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**SYSTEMATIC LITERATURE REVIEW OF INTERNATIONAL
ASSIGNMENT IMPACT ON EXPATRIATES' CAREER
COMPETENCIES**

SCHOOL OF MANAGEMENT

**DISSERTATION FOR THE AWARD OF
MASTER OF RESEARCH IN MANAGEMENT RESEARCH**

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**Systematic Literature Review of International Assignment Impact on
Expatriates' Career Competencies**

Supervisor: Dr. Michael Dickmann

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**This thesis is submitted in partial fulfillment of the requirements for the
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Abstract

Expatriate career management upon returning home is both a challenge to the individual and the employing multinationals, however, most studies took only organisational view to explain the challenge. How international assignment impacts on expatriates' career competencies is not clear. This study employs the systematic literature review approach to survey on the present knowledge of international assignment impact on expatriates' career competencies.

The systematic review aims to systematically identify studies, critically review their diverse range of propositions and empirical evidences, and then explicitly extract evidence about the career competency impacts of international assignments for synthetic analyses. I detail the systematic review protocol for the research question and reflect on the implementation of literature search and selection procedures. Following its procedures, I selected 45 key papers for comprehensive data synthesis.

Sufficient evidence of international assignment impact on all three dimensions of expatriates' career competencies is found. Through the review of theoretical propositions and empirical evidence, five specific thematic groups of career competency are found and emerge from the 'know-why' dimension of career competencies, while four thematic groups emerge for each of the 'know-how' and 'know-whom' dimensions. The number of studies about of international assignments' impacts on expatriates' 'know-how' and 'know-why' dimensions are much more than the 'know-whom' dimension, which suggests the lack of exploration about the latter despite its significant effects on expatriate performance and career adjustment issues identified in the past. I also found expatriate's career competencies of value systems, language skills and career strategy, and private non-work relationships are much less studied and yet important career competencies in intercultural contexts. They are thus candidates of my future research.

Finally, I examine the limitations of the systematic review approach in this study. I conclude some learning experiences on the systematic review, which contribute to future researcher with the approach.

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Table of Contents

Abstract.....	i
Acknowledgements.....	ii
Table of Contents.....	iii
Lists of Tables.....	v
Lists of Figures.....	vi
List of Appendix.....	vii
Key to Abbreviations.....	vii
Chapter 1 Introduction.....	1
1.1 Study Background.....	1
1.2 Literature Scope.....	3
1.2.1 International Assignments and Repatriate Careers Issues.....	4
1.2.2 Career Competencies.....	7
1.2.3 Other Career Competency-Relevant Concepts.....	11
1.3 Review Aim and Structure.....	14
Chapter 2 Methodology.....	16
2.1 Systematic Review.....	16
2.1.1 Nature and Significance of the Systematic Review.....	16
2.1.2 Review Stages.....	17
2.2 Elements of Review Process.....	17
2.2.1 Review Panel.....	17
2.2.2 Search Strategy.....	18
2.2.3 Selection Process and Quality Assessment.....	20
2.2.4 Data Extraction.....	22
2.2.7 Data Synthesis and Reporting.....	22
2.3 The Review as a Learning Process.....	23
Chapter 3 Descriptive Findings.....	25
3.1 Bibliographical Information of Selected Studies.....	25
3.2 Thematic Information in Statistics.....	30
3.2.1 Self Competencies.....	30
3.2.2 Subject Competencies.....	31
3.2.3 Social Competencies.....	32
3.3 Overall Descriptive Summary of Studies.....	33

Chapter 4 Thematic Findings.....	35
4.1 Question Importance and the State of Research.....	35
4.2 Self (Know-why) Dimension of Career Competencies.....	39
4.2.1 Self-Concept.....	39
4.2.2 Value and Beliefs.....	41
4.2.3 Interest, Purpose and Motivations.....	42
4.2.4 Expectations and Satisfaction.....	43
4.2.5 Emotional Traits and Personality.....	45
4.3 Subject (Know-how) Dimension of Career Competencies.....	47
4.3.1 Work-Related Skills.....	47
4.3.2 General Knowledge of Career Contexts.....	49
4.3.3 Language Skills.....	50
4.3.4 Career Competency Orientation.....	50
4.4 Social (Know-whom) Dimension of Career Competencies.....	51
4.4.1 Intra-firm Network of Relationships.....	51
4.4.2 Inter-firm Network of Relationships.....	52
4.4.3 Social Relationships in Private Life.....	53
4.4.4 Reputation and Trust.....	53
4.5 Interplays of Career Competencies Dimensions.....	54
4.5.1 Interplays within Competencies Dimensions.....	55
4.5.2 Interplays between Self and Subject Competencies.....	56
4.5.3 Interplays between Subject and Social Competencies.....	57
4.5.2 Interplays between Self and Social Competencies.....	57
4.6 Summary.....	58
Chapter 5 Discussions.....	60
5.1 Discussion of Findings.....	60
5.2 Future Research Implications.....	65
5.3 Limitation and Methodological Reflections.....	71
Reference List 1 (Introduction-Chapter One).....	74
Reference List 2 (Methodology-Chapter Two).....	78
Reference List 3 (Key Review Papers-Chapter Three to Five).....	79
Appendices.....	82

Lists of Tables

Table 1-1: Major Academic Development on Career Competencies.....10

Table 1-2: Other Candidates of Relevant Constructs of Individual Competencies.....14

Table 2-1: Panel Members and Areas of Influence18

Table 2-2: Keyword Strings Selection19

Table 2-3: Selection of Other Sources of Information19

Table 2-4: Initial Relevance Selection Criteria20

Table 2-5: Selection Process of Key Studies for Review.....21

Table 3-1: Numbers of Studies Included and Excluded.....25

Table 3-3: Frequency of Top Authors of Contribution.....27

Table 3-3: Author by Country of Residence.....27

Table 3-4: Studies’ Quality.....27

Table 3-5: Methodological Types in Studies.....28

Table 3-6: Frequency of Data Collection Methods.....28

Table 3-7: Selected Studies by Original Themes and Frequency of Keywords.....28

Table 3-8: Location of Home Organisation and Host Countries of Expatriates.....29

Table 3-9: Expatriate Managers’ Nationalities and Industries.....30

Table 3-10: Number of Studies on Self Competencies Impacts.....30

Table 3-11: Studies on Subject Competencies Impacts.....31

Table 3-12: Count and Duration Span of Social Competencies Constructs Evidence.32

Table 4-1: Career Competencies Influenced by IAs and Recommended for Further
Study38

Table 4-2: Prominent Career Competencies Not in Future Research
Recommendations39

Table 4-3: Career Competencies Influenced by IAs.....54

Table 5-1: Empirical evidence of different types of influences of international
assignment on career competencies.....62

