two tailed), Standardized values were used, ns = not significant.

It was observed in this study that easy adjustment through work related learning by fulfillment of work requirement ensures that they have greater resources of time, effort, and emotional investment to cultivate on adjustment effort in new work setting in home-culture. In addition such work adjustment experiences consequently make easy interaction adjustment due to inseparability of work adjustment from a group culture which facilitates to develop a good human contacted network in the work place. Because the cross-cultural interaction adjustment widens the life experiences, network, and relationships; it was more apparent to have consequent significance on interaction and general adjustment of returnees. Similarly we observed that a significant relationship between cross-cultural general adjustment and home country general adjustment adding a new contribution to the literature. In general, although different life pattern in advanced economies makes difficulties readjust to the general

environment of home country, similarity of home and host countries keep lesser reverse cultural shock to readjust to the general environment back at the home country.

The results of Table 6.6 are incorporated in explaining the organizational and social support and the consequent post-assignment home-culture readjustment of returnees. As repeatedly found throughout this study, organizational support was significant on work adjustment, adding a new dimension to the literature (Hypothesis 6.9). This is needed to be noticed by organizations where the organizational supports given were not significant on interaction and general adjustment of returnees to ensure whether this is unnecessary because of collective society and their higher relationships with native people and survive with their own coping strategies.

Table 6.6: Path analysis - post-assignment support (model 2 results)

	β	CR
Organizational support → Returnees work adjustment	0.198*	2.122
Spouse support → Returnees general adjustment	0.224*	2.325
Spouse support → Returnees interaction adjustment	0.382***	2.325
Spouse support → Returnees work adjustment	0.229*	2.263
Work related friends → Returnees work adjustment	0.202**	2.691
Work related friends → Returnees interaction adjustment	0.253*	2.473

Note: *P<0.05, **P<0.01, ***P<0.001 (two tailed), Standardized values were used. Only significant results were reported and see annex 4 for full details.

Spousal supports at post-assignment period certify its significance along with all three dimensions of adjustment showing strong family relations in Asian cultures (Hypothesis 6.10a). However the support of children again was immaterial (Hypothesis 6.10b). In Sri

Lankan families, position based authority in decision making is being processed, children are not independent or decision makers for the family until they get wisdom and experience with age (Nanayakkara, 1992). Therefore these results are not surprising in the Sri Lankan context. Work-related friendship was significant on work and interaction adjustment even at the post-assignment period due to the reasoning shown in the section for the on-assignment period (Hypothesis 6.10c). Additionally, their assistance and flexibility to organizational requirements as well as providing information to reduce knowledge barriers, ensure returnee's work and interaction adjustment. Support of non-work related friendships did not signify any adjustment dimension of returnees (Hypothesis 6.10d). Absence of long period from the community and the impact of loose friendship ties may be among the reasons. Organizational support for return families was not significant, as expected (Hypothesis 6.11). That is not unusual due to poor strategic coverage of families at post-assignment periods as explained in the literature.

Insignificant cross-over effect among returnees adjustment and return family adjustment revealed the support of extended family members (Hypothesis 6.12). Grandmother, grandfather or sometimes mother-in-law or father in-law living in the same shelter is becoming common especially in dual working families with care needed children. Elderly protection and affection for each other make some use of independent survival keeping minimum disturbances for working partner.

Table 6.7: Relationship between repatriate re-adjustment and post-assignment behavioral outcomes (model 2 results)

Repatriate adjustment	Post-assignment behavioral outcomes		
	Job Commitment	Org: Commitment	Retention
Work	0.382***	0.527*	0.479*
Interaction	0.327**	ns	ns
General	0.259**	ns	ns

Note: *P<0.05, **P<0.01, ***P<0.001 (two tailed), Standardized values were used

More impressively, the results in Table 6.7 shows the relationship between home-culture readjustment and desired behavioral outcomes among Sri Lankan return expatriates (Hypothesis 6.13). The study findings suggest that the job commitment is better understood as a function of all dimensions of home-culture readjustment. Impact of task-oriented comfort, impact of work group attachment and accumulated general environmental adjustment support the initial work situation of job commitment of returnees. Therefore the present study contributes to the body of literature by demonstrating relationship that job commitment was predicted by all three adjustment dimensions. Further, we observed that the organizational commitment as well as retention was the results of work adjustment of returnees. This entails that work adjustment orientation is rational by means of facilitating both short-term (job commitment) and long-term oriented (organizational commitment and retention) behavioral outcomes of Sri Lankan return expatriates.

In general, as work adjustment of returnees is a fundamental feature of job and communal life (Chaban et al., 2011) this result is expectable. More evidently the results in table 6.5 and 6.6 show that work adjustment of returnees is holistically affected by cross-cultural work adjustment experiences, organizational support, social support from spouse, and work related

friends. They are to fulfill short-term initial behavioral change like job commitment. Next, the interaction adjustment of returnees was influenced by cross-cultural work adjustment and cross-cultural interaction adjustment that were intensified by spouse, work related friends and children. Primarily, this implies that cross-cultural learning experience and some aspect of social support are proved to be relevant as means of improving short-term behavioral objectives like job commitment. In the case of returnees' general adjustment, more significantly it was the results of cross-cultural interaction adjustment experiences and general adjustment experiences. Therefore these results reveal that cross-cultural adjustment experiences over interaction and general adjustment make sense of achievement of job commitment rather than long-term organizational commitment and retention.

Consequently short-term oriented target achievement through job commitment is more favorable in short-term market survival. However, they also need to pay attention to long-term organizational objectives as well. For instance, it is necessary to have full commitment of the employees towards organization with higher intention of retention in the organization to ensure the long-term market stability in this ever changing competitive business world. The existing practices of improving interaction and general adjustment are not sufficient to capture such directions. It would be made more meaningful by changing the content or path of sources to have significant results. Therefore direct strategic orientation or indirect orientation through social support networks to improve interaction and general adjustment abilities of patriates is a highly desirable further improvement of organizational commitment and retention through social supportive channels.

For the policy implications, as most of the internationalized Sri Lankan organizations are still at their early stages of internationalization, more efforts and effectiveness towards work adjustment at all three phases is not surprising. If the organization has limited resources to improve expatriate supporting practices then it is better off selecting individuals with higher family support, and communal support. Organizations should put more attention on improving social interaction of selected people, selecting people with more social contacts with host country, or considering foreign working experiences to make appropriate selections. However more detailed analysis based on positions, departments, adjustment period in host, adjustment period in home country, HR and line department involvement, and other relevant factors will ensure the identification of precise factors, which were beyond our main discussion.

Sri Lankan organizational should not ignore the role of family adjustment because of cross-over effect between family adjustment and expatriate adjustment and necessity of extending helping hand to them (Mayrhofer & Scullion, 2002). This proves the potential worthiness of accompanying the family members with expatriates. At the minimum the spouse need to be included in pre-departure training alongside the expatriate. This will help prevent negative crossover effects (Takeuchi et al., 2002) and the worry about the maladjustment of the family in overseas assignments (Black & Stephens, 1989). For more in-depth discussions, family characteristics should be included in the main discussion such as spouse educational background, employability, age, number of children, age of children, and family departure expectation, as they may affect the success of expatriate and family adjustments.

Sri Lankan organizations need to pay more attention to employee perception of the work environment, and that Human Resources Departments should go beyond establishing policies

and procedures to provide an employee-friendly work environment that promote in-role and extra role performances. Sri Lankan organizations should have more concern in the welfare of its employees. They are required to extend such practices with a more strategic focus on developing professional linkages within the organization to enrich the work-related contacts further, as that would promote work and interaction adjustment. Due to high predictability of improving adjustment by contacts of non-work related friends, leisure time for socialization would clearly play a critical, reinforcing role. Establishing a data bank to record return assignees experiences would be an advantage for collecting first hand information for future references and to identify if they suffer some limitation of receiving direct organizational support. Giving down-time (reducing organizational demand for work) for two or three weeks would be beneficial for the repatriates to settle down back in the home country. However if the financial investments on international assignment are made on a short-term basis, spending money on a returnees and their families will not be regarded as worthwhile even though it makes some influences at longer term.

6. 7. Summary

At the heart of this research is the desire to understand how organizational and social support given at pre-departure, on-assignments, and post-assignment can intensify cultural adjustment to the host and home-culture of both assignees and family members while investigating returnees' re-adjustment effects on behavioral outcomes. Thereby organizational support for expatriates at all phases had a positive effect on cultural adjustments, mostly work adjustments (Hypotheses 6.1, 6.4 & 6.9). Among social support, spouses and work-related friends at home in terms of providers, on-assignment in terms of time phase were more relevant to predict cultural adjustments (Hypotheses 6.2(a), 6.5(a) & 6.10(a)). Organizational support for families

only at pre-departure phase had a positive effect on cultural adjustment of families (Hypotheses 6.3, 6.6 & 6.11). Cross-over effects were partially observed at on-assignment phase (Hypotheses 6.7 & 6.12). Positive effects were partially found from cultural adjustments at on-assignment to those at post-assignment (Hypothesis 6.8) and in turn to behavioral outcomes at post-assignment (Hypothesis 6.13). For the latter relationship, work adjustments were more generally influential while among behavioral outcomes, job commitment was affected from all types of adjustment.

Chapter 7

The impact of organizational and social support on post-assignment behavioral outcomes of short-term assignees

7.1 Introduction

This chapter is devoted to explaining the linkage of organizational and social support for short-term assignees (SAs) at three time stages to cross-cultural adjustment and post-assignment behavioral outcomes. In addition, the organizational support for unaccompanying families and their support for assignees are also discussed, contributing new information to the literature.

7.2. Background

In this chapter, a closer view is taken of some unresolved fundamental issues of SAs. While some of the discussion has explored aspects of SAs, as explained in Chapter 5, no prior studies have found how organizational and social support influences cross-cultural adjustment and in turn post-assignment behavioral outcomes. According to Mayrhofer et al. (2004), SAs face cross-cultural issues similar to those faced by expatriates. They are required to perform the given task as well as operate within a new context with new individuals in a new cultural setting. They also will be members of multicultural teams that bear some obligatory responsibilities to accept different values, norms, and ways of doing things. They need to experience international life and cultural exposures in order to become conversant. Therefore, a discussion on cross-cultural adjustment issues as a consequence of organizational and social support is highly desirable in the case of SAs.

The available discussion on short-term assignments is very limited despite the work done by Brewster et al. (2001), Collings et al. (2007), Evens et al. (2002), Mayrhofer et al. (2004), PricewaterhouseCoopers (2002), Starr et al. (2009), and Tahvanainen et al. (2005). Guidance is gained from the rich body of literature covering expatriation and cross-cultural adjustment, and a detailed analysis is subsequently proposed for SAs. Similar to the discussion in Chapter 6, the following is structured to describe the case of SAs in Sri Lankan business firms in Asia. In addition to available organizational support through HRMPs (Collings et al. 2007; Tahvanainen et al., 2005), unaccompanied families were surveyed in order to determine their impact on cross-cultural adjustments among SAs. In most cases, family relocation does not occur in the literature (Collings et al., 2007), survey data (Brewster et al., 2001; Tahvanainen et al., 2005), or longitudinal case studies (Starr et al., 2009). However, the psychic cost of family separation was available, even if the assignment period was short. Extended organizational support for unaccompanied families ensured good support for the displaced spouse, father, or mother. This effect resulted primarily because the support created a good organizational image in the eyes of family members, thus developing a psychological bond. On the other hand, research has shown that when employees feel that their families are supported by their organizations, and they feel valued by their organization, they tend to develop a moral obligation to the organization (Shen & Zhu, 2011). This adds a new dimension to the literature on short-term international assignments. In addition, parallel to the discussion of expatriates in Chapter 6, the social support aspect was incorporated to undertake further subsequent detailed analyses. During the assignment period, SAs can find their own coping strategies, and as a result, it is common to see their reliance on social supportive channels such as family, work-related friends, and non-work-related friends. The social support aspect is thereby investigated to enhance our understanding of this phenomenon

among SAs. This chapter examine the different impact of organizational and social support at each time stage on cross-cultural adjustment and the behavioral outcomes of job commitment, organizational commitment, and retention among SAs.

7.3 Conceptual Framework

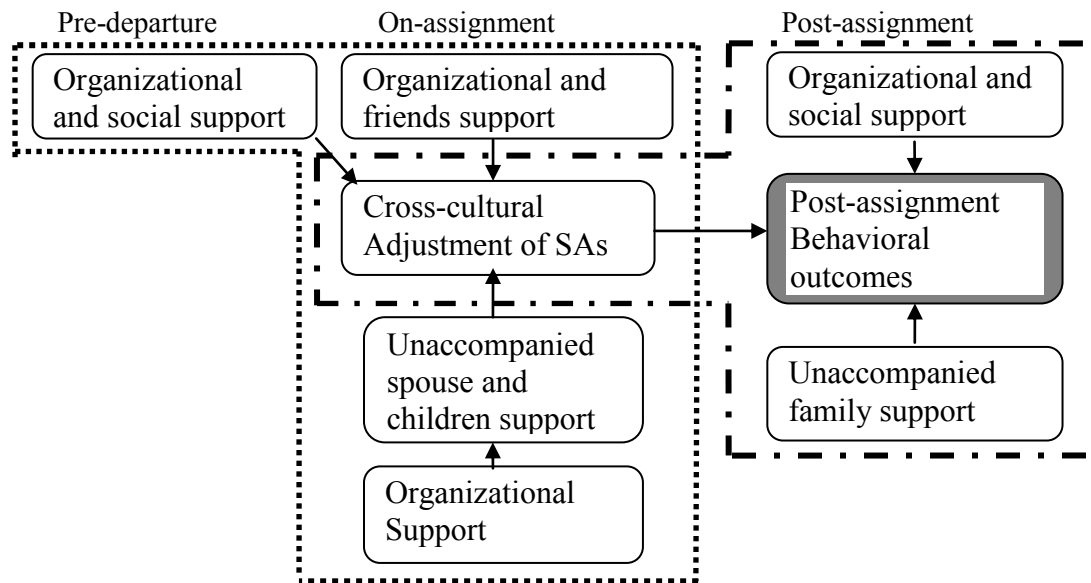


Figure 7.1: Conceptualized model

Compared to the diagram developed in Chapter 6, spouse and children support were merged to construct family support for two reasons. First, general organizational support for unaccompanied families was a family package rather than separate spouse and children packages. In order to keep uniformity of the analysis over organizational support for unaccompanied families and family support for SAs, the said combination was made. Second, gaps in the literature prevented the availability of a detailed analysis of the construct. In contrast to the expatriate assignments in Chapter 6, re-adjustment to home-culture was not

expected to be a relevant issue among SAs because of the shorter assignment duration, therefore it was excluded from the analysis.

7.4 Literature review and hypotheses development

7.4.1 The impact of pre-departure organizational support on cross-cultural adjustment of short-term assignees

The work done on SAs by Brewster et al. (2001), Collings et al. (2007), Evens et al. (2002), Mayerhrfer et al. (2004), PricewaterhouseCoopers (2002), Starr et al. (2009), and Tahvanainen et al. (2005) supports the theory on the effectiveness of pre-departure organizational support through HRMPs. SAs are highly context-bound, related to variables such as the time available until departure, duration of the assignment, and some of the individual characteristics of SAs (position, previous international experiences, etc.). However, the available literature gives some evidence to support a general hypothesis that:

Hypothesis 7.1: Pre-departure organizational support through preparation, recruitment, selection, training, performance evaluation, and compensation will be positively related to cross-cultural adjustment of short-term assignees.

7.4.2. The impact of pre-departure social support on cross-cultural adjustment of short-term assignees

As mentioned, this study will be a theory-trimming attempt that contributes to the developing body of literature covering SAs as well as expatriation. Research evidence is primarily unavailable, even for the effects on expatriates, specifically those of social support during different time stages. Hence, some general analyses in terms of the effect of social support on cross-cultural adjustment are introduced for SAs as well.

Support of family

Pre-departure spouse emotional support helps the assignees overcome negative feelings associated with accepting the assignment. Because the assignment is regarded as an opportunity for pursuing professional and self development (Starr et al, 2009), spouse encouragement and collaborative decision-making concerning the assignment as well as willingness to manage the family alone is good emotional support. As explained in the expatriate literature, reducing marital stress and an expression of warmth and care for the assignee are rewarding for the SAs. Furthermore, lower expectations from the partner, such as emotional needs and sensitivity to family affairs, make SAs fit over mobilizing psychological resources toward their jobs at the host location. This holds true in the case of SAs.

In addition, it is believable that children are likely to be more affected if moved out of country, compared with the case of staying in the home country even if one of their parents goes abroad. However, too little attention has been drawn to unaccompanied children of SAs. The absence of a parent disturbs the parent-child relationship, an integral part of the family. Better father-child relationships experience better outcomes along multiple dimensions. Children are less likely to exhibit behavioral problems by engaging in risky behaviors such as drugs, alcohol, or cigarette use, and dropping out of school (Sylvester & Reich, 2000). Psychological stress is suffered when children are separated from their parents through international assignments. However, assertive and self-sufficient children make their own decisions and show their independence and capacity to survive even without the attention from their mothers or fathers. This type of emotional support would work well for SAs. The degree of children's involvement in school activities and how they arrange themselves into target-oriented or

competitive frameworks are good for mental fitness of SAs. By considering all of these, the following hypothesis is proposed:

Hypothesis 7.2a: Pre-departure family support will be positively related to cross-cultural adjustment of short-term assignees.

Support of work-related friends

According to Tahvanainen et al. (2005), in most cases SAs have less chance to interact with local people compared to expatriates because of the nature of their work. Consequently they have less opportunity for learning by doing. They should learn more at pre-departure phase and be ready to adjustment on assignment. As discussed in expatriate literature, the roles of work-related friends at home are a decisive factor for sharing previous international experiences and information on stresses in the workplace. When prior expatriates and/or SAs from other departments share positive and negative experiences and pros and cons of assignments, the psychic cost of relocation is reduced, preserving mental fitness. At the same time, assistance finding work-related information before departure, such as relevant data sources, web pages, and travel and tour agencies would extend both informational and instrumental support.

Hypothesis 7.2b: Pre-departure work-related friends' support will be positively related to cross-cultural adjustment of short-term assignees.

Support of non-work-related friends

Non-work-related friends' support is strongly associated with general health and well-being and weakly associated with work-related strains (LaRocco et al., 1980). Many individuals and their families now relying on their own coping mechanisms to manage international relocation

would benefit from this kind of supportive channel, which is relatively easy to maintain for the purpose of having all three types of assistance. Emotional support such as a willingness to extend a helping hand to the rest of the family (e.g., caring for older parents and supporting them during health issues) and assuring the continuance of the assignees' responsibilities and obligations at social activities during his or her absence is supportive and improves mental fitness during adjustment. Even though there are no rich theoretical or empirical discussions in the case of both expatriates and SAs, non-work-related friendships appear to improve cross-cultural adjustment. Based on this understanding we hypothesize that:

Hypothesis 7.2c: Pre- departure non-work-related friends' support will be positively related to cross-cultural adjustment of short-term assignees.

7.4.3. The impact of on-assignment organizational support on cross-cultural adjustment of short-term assignees

Although on-assignment organizational support for SAs is not well researched or up to date, it is assumed that it will enhance the adjustment possibilities of SAs further. Organizational support is important to reduce unwelcome changes in professional and social lives that impose stress and may cause some inconveniences for SAs. For example, it is common to deal with tax liabilities in the case of assignees that are absent in excess of 183 days including weekends, holidays, and other non-work days (Herod, 2009). A survey on the Global Mobility Program showed that, out of 377 multinationals at ORC and Deloitte in 2007, 38.5% have not taken any action regarding visa and income tax regulations for SAs (Herod, 2008). In addition, assignees' earnings in the home country have been hampered by inadequate economic structure and insufficient institutional and policy framework. Transfers via official bank channels are often complicated and costly. The average cost of an official transfer is about

13% to 20% of the total amount (Ratha, 2003). As a result, an unknown amount of money passes through informal channels, where it is subject to risks such as fraud and theft. It is essential to reduce the cost of transfers, particularly in official banking systems in countries of origin so that more assignees can utilize legitimate transfer avenues. In such a condition, some instrumental-based administrative support would be advantageous for adjustment. On the other hand, facilities that keep good contact with the assignee's family in the home country and provide timely information to the assignees or additional home visits tend to improve their emotional fitness. Based on the argument above, the following hypothesis is offered:

Hypothesis 7.3: On-assignment organizational support will be positively related to cross-cultural adjustment of short-term assignees.

7.4.4. The impact of on-assignment social support on cross-cultural adjustment of short-term assignees

Support of work-related friends

For instance Procidano and Smith (1997) concluded that work-related friend support on assignment can benefit the general adjustment of expatriates through improving their self-esteem. Applying this argument to SAs, we hypothesize that:

Hypothesis 7.4a: On-assignment work-related friends' support will be positively related to cross-cultural adjustment of short-term assignees.

Support of non-work-related friends

This view is supported as SAs are supposed to find their own coping strategies throughout the assignment period. A helping hand from non-work-related friends is one of the support channels. Thus we hypothesize that:

Hypothesis: 7.4b: On-assignment non-work-related friends' support will be positively related to cross-cultural adjustment of short-term assignees.

7. 4.5. The impact of on-assignment organizational support for unaccompanied families and their impact on cross-cultural adjustment of short-term assignees

We combine spouse and children into a family unit because it is impractical to provide organizational support for each member individually rather than as a whole family. A survey done by ORC Worldwide (2003, 2005) revealed that the condition of family attendants of short-term assignees is very poor. Separation from the family members even for a short period of time causes the assignees to feel as if they are in a psychic prison. Similarly, disruption of the child-parent relationship can have great influence on child development, and this always works badly for the assignee's mental health. Absence from daily life will cause some to miss family events (e.g., a birthday party or children's school event), causing a burden on the assignees. Therefore, facilitating for enhanced communication with assignees and organizational assurance that continuous support is provided for family members makes a smoother emotional event for SAs. A short trip to the host location for the family or covered property management expenses such as lawn service, pool service, or minor repairs of the residence would be possible on behalf of the assignees. Finally, SAs have happy family relationships because they receive the necessary assistance in terms of information and emotional support while adjusting to the host location. Thus we hypothesize that:

Hypothesis 7.5a: Unaccompanied family support will be positively related to cross-cultural adjustment of short-term assignees.

Hypothesis 7.5b: Organizational support for unaccompanied families during the on-assignment period of short-term assignees will be positively related with unaccompanied family support.

7.4.6 The impact of post-assignment organizational support on post-assignment behavioral outcomes of short-term assignees

Organizational support is quite helpful to improve work and family life and make social interactions during certain periods (e.g., down time from organizational activities), enabling the repatriates to maintain an integrated life. According to Pfeffer (2003), this would have an impact on job commitment and organizational job commitment of repatriates. In addition, Naumann (1992) found a possible relationship between organizational support and its positive influence on organizational commitment of SAs. Konpaske et al. (2009) suggested organizational support for repatriate planning of SAs in order to ensure their retention.

Hypothesis 7.6: Post-assignment organizational support will be positively related to post-assignment behavioral outcomes of short-term assignees.

7.4.7 The impact of post-assignment social support on post-assignment behavioral outcomes of short-term assignees

Support of family

International assignments can create distance between repatriated SAs and their families. Reentry may be difficult unless family members accept the repatriate. Work settlement depends on how effectively the repatriate was able to keep up with events at home during assignment. Therefore, family support that includes continuity of affection, love, and

acceptance, and plenty of time to readapt to the home country helps the assignees return to work with a high capacity and greater attachment to the job and organization.

Hypothesis 7.7a: Post-assignment family support will be positively related to post-assignment behavioral outcomes of short-term assignees.

Support of work-related friends

Unless organizations continue to provide information about changes such as a modified organizational structure, business plan, etc. during his/her absence, reverse shock pertaining to work might occur. A reorientation that covers new changes, conducted through work-related friends is acceptable. Colleagues can also teach SAs the appropriate behaviors to be successful on the job and help in this way by introducing more effective socialization processes in order to ensure a positive influence on all the behavioral outcomes. Thus we hypothesize that:

Hypothesis 7.7b: Post-assignment work-related friends' support will be positively related to post-assignment behavioral outcomes of short-term assignees.

Support of non-work-related friends

Even though there has been no available literature so far, non-work-related friends' support is expected to make an impact on the behavioral outcomes of repatriated SAs. Possible labor market information and general environmental changes can create a sense that it is worth remaining in the current position or retaining in the current organization. Thus we hypothesized that:

Hypothesis 7.7c: Post-assignment non-work-related friends' support will be positively related to post-assignment behavioral outcomes of short-term assignees.

7.4.8 The impact of cross-cultural adjustment experience on post-assignment behavioral outcomes of short-term assignees

There are no existing studies on cross-cultural adjustment or post-assignment behavioral outcomes among SAs. However, literature on expatriation has given a valuable explanation that integration of assignment skills, learned cross-cultural sensitivities, global awareness, and self-efficacy is enhanced upon return (Stahl et al., 2002). These can occur in the case of SAs and enhance their job commitment. In the similar ways, adjustment affects other work-related outcomes such as organizational commitment, and retention. Based on this we hypothesized that:

Hypothesis 7.8: There is a positive relationship between cross-cultural adjustment and post-assignment behavioral outcomes of short-term assignees.

7.5 Research Methodology

7.5.1 Sample and data Collection

The 515 companies along 8 business categories registered with the Ceylon Chamber of Commerce in 2011-2012 and in the Export Development Board's 2012 directory comprised the sample. Out of 336 companies, 93 were considered international business organizations (27.8% of the total population) that relocated short-term assignees to 16 countries in the Asian region during the last five years. A questionnaire distributed to all of the companies yielded a response rate of 82%, or 277 respondents. Of those, 113 were married but unaccompanied by their families. Managers or executives that were assigned for more than one month but less than one year during the period between 1 January 2007 and 31 December 2011 were included in this analysis.

7.5.2 Measurements of the Variables

All measurements from the expatriate literature were accepted. Some question items were dropped because they were deemed irrelevant (e.g., family adjustment, work and non-work host country support, accompanied spouse and children support, etc.). All questions were in the form of the five point Likert scale.