Lists of Figures

Figure 1-1: Literature Review Scope.....	3
Figure 2-1: Systematic Review Process suggested by Cranfield AMRC.....	17
Figure 3-1: Articles Percentage Concentration in Four Journals	26
Figure 3-2: Number of Selected Studies by Year(s) of Publication.....	26
Figure 3-3: Subject Subgroups of Selected Studies.....	29
Figure 3-4: Frequency of Evidence on Self Competencies (all studies and direct empirical evidence).....	31
Figure 3-5: Frequency of Evidence on Subject Competencies.....	32
Figure 3-6: Frequency of Studies on Social Competencies.....	33
Figure 3-7: Overall Frequency of Studies across Career Competency Dimensions....	33
Figure 5-1: Interplays within Each Career Competency Dimensions.....	63
Figure 5-2 Interplay Cross Career Competencies Dimensions.....	65

List of Appendices

Appendix 1-1 Employability and Its Individual Factors.....82

Appendix 2-1 Database Selection Criteria.....83

Appendix 2-2 Stringent Relevance Selection Criteria.....84

Appendix 2-3 Quality Criteria and Appraisal Chart.....85

Appendix 2-4 Rating Schemes of Studies by Quality Criteria86

Appendix 2-5 Specific Quality Checklist by Study Type.....87

Appendix 2-6 Studies Selection Process and Results at Initial Stage.....88

Appendix 2-7 Paper Exclusion Reasons and Paper Counts in Last Stage of89

Appendix 2-8 Extraction Form90

Appendix 3-1 Number of Studies by Publication Sources.....91

Appendix 3-2 Chronological Summary of Key Studies by Career Competencies.....92

Appendix 4-1 Connotations of Emerged Career Competencies.....94

Appendix 4-2 Evidence of Career Competencies’ Interplays.....95

Appendix 4-3 Chief Summary of All Key Studies (in alphabetic order of author’s surname)96

Key to Abbreviations:

IHRM:	international human resource management
IA(s):	international assignment(s)
MNC(s):	multinational corporation(s)

CHAPTER ONE INTRODUCTION

1.1 Study Background

DeFillippi and Arthur (1994) use the term 'career competencies' to denote three pillar areas of individual competencies. They propose that cumulative career competencies are embodied in people's beliefs and identities (know-why), skills and knowledge (know-how) and networks of relationships and contacts (know-how) (DeFillippi and Arthur, 1994:320), and suggest these competencies are supposed to support careering process at the individual level in a 'boundaryless' fashion, thus the concept 'boundaryless career' (DeFillippi and Arthur, 1994).

This study aims to understand what happened to expatriates' career competencies when they undertake assignments overseas. Such international assignments (IAs) are used by multinational corporations to achieve strategic and operational coordination between headquarter and overseas subsidiaries (Brewster, 1991) and increasingly also for the purpose of developing future global leaders for the firm (Black *et al.*, 1999:2; Kohonen, 2005; Oddou *et al.*, 2000). Expatriate staff and executives are often sent to stay in the overseas host country for over a few year years before returning. While it is unclear how expatriating individuals might have accumulated new career competencies in such long assignments abroad, it is well evidenced that around 10-25% repatriates choose to leave the firms within one year of repatriation (Black, 1992; Solomon, 1995; Black and Gregerson, 1999)—a figure about twice of domestic managers in the U.S (Peak, 1997), and 40~55% within three years (Black *et al.*, 1999).

Multinational firms that intend to internally develop future corporate leaders in intensifying global operations suffer from the low repatriate retention rate. However, on one hand, MNCs that suffered are criticised for not having adequate repatriation adjustment programs (Harvey, 1989; Solomon, 1995), or developing long-term career plans that connect international assignments (e.g., Feldman and Thomas, 1992). Consequently, expatriates are often put in a 'holding' position or do not have a job meeting their career expectations after successfully completed international assignments (Harvey, 1989). On the other hand, Linehan and Scullion (2002) suggest that very "few studies have focused on the individual perspectives of repatriated international managers" (p.649). In contrast, organisations increasingly depend on the

individual for international assignments and global leadership, because the needed human resources are both critical and scarce (Larsen, 2004: 865).

Given the significant challenges of expatriate career management, we must also try to understand multinational organisations and their intra-organisational careers' dependence on individual international assignees after rightly stressed the individuals' dependence on the organisation. In fact, Larsen (2004) persuasively argued that despite the benefits of organisation rationalistic planning in its global career management, in fact such planning bears many potential causes of the persisting global careers management (p.861). Such organisational planning could have serious downsides to careers by 1) legitimization of individual's inability to be responsible for his/her own career; and 2) misdiagnoses of the career needs of the individual, which end up with unfilled positions and lack of satisfying positions (p.861).

Contrasting traditional organisation-centred approaches to careers, DeFillippi and Arthur (1994)'s career competencies framework stresses the accumulative competencies embodied in the individuals, thus offering a clear theoretical framework to understand organisation's dependence on the individual. By recognising and accepting the importance of boundaryless career behaviours of the expatriates, we could better understand the individual side to tackle the challenges in expatriate career management. In addition, career competencies framework and its boundaryless career view successfully emphasised the dynamics of the interplay between the organization and the individual (Larsen (2004: 867). DeFillippi and Arthur charted the individual *know-why*, *knowing-how*, and *know-whom* career competencies respectively to match with firm's culture and vision, firm's repertoire of overall capabilities, and firm's network activities including inter-firm communication (1994:308-9). Thus adopting career competencies framework has the clear advantage of staying in line with the alignment between organisational competencies and individual career competencies.

Thus we arrive at a knowledge gap about career competencies in international assignments when we try to understand the implication of the dual dependency in the career subfield of global careers. Not much is known about the expatriates' career competencies and how they are developed or influenced in international assignments. Have their career competencies changed during the assignments? Which of three different areas of career competencies are changed? What made them change in the way they change? And what career implications do the changes of career

competencies have for the individual expatriates and for the employing multinationals? Answering these questions should help us to better understand the repatriate career moves from boundaryless career perspective, and help MNCs to better manage the ‘critical and scarce’ human resource of global managers through the vehicle of international assignments.

In short this paper focuses on finding out what are known in current literatures about international assignments’ impact on expatriates’ career competencies, and discussing its research implications. The following section explains the literature foundation for conducting the research. Potentially the finding can help identify future research gap about expatriates’ career competencies and contribute to career competencies framework’s application in the career subfield of global careers.

1.2 Literature Scope

Three aspects of literature effectively build up the scope of study for the systematic review. The first involves studies of repatriate career issues and international assignments; the second concerned studies of career competencies and existing empirical research of specific career competency constructs; and the third include major studies of individual’s career-related competencies that used other frameworks other than DeFillippi and Arthur’s framework of career competencies. The following figures maps the scope of literatures to be searched through the systematic review process. How these literatures connect with the research question is explained in the following section, together with relevant knowledge about each aspect.