7.6 Data analysis and Results

7.6.1: Measurement Validation

Table 7.1. Summary of validity and reliability measurement results of the variables

Factor	No: of item	Factor loading	Eigen value	KMO Value	Total variance	Item-to-total correlation	Cronbach's α
Pre-departure stage							
Pre-departure organizational support for short-term assignees							
Preparation	Q11a	0.855	4.215	0.723	89.0%	0.706	0.778
	Q11b	0.742				0.702	
	Q11c	0.895				0.707	
	Q11d	0.651				0.711	
Recruitment	Q13c	0.974	4.108	0.727	82.7%	0.874	0.808
	Q13d	0.896				0.772	
	Q13e	0.789				0.716	
Selection	Q15a	0.783	3.011	0.716	91.0%	0.772	0.765
	Q15b	0.672				0.787	
	Q15c	0.871				0.746	
	Q15d	0.659				0.642	
	Q15h	0.652				0.792	
Training	Q18b	0.846	3.321	0.706	78.0%	0.872	0.762
	Q18d	0.592				0.785	
	Q18e	0.721				0.679	
Compensation	Q20a	0.689	3.432	0.732	83.0%	0.718	0.855
	Q20c	0.592				0.784	
	Q20d	0.878				0.736	
	Q20h	0.672				0.784	
Performance evaluation	Q22b	0.772	3.011	0.778	79.0%	0.769	0.702
	Q22c	0.766				0.721	
	Q22d	0.876				0.703	

Pre-departure support - spouse							
	Q26a	0.716	4.321	0.843	74.9%	0.754	0.798
	Q26b	0.801				0.866	
	Q26c	0.792				0.747	
Pre-departure support -children							
	Q26d	0.971	3.712	0.786	72.2%	0.885	0.803
	Q26e	0.869				0.807	
	Q26f	0.969				0.887	
Pre-departure support -work-related friends							
	Q26g	0.808	3.198	0.718	77.8%	0.708	0.743
	Q26h	0.801				0.711	
	Q26i	0.875				0.792	
Pre-departure support -Non work-related friends							
	Q26j	0.862	4.122	0.732	76.2%	0.778	0.844
	Q26k	0.834				0.706	
	Q26l	0.848				0.785	
On-assignment stage							
On-assignment organizational support for you							
	Q27b	0.781	4.134	0.767	77.5%	0.708	0.751
	Q27d	0.839				0.754	
	Q27e	0.801				0.737	
	Q27f	0.843				0.712	
	Q27g	0.815				0.760	
During the stay period organizational support for family							
	Q29	0.775	4.165	0.780	74.8%	0.783	0.789
	Q30	0.785				0.786	
	Q31	0.735				0.712	
On-assignment support from your family							
	Q27h	0.913	3.234	0.715	79.3%	0.852	0.865
	Q27i	0.912				0.947	
	Q27j	0.952				0.972	
	Q27k	0.971				0.965	
On-assignment support- home country work-related friends							
	Q27n	0.711	4.981	0.714	74.4%	0.748	0.818
	Q27o	0.787				0.796	
	Q27p	0.738				0.785	
On-assignment support- home country non work-related friends							
	Q27q	0.792	3.135	0.793	79.9%	0.848	0.832
	Q27r	0.875				0.896	

	Q27s	0.765				0.806	
Post-assignment stage							
Post-assignment organizational support for you							
	Q28b	0.792	4.154	0.791	75.5%	0.748	0.768
	Q28e	0.765				0.759	
	Q28h	0.723				0.780	
	Q28j	0.790				0.748	
	Q28k	0.815				0.766	
	Q28l	0.875				0.758	
Post-assignment support- spouse							
	Q28m	0.765	3.134	0.785	72.1%	0.728	0.788
	Q28n	0.772				0.798	
	Q28o	0.755				0.708	
Post-assignment support -children							
	Q28p	0.926	3.099	0.754	78.2%	0.865	0.797
	Q28q	0.874				0.809	
	Q28r	0.889				0.887	
Post-assignment support -work-related friends							
	Q28s	0.792	4.343	0.755	79.3%	0.788	0.758
	Q28t	0.745				0.769	
	Q28u	0.778				0.732	
Post-assignment support- Non work-related friends							
	Q28v	0.792	3.433	0.782	70.6%	0.732	0.798
	Q28w	0.722				0.790	
	Q28x	0.754				0.732	
Cross-cultural Adjustment							
General Adjustment	Q25a	0.726	3.123	0.786	79.6%	0.806	0.963
	Q25b	0.867				0.870	
	Q25c	0.745				0.843	
	Q25d	0.879				0.896	
	Q25e	0.769				0.827	
Interaction Adjustment	Q25f	0.898	3.234	0.784	73.3%	0.876	0.874
	Q25g	0.840				0.792	
	Q25h	0.761				0.843	
	Q25i	0.778				0.723	
Work Adjustment	Q25j	0.928	3.266	0.795	75.8%	0.756	0.854
	Q25k	0.767				0.887	
	Q25l	0.889				0.823	
Behavioral Outcomes							

Org: Commitment	Q24a	0.807	4.376	0.756	75.7%	0.755	0.811
	Q24b	0.830				0.785	
	Q24g	0.823				0.775	
	Q24h	0.709				0.829	
Job: Commitment	Q24c	0.723	4.143	0.793	75.0%	0.852	0.885
	Q24d	0.776				0.866	
	Q24e	0.778				0.876	
Retention	Q24i	0.896	4.176	0.785	75.1%	0.877	0.876
	Q24j	0.833				0.847	
	Q24k	0.811				0.804	

This study was developed for the expatriate literature, so care was taken to ensure measurement validation first in the SAs context. To confirm validity of the measured scale, multivariate analysis was utilized including exploratory factor analysis with varimax rotation. Item-to-total correlations (> 0.5) were applied and Cronbach's alphas (> 0.7) were used to confirm internal consistency, assuring the reliability of each factor load. Harman's one-factor test was applied to ensure there were no serious common-method biases, and no evidence of one general factor emerged; the first factor accounted for less than 37% of the variance.

Path analysis was used to verify the directions of the hypotheses. Model 1 was used to assess the effects of pre- and on-assignment organizational and social support for SAs. Specifically, family support during the on-assignment stage was considered as an outcome of organizational support for unaccompanied families. In Model 2, the influences of organizational support, social support, at post-assignment phase for both, and cross-cultural adjustment experiences on post-assignment behavioral outcomes were measured. Goodness of fit was evaluated using standard indices as described by Byrne (1998) on both Model 1 data ($\chi^2 = 216$, $p < .001$; $\chi^2/df = 2.543$; RMSEA = .05; CFI = .903, TLI = 0.894) and Model 2 data ($\chi^2 = 195$, $p < .001$; $\chi^2/df = 2.159$; RMSEA = .06; CFI = .913 TLI = 0.801).

7.6.2 Data Analysis results and discussion

Table: 7.2 Paths analysis: Pre-departure and on-assignment assignment support (model 1)

	β	CR
<i>Pre-departure support → SAs adjustment</i>		
Recruitment → Work adjustment	0.191***	2.912
Selection → Work adjustment	0.176**	2.543
Work-related friends support→ Work adjustment	0.347***	1.858
<i>On-assignment support → SAs adjustment</i>		
Work-related friends→Work adjustment	0.199*	2.200
Organizational support for unaccompanied family→ Unaccompanied family support	0.184*	1.893
Unaccompanied family support→work adjustment	0.183*	1.365

*Note: *P<0.05, **P<0.01, ***P<0.001 (two tailed), Standardized values were used, Only significant results were reported. See annex 5 for full details*

Pre-departure period

As depicted in Table 7.2, pre-departure organizational support was work adjustment oriented rather than interaction or general adjustment oriented in the case of SAs (Hypothesis 7.1). Results revealed recruitment and selection were supportive of task accomplishment through work adjustment, but all other HRMPs were not attributable to any dimension of cross-cultural adjustment. Reasons are as discussed in Chapter 5, with a heavy reliance on technical skills as the basis for recruitment and selection among SAs, which was anticipated. In other words, organizations prioritize job skill more when recruiting and selecting persons rather than considering suitable persons who make overall adjustment more. Interaction and general adjustment was not significantly supported through the remainder of the tests. Compared to

expatriates, SAs required less involvement by the HR department, and primarily regarded their short-term assignments as tactical rather strategic moves.

Family support at this stage was not significant, as expected (Hypothesis 7.2a). The short assignment duration or short notice for departure made effective support by a spouse impossible. Because families didn't accompany assignees, demands from SAs may have not been appropriately understood.

Pre-departure support from work-related friends was found to influence work adjustment (Hypothesis 7.2b). Sri Lankan organizations' employees see themselves as connected to each other while keeping inner self relations (Ranasighe, 2006). Work-related friendships result from goodwill and trust, and a sense of caring and protecting friends during difficult times is expected. In addition, alignments with organizational values cultivated among employees together with some personal values make sense for SAs at the pre-departure stage. However, non-work-related friends who gave support at this stage were not significant with respect to either form of adjustment (Hypothesis 7.2c). Short notice for departure sometimes prevents any assistance to be effective. On the other hand, short assignments and functional competence of the assignees makes them more confident about self-survival in the host location, so support from non-work-related friends is unneeded.

On-assignment period

Organizational support given during the on-assignment stage was not correlated with cross-cultural adjustment among SAs (Hypothesis 7.3). This result adds new research directions to the literature. This needs to be validated by re-evaluating the data with the assignment purpose in mind. There were more development-based assignments in the sample (58%). In the case of

development-based assignments, this result is acceptable because less risk is taken on when attaining a short-term objective. If the assignee is sent with a demand-driven purpose in mind, even for a short period, organizational support might have an impact.

Organizational support for unaccompanied families was found to affect (Hypothesis 7.5a), and in turn, the family support was significant on work adjustments of SAs (Hypothesis 7.5b). Continuity of welfare as a matter of organizational labor-management policy might have some influence on family support positively. Moreover, family support for SAs was sufficient enough to make an impact on work adjustment. Because family members perceived that the organization takes care not only of their partner but the whole family, this perception greatly improves the sense of belonging. Such feelings might create more work-friendly relationships among family members and assignments during the international assignment.

Work-related friend support was significantly related to work adjustment (Hypothesis 7.4a). As explained in Chapter 6, this is because of strong collectivistic work ties that Sri Lankan employees maintain within organizations. However, non-work related friends were not a strong factor influencing adjustments in the host country (Hypothesis 7.4b).

Post-assignment period

Table 7.3: Path analysis: Post-assignment support (model 2 results)

	β	CR
Cross-cultural work adjustment→Job commitment	0.284*	2.618
Cross-cultural interaction adjustment→Job commitment	0.194*	1.982
Family support → Organizational commitment	0.224*	2.325
Family support → Job commitment	0.198*	2.753

*Note: *P<0.05, **P<0.01, ***P<0.001 (two tailed), Standardized values were used. Only significant results were reported. See annex 6 for full details*

During the post-assignment period, a consequence analysis was done to measure how organizational and social support influences the post-assignment behavioral outcomes of job commitment, organizational commitment, and retention among returned SAs. As depicted in Table 7.3, among the supportive channels, organizational support was not significant, contrary to our expectations (Hypothesis 7.6). This may be due to poor attention after returning, though there are fewer disturbances while returning to work. Continuation of the previous work after returning is a common phenomenon, and insufficient organizational attention might be disregarded. Even though organizations are not in a position to promote returned assignees, it is important to appreciate their international contribution and allow them to benefit from their experiences. Family support influenced job commitment and organizational commitment, however (Hypothesis 7.7a). As caring, loving affection, and attention is an integral part of Asian culture, family support is expected to take precedence over job commitment. Loving and warm companions are expected upon return from an international assignment in Sri Lankan families. This may be due to makes the return to work easier and a good employee-management relationship will be maintained. Neither work-related friends' support (Hypothesis 7.7b) nor was non-work-related friends' support (Hypothesis 7.7c) significant in improving behavioral outcomes of SAs.

In Model 2, a cross-cultural adjustment experience was used as another criterion to determine post-assignment behavioral outcomes. Cross-cultural work adjustments were prominent in improving job commitment. This implies that task-oriented adjustments affect job commitment in the short-term in Sri Lankan international business firms. In addition, cross-cultural interactions adjustments influenced job commitment. The strength of the host country network or of the impact of previous international experiences adds value, resulting in good

job performance upon return. However, existing supportive channels did not make a significant impact on ensuring retention of the returned SAs (Hypothesis 7.8).

Managerial implications can also be gained from this study. Organizational support during the pre-departure stage was effective on work adjustment, as expected. This suggests that the current practice is effective in terms of achieving short-term work achievement through better work adjustment. In addition, work-related linkages between organizational employees' groups give new strategic directions for development of a collaborative working culture in the organization. More strategic development of good professional networks are necessary because that kind of working relationship is able to facilitate the exchange of resources, information, and knowledge, which reduces transaction costs or increases transaction values, in a more cost effective manner. In addition, putting a strategic face on welfare activities or paying more attention to timely updating mechanisms of background information on repatriates would gain the advantage of improving awareness of the assignment at the pre-departure period.

Organizational support through E-support is more meaningful during the on-assignment stage. Inclusion of E-learning, E-mentoring, and E-counseling, periodic re-assessment and learning agreement revisions is more meaningful if they are cost effective methods. Upon the return of international assignees, more promotion opportunities will make the best of their experiences, and are likely to be the best ways to appreciate their international contribution, even if the promotions are not often available. Organizations can use repatriates more creatively by rotating them into different functional areas whenever it is possible to do so. They should be assigned to cross-cultural teams and other areas where leveraging their expanded knowledge

would improve their attachment to the organization, such as designing a program for international assignees. Implementation of databases or databanks would allow them to write about their experiences in newsletters.

7.7 Summary

As depicted in Table 7.4, the organizational and social support during the pre-departure period was primarily work adjustment oriented (Hypotheses 7.1 & 7.2(b)). This is acceptable because of the relatively small time frame available for achievement of work goals. During the on-assignment period, organizational support did not directly influence unaccompanied families (Hypotheses 7.5(a) & 7.5(b)). Social actors such as work-and non-work-related friends were meaningful in the sense that both work and general adjustments improved (Hypotheses 7.4(a) & 7.4(b)). Finally, the post-assignment behavioral outcomes of job commitment and organizational commitment were affected by some sources of social support (e.g., family) (Hypothesis 7.7(a)), rather than organizational support. More importantly, this survey finds that cross-cultural experiences impact the job commitment behavioral outcome (Hypothesis 7.8). However, we must be conscious that existing conditions do not support retention of SAs in this case involving organizations in Sri Lanka.

Chapter 8

Conclusion

8.1 Introduction

This chapter first makes a conclusion of this research work. Secondly, research contribution is explained including some implication avenues for stakeholders in the IHRM field, especially for HRM professional and academicians. Some recommendations are made including some direction for further enrichment of this research idea in the future together with some limitation of the study.

8.2 Summary of Main Analysis Results

This dissertation had focused on improving post-assignment behavioral outcomes of return international assignees in the Sri Lankan firm in Asia. More specifically the discussion was organized to explore the influence of organizational and social support received in three time stages their impact on cross-cultural adjustment, home culture readjustment and post-assignment behavioral outcomes of Sri Lankan international assignees. This as timely necessary research discussion in the Sri Lankan context, discussion was started with theoretical explanation to clarify some of the terminology that would enhance the understanding of the study construct. Literature based discussion drawn from HRPW theory, social exchange theory, family system theory and social learning theory which were supported to justify the study frameworks and relationships among the constructs. Under the broader coverage of positivistic research paradigm, the methodological perspectives were introduced on a quantitative basis in terms of introducing four analysis chapters to the study (chapter 4, 5, 6 and 7).