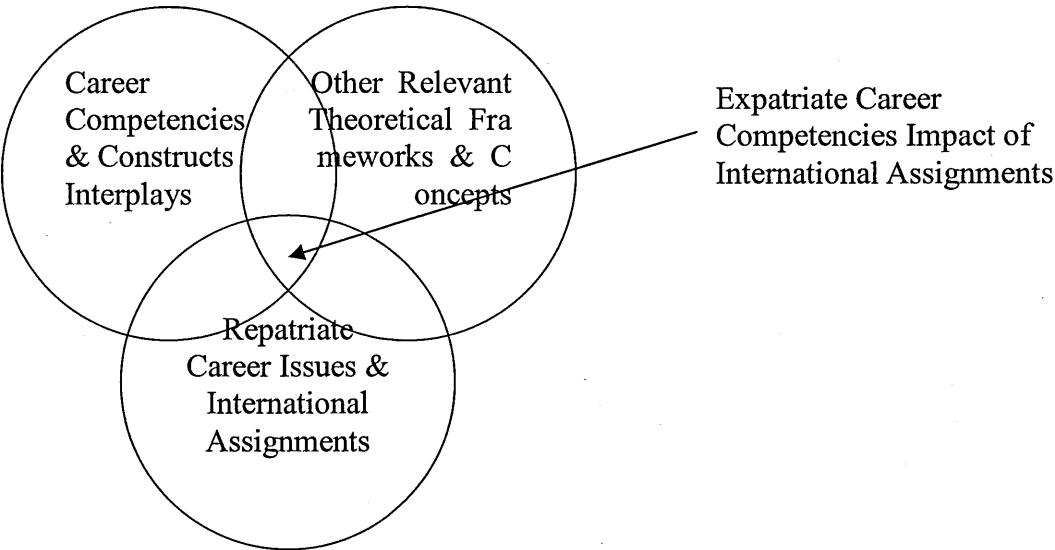


Figure 1-1: Literature Review Scope

1.2.1 International Assignments and Repatriate Career Issues

Scholars started to examine expatriate careers issues in international assignments quite early since multinationals' global expansion in the 1970s. For example, Cagney (1975) and Kendall (1981) already focused on the problematic experiences of executive reentry and Harvey (1982) explicitly advocated involvement of clear career plan for successful repatriation transition. However, comparatively few of the international assignment studies focused on the career issue (Tung, 1998; Welch, 1998 in Riusala and Suutari, 2000); instead, most focused on pre-departure expatriate selection, training, and adjustment during international assignments.

Nevertheless, both expatriation and repatriation are forms of international career transition worth studying. The careers literature suggests that international career transitions like expatriation and repatriation are “distinctive from other types of geographical relocation, and are especially difficult for expatriates, and are worthy of special concern” (Feldman and Thomas, 1992:272). Existing studies of international assignment and expatriate career issues already offered important insight of the types of career issues facing repatriates, their causes, and suggested ways to tackle repatriate adjustment and careers problems. Although the insights are mostly from organisational planning perspective, general influences of international assignment on individuals in careers terms can be appreciated from analyses.

🌀 Influences of International Assignments

Understanding the rationale behind and challenges during expatriates undertaking international assignments provides contextual knowledge for understanding the various influences individual expatriates are subject to during IAs.

Studies identified reasons for IAs from both organisation and individual perspectives. From organisational point of view, expatriate assignments concerned three broad types of companies' needs: strategic operational needs (to control their international operations, to co-ordinate and integrate their operations worldwide, and to transfer knowledge and organisational practices across units, see Brewster 1991), need for symbolic representation ('carry the flag' mission, e.g., Brewster, 1991; Thornton and Thornton, 1995), and need for international human resource development described as 'building global competency inventory' (Ettorre, 1993), or more recently as 'global leader development' (e.g., Black *et al.*, 1999:2; Gregersen *et al.*, 1998; Kohonen,

2005; Oddou *et al.*, 2000; Roberts *et al.*, 1998; Seibert *et al.*, 1995). These reasons are echoed in studies of Brewster and Harris (1999) and Jackson (2000) on designing of global careers.

Studies also indicated reasons for individuals to accept IAs. Five main types of reason are identified, including (1) pursuit of economic interest (Miller and Cheng, 1978; Tung, 1988), (2) seeking (cultural and interact) novelty or “internationalism” (Suutari, 2003), (3) seeking work-related challenges (for reasons 1-3 see Stahl *et al.*, 2002; Suutari and Brewster, 2000;), (4) personal development and learning needs (Porter and Tansky, 1999), and (5) career development needs (Stahl *et al.*, 2002). However, Stahl *et al* suggested that relatively little is known about what motivates expatriates to accept an international assignment (2002).

Not only are expatriates under pressures and incentives from internal (self) and external (organisational) sources in undertaking assignments, but they become also subject to multiple influences during international assignments. Preliminary examination of studies shows at least three aspects of host country environment expatriate need to adjust to: adjustment to work; adjustment to interacting with host nationals, and adjustment to the general non-work environment (for example physical environment and lifestyles, social norms and cultural differences, political and ideological systems, and spouse and family circumstances, etc., see Black *et al.*, 1991; Borstorff, 1997; Harris, 1993, 2004). Expatriate adjustment is both psychological and socialcultural in nature (Selmer, 2000).

These studies show that individual expatriates are interacting and accommodating to a complex set of subjective and objective influences, under which their know-why, know-how, and know-whom are highly likely to be influenced.

❧ Repatriation Career Challenges after International Assignments

Repatriation is the last stage of expatriation cycle (Harris, 2000[CReme]), and is addressed as ‘the toughest assignment of all’ (Hurn, 1999). Studies show the career challenges in the repatriation phase are twofold: career progression opportunities and relocation upon return (Tung, 1988a). For both, career challenges show different types: 1) stagnated career development opportunities, being out of the mainstream of advancement (Gomez-Mejia *et al.*, 1987; Harvey, 1982; Peak, 1997; Tung, 1988; Napier and Peterson, 1991); (2) job shock and under-utilization of international

experience and developed skills (Feldman, 1991; Peltonen, 1997); (3) relocation issues like cost-of-living differentials, financial and housing allowances, family education continuity, life and culture differentials, forced spouse career change (Gomez-Mejia *et al.*, 1987; Harvey, 1982; Kendall, 1981); (4) altered work roles and social status (Gomez-Mejia *et al.*, 1987); (5) personal and professional isolation from the domestic office during IAs (Harvey, 1982) caused poor integration to the home unit personnel (Peltonen, 1997).

Apparently these issues closely connect with three types of changes occurred to expatriates during IAs: (1) expatriates' expectations (a know-why competency) towards career-related issues at home organisation changed, which is connected with their job shock and relocation life adjustment difficulties; (2) changes in expatriates' skills and experiences (a know-how competency) which caused underutilisation of new skills and disappointment in job; and (3) changes in the quality of social relationships with home personnel (e.g., isolation—a know-how), which relates to the difficult integration into home unit and deprivation of mainstream advancement opportunities.

On the other hand, studies also found some measures organisations have taken that relieved some of the repatriate career difficulties. For example, corporate values related to the importance of an overseas assignment to the organization; the perceived impact of corporate turbulence on being able to place repatriates adequately upon their return; whether the organization has appropriate performance appraisal and career development plan for repatriates (Ettorre, 1993; Stroh, 1995); using the buddy system, mentor programs and frequent visits to home; and information update about home organisation development (Blocklyn, 1989; Bolino and Feldman, 2000; Ettorre, 1993; Half, 1993; Harvey, 1982).

Above we can deduce from above summary of organisational practices to relieve these repatriate career issues that organisational practices become effective when they tackled three matching areas of repatriate career competencies: (1) appropriate corporate values towards expatriate careers that match individual career expectation (know-why); (2) proper assessment of expatriate skills and competencies developed overseas (know-how) and design matching career plans; (3) formalised buddy system, mentor support and repatriate socialisation initiatives that assist individual to maintain balance of know-whom during IA.

The analysis suggests that from both general repatriate career issues and past organisational initiatives to reduce negative career impacts, the importance of the three individual career competencies dimensions already emerged. However, to completely validate career competencies' central position in the individual-organisational dual dependence in international careers, evidence need to be extracted from individual perceptions and experiences of the international assignment impact on career competencies. Also more robust evidence are needed to develop details of specific career competencies' change during IAs.

1.2.2 Career Competencies

A competency (competence) does not necessarily refer to skills or ability, but refers more generally to 'the ability, power, authority, skill, knowledge, etc. to do what is needed (Oxford Advanced Learner's Dictionary of Current English, 1963)". However, in DeFillippi and Arthur (1994)'s conceptualisation of career competencies, they are phrased as "know-why, know-how, and know-whom (that) are *forms of knowledge assets* (p.310)", all researchers have changed the wording to the 'three ways of knowing', i.e., 'knowing-why', 'knowing-how', and 'knowing-whom' in later studies of boundaryless careers and intelligent careers, including DeFillippi and Arthur themselves (e.g., in Arthur *et al.*, 1995; Sturges *et al.*, 2003). For international researchers it might be confusing because the 'ways' of knowing in English may mean both the 'methods' of knowing things and the 'directions' or 'targets' of things to know. The first definition of 'way' in Oxford Advanced Learner Dictionary (OALD [online]) appears to be 'Method/style', which makes the 'three ways of knowing' terminology in disagreement with the three career competencies as 'forms of knowledge assets' that have potential contributions to careers when being recognised and given opportunities for employment (DeFillippi and Arthur, 1994: 310).

From observation of the usage of the 'three ways of knowing' in later work (e.g., Arthur *et al.*, 2001; Eby *et al.* 2003; Dickmann and Harris, 2005; Wnuk and Amundson, 2003; Sturges *et al.*, 2003), I posit that the 'three ways of knowing' terminology for career competencies has been used with the same connotation of the original three KNOWs terminology, referring to three different types of things that can be acquired by the individual for potential career contribution. The three 'ways' of knowing thus refers to the target or directions for one to know. DeFillippi and

Arthur (1994) rightly used the Present Participle (i.e., 'knowING') to stress the dynamic nature of the knowledge in three forms, which implies that such knowledge forms can be acquired or developed by the individual in their experiences, rather than being static and unchangeable. In fact when they conceptualise the career competencies, they already assert that it is "the interest of the person in finding such employment settings (for career knowledge assets to be recognised and employed (ibid.: 310)."

However, to avoid potential confusion in this study and future studies that intend to identify specific career competency constructs, it is important to be crystal clear what the career competencies connote. I posit a third way of describing the three dimensions of career competencies. Based on DeFillippi and Arthur (1994)'s original conceptualisations, know-why dimension concerns subjects like one's psychological and natural properties that are at the intrapersonal level; the know-how dimension is knowledge concerning proven behaviours that bring out specific target consequences, which often being as acquirable subject knowledge; the know-whom dimension relates to issues existing at interpersonal level. Therefore by the levels of analysis, the three dimensions perhaps can also be termed as self competencies, subject competencies, and social competencies. In this study, the self, subject and social competencies are used interchangeably with the 'know-why', 'know-how' and 'know-whom' terminology.

DeFillippi and Arthur (1994) have particularly emphasised the interplay between the three career competencies dimensions in forming the career interdependencies between the individuals and the firms, which Figure 1-2 illustrates. DeFillippi and Arthur (1994) noted that it is important to study the interaction mechanism(s) among the career competencies, because imbalanced utilisation of various career competencies would leads to 'asymmetrics' in the development of career competencies for both individuals and organisations. Such asymmetric development could constrain the realisation of boundaryless careers (DeFillippi and Arthur, 1994:320). Therefore I will also try to find out evidence of the interplay by this literature review and give adequate discussion of potential international assignment impact on the interplay.