As far as analytical methods are concerned, chapter 4 and 5 in a same line of analysis were used to employ a hierarchical regression analysis method. Chapter 4 focused the examination of the relationship between HRMPs and post-assignment behavioral outcomes of return expatriates while chapter 5 considered the same relationship with short-term assignees in Sri Lankan firms. Thereby in chapter 4 and 5, three research questions were equally addressed, namely,

(1) Whether individual HRMPs reinforce desirable behavioral outcome consequences (H4.1 and H5.1).

(2) Whether this relationship would be strengthened when HRMPs are bundled together, and (H4.2 and H5.2).

(3) Whether the purpose of an expatriate and short-term international assignment would affect the strength of the relationship between HRMPs and behavioral outcomes (H4.3 and H5.3).

Meanwhile, chapter 6 and 7 were considered to be similar in terms of the applied analysis methods. More specifically, chapter 6 emphasized the examination of the impact of organizational and social support given at three-time stages on adjustment (both cross-cultural and home culture readjustment) of expatriates and in turn behavioral outcomes of job commitment, organizational commitment, and retention in the case of accompanied by families. Out of 178 respondents, finally 70 respondents who were accompanied by both spouse and children provided information to make the analysis regarding the research questions of

(a). Do pre-departure, on-assignment organizational as well as social support intensify cross-cultural adjustment of expatriates? (Hypotheses 6.1, 6.4, 6.9 as well as Hypotheses 6.2(a), 6.2(b), 6.2(c), 6.2(d), 6.5(a), 6.5(b), 6.5(c), 6.5(d), 6.5(e), & 6.5(f)

(b). Do pre-departure and on-assignment organizational support for family members intensify their cross-cultural adjustment?(Hypotheses 6.3 & 6.6)

(c). Is there crossover effect between cross-cultural adjustment of expatriates and family members? (Hypothesis 6.7)

(d). Does cross-cultural adjustment experience intensify the home culture readjustment of expatriates?(Hypothesis 6.8)

(e). Do post-assignment organizational and social support, strengthen home culture readjustment of returnees? (Hypotheses 6.9, 6.10(a), 6.10(b), 6.10(c), & 6.10(d)

(f). Do post-assignment organizational support for family members intensify their home culture readjustment? (Hypothesis 6.11)

(g). Is there a crossover effect between home culture readjustment of returning expatriates and returned family members? (Hypothesis 6.12)

(h). Does home culture readjustment of returnees reinforce behavioral outcomes of return expatriates? (Hypothesis 6.13)

Chapter 7 examined 113 responses regarding the impact of organizational and social support given at three-time stages on cross-cultural adjustment of short-term assignees and in turn behavioral outcomes of short-term assignees in the case of unaccompanied by families. This chapter as a theory trimming attempt under the developed concepts for expatriation, we addressed the following research questions, namely,

(a). Do pre-departure, and on-assignment organizational and social support intensify cross-cultural adjustment of short-term assignees? (Hypotheses 7.1, & 7.3 as well as Hypotheses 7.2(a), 7.2(b), 7.2(c), 7.4(b) &7.4(c)

(b). Do organizational support for unaccompanied family members intensify their support for short-term assignees? (Hypotheses 7.5(a), & 7.5(b))

(d). Does cross-cultural adjustment experience intensify the return short-term assignees' behavioral outcomes? (Hypothesis 7.8) .

(e). Do post-assignment organizational and social support, strengthen behavioral outcomes of short-term assignees? (Hypotheses 7.6, 7.7(a), 7.7(b), 7.7(c)).

To answer the set research questions in chapter 4, 155 return expatriates were included to the study. Based on the literature review of HPWP theory, hypotheses 4.1, 4.2 and 4.3 were established to answer the questions respectively. The analysis results revealed that out of six HRMPs, two HRMP types, namely, preparation and selection, significantly influenced job commitment, organizational commitment, and retention, both individually (Hypothesis 4.1) and when bundled (Hypothesis 4.2). Additionally regarding hypothesis 4.2, practices such as recruitment, training, performance evaluation, and compensation, bundled with others, improved job and organizational commitment but not retention. Further, the specific task assigned to the expatriate moderated the relations between some HRMPs (recruitment, training and compensation) and behavioral outcomes except retention (Hypothesis 4.3).

In chapter 5, the same phenomenon as chapter 4 was discussed with a sample of 277 return short-term assignees from the Sri Lankan international business organizations in Asia. More interestingly, significant results were found on the individual practice basis, neither on bundling nor on contingency basis arrangement. The results revealed that four HRMPs, namely, recruitment, training and compensation, preparation significantly influenced job commitment, organizational commitment, and retention when they consider individually

(Hypothesis 5.1). However, bundling impact or contingency impact of these six HRMPs were not significant to improve return short-term assignees behavioral outcomes. Thereby hypotheses 5.2 and 5.3 were considered as not supported. No previous studies were available with precise estimates over the identified linkages in this study, more research work will ensure the certainty of this in different contexts.

According to the result of the application of the holistic view in chapter 6, organizational supports at all the stages had a positive effect on cultural adjustments, mostly work adjustments (Hypotheses 6.1, 6.4, & 6.9). This confirmed that the necessity of extending organizational support throughout the assignment process. Among social support, spouses and work-related friends at home in terms of providers, at all time stages were more relevant to predict cultural adjustments (Hypotheses 6.2(a), 6.5(a), & 10(a)) as well as hypotheses 6.2(c), 6.5(c), & 6.10(c)). This implies work related friendships are an important social contact throughout the assignment process. This work-related friendship with host country people was significant as we expected in this study (Hypothesis 6.5(d)). However, non-work related friends' at home were supported only at both pre- and on-assignment periods (Hypotheses 6.2(d) & 6.5(e)) but there is no evidence that it is significant at the post-assignment period of the assignees (Hypothesis 6.10(d)). Absence of long period for the community and losing friendship ties may be among the reasons. Organizational support for families only at pre-departure phase had a positive effect on cultural adjustment of families (Hypothesis 6.3). The given organizational supports for families when they moved to the host country and arrival to home country were not significant (Hypotheses 6.6 & 6.11). Such an insignificant result is due to poor attention on crossover effect with family support and lack of perceived need for them. Cross-over effects were partially observed at on-assignment phase (Hypothesis 6.7) but its

insignificances (Hypothesis 6.12) may be results of strong supportive surrounding given by extended family members. However, this concludes that provisions for being accompanied by families are not an extra burden for assignees rather blessing for proper adjustment. The found cross over effect among cross-cultural expatriate and family adjustment, thereby justify the necessity of giving strategic coverage of family issues over their departure. Positive effects were partially found from cultural adjustments at on-assignment to those at post-assignment (Hypothesis 6.8) and in turn to behavioral outcomes at post-assignment. This adds a new direction to the literature as this has been very poorly investigated. For the latter relationship, work adjustments were more generally influential while among behavioral outcomes, job commitment was affected from all types of adjustment (Hypothesis 6.13).

In the analysis of chapter 7 on short-term assignees, as to the effect of organizational support on cross-cultural adjustment, only some of pre-departure support was positive on adjustment, especially on work adjustment (Hypotheses 7.1 & 7.3). This is something acceptable due to the more challenging surroundings with short-time availability for work achievement. The given support was not significant in a post-assignment period (Hypothesis 7.6). This may be due to fewer disturbances to restart the work or uncontinuation of the previous work even after coming among the possible reasons. During the on-assignment period, organizational supports did not directly make influence (Hypothesis 7.3) rather support through unaccompanied families (Hypothesis 7.5(b)). As to the effect of social support on cross-cultural adjustment, family at pre-departure phase as well as work-related friend at home at pre-departure and on-assignment stages were positive on adjustment, again especially on work adjustment (Hypotheses 7.2 & 7.4). Another social actor like non-work related friends were not significant at any time stages (Hypotheses 7.2(c), 7.4 (c) & 7.7 (c)). This must be a short stay

period in the host location and functional competence of assignees makes them confident more on self-survival in host location rather than with support received from non-work-related friends. Finally, post-assignment behavioral outcomes of job commitment and organizational commitment were determined by some sources of social support, e.g. family (Hypothesis 7.7(a)) rather than organizational support. More importantly, these survey findings revealed that the impact of cross-cultural experiences on behavioral modification over job commitment (Hypothesis 7.8). However, we must be conscious on existing condition that is not supportive to ensure SAs retention at least in the case of organizations in Sri Lankan context.

Table 8.1: Summary of main analytical findings

Hypotheses	Conclusion
Chapter 4: The impact of pre-departure international human resource management practices on post-assignment behavioral outcomes of expatriates	
Hypothesis 4.1- There will be a positive relationship between the post-assignment behavioral outcomes of expatriates and each HRMP of (a) preparation, (b) recruitment, (c) selection, (d) training, (e) performance evaluation, and (f) compensation.	Partially supported
Hypothesis 4.2- There will be a positive relationship between the post-assignment behavioral outcomes of expatriates and each of (a) development-based HRMS and (b) motivation-based HRMS.	Partially supported
Hypothesis 4.3- The relationship between post-assignment behavioral outcomes of expatriates and each HRM practice amongst (a) preparation, (b) recruitment, (c) selection, (d) training, (e) performance evaluation, and (f) compensation will be moderated by the purpose of the assignments.	Partially supported
Chapter 5: The impact of pre-departure international human resource management practices on post-assignment behavioral outcomes of short-term international assignees	

Hypothesis 5.1- There will be a positive relationship between each HRM practice of (a) preparation, (b) recruitment, (c) selection, (d) training, (e) performance evaluation, and (f) compensation and behavioral outcomes (job commitment, organizational commitment and retention) of short-term assignees.	Partially supported
Hypothesis 5.2- There will be a positive relationship between bundles of HRM practices and behavioral performances of short-term assignees.	Not supported
Hypothesis 5.3-The relationship between HRM practices of (a) preparation (b) recruitment (c) selection (d) training (e) performance evaluation (f) compensation and behavioral performances of short-term assignees will be moderated by the purpose of the assignments.	Not supported
Chapter 6: The impact of organizational and social support on post-assignment behavioral outcomes of expatriates	
Hypothesis 6.1: Pre-departure organizational support through preparation, recruitment, selection, training, performance evaluation, and compensation will be positively related to cross-cultural adjustment of expatriates.	Partially supported
Hypothesis 6.2a: Pre-departure spouse support will be positively related to cross-cultural adjustment of expatriates	Partially supported
Hypothesis 6.2b: Pre-departure children support will be positively related to cross-cultural adjustment of expatriates.	Not supported
Hypothesis 6.2c: Pre-departure work-related friends support will be positively related to cross-cultural adjustment of expatriates.	Partially supported
Hypothesis 6.2d: Pre departure, non-work-related friends support will be positively related to cross-cultural adjustment of expatriates.	Partially supported
Hypothesis 6.3: Pre-departure organizational support will be positively related to cross-cultural adjustment of families.	Supported
Hypothesis 6.4: On-assignment organizational support will be positively related to the cross-cultural adjustment of expatriates.	Partially supported
Hypothesis 6.5a: On-assignment spouse support will be positively related to cross-cultural adjustment of expatriates.	Partially supported

Hypothesis 6.5b: On-assignment children support will be positively related to cross-cultural adjustment of expatriates.	Partially supported
Hypothesis 6.5c: On-assignment work-related friends (home) support will be positively related to cross-cultural adjustment of expatriates.	Partially supported
Hypothesis 6.5d: On-assignment work-related friends' (host) support will be positively related to cross-cultural adjustment of expatriates.	Partially supported
Hypothesis 6.5e: On-assignment non-work-related friends (home) support will be positively related to cross-cultural adjustment of expatriates.	Partially supported
Hypothesis 6.5f: On-assignment non-work-related friend' (host) support will be positively related to cross-cultural adjustment of expatriates.	Partially supported
Hypothesis 6.6: Organizational support after arrival to the host country will be positively related to cross-cultural adjustment of families.	Not supported
Hypothesis 6.7: There is a crossover effect between family adjustment and expatriate adjustment in the host country	Partially supported
Hypothesis 6.8: There is a positive relationship between cross-cultural adjustment and home-culture readjustment of returnees.	Partially supported
Hypothesis 6.9: Post-assignment organizational support will be positively related to the readjustment to the home-culture of return assignees.	Partially supported
Hypotheses 6.10a: Post-assignment spouse support will be positively related to re-adjustment of return assignees.	Supported
Hypotheses 6.10b: Post-assignment children support will be positively related to re-adjustment return assignees.	Not supported
Hypothesis 6.10c: Post-assignment home country work-related friends' support will be positively related to re-adjustment return assignees.	Partially supported
Hypothesis 6.10d: Post-assignment home country non-work-related friends support will be positively related to re-adjustment to the home culture.	Not supported
Hypothesis 6.11: Post-assignment organizational support for return families will be positively related to the readjustment to the home	Not supported

culture.	
Hypothesis 6.12: There is a cross-over effect between family adjustment and expatriate adjustment in home country.	Not supported
Hypothesis 6.13: There is a positive relationship between return expatriate adjustment and post-assignment behavioral outcomes	Partially supported
Chapter 7: The impact of organizational and social support on post-assignment behavioral outcomes of short-term international assignees	
Hypothesis 7.1: Pre-assignment organizational support through preparation, recruitment, selection, training, performance evaluation, and compensation will be positively related to cross-cultural adjustment of short-term assignees.	Partially supported
Hypothesis 7.2a: Pre-departure family support will be positively related to cross-cultural adjustment of short-term assignees.	Not supported
Hypothesis 7.2b: Pre-departure work-related friends support will be positively related to cross-cultural adjustment of short-term assignees.	Partially supported
Hypothesis 7.2c: Pre departure non-work-related friend's support will be positively related to cross-cultural adjustment of short-term assignees.	Not supported
Hypothesis 7.3: On-assignment organizational support will be positively related to cross-cultural adjustment of short-term assignees.	Not supported
Hypothesis 7.4a: On-assignment work-related friends support will be positively related to cross-cultural adjustment of short-term assignees.	Partially supported
Hypothesis: 7.4b: On-assignment non-work-related friends support will be positively related to cross-cultural adjustment of short-term assignees.	Partially supported
Hypothesis 7.5a: Organizational support for unaccompanied families during the on-assignment period of SAs will be positively related with unaccompanied family support	Supported
Hypothesis 7.5b: Unaccompanied family support will be positively related to cross-cultural adjustment of short-term assignees.	Not supported
Hypothesis 7.6: Post-assignment organizational support will be	Not supported

positively related to post-assignment behavioral outcomes of short-term assignees.	
Hypothesis 7.7a: Post-assignment family support will be positively related to post-assignment behavioral outcomes of short-term assignees.	Partially supported
Hypothesis 7.7b: Post-assignment work-related friends support will be positively related to post-assignment behavioral outcomes of short-term assignees.	Not supported
Hypothesis 7.7c: Post-assignment Non-work related friend's support will be positively related to post-assignment behavioral outcomes of short-term assignees.	Not supported
Hypothesis 7.8: There is a positive relationship between cross-cultural adjustment and post-assignment behavioral outcomes of short-term assignees.	Partially supported

8.3 Research Contribution and Implication

8.3.1 Academic Contribution

This dissertation is the first comprehensive study that applies two main perspectives of organizational and social support in IHRM, in general, and makes several contributions to the existing body of international assignees literature.