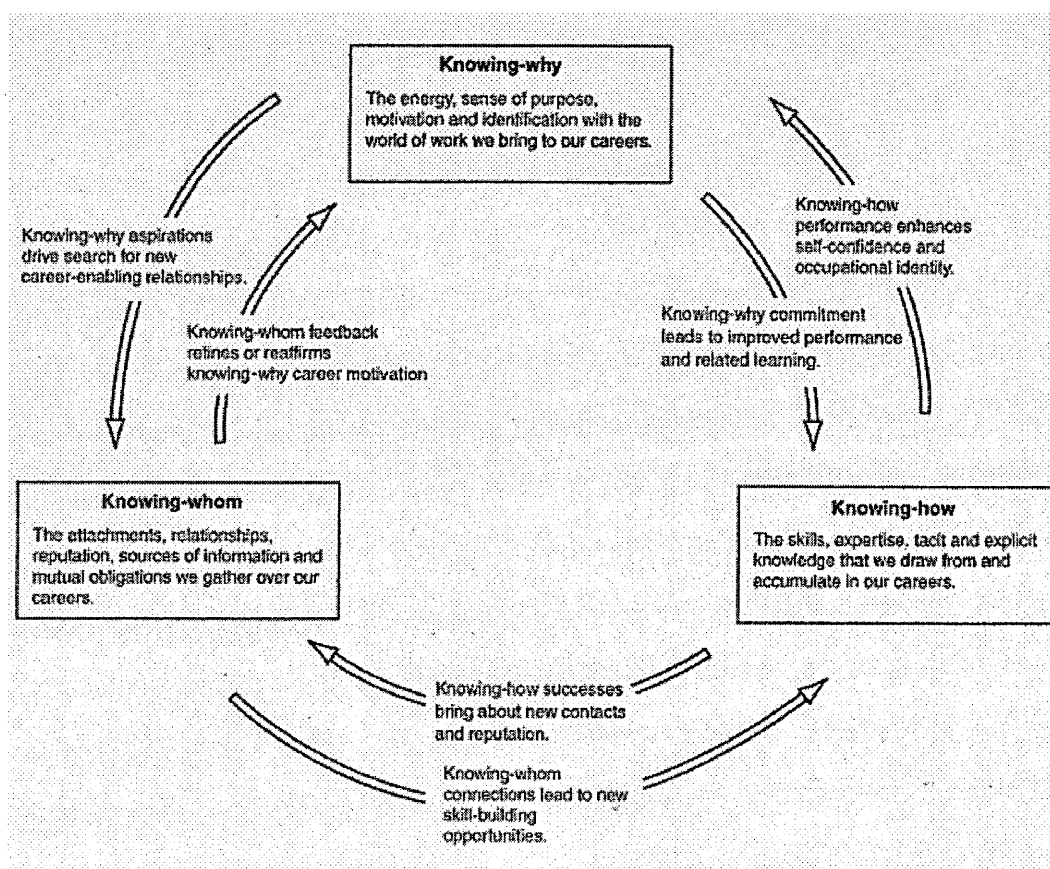


Figure 1-2: Three Career Competency Dimensions and Their Interplay during Accumulation

However so far achievement to operationalise or empirical measure the specific career competencies is little published. Available studies and their pertinent contributions are summarised in Table 1-1. Included also include studies that follows the ‘career capital’ and ‘intelligent careers’ concepts which Arthur and his colleagues developed (‘intelligent careers’ by Arthur, Claman and DeFillippi, 1995; and ‘career capital’ concept by Inkson and Arthur, 2001) based on the same three career competencies dimensions (DeFillippi and Arthur, 1994). Note that the career capital concept, which viewed “individual as more or less a knowledge capitalist in today’s knowledge economy” (Inkson and Arthur, 2001:48), does not fully assume individual-firm dual dependency whereas ‘intelligent careers’ does by supporting the making of ‘intelligent firms’ (Arthur *et al.*, 1995).

Study	Approach	Knowing-why constructs	Knowing-how constructs	Knowing-whom constructs
DeFillippi & Arthur, (1994); Arthur <i>et al</i> (1996); Inkson and Arthur, (2001)	Original theoretical development of 3 career competency dimensions and their interplays.	Related to career motivation, personal meaning and identification that shape sense-making of careers (1994:308), including personal identities, interest, beliefs, values (1994:309)	Job-related KAS (knowledge, abilities, skills) and broader know-how competencies; e.g.; connects established ideas of individual knowledge, skills and abilities with idiosyncratic component (1994:309).	Refer to career relevant networks, and how people help inter-firm communication, ties, relationships, reputation, etc. (both as resource of expertise and learning, and as 'bridge' of opportunities)
Arthur, and Parker, 2002	Three career competencies representation in 10 career contexts	Emphasised one's values and beliefs, roles, psychological well-beings, identities that are enriched dynamically with these 10 various communities	Identified expertise, knowledge, & learning shown in 10 various communities respectively	Emphasised work-related relationship, social support and reputation enriched within 10 career communities (i.e., inter-firm social capital)
Arthur <i>et al.</i> , 2002; Parker, 2002).	Intelligent Career Card Sort	Based on CCs' original definition, they developed Intelligent Career Card Sort (ICCS) to study 3 career competencies interplay empirically. However, the specific constructs of the ICCS are not revealed in the studies or information page of the consulting work that used them (see http://www.intelligentcareer.com).		
Terjesen, 2005	Embodied and embedded career capital	Theoretical distinction is made between embedded & embodied career capital, where embodied career capital independently resides with the individual and is free from context while embedded career capital is activated by individuals through interactions with other entities in various social contexts.		
Dickmann & Harris, 2005	Examined career capital of expatriates	Initial empirical evidence that emphasised the utility of 3 ways of knowing for both expatriate & multinational employers in international careers		

Table 1-1: Major Academic Development on Career Competencies

Arthur and Parker (2002)'s study specifically identified the connotation variations of three ways of knowing across ten different career communities or contextual dimensions ranging from company to family to community, from project to industry to ideology, etc. For the study of expatriates, it offers an interesting guidance for understanding expatriates' career competencies changes across many communities. The ICCS studies (Arthur *et al.*, 2002; Parker, 2002) provided rationale and made

efforts to operationalise career competencies by the intelligent career sort card concept, however specific sort cards (as statement based measurement schemes) on empirical testing is not revealed in these studies, and sample statements have not seem to fully utilise existing knowledge of career competency constructs. Terjesen (2005)'s division of career capital (career competencies) into embedded and embodied is theoretically appealing, however, the two groups causes problem for empirical measurement as it is very difficult to separate all career competencies without overlap in to the two groups. For example, an apparently clear know-why career competency like identity is argued to be a multi-faced concept and is socially constructed, thus could be viewed as both embodied and embedded. Finally, Dickmann and Harris (2005)'s study first empirically evidenced the dual dependency between expatriate career actors and multinational employers through examining the utility of overlapping career competencies in the dependency. Apart from above studies, the body of knowledge systematically studying specific career competencies constructs are extremely limited.

1.2.3 Other Career Competency-Relevant Concepts

There are other theoretical frameworks or concepts that scholars often used to analyse individual factors pertinent to careers, which are worthy of brief introduction as I included some of these concepts in the subsequent systematic literature search and selection for the study. This paper selected three major theoretical frameworks (employability, human capital and social capital), and five other concepts that appeared in career studies for design the search for papers. These theories and concepts are selected because they are used much more than other candidate concepts in studies pertinent to individual factors for (international) careers, according to a trial database search under the keyword string “(individual OR personal) AND career AND competenc*” as part of the systematic literature procedures (which is detailed in Chapter 2).

☞ *Employability, Human Capital, Social Capital*

All the three concepts—employability, human capital, and social capital—are richly documented and theorised as frameworks relevant to careers studies. Although dispersed theoretical approaches are developed to analyse all the three concepts, it is clear that all of them are closely relevant for the individual level of careers studies.

Employability at its core concerns the forces that enable individuals to be kept in employment (HM Treasury, 1997:1), while career's connotation includes the state of being employed and surpasses it to involve satisfaction of individual career aspirations. However employability theories assess the antecedents to employment and offer us many useful insights of the individual-embodied factors connected with the employment part of one's careers, thus its inclusion in the scoping. Moreover, employability theory has captured the dependence of individual factors on circumstances of work and external contextual factors (McQuaid and Lindsay, 2005:209). Its studies may offer insights about the dual dependence of individual and employing organisation as assumed by the career competencies and boundaryless career concept (see Appendix 1-1 for list of individual employability factors).