First, the previous empirical works on HRM-performance relationships of expatriates mainly dealt with financial performance caring organizations as unit of analysis. Our study, the individual level analysis provides an important tool for unlocking the 'black box' of behaviors of employees, which are to be considered as driving force of long-term financial performances of organizations.

Second, post-assignment behavioral outcomes of expatriates were adopted as the dependent variables, while the on-assignment outcomes have been commonly used. The post-assignment ones are considered to be more important from the long-term perspectives. This study finding can claim to be a pioneer in establishing the applicability of the post assignment behavioral outcome to the international assignment process in order to get a good return from the single most expensive pre-person investment in international business.

Third introduced horizontal fits of organizational support (HRMPs) and vertical fits between HRMPs and strategic perspective (the purpose of the assignment). These aspects have not been analyzed comprehensively in the literature. In the case of expatriates, the integration of practices into appropriate bundles was more beneficial rather than individual HRMP level implementation. Also, our findings suggest that future research should consider the purpose of assignment as an important contextual factor that influence how return assignees respond to HRMPs.

Forth, this is the first attempt to include all of three time stages of pre-departure, on-assignment and post-assignment into same analyses. This study can claim to be the first comprehensive research that empirically establishes to see the applicability of supportive source at three time stages in order to explain behavioral outcomes of expatriates. Thereby this was attempted to identify what supportive sources, in which time stages are supportive on patriate adjustments. In particular, it makes a significant contribution in applying relevance of improving cross-cultural adjustment experiences because of its positive linkage with home culture adjustment.

Fifth, evidences of accompanied and unaccompanied families add for new research direction while minimizing methodological misunderstanding over family adjustment and family support being considering them as separate construct. Further research in different cultural context would make the certainty.

Sixth, the positive linkage among cross-cultural and home-culture readjustment in the context of both home and host countries are in developing countries add new direction for further studies.

Lastly, the analysis constructs were common for different types of assignees, expatriates in chapter 4 and 6 and short-term assignees in chapter 5 and 7. Empirical studies on short-term assignees have been very limited so far, although their importance has increased. This study is the articulation of a novel way and provides additional empirical evidences on short-term international assignment in a comprehensive body of research.

8.3.2 Implications for HRM professionals

This dissertation suggests a number of practical implications for international business firms as original contribution, specifically since no studies have been conducted within the context of Sri Lanka. International business operations have been increasing than ever with high profile, the findings would be supportive to the HRM professionals in both HRM policy formulation and implementation levels.

At strategic policy formulation level, first, many organizations did not favor a policy of long-term employee retention or the policy was not effective even if implemented to considerable extent. Long-term career development, knowledge sharing opportunities needs to be considered at strategic levels of the organizations. On the other hand, their efforts cannot be

only within the organizational sphere and reasonable steps should be undertaken to avoid overall loss of returnees by studying an external business demand carefully. Competitive position with other companies should be reviewed regularly so as to keep in line with the market trends.

Second, in compliance with the statutory regulations, many activities are taken place in organizations to ensure health and welfare of the employees. Suggestions for improvement are welcome and will be given prime consideration of the relevance of such practices under the strategic ground. For an example, such practices are required to extend for developing professional linkages which enrich the work-related contacts, as well as leisure time for socialization etc.

HRMPs implementation level, first the study of the HRMPs and its relevance to development of expatriate management programs revealed that bundled HRMPs influence job, organizational commitment and retention. The current form of the practices of preparation and selection is more influential on an individual basis with regard to behavioral outcomes; this result may be used to deploy and allocate resources more effectively. However, in the case of short-term assignment recruitment, selection, training and compensation are more promising in the current way of practices.

Second, organizations should attempt to combine all the HRMPs examined that were found to contribute to an improvement of behavioral outcomes of return expatriates. Therefore, it is necessary to apprise all of them when considering both individual and bundled HRMPs. However, there may be a need to customize HRMPs to improving retention. In the case of short-term assignees, the bundling impact was not insignificant, but the rational role sharing between line and HRM department would be necessary.

Third, the significant positive coefficients between the demand-driven purposes of assignments and the three HRMPs (namely, recruitment, training, and compensation) imply that more resource allocation is favorable to demand-driven purposes rather than learning-driven purposes. However, at least a partial fit with learning-driven purpose is necessary. This strategic aspect was not tenable for short-term assignees until ensure proper coordination and implementation.

Forth, as far as the international assignment process is concerned, organizational supportive direction towards work adjustment is more meaningful and more resource allocation is worthwhile at both assignment types. However the possibility to improve interaction and general adjustment possibilities through social support channels should be also noticed at both assignment types. Thereby strategic orientation on further development of social networks is worthwhile.

Fifth, in terms of selecting assignees, several factors need to be considered. If the organization has limited resources to providing expatriate supporting practices, selecting individuals with higher family support, and candidate perform extra social roles, family readiness to move would be benefited.

Sixth, allocation of resources on training should be enough to cover both assignees and deportable family members. Consideration on e-teaching or promoting for e-learning would be more advantageous at the existing organizational setup.

Lastly, the role of both accompanied and unaccompanied families was benevolent for assignees and organization thereby they need to realize the expended money over family well-being as an investment that should keep continuing.

8.4 Limitations and suggestions for future research

8.4.1 Limitations

Here we note that our study suffers from several limitations and our findings must be appropriately qualified.

Because of unavailability of exact data based on international business firms in Sri Lanka, the sample firms were purposefully chosen. In the case of expatriates only 33 organizations were considered, including few organizations for each industry. Therefore generalizability of the findings is quite problematic. The small sample size did not allow the investigator to conduct structural equation modeling, which was the desired method to test the entire model more effectively. A selection of case organizations was limited to the Asian region to ensure the compatibility of the construct among countries. However, this prevents us from seeing the insights on factors of cultural distance among regions. Construct were extensively developed in the non-Asian setting and in this study, they were taken for granted. Being rely on the survey base data collection prevent us from the application of a mixed method approach that would further enhance the accuracy of the data in different study settings. There were no previous studies within the Sri Lankan context against which to compare our findings in both expatriate and short-term assignees. The views of managers and/or executives from home country headquarters were considered. Therefore, results totally depend on ethnocentric approach of IHRM.

8.4.2 Suggestions for future researchers

In the Sri Lankan context, the management of the international work force was not theoretically or empirically investigated satisfactorily. In that regard, these findings open the door for academic and practitioners for further discussion. There could be yet other factors to be incorporated into the research framework. For instance, it would be also useful to consider the impact of other culture bound variables (national and organizational culture, institution) and culture free variables (age, size, life cycle stage of the organization as well as industrial sector in more detail), and their degree and direction of influence on post-assignment behavioral outcome. Broader coverage of industries prevents us from making unique policy implications as variation of HRMPs and strategic fit at different industries. Thereby in-depth case studies on success stories in Sri Lanka would be highly desirable. Triangulation method together with multiple methods, combining surveys with case studies would enhance the methodological credibility for future studies. The respondents were first hand experienced receivers on international assignments. However, a triangulation data collection, including views of the CEO or head of the department would enhance the accuracy of results. Although in this study only the views of managers and/or executives from home country headquarters were considered, it would be desirable to get a host country perspective, too.

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QUESTIONNAIRE FOR EXPATRIATES FOR EXPTRiates-PART 01

SECTION 01

Please make “√” or “X” in the appropriate cage for the following statements.

1. Sex: Male Female
2. Age: Below 30 yrs 31 yrs to 40 yrs 41 yrs to 50 yrs 51 yrs to 60 yrs Over 60 yrs
3. Marital Status: Married Single
4. Education: (Please check the highest qualification)
- | | | | |
|-----------------|--------------------------|-----------------------------------|--------------------------|
| Advance Level | <input type="checkbox"/> | Postgraduate Diploma | <input type="checkbox"/> |
| Diploma | <input type="checkbox"/> | Masters Degree | <input type="checkbox"/> |
| Bachelor degree | <input type="checkbox"/> | Other Professional Qualifications | <input type="checkbox"/> |

SECTION 02

Please make “√” or “X” in the appropriate cage for the following statements.

5. Nature of the Organization: Banking Apparel Chemicals Insurance Hotel
Other (please specify)
6. Size of the Organization (by annual sales): Small Medium Large
7. Functional Field you represent: Marketing HRM Finance Production
IT R &D
8. Country/s where your company international businesses are located
.....
.....
9. Type of your company international business
- | | | | |
|--|--------------------------|------------------|--------------------------|
| Exporting | <input type="checkbox"/> | Multinational | <input type="checkbox"/> |
| International Division | <input type="checkbox"/> | Global firm | <input type="checkbox"/> |
| Sales subsidiaries | <input type="checkbox"/> | Born global firm | <input type="checkbox"/> |
| Overseas manufacturing/production unit | <input type="checkbox"/> | | |
10. What was the purpose/s of sending those assignees for international assignments? Please “√” you answer

a. Career and leadership development	<input type="checkbox"/>	
b. Controlling Management	<input type="checkbox"/>	

c. Fulfilling a specific project needs	<input type="checkbox"/>
d. Business expansion	<input type="checkbox"/>
e. Transferring specific knowledge	<input type="checkbox"/>
f. Filling a position requiring specific technical skills	<input type="checkbox"/>

SECTION 02

Please read the following information carefully before go to the reset of the questions

Note 01: The following sections are planning to measure management practices, which you experienced, regarding to expatriate international assignment, which was for last five years period (from 01.01.2007 to 01.01.2012).

Note 02: These assignment periods should cover up **last five years period** beginning from **01.01.2007 to until 01.01.2012**

Your answer should laid within the five rangers given below. Make your answer from 5-1 in the cage to show your position as follows

Very High	High	Moderate	Low	Very Low
5	4	3	2	1

11. Mark the extent to which these features were included in your assignment.

Preparation		
a. Included different kind of tasks		<input type="checkbox"/>
b. Included challenging tasks		<input type="checkbox"/>
c. Included necessity of different types of skills to perform		<input type="checkbox"/>
d. Included task completion very important to the organization		<input type="checkbox"/>
e. Independence and freedom to perform the job		<input type="checkbox"/>
f. Learning oriented tasks were included		<input type="checkbox"/>
g. Career development aspects were included		<input type="checkbox"/>

12. As you perceived, the above preparation activities organized and provided by

- | | |
|------------------------------------|--------------------------|
| Human Resource Management division | <input type="checkbox"/> |
| Your Owned functional division | <input type="checkbox"/> |
| Combination of both | <input type="checkbox"/> |

13.

Recruitment		
a. Open news paper advertisements		<input type="checkbox"/>
b. Through internet job posting sites		<input type="checkbox"/>
c. Internal memos or circulars		<input type="checkbox"/>
d. Through individual basis information		<input type="checkbox"/>
e. Management nominations		<input type="checkbox"/>

14. As you perceived, the above recruitment activities organized and provided by

Human Resource Management division
 Your Owned functional division
 Combination of both

15.

Selection Criteria		
a. Managerial Talent		<input type="checkbox"/>
b. Technical ability on the job		<input type="checkbox"/>
c. Adaptability and Flexibility		<input type="checkbox"/>
d. Interest in International Work		<input type="checkbox"/>
e. Position in the skill/management inventory		<input type="checkbox"/>
f. Potentiality for future positions		<input type="checkbox"/>
g. Age		<input type="checkbox"/>
h. Experience in company		<input type="checkbox"/>
i. Physical and Emotional Health		<input type="checkbox"/>
j. Education		<input type="checkbox"/>
k. Language Aptitude		<input type="checkbox"/>

16. The selection was mainly done by
 Human Resource Management division
 Your Owned functional division
 Combination of both

The next section deals with the training program organized for international assignees. Please make “√” in the appropriate cage for the following.

Very High	High	Moderate	Low	Very Low
5	4	3	2	1

17. Training received for you

Before go abroad		During the assignment		After coming back	
a. 1-7 days	<input type="checkbox"/>	f. 1-7 days	<input type="checkbox"/>	k. 1-7 days	<input type="checkbox"/>
b. 8-14 days	<input type="checkbox"/>	g. 8-14 days	<input type="checkbox"/>	l. 8-14 days	<input type="checkbox"/>
c. 15-30 days	<input type="checkbox"/>	h. 15-30 days	<input type="checkbox"/>	m. 15-30 days	<input type="checkbox"/>
d. 31- 60 days	<input type="checkbox"/>	i. 31- 60 days	<input type="checkbox"/>	n. 31- 60 days	<input type="checkbox"/>
e. No such training	<input type="checkbox"/>	j. No such training	<input type="checkbox"/>	o. No such training	<input type="checkbox"/>

18. Training received for your family

Before go abroad		During the assignment		After coming back	
f. 1-7 days	<input type="checkbox"/>	h. 1-7 days	<input type="checkbox"/>	k. 1-7 days	<input type="checkbox"/>
g. 8-14 days	<input type="checkbox"/>	i. 8-14 days	<input type="checkbox"/>	l. 8-14 days	<input type="checkbox"/>
h. 15-30 days	<input type="checkbox"/>	h. 15-30 days	<input type="checkbox"/>	m. 15-30 days	<input type="checkbox"/>
i. 31- 60 days	<input type="checkbox"/>	i. 31- 60 days	<input type="checkbox"/>	n. 31- 60 days	<input type="checkbox"/>

j. No such training	<input type="checkbox"/>	j. No such training	<input type="checkbox"/>	o. No such training	<input type="checkbox"/>
---------------------	--------------------------	---------------------	--------------------------	---------------------	--------------------------

This section is about training techniques. Consider all the short term assignments you got during the last five year period mark the general condition accordingly

Always	Often	Sometimes	Rarely	Never
5	4	3	2	1

19.

Training techniques	You	Family
a. Lectures/classes	<input type="checkbox"/>	<input type="checkbox"/>
b. Reading materials	<input type="checkbox"/>	<input type="checkbox"/>
c. Videotapes/films/ Cassettes/case studies	<input type="checkbox"/>	<input type="checkbox"/>
d. Meeting with seniors	<input type="checkbox"/>	<input type="checkbox"/>
e. On the job training	<input type="checkbox"/>	<input type="checkbox"/>

20. As you perceived, the above training activities organized and provided by

Human Resource Management division

Your Owned functional division

Combination of both

This section is about compensation package and performance evaluation. Consider all the long term/ short term assigns that you sent during last five years period together and then mark the general condition with regarding to LT and ST accordingly

Always	Often	Some times	Rarely	Never
5	4	3	2	1

21.

Compensation Items	
a. Cost of living and Housing allowances	<input type="checkbox"/>
b. Income tax reimbursements	<input type="checkbox"/>
c. Business class air ticket	<input type="checkbox"/>
d. Hotel facilities	<input type="checkbox"/>
e. Performance-based incentives	<input type="checkbox"/>
f. Car/Transportation allowances	<input type="checkbox"/>
g. Assignment related insurance	<input type="checkbox"/>
h. Subsistence allowances	<input type="checkbox"/>
i. Home visit facilities	<input type="checkbox"/>

22. As you perceived, the above compensation information was provided by

- Human Resource Management division
- Your Owned functional division
- Combination of both

23.

Performance evaluation		
a. Company has clear set of written objectives owing to evaluating performance of international assignees		<input type="checkbox"/>
b. Performance evaluation results have a lot to do with personnel decisions		<input type="checkbox"/>
c. Company has a clear set of criteria and standards evaluating performance of international assignees		<input type="checkbox"/>
d. The company uses performance evaluation information of international assignees to ascertain potential performance and development needs so as to develop the employee for promotions		<input type="checkbox"/>
e. The company uses performance evaluation information of international assignees giving information for current and future prospective		<input type="checkbox"/>

24. As you perceived, the above performance evaluation activities organized and provided by

- Human Resource Management division
- Your Owned functional division
- Combination of both

SECTION 03

This section deals with various aspects of your behavior after coming back to the country again. Make your opinion in the appropriate cage to indicate the extent to which you agree upon statements

Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree
5	4	3	2	1

25.

a. You ready to work even if the company didn't pay for it	<input type="checkbox"/>
b. You stay overtime to finish a job, even if the company not paid for it	<input type="checkbox"/>
c. You enjoy performing daily activities that make up their job	<input type="checkbox"/>
d. You really work hard at their job	<input type="checkbox"/>
e. You are really perfectionist about their work	<input type="checkbox"/>
f. You really want to do a good job	<input type="checkbox"/>
g. You have a strong sense of belonging to this organization.	<input type="checkbox"/>
h. You are proud to be working for this company.	<input type="checkbox"/>

i. You are seeking external job opportunities	<input type="checkbox"/>
j. You ready to turn down a job with more pay in order to stay with this company	<input type="checkbox"/>
k. You believe that employee mobility is essential for career progression	<input type="checkbox"/>

PART 02

SECTION 01

Please read the following information carefully before go to the reset of the Questionnaire

Please read the following information carefully before go to the reset of the questions

Note 01: The following sections are planning to measure management practices, which you experienced, regarding to expatriate international assignment, which was for last five years period (from 01.01.2007 to 01.01.2012).

Note 02: These assignment periods should cover up **last five years period** beginning from **01.01.2007 to until 01.01.2012**

Please indicate the extent to which the following statements explain your adjustment to the country where you worked. Tick “✓” in the appropriate cage.

26.

During the Assignment						
1= very low 2= Low 3= Neutral 4= High 5= very high		1	2	3	4	5
a	How adjusted were you to the living conditions in general in host country (HC)?					
b	How adjusted were you to the housing conditions in HC?					
c	How adjusted were you to the food in HC?					
d	How adjusted were you to the shopping in HC?					
e	How adjusted were you to the cost of living in HC?					
f	How adjusted were you to entertainment/recreation facilities and opportunities in HC?					
g	How adjusted were you to socializing with host nationals (locals)?					
h	How adjusted were you to interacting with host nationals on a day-to-day basis?					
i	How adjusted were you to speaking with host nationals?					
j	How adjusted were you to your specific job responsibilities?					
k	How adjusted were you to the performance standards and expectations at work?					
l	How adjusted were you to supervisory responsibilities					

Please indicate the extent to which the following statements explain your adjustment to the country where you worked. Tick “✓” in the appropriate cage.

27.

After coming back to the home country						
1= very low 2= Low 3= Neutral 4= High 5= very high						
		1	2	3	4	5
a	How adjusted were you to the living conditions in general in home country back?					
b	How adjusted were you to the housing conditions in home country back?					
c	How adjusted were you to the food in home country back?					
d	How adjusted were you to the shopping in home country back?					
e	How adjusted were you to the cost of living in home country back?					
f	How adjusted were you to entertainment/recreation facilities and opportunities in home country back?					
g	How adjusted were you to socializing with your home country people back?					
h	How adjusted were you to interacting with home country people on a day-to-day basis?					
i	How adjusted were you to speaking with home country people ?					
j	How adjusted were you to your specific job responsibilities?					
k	How adjusted were you to the performance standards and expectations at work?					
l	How adjusted were you to supervisory responsibilities					

Please indicate the extent to which the following statements explain your family members adjustment to the country where you worked. Tick “✓” in the appropriate cage.

28.

Family cross-cultural adjustment						
1= very low 2= Low 3= Neutral 4= High 5= very high						
		1	2	3	4	5
a.	How adjusted were your family members to the living conditions in general in host country (HC)?					
b.	How adjusted were your family members to the housing conditions in HC?					
c.	How adjusted were your family members to the food in HC?					
d.	How adjusted were your family members to the shopping in HC?					
e.	How adjusted were your family members to the cost of living in HC?					
f.	How adjusted were your family to entertainment/recreation facilities and opportunities in HC?					
g.	How adjusted were your family members to socializing with host nationals					

(locals)?					
h. How adjusted were your family members to interacting with host nationals on a day-to-day basis?					
i. How adjusted were your family members to speaking with host nationals?					

Please indicate the extent to which the following statements explain your family members adjustment to the country where you worked. Tick “✓” in the appropriate cage.

29.

Family home-culture readjustment					
1= very low 2= Low 3= Neutral 4= High 5= very high	1	2	3	4	5
a. How adjusted were your family members to the living conditions in general in home country back?					
b. How adjusted were your family members to the housing conditions in home country back?					
c. How adjusted were your family members to the food in home country back?					
d. How adjusted were your family members to the shopping in home country back?					
e. How adjusted were your family members to the cost of living in home country back?					
f. How adjusted were your family to entertainment/recreation facilities and opportunities in home country back?					
g. How adjusted were your family members to socializing with home country people back?					
h. How adjusted were your family members to interacting with home country people on a day-to-day basis?					
i. How adjusted were your family members to speaking with home country people?					

SECTION 02

Please indicate the extent to which the following statements explain you at before departure to the assignment, during the assignment and after the assignment. Tick “✓” in the appropriate cage.

30.

Before departure to the Assignment		1	2	3	4	5
1= Disagree 2= Slightly disagree 3= Neutral 4= Agree 5= Strongly Agree						
Organizational Support - For your family						
a	Received sufficient information on general life style in host location was high					

b	Language training					
c	Counseling over work resignation and changes of general life pattern					
d	Opportunity to meet return expatriates families was high					
	Family Support from spouse					
e	Spouse host country language competence was good					
f	Spouse had foreign working experience by the you departure					
g	Family time demand during the preparation period was less					
	Family Support from children					
h	No grievances from your children on your absence to home afire					
i	Children are self-reliance and target oriented					
j	Children involvement on social and religion activities are high					
	Social Support from Work- related friends					
k	Prior to your departure abroad, you were received information from pervious international assignees.					
l	Prior to your departure abroad, former international assignees have been instrumental helping you to understand the assignment requirements					
m	Prior to your departure abroad, former international assignees have shared their positive and negative working and general environmental experiences with you					
	Social Support from Non-work related friends					
n	You felt at easy with and talk to your friends about your personal problems before leave for the assignments					
o	Your friends agreement to take caring your rest of the family members was high					
p	Your friends readiness to bear your responsibilities and obligations on social activities on behalf of you was high					

31.

	During the period in Host Country 1= Disagree 2= Slightly disagree 3= Neutral 4= Agree 5= Strongly Agree	1	2	3	4	5
	Organizational Support - For you					
a	The given training during your stay period was adequate					
b	Task assessment during the assignment period was adequate and fair					
c	Competence on task accomplishment was rewarded					
d	Temporary living expenses were covered prior to moving into long-term accommodation					
e	Your company used multiple communication channels to communicate on home country company performance, and future direction during your assignment period					
f	You involved with management of home country for receiving or					

	sending information for coordination, control, planning or evaluation					
g	You are well acquainted personally with management in home country					
h	You talk with home country management about things beyond work.					
	Organizational Support - For your family					
i	Facilities were available for language learning					
j	The received assistance for socialization to host location was high					
k	Administrative support for general life (school admission, day care) was high					
	Family Support from spouse					
l	Your spouse never remind you about family responsibilities and related inconveniences due to his/her absent					
m	When something at work was bothering you, your spouse showed that he/she understand how I was feeling					
n	Your spouse never request you to early return to the home country					
	Family Support from children					
o	The degree of involvement of children on social and educational activates are high					
p	Self-dependence capacity of your children was high					
q	Your children never request you to early return to the home country					
	Social Support from Home country-Work-related friends					
r	Work related contacts from whom you regularly sought information and advice to enhance your effectiveness on the assignments was high					
s	Received job related technical assistance from management of your parent country during the assignment was high					
t	Received information on business related changers of your parent company during the assignment period was high					
	Social support from Home country – Non-work related friends					
u	Your friends commitment on continuously caring your rest of the family members was high					
v	Your friends commitment on fulfilling responsibilities and obligations on your social activities still during the assignment period was high					
w	You felt that still it was easy to talk to your friends about your personal problems					
	Social support from Host country –Work related friends					
x	He/She was easy to talk to					
y	I could express my feelings freely to him/ her					
z	He/She could be relied on when things get tough at work					
aa	He/She went out of his/her way to make my work life easier					
	Social support from Host country –Non-work related friends					
bb	There were people with whom you were comfortable discussing personal matters in host country during your assignment period					

cc	Readiness of your host country friends for openly discuss about socio cultural life behavioral patterns was very high					
----	---	--	--	--	--	--

32.

	Coming back to the home country again 1= Disagree 2= Slightly disagree 3= Neutral 4= Agree 5= Strongly Agree	1	2	3	4	5
	Organizational Support –For you					
a	Paid for the packaging and shipping of household goods upon repatriation					
b	Paid the customs duties on purchased goods upon returning to the home country					
c	Work vacation was provided when you came home from abroad					
d	Work appreciation event had organized for you when you came back to the home office					
e	Financial package you received after rejoining to the company was quite suitable to marinating living standard					
f	New position in home office when you came back to the home office was more responsible with high level of autonomy					
g	New position was more challenging which was possible to apply my new international working experiences/skills					
h	Career advancement opportunities were clearly visible					
i	Assigned employees receive appropriate recognition or rewards for their performance					
j	Financial security of assigned employees was in a good position					
k	Assigned employees have high opportunity for advancement at work place					
l	Assigned employees could developed professional relationship because of his job					
m	Knowledge and skills acquisition pertaining to assigned employees' job is high					
	Organizational Support –For your family					
n	Received a job searching assistance for spouse was high					
o	Children school admission was easy with organizational assistance					
p	Residential arrangement was convenient with organizational assistance					
	Growing and learning new skills owing to assigned employees' job is high					
	Family support from spouse					
r	You received a warm welcome from partner					
s	No grievances occurred from your spouse over the changers of financial condition					
t	Your spouse was busy with his/her lives and he/she didn't have time					

	to talk to you					
Family support from children						
u	You received a warm welcome from your children					
v	Your children still highly affectionate your companion					
w	Your children were busy with his/her lives and he/she didn't have time to talk to you					
Social support from Work-related friends						
x	You took time to be a member of peer group					
y	You were a beginner of work habits and procedures of the home country upon your arrival					
z	You were supported to update organizational changes during your absent period					
Social Support from Non-work related friends						
aa	You friends didn't have much time to talk with you					
bb	Your friends were not ready to share your foreign experiences with you					
cc	Restarting your social activities took time because of inadequate information on them					

Note: This section is relevant only if your family members unaccompanied with you.
Please indicate the extent to which your company support for your non-accompanied family members Tick "✓" in the appropriate cage.