Human capital is the perhaps the oldest concept to discuss individual-embodied career competencies, starting from economics (Adam Smith) applying the word 'capital' to men (Arthur *et al.*, 2001; Walsh, 1935). Flamholtz and Lacey (1981)'s human capital theory (HCT) proposes that human capital are capital form of attributes such as people's skills, experience, and knowledge that are developed and invested by the employer or employee to earn both financial and performance returns for the firm, and employment-related returns such as careers for the individual, thus is closely relevant to the paper's objective to study individual factors for careers. More over, the ranges of individual factors included in the human capital studies are sparse, ranging from technical know-how (e.g., Kleiner, 1980), work-related know-how (e.g., Miller and Wurzburg, 1995;), firm-specific human assets (e.g., Mincer and Ofek, 1982; Dolton and Kidd, 1998), to the broadest sense of human abilities in a few studies (e.g., Flamholtz and Lacey, 1981; Miller, 1995; Wayne *et al.*, 1999; Evans, *et al.*, 2000; Garavan, *et al.*, 2001; Gratton and Ghoshal, 2003; etc.). Therefore I believe the career studies using human capital is an importance source of knowledge for understanding the individual career competencies changes (in international assignments).

For social capital, it has three levels defined in the current body of knowledge: micro, meso, and macro (Akdere, 2005:4), and social capital is viewed as relevant term to human resource development (HRD) at the respective levels (Portes, 1998). I discussed only the micro level of social capital which emphasises the individual's ability to mobilise resources through local network institutions such as community-based organisations, extended families, and social organisations (Akdere,

2005:5). Apparently the social capital is closely connected with know-whom career competencies which concern network of relationship and contacts, thus career studies using social capital should provide rich sources for understanding how the know-whom of individuals might be changed during career transitions.

It should be important to note that both employability and human capital theories have included the demographic attributes of individual as career-influencing. However, because the change of demographic attributes such as age, gender, and race probably follow natural rules for all people, i.e., people all grow older one year after another, I make the distinction between these demographic attributes as ‘non-accumulative’ and those more dynamic individual factors like communication skills and managerial experiences that are subject to both subjective and objective forces and thus often vary significantly between two individuals.

Like career studies in general, most studies using human capital and social capital concepts have taken organisational point of view in examining their career effects. That explains why Arthur *et al* (2001) explicitly refer cultural capital, human capital and social capital as three forms of company capital interconnected like the three ways of knowing (p.102). Nevertheless, both concepts are based or connected to individual factors that can be developed in career contexts, thus being important sources for enriching the scope of studies that will be selected into the key studies for systematic review.

Other Concepts

I find the following concepts apparently received dedicated scholarly attention in discussions of careers from individual factor point of view: intellectual capital, emotional intelligence, cultural competencies, linguistic competence, and political capital or political skills. Having potential overlaps with the above reviewed frameworks, however, they focused on specific constructs of individual factors towards career success. The following table illustrates the main connotation of these concepts and assesses their connections with the target career competencies framework.

Concepts	Sample study	Main Connotations	Assessment of Connections
Intellectual capital	Reich & Kaarst-Brown (2003)	Acquired human intelligence and knowledge to obtain returns, concerning the ability to perceive, conceptualise, and develop (imagine) knowledge and understanding.	It concerns intellectual competence such as logical thinking, and is often judged by qualifications and intellectual performance. It reflects mainly know-how competencies but supports the uses of all career competencies. Sample paper shows its connection with know-whom.
Emotional intelligence	Fox & Spetor (2000)	It refers to human ability to consciously use emotional charges in self-presentation, empathy towards subjects and other people in interaction; involves the recognition and expression of human moods and emotions.	It concerns image, symbolic interactions, interest, and motivation that are important to careers. The sample paper evidenced the career interview impression impact of these emotional traits and properties. It relates particularly to know-why career competencies and interpersonal know-how.
Cultural Competence	Arthur & McMaho n (2005)	Refers to sensitivity, awareness, and adaptability to (sub-) culture and lifestyle differentials across organisations and societies; is competency that reduces uncertainty and risks during interacting with different values and norms.	Such competencies denotes awareness, explicit knowledge, and tacit experiences about different values and norms and their consequences across different social contexts, thus related to specific types of know-how for cross-cultural settings and is important for international career transitions and daily intercultural interactions.
Linguistic Competence	Rich (1998)	Refers to language and communication ability, reflected in comprehension and listening skills, assertiveness and ability to convey meaning across different languages barriers.	Sample paper argues that verbal ability plays a key role in career mobility in the workplace. It is a foundation of most work and social interactions; for international careers, it is a particularly important know-how and influences to know-whom.
Political Skills and Political Capital	Harvey & Novicevic (2004); Tharenou (1997); Zanzi, Arthur & Shamir (1991)	Ability to manage situation where competing interests of influential actors trigger conflict and coalition building that leads to legitimacy (Harvey & Novicevic, 2004:1175). Zanzi <i>et al</i> (1991) found political skills are strongly reflected in the use of network tactics, and they concern external career more than skill development and autonomy.	Political capital concerns ability and skills to navigate through conflicts and coalition building of influential actors with competing (career) interests at interpersonal, intra- and inter-firm levels. It is argued as having parallel importance with social capital, cultural capital, and human capital for global leaders development through international assignments (Harvey & Novicevic, 2004:1178); related strongly to all three dimensions of career competencies.

Table 1-2: Other Candidates of Relevant Constructs of Individual Competencies

1.3 Review Aim and Structure

☞ Review Aim

After having constructed the above theoretical review, an understanding of the directions for setting systematic protocols is developed to guide the review. The systematic literature review protocol uses keyword-based search strings that are formed following the relevant concepts and theoretical frameworks reviewed in this

chapter, so that theoretically more systematic evidence about individual's career competency changes during international assignments might be obtained. as reported in Chapter 3 and 4. Studies are strictly selected following a tailor-made process using the systematic literature review methodology. As such, studies selected need to be both relevant and of robust quality in the evidence they present. The evidence I aim to uncover and organise from reviewing the studies will form the basis for further research argument and empirical investigations.

☞ Review Structure

Structure of systematic review is outlined as the following: Chapter 2 introduces the systematic literature review's underpinning methodology and highlight the protocols for search and selection procedures, and quality screening criteria; Chapter 3 provides a descriptive analysis of the selected work for systematic review to summarise the selected studies by author, by time, by type of methodology, by publication, by subject, etc.; Chapter 4 presents thematic review findings of the existing evidence about the IA' impacts on specific individual competencies constructs. These constructs are organised by the emerging sub-themes under the three dimensions of career competencies; Chapter 5 summarises and connects these findings with the repatriate career management issues, offers methodological reflections, and discusses subsequent research implications.