33. Consideration of continuing social security benefits (child caring, elder caring, insurance facilities) for non-accompanied family members were high
Disagree Slightly disagree Neutral Agree Agree Strongly Agree
34. Invitation for social cultural, and entertainment activities for family members still were continued during my assignment period
Disagree Slightly disagree Neutral Agree Agree Strongly Agree
35. Given facilities for communication with partner/father/mother were quit good
Disagree Slightly disagree Neutral Agree Agree Strongly Agree

Thank you very much for your kind cooperation

QUESTIONNAIRE FOR SHORT-TERM ASSIGNEES-PART 01

SECTION 01

Please make “√” or “X” in the appropriate cage for the following statements.

1. Sex: Male Female
2. Age: Below 30 yrs 31 yrs to 40 yrs 41 yrs to 50 yrs 51 yrs to 60 yrs Over 60 yrs
3. Marital Status: Married Single
4. Education: (Please check the highest qualification)
- | | | | |
|-----------------|--------------------------|-----------------------------------|--------------------------|
| Advance Level | <input type="checkbox"/> | Postgraduate Diploma | <input type="checkbox"/> |
| Diploma | <input type="checkbox"/> | Masters Degree | <input type="checkbox"/> |
| Bachelor degree | <input type="checkbox"/> | Other Professional Qualifications | <input type="checkbox"/> |

SECTION 02

Please make “√” or “X” in the appropriate cage for the following statements.

5. Nature of the Organization: Banking Apparel Chemicals Insurance Hotel
Other (please specify)
6. Size of the Organization (by annual sales): Small Medium Large
7. Functional Field you represent: Marketing HRM Finance Production
IT R &D
8. Country/s where your company international businesses are located
.....
.....
9. Type of your company international business
- | | | | |
|--|--------------------------|------------------|--------------------------|
| Exporting | <input type="checkbox"/> | Multinational | <input type="checkbox"/> |
| International Division | <input type="checkbox"/> | Global firm | <input type="checkbox"/> |
| Sales subsidiaries | <input type="checkbox"/> | Born global firm | <input type="checkbox"/> |
| Overseas manufacturing/production unit | <input type="checkbox"/> | | |
10. What was the purpose/s of sending those assignees for international assignments? Please “√” you answer

a. Career and leadership development	<input type="checkbox"/>
b. Controlling Management	<input type="checkbox"/>

c. Fulfilling a specific project needs	<input type="checkbox"/>
d. Business expansion	<input type="checkbox"/>
e. Transferring specific knowledge	<input type="checkbox"/>
f. Filling a position requiring specific technical skills	<input type="checkbox"/>

SECTION 02

Please read the following information carefully before go to the reset of the questions

Note 01: The following sections are planning to measure management practices, which you experienced, regarding to short- term international assignment, which categorized as *less than one year period*.

Note 02: Consider all the short -term international assignments that you participated during last five years period together and then mark the general condition.

Note 03: These assignment periods should cover up **last five years period** beginning from 01.01.2007 to until 01.01.2012

Your answer should laid within the five rangers given below. Make your answer from 5-1 in the cage to show your position as follows

Very High	High	Moderate	Low	Very Low
5	4	3	2	1

11. Mark the extent to which these features were included in your assignment.

Preparation	
a. Included different kind of tasks	<input type="checkbox"/>
b. Included challenging tasks	<input type="checkbox"/>
c. Included necessity of different types of skills to perform	<input type="checkbox"/>
d. Included task completion very important to the organization	<input type="checkbox"/>
e. Independence and freedom to perform the job	<input type="checkbox"/>
f. Learning oriented tasks were included	<input type="checkbox"/>
g. Required skills and knowledge quit supportive for my career development	<input type="checkbox"/>

12. As you perceived, the above preparation activities organized and provided by

- Human Resource Management division
- Your Owned functional division
- Combination of both

13.

Recruitment	
a. Open news paper advertisements	<input type="checkbox"/>
b. Through internet job posting sites	<input type="checkbox"/>
c. Internal memos or circulars	<input type="checkbox"/>
d. Through individual basis information	<input type="checkbox"/>
e. Management nominations	<input type="checkbox"/>

14. As you perceived, the above recruitment activities organized and provided by

- Human Resource Management division
- Your Owned functional division
- Combination of both

15.

Selection Criteria	
a. Managerial Talent	<input type="checkbox"/>
b. Technical ability on the job	<input type="checkbox"/>
c. Adaptability and Flexibility	<input type="checkbox"/>
d. Interest in International Work	<input type="checkbox"/>
e. Position in the skill/management inventory	<input type="checkbox"/>
f. Potentiality for future positions	<input type="checkbox"/>
g. Age	<input type="checkbox"/>
h. Experience in company	<input type="checkbox"/>
i. Physical and Emotional Health	<input type="checkbox"/>
j. Education	<input type="checkbox"/>
k. Language Aptitude	<input type="checkbox"/>

16. The selection mainly done by

- Human Resource Management division
- Your Owned functional division
- Combination of both

Next section deals with the training program organized for international assignees. Please make “√” in the appropriate cage for the following.

Very High	High	Moderate	Low	Very Low
5	4	3	2	1

17. Training received

Before go abroad		During the assignment		After coming back	
a. 1-7 days	<input type="checkbox"/>	f. 1-7 days	<input type="checkbox"/>	k. 1-7 days	<input type="checkbox"/>
b. 8-14 days	<input type="checkbox"/>	g. 8-14 days	<input type="checkbox"/>	l. 8-14 days	<input type="checkbox"/>
c. 15-30 days	<input type="checkbox"/>	h. 15-30 days	<input type="checkbox"/>	m. 15-30 days	<input type="checkbox"/>

d. 31- 60 days	<input type="checkbox"/>	i. 31- 60 days	<input type="checkbox"/>	n. 31- 60 days	<input type="checkbox"/>
e. No such training	<input type="checkbox"/>	j. No such training	<input type="checkbox"/>	o. No such training	<input type="checkbox"/>

This section is about training techniques. Consider all the short term assignments you got during the last five years period mark the general condition accordingly

Always	Often	Some times	Rarely	Never
5	4	3	2	1

18.

Training techniques	
a. Lectures/classes	<input type="checkbox"/>
b. Reading materials	<input type="checkbox"/>
c. Videotapes/films/ Cassettes/case studies	<input type="checkbox"/>
d. Meeting with seniors	<input type="checkbox"/>
e. On the job training	<input type="checkbox"/>

19. As you perceived, the above training activities organized and provided by

Human Resource Management division

Your Owned functional division

Combination of both

This section is about compensation package and performance evaluation. Consider all the long term/ short term assigns that you sent during last five year period together and then mark the general condition with regarding to LT and ST accordingly

Always	Often	Some times	Rarely	Never
5	4	3	2	1

20.

Compensation Items	
a. Cost of living and Housing allowances	<input type="checkbox"/>
b. Income tax reimbursements	<input type="checkbox"/>
c. Business class air ticket	<input type="checkbox"/>
d. Hotel facilities	<input type="checkbox"/>
e. Performance-based incentives	<input type="checkbox"/>
f. Car/Transportation allowances	<input type="checkbox"/>

g. Assignment related insurance	<input type="checkbox"/>
h. Subsistence allowances	<input type="checkbox"/>
i. Home visit facilities	<input type="checkbox"/>

21. As you perceived, the above compensation information was provided by

- Human Resource Management division
Your Owned functional division
Combination of both

22.

Performance evaluation	
a. Company has clear set of written objectives owing to evaluating performance of international assignees	<input type="checkbox"/>
b. Performance evaluation results has a lot to do with personnel decisions	<input type="checkbox"/>
c. Company has clear set of criteria and standards evaluating performance of international assignees	<input type="checkbox"/>
d. The company use performance evaluation information of international assignees to ascertain potential performance and development needs so as to develop the employee for promotions	<input type="checkbox"/>
e. The company use performance evaluation information of international assignees giving information for current and future prospective	<input type="checkbox"/>

23. As you perceived, the above training activities organized and provided by

- Human Resource Management division
Your Owned functional division
Combination of both

SECTION 03

This section deals with various aspects of your behavior after coming back to the country again. Make your opinion in the appropriate cage to indicate the extent to which you agree upon statements

Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree
5	4	3	2	1

24.

a. You ready to work even if the company didn't pay for it	<input type="checkbox"/>
b. You stay overtime to finish a job, even if the company not paid for it	<input type="checkbox"/>
c. You enjoy performing daily activities that make up their job	<input type="checkbox"/>

d. You really work hard at their job	<input type="checkbox"/>
e. You are really perfectionist about their work	<input type="checkbox"/>
f. You really want to do a good job	<input type="checkbox"/>
g. You have strong sense of belonging to this organization.	<input type="checkbox"/>
h. You are proud to be working for this company.	<input type="checkbox"/>
i. You are seeking external job opportunities	<input type="checkbox"/>
j. You ready to turn down a job with more pay in order to stay with this company	<input type="checkbox"/>
k. You believe that employee mobility is essential for career progression	<input type="checkbox"/>

PART 02

SECTION 01

Please read the following information carefully before go to the reset of the Questionnaire

Note 01: The following sections are planning to measure management practices which you experienced regarding to short- term assignment which categorized as *less than one year period*.

Note 02: Consider all the short -term assignments that you participates during last five years period together and then mark the general condition.

Note 03: These assignment periods should cover up **last five years period** beginning from 01.01.2007 to until 01.01.2012

Please indicate the extent to which the following statements explain your adjustment to the country where you worked. Tick “✓” in the appropriate cage.

25.

During the Assignment						
	1= very low 2= Low 3= Neutral 4= High 5= very high	1	2	3	4	5
a	How adjusted were you to the living conditions in general in host country (HC)?					
b	How adjusted were you to the housing conditions in HC?					
c	How adjusted were you to the food in HC?					
d	How adjusted were you to the shopping in HC?					
e	How adjusted were you to the cost of living in HC?					
f	How adjusted were you to entertainment/recreation facilities and opportunities in HC?					
g	How adjusted were you to socializing with host nationals (locals)?					
h	How adjusted were you to interacting with host nationals on a day-to-day basis?					

i	How adjusted were you to speaking with host nationals?					
j	How adjusted were you to your specific job responsibilities?					
k	How adjusted were you to the performance standards and expectations at work?					

SECTION 02

Please indicate the extent to which the following statements explain you at before departure to the assignment, during the assignment and after the assignment. Tick “✓” in the appropriate cage.

26.

Before departure to the Assignment		1	2	3	4	5
1= Disagree 2= Slightly disagree 3= Neutral 4= Agree 5= Strongly Agree						
Family Support from spouse						
a	Spouse host country language competence was good					
b	Spouse had foreign working experience					
c	Family time demand during the preparation period was less					
Family Support from children						
d	No grievances from your children on your absence to home afire					
e	Children are self-reliance and target oriented					
f	Children involvement on social and religion activities are high					
Social Support from Work- related friends						
g	Prior to your departure abroad, you were received information from pervious international assignees.					
h	Prior to your departure abroad, former international assignees have been instrumental helping you to understand the assignment requirements					
i	Prior to your departure abroad, former international assignees have shared their positive and negative working and general environmental experiences with you					
Social Support from Non-work related friends						
j	You felt at easy with and talk to your friends about your personal problems before leave for the assignments					
k	Your friends agreement to take caring your rest of the family members was high					
l	Your friends readiness to bear your responsibilities and obligations on social activities on behalf of you was high					

27.

During the period in Host Country		1	2	3	4	5
1= Disagree 2= Slightly disagree 3= Neutral 4= Agree 5= Strongly Agree						
Organizational Support - For you						

a	The given training during your stay period was adequate					
b	Task assessment during the assignment period was adequate and fair					
c	Competence on task accomplishment was rewarded					
d	Your company used multiple communication channels to communicate on home country company performance, and future direction during your assignment period					
e	You involved with management of home country for receiving or sending information for coordination, control, planning or evaluation					
f	You are well acquainted personally with management in home country					
g	I talk with home country management about things beyond work.					
Family Support from spouse						
h	Your spouse never made complains you about family responsibilities and related inconveniences due to his/her absent					
i	When something at work was bothering you, your spouse showed that he/she understand how I was feeling					
Family Support from children						
j	Even during your absent period the degree of involvement of children on Social and educational activates are high					
k	Even during your absent period self-dependence capacity of your children was high					
Social Support from Home country-Work-related friends						
n	Work related contacts from whom you regularly sought information and advice to enhance your effectiveness on the assignments was high					
o	Received job related technical assistance from management of your parent country during the assignment was high					
p	Received information on business related changers of your parent company during the assignment period was high					
Social support from Home country – Non-work related friends						
q	Your friends commitment on continuously caring your rest of the family members was high					
r	Your friends commitment on fulfilling responsibilities and obligations on your social activities still during the assignment period was high					
s	You felt that still it was easy to talk to your friends about your personal problems					

28.

Coming back to the home country again		1	2	3	4	5
1= Disagree 2= Slightly disagree 3= Neutral 4= Agree 5= Strongly Agree						
Organizational Support –For you						
a	Work vacation was provided when you came home from abroad					
b	Work appreciation event had organized for you when you came back to the home office					
c	Financial package you received after rejoining to the company was quite					

	suitable to marinating living standard					
d	New position in home office was more responsible with high level of autonomy					
e	New position was more challenging which was possible to apply my new international working experiences/skills					
f	Career advancement opportunities were clearly visible					
g	Assigned employees receive appropriate recognition or rewards for their performance					
h	Financial security of assigned employees was in a good position					
i	Assigned employees have high opportunity for advancement at work place					
j	Assigned employees could developed professional relationship because of his job					
k	Knowledge and skills acquisition pertaining to assigned employees' job is high					
l	Growing and learning new skills owing to assigned employees' job is high					
	Family Support from spouse					
m	You received a warm welcome from partner					
n	No grievances occurred from your spouse over the changers of financial condition					
o	Your spouse was busy with his/her lives and he/she didn't have time to talk to you					
	Family Support from children					
p	You received a warm welcome from your children					
q	Your children still highly affectionate your companion					
r	Your children were busy with his/her lives and he/she didn't have time to talk to you					
	Social Support from Work-related friends					
s	Took time to be a member of peer group					
t	You were a beginner of work habits and procedures of the home country upon your arrival					
u	Friends orientation was quit helpful to be a member of peer group					
	Social Support from Non-work related friends					
v	You friends had time to talk with you					
w	You friends were ready to share your foreign experiences with you					
x	Restarting your social activities took time because of inadequate information and help from friends					

Note: This section is relevant only if your family members unaccompanied with you. Please indicate the extent to which your company support for your non-accompanied family members Tick "✓" in the appropriate cage.

29. Consideration of continuing social security befits (child caring, elder caring, insurance facilities) for non-accompanied family members were high

Disagree Slightly disagree Neutral Agree Agree Strongly Agree

30. Invitation for social cultural, and entertainment activities for family members still were continued during my assignment period

Disagree Slightly disagree Neutral Agree Agree Strongly Agree

31. Given facilities for communication with partner/father/mother were quit good

Disagree Slightly disagree Neutral Agree Agree Strongly Agree

Thank you very much for your kind cooperation

Chapter 6- Pre-assignment and on-assignment organizational and social support

(Model 1)

Standardized Regression Weights: (Group number 1 - Default model)			Estimate	P
Work_adjustment_Cross	<---	Preparation	.000	.991
Interaction_adjustment_Cross	<---	Preparation	.140	.041
General_adjustment_Cross	<---	Preparation	.044	.186
Work_adjustment_Cross	<---	Recruitment	.120	.019
Interaction_adjustment_Cross	<---	Recruitment	-.109	.161
General_adjustment_Cross	<---	Recruitment	-.011	.774
Work_adjustment_Cross	<---	Selection	-.090	.044
Interaction_adjustment_Cross	<---	Selection	-.127	.061
General_adjustment_Cross	<---	Selection	.010	.760
Work_adjustment_Cross	<---	Training	.184	***
Interaction_adjustment_Cross	<---	Training	-.439	***
General_adjustment_Cross	<---	Training	-.071	.051
Work_adjustment_Cross	<---	Performance Evaluation	.015	.767
Interaction_adjustment_Cross	<---	Performance Evaluation	.054	.488
General_adjustment_Cross	<---	Performance Evaluation	.042	.263
Work_adjustment_Cross	<---	Compensation	.062	.360
Interaction_adjustment_Cross	<---	Compensation	-.015	.885
General_adjustment_Cross	<---	Compensation	.159	.001
Work_adjustment_Cross	<---	Spouse_support_Pre	.063	.388
Interaction_adjustment_Cross	<---	Spouse_support_Pre	.264	.018
General_adjustment_Cross	<---	Spouse_support_Pre	.002	.966
Work_adjustment_Cross	<---	Children_support_Pre	-.071	.194
Interaction_adjustment_Cross	<---	Children_support_Pre	-.219	.009
General_adjustment_Cross	<---	Children_support_Pre	-.012	.762
Work_adjustment_Cross	<---	work_friends_Pre	.150	.006
Interaction_adjustment_Cross	<---	work_friends_Pre	-.350	***
General_adjustment_Cross	<---	work_friends_Pre	-.088	.029
Work_adjustment_Cross	<---	non_work_friends_Pre	.385	***
Interaction_adjustment_Cross	<---	non_work_friends_Pre	-.207	.005
General_adjustment_Cross	<---	non_work_friends_Pre	-.381	***
Work_adjustment_Cross	<---	Organiz_support_Expat_On	.184	.002
Interaction_adjustment_Cross	<---	Organiz_support_Expat_On	-.020	.825
General_adjustment_Cross	<---	Organiz_support_Expat_On	.084	.061
Work_adjustment_Cross	<---	Spoue_support_On	.641	***
Interaction_adjustment_Cross	<---	Spoue_support_On	.733	***
General_adjustment_Cross	<---	Spoue_support_On	.119	.070

Work_adjustment_Cross	<---	Children_support_On	.145	.040
Interaction_adjustment_Cross	<---	Children_support_On	-.046	.667
General_adjustment_Cross	<---	Children_support_On	.082	.113
Work_adjustment_Cross	<---	work_friend_Home_On	.059	.362
Interaction_adjustment_Cross	<---	work_friend_Home_On	.590	***
General_adjustment_Cross	<---	work_friend_Home_On	.034	.472
Work_adjustment_Cross	<---	Work_friends_Host_On	-.271	***
Interaction_adjustment_Cross	<---	Work_friends_Host_On	-.156	.134
General_adjustment_Cross	<---	Work_friends_Host_On	.412	***
Work_adjustment_Cross	<---	Non_workfriends_Home_On	-.284	***
Interaction_adjustment_Cross	<---	Non_workfriends_Home_On	.284	***
General_adjustment_Cross	<---	Non_workfriends_Home_On	.490	***
Work_adjustment_Cross	<---	Non_workfriend_host_On	-.040	.541
Interaction_adjustment_Cross	<---	Non_workfriend_host_On	-.144	.145
General_adjustment_Cross	<---	Non_workfriend_host_On	.213	***
Family_Cross_adjustment	<---	Organiza_support_family_On	.025	.783
Family_Cross_adjustment	<---	Organiz_support_family_Pre	.724	***
General_adjustment_Cross	<---	Family_Cross_adjustment	-.008	.875
Interaction_adjustment_Cross	<---	Family_Cross_adjustment	.731	***
Work_adjustment_Cross	<---	Family_Cross_adjustment	-.121	.107
Family_Cross_adjustment	<---	General_adjustment_Cross	.575	.002
Family_Cross_adjustment	<---	Interaction_adjustment_Cross	-1.114	***
Family_Cross_adjustment	<---	Work_adjustment_Cross	.554	***

Chapter 6- Post-assignment organizational and social support (Model 2)

Standardized Regression Weights: (Group number 1 - Default model)			Estimate	P
Work_adjustment_HomCulture	<---	Work_adjustment_Cross	.288	***
Interaction_adjustment_HomCulture	<---	Work_adjustment_Cross	-.099	.407
General_adjustment_HomCulture	<---	Work_adjustment_Cross	-.018	.901
Work_adjustment_HomCulture	<---	General_adjustment_Cross	.174	.084
Interaction_adjustment_HomCulture	<---	General_adjustment_Cross	.775	***
General_adjustment_HomCulture	<---	General_adjustment_Cross	.258	.195
Work_adjustment_HomCulture	<---	Interaction_adjustment_Cross	.201	.012
Interaction_adjustment_HomCulture	<---	Interaction_adjustment_Cross	.200	.107
General_adjustment_HomCulture	<---	Interaction_adjustment_Cross	-.006	.970
Work_adjustment_HomCulture	<---	Organiza_support_ReHome	.071	.351
Interaction_adjustment_HomCulture	<---	Organiza_support_ReHome	.305	.013
General_adjustment_HomCulture	<---	Organiza_support_ReHome	.151	.307
Work_adjustment_HomCulture	<---	Spouse_support_ReHome	.202	.010
Interaction_adjustment_HomCulture	<---	Spouse_support_ReHome	.392	.002
General_adjustment_HomCulture	<---	Spouse_support_ReHome	.395	.009
Work_adjustment_HomCulture	<---	Children_support_ReHome	.068	.357
Interaction_adjustment_HomCulture	<---	Children_support_ReHome	.100	.378
General_adjustment_HomCulture	<---	Children_support_ReHome	-.174	.219
Work_adjustment_HomCulture	<---	Work_friends_ReHome	.398	.001
Interaction_adjustment_HomCulture	<---	Work_friends_ReHome	.001	.997
General_adjustment_HomCulture	<---	Work_friends_ReHome	-.472	.041
Work_adjustment_HomCulture	<---	Nonwork_friends_Home_ReHome	-.026	.641
Interaction_adjustment_HomCulture	<---	Nonwork_friends_Home_ReHome	.024	.780
General_adjustment_HomCulture	<---	Nonwork_friends_Home_ReHome	-.108	.306
Family_ReHome_adjustment	<---	Organiza_support_family_ReHome	.037	.754
Organiza_commitment	<---	Work_adjustment_HomCulture	.456	.007
Job_commitment	<---	Work_adjustment_HomCulture	.317	.048
Retention	<---	Work_adjustment_HomCulture	.182	.282
Organiza_commitment	<---	Interaction_adjustment_HomCulture	.120	.449
Job_commitment	<---	Interaction_adjustment_HomCulture	.291	.055
Retention	<---	Interaction_adjustment_HomCulture	.507	.001
Organiza_commitment	<---	General_adjustment_HomCulture	.122	.253
Job_commitment	<---	General_adjustment_HomCulture	.224	.027
Retention	<---	General_adjustment_HomCulture	-.029	.787
General_adjustment_HomCulture	<---	Family_ReHome_adjustment	-.042	.828
Interaction_adjustment_HomCulture	<---	Family_ReHome_adjustment	-.623	.005
Work_adjustment_HomCulture	<---	Family_ReHome_adjustment	.022	.809
Family_ReHome_adjustment	<---	General_adjustment_HomCulture	.038	.854
Family_ReHome_adjustment	<---	Interaction_adjustment_HomCulture	1.303	.003
Family_ReHome_adjustment	<---	Work_adjustment_HomCulture	-.082	.796

Chapter7: Pre-assignment and On-assignment organizational and social support

(Model 1)

Standardized Regression Weights: (Group number 1 - Default model)			Estimates	P
Family_support_On	<---	Organiza_support_Unacom_family	-.040	.208
Work_adjustment_cross	<---	Preparation	-.483	.248
Interaction_adjustment_cross	<---	Preparation	.094	.312
General_adjustment_cross	<---	Preparation	-.237	.015
Work_adjustment_cross	<---	Recruitment	.018	.971
Interaction_adjustment_cross	<---	Recruitment	-.084	.442
General_adjustment_cross	<---	Recruitment	.144	.206
Work_adjustment_cross	<---	Selection	-.807	.039
Interaction_adjustment_cross	<---	Selection	.003	.971
General_adjustment_cross	<---	Selection	.131	.152
Work_adjustment_cross	<---	Training	.387	.326
Interaction_adjustment_cross	<---	Training	-.050	.569
General_adjustment_cross	<---	Training	.021	.822
Work_adjustment_cross	<---	Performance	.014	.975
Interaction_adjustment_cross	<---	Performance	.104	.288
General_adjustment_cross	<---	Performance	.077	.454
Work_adjustment_cross	<---	Compensation	-.192	.771
Interaction_adjustment_cross	<---	Compensation	.081	.582
General_adjustment_cross	<---	Compensation	.287	.063
Work_adjustment_cross	<---	Family_support_Pre	.395	.554
Interaction_adjustment_cross	<---	Family_support_Pre	.140	.348
General_adjustment_cross	<---	Family_support_Pre	.386	.013
Work_adjustment_cross	<---	Work_friends_Pre	-.113	.822
Interaction_adjustment_cross	<---	Work_friends_Pre	.135	.228
General_adjustment_cross	<---	Work_friends_Pre	-.132	.262
Work_adjustment_cross	<---	Non_work_friends_Pre	.918	.024
Interaction_adjustment_cross	<---	Non_work_friends_Pre	.162	.074
General_adjustment_cross	<---	Non_work_friends_Pre	.103	.282
Work_adjustment_cross	<---	Organiza_Support_On	.237	.759
Interaction_adjustment_cross	<---	Organiza_Support_On	-.006	.973
General_adjustment_cross	<---	Organiza_Support_On	-.198	.272
Work_adjustment_cross	<---	Work_friend_On	.479	.282
Interaction_adjustment_cross	<---	Work_friend_On	.126	.206
General_adjustment_cross	<---	Work_friend_On	.126	.227
Work_adjustment_cross	<---	Non_work_friends_On	-.774	.028
Interaction_adjustment_cross	<---	Non_work_friends_On	-.030	.707

General_adjustment_cross	<---	Non_work_friends_On	-.221	.007
General_adjustment_cross	<---	Family_support_On	-.213	.431
Interaction_adjustment_cross	<---	Family_support_On	.076	.768
Work_adjustment_cross	<---	Family_support_On	1.768	.128

Chapter7: Post- assignment organizational and social support (Model 2)

Standardized Regression Weights: (Group number 1 - Default model)			Estimates	P
Job_commitment	<---	Organiza_support_ReHome	-.074	.111
Organiz_commitmnt	<---	Organiza_support_ReHome	-.053	.122
Retention	<---	Organiza_support_ReHome	-.108	.637
Job_commitment	<---	Family_support_ReHome	-.143	.019
Organiz_commitmnt	<---	Family_support_ReHome	-.096	.035
Retentio	<---	Family_support_ReHome	-.341	.258
Job_commitment	<---	Work_friends_ReHome	.168	.072
Organiz_commitmnt	<---	Work_friends_ReHome	.005	.943
Retentio	<---	Work_friends_ReHome	.628	.173
Job_commitment	<---	Non_work_friends_ReHome	.242	.006
Organiz_commitmnt	<---	Non_work_friends_ReHome	.026	.693
Retentio	<---	Non_work_friends_ReHome	.460	.293
Job_commitment	<---	Work_adjustment_cross	.025	.070
Organiz_commitmnt	<---	Work_adjustment_cross	-.005	.617
Retentio	<---	Work_adjustment_cross	-.057	.403
Job_commitment	<---	Interaction_adjustment_cross	-.057	.358
Organiz_commitmnt	<---	Interaction_adjustment_cross	-.024	.606
Retentio	<---	General_adjustment_cross	.130	.640