CHAPTER 2 METHODOLOGY

This chapter presents the methodological orientation and detailed methods and procedures followed by the systematic review. I paid particularly attention to the panel formation and protocol development in the review process, and included the database and keyword identification, inclusion and exclusion criteria, quality assessment criteria, data extraction method, and data synthesis approach. It reflects the research learning aspect of the review experience.

2.1 Systematic Review

2.1.1 Nature and Significance of the Systematic Review

A systematic review is “a review of the evidence on a clearly formulated question that uses systematic and explicit methods to identify, select and critically appraise relevant primary research, and to extract and analyse data from studies that are included in the review. Statistical methods (meta-analysis) may or may not be used” (NHS Centre for Reviews and Dissemination, 2001). As a methodology to synthesise literature, it has been predominantly applied in medical science and increasingly to social sciences (Tranfield *et al.*, 2003). Tranfield *et al* (2003) from Cranfield Advanced Management Research Centre (Cranfield AMRC) posited that such systematic review lies at the heart of a “pragmatic” management research, which aims to serve both academic and practitioner communities; therefore it made the process mandatory for MRes dissertation such as this project. Generally speaking, systematic review process has the following benefits for literature-based evidence review (Cook *et al.*, 1997; Tranfield *et al.*, 2003):

- Comprehensiveness or completeness of the literature evidence on the focused subject;
- Consistent and robust selection criteria reinforcing quality of the review;
- Replicable process avoiding ‘black box’ in traditional narrative review and reducing researcher-based biases, etc.

This methodology is suitable for the current research. The research of expatriates’ careers is of interdisciplinary nature, thus evidence from multiple theoretical perspectives is needed from existing studies on the issues. Careers are linking micro- and macro-frames of references (Schein, 1978) and can be examined from all levels of analysis. The scope of theoretical frameworks used to shed lights on individual competencies for careers is also as wide as Chapter 1 suggests, thus requiring a

comprehensive review of the evidence. In addition, the qualitative nature of identifying constructs and evidence is prone to researcher’s subjective biases, thus requires more robust paper selection and evaluation process to avoid sloppiness and black box effect of the literature-appraisal quality. Systematic literature review is thus recognised as an appropriate and essential method to produce exacting review results for the research question.

2.1.2 Review Stages

The following diagram illustrates the systematic literature review process and specific procedures I adopted for the current study.

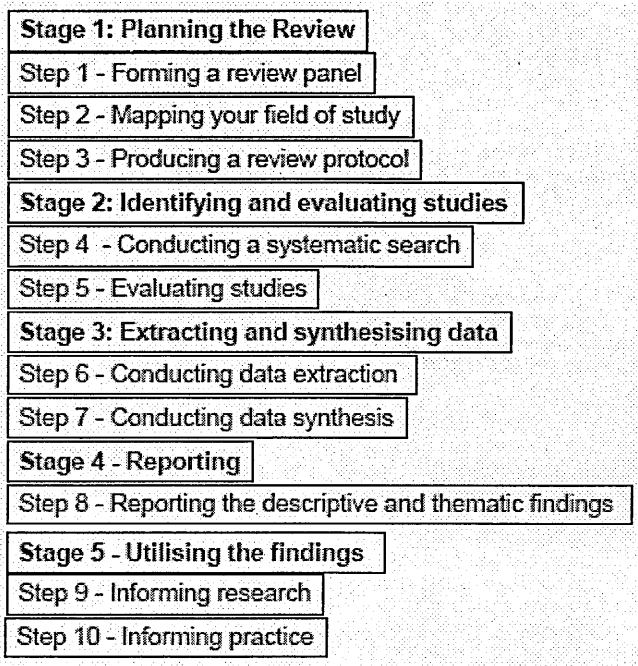


Figure 2-1: Systematic Review Process suggested by Cranfield AMRC

2.2 Elements of the Review Process

2.2.1 Review Panel

Panel members are experienced researchers with specialist knowledge and capability in advising on my research project. They are formed from the faculty members on the MRes program, from researcher’s supervisor and his recommendation, and researcher’s own academic networking; all panel members have interest in my research question and help me to settle it properly. The researcher constantly interact with the panel members to discuss the research question, recommend seminal and relevant papers, offering critique and suggestions for the review procedural design and execution. Members of the panel and their respective influences are summarised

in the following table.

Panel Member	Areas of Influence
Dr. David Denyer	Clarifying research question Linking research question to systematic review methodology Revising protocols of the SR procedures including search strings, selection criteria, and quality assessment, etc. Resources and technical issues for conducting systematic review
Dr. Michael Dickmann	Clarify and guide research question in the research field Research’s conceptual development and relationship development Help with academic paper writing and general guidance
Prof. Kim James	General research process guidance and coaching on academic writing style
Dr. Val Singh	Suggest how to narrow research question and search strings
Dr. David Partington	General suggestion on research question identification
Prof. Michael Arthur	Offer expert views on the theoretical framework and recommend papers

Table 2-1: Panel Members and Areas of Influence

2.2.2 Search Strategy

☞ Search Strategy

My systematic search strategy includes several steps. First, sources of information are chosen. Newspaper articles are believed to be unsuitable source of information for their journalistic and sometimes ‘sensational’ style to present information. Databases of scholarly journals is selected to be the main source of information because most scholarly studies with robust evidence are published in academic journals and stored in electronic databases.

Second, a set of keyword strings are design. The keyword strings are made up of most relevant subject keywords. Search strings are applied strictly to searches in databases. Other sources of information are also screened within the subject boundary of the keyword strings. Together with the selected sources of information they make the search result as comprehensive and relevant as possible. Table 2-2 lists the selected keyword strings.

Areas and Rationale	Keyword Strings
Career Competencies and Career-Related Theories (To uncover key papers that explicitly used the concepts such as human capital, social capital, career capital, various competencies, etc.).	1-1 career competenc*
	1-2 employability AND individual
	1-3 “human capital” AND career
	1-4 “social capital” AND career
	1-5 career capital OR career asset NOT career resource
	1-6 [(knowledge OR Intellectual OR intangible) AND

	(capital OR resource)] AND career
Impact of International Assignments (Seek all evidence of any sort of assignment influences on careers).	2-1 (overseas OR foreign OR international OR global) AND (environment OR context) AND career
	2-2 (overseas OR foreign OR international OR global) AND (environment OR context) AND (expatriat* assignment OR secondment)
	2-3 (international assignment OR secondment) AND (impact or influence) AND career
All aspects of expatriates or repatriates' career challenges	3-1 Expatriat* AND career
	3-2 Repatriat* AND career

Table 2-2: Keyword Strings Selection

Journal Databases and Keyword Identification

Pilot test of key word string searches are conducted to find the most non-overlapping databases, and three journal databases are selected from over 10 relevant databases: ABI Proquest Global Business, EBSCO Business, and ISI Web of Knowledge. Their selection criteria are summarised in Appendix 2-1.

Other sources of study

Table 2-2 lists other potential sources of information, and decision regarding their uses or rejection for literature search.

Other Types of Sources	Decision for Systematic Search /Rationale
Conferences proceedings / papers not cited in the databases	Rejected after search as resources are very limited and mostly inaccessible
Theses Databases	Accepted: only two available theses databases (Networked Digital Library of Theses and Dissertations and UMI ProQuest Digital Dissertations); only 1 study relevant is found with only excerpts.
Working papers or unpublished papers	Rejected: working paper databases of various research institutions subscribed by Cranfield has no relevant articles
Personal recommendations knowledgeable researchers and /or practitioners	Accepted after selecting by relevance and recorded with ProCite® reference software together with others database retrieved references.
Books/Cross-referencing	Closely relevant work selected via cross-referencing from core paper or books
Internet documents	Rejected because unsystematic; most academic articles already exist in databases; others are mostly commercial organisation's articles
Reports from relevant institutions, companies, public bodies	Rejected as few information about expatriates individuals is found in company reports; most company information is documented through scholarly articles.

Reference books such as Oxford Advanced Learner's English Dictionary	Used to understand critical concepts like 'competence' or 'competency'.
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Table 2-3: Selection of Other Sources of Information

2.2.3 Selection Process and Quality Assessment

Initial Selection

Initial selection of retrieved studies will be applied by their titles and abstracts' relevance in order to narrow down the range of close-up full-text papers for subsequent review. The criteria are set by the study's subject relevance to my research question; they conform to the search strings and are summarised in the following table. Demographic criteria (such as sector, country, year of publication, sample population demography, level of analysis) are ignored for conceptual papers, but not for empirical papers: only those dealing with western expatriates from 1980 until current time are selected.

	Subject criteria	Demographic criteria
Criteria	Paper deal with one of the following concepts: (1) career competency, employability, human capital, social capital, career capital, individual's intangible factors relating to career; (2) international careers; (3) international assignment impacts. OR any relationship between the three conceptual sets.	- When dealing with careers, sample individuals must not serve in governmental, political or military, criminal, or medical sectors, or serve in firms from planned economies. - Papers dealing with empirical evidence of international assignments or international careers must not be earlier than 1980.

Table 2-4: Initial Relevance Selection Criteria

The total number of studies selected after initial stage by each search string is detailed in Appendix 2-6. Then more stringent selection criteria are applied to further focus on most relevant papers and organise them for groups. For the stringent selection criteria, see Appendix 2-2. As a result the papers surviving the stringent selection become the candidate papers used for reporting in this paper. Only the subset of papers that strictly deals with career (competencies) impact of international assignments and passes the subsequent quality assessment is selected as the key papers for the data-extraction and syntheses.

Quality Assessment

Quality criteria are applied to distinguish papers with good or poor quality (of evidence). Papers surviving the quality assessment are chosen as the key papers for

systematic review. The objective of the quality evaluation criteria is to enable rigour in the evidence produced for the claim(s) by selected papers. I build a broad list of criteria (based on Spencer *et al.*, 2003) with Likert type of scale rating. These ‘essential’ or ‘desirable’ criteria and the specific questions that undermine and explain the criteria are in Appendix 2-3. Appendix 2-4 provides the rating scheme. All articles can be included with total score above 9, whilst scoring 12 or greater must be included.

In addition to above general criteria, the follow points are taken into consideration when excluding studies based on quality:

- a. The review is to identify research gaps and to critique existing literature, so poorer quality but highly relevant articles are included
- b. Theoretical Vs. practical relevance are judged separately
- c. Different research designs (theory, qualitative, quantitative) are assigned to different and more specific checklists in terms of conduct (empirical data analyses and interpretation) as indicated by Appendix 2-5 produced after referring to Kelly *et al.*, 2002; Mays and Pope, 2000; Spencer *et al.*, 2003).

❧ *Final Selection Results*

After the quality screening, 48 studies survived but three of them that should be obtained from interlibrary loan service have not arrived before finishing the draft, so making a total of 45 final selected papers for data extraction. The final key papers are listed in Reference List 3-Key Studies for Systematic Review. The complete search and selection process I underwent with numbers of studies selected at each stage are summarised in the following Table 2-5. Reasons for papers excluded in the final stage are detailed in Appendix 2-7.

Review Stage	Purpose	Final Completion Date	No. of studies selected
Mapping the field	Identifying Research Question	10/04/2005	N/A
Systematic Review Planning	Producing review protocols	26/04/2005	N/A
MRes Presentation & Panel Feedback	Re-define research question and planning	25/05/2005	N/A
Pilot Search & Refining String & Selection Criteria	Prepare full systematic search process	05/06/2005	N/A
Search 3 Databases &	Obtain initial search results	12/06/2005	1203

Eliminate Duplications			
Applying Initial Selection Criteria	Obtain initial impression of relevant studies to attune stringent selection criteria	30/06/2005	536
Review & Group Initially Selected Papers	Understand initially all existing relevant studies	29/07/2005	536
Refine & Apply Stringent Selection Criteria	Obtain relevant studies and prepare quality assessment	31/07/2005	165/75*
Applying Quality Assessment Criteria	Obtain key papers for systematic review	02/08/2005	48/45**

*165 core papers; 75 candidate key papers; ** 48 key papers selected and 45 retrieved in time.

Table 2-5: Selection Process of Key Studies for Review

2.2.4 Data Extraction

To extract evidence and essential contextual information from the key studies, I used the following guidelines:

- Type of evidence: conceptual or empirical?
- If it is empirical paper, what type of methodology is used to derive the evidence? Purely quantitative, qualitative, or mixed?
- For empirical work essential descriptive information include sampling, sample size, location/industry;
- Score for overall quality;
- Original abstract and short abstract (what I understand the paper is about);
- Useful quotes & discussions

The ProCite[®] tabular form of a sample study (Baruch *et al.*, 2002) is given by Appendix 2-8 to illustrate the extraction scheme.

2.2.7 Data Synthesis and Reporting

Then I produced descriptive and thematic analyses of the data extracted from key studies and summarised the findings and reported them respectively in Chapter 3 and 4. The descriptive analyses (Chapter 3) cover the major descriptive distribution information across the key studies such as authors, years of publication, sub-themes, method types, and demographic information about sampling, sample size, location/industry if applicable. The thematic analyses (Chapter 4) organise detailed

findings across key papers by different categories of the career competencies framework.

2.3 The Review as a Learning Process

The review process is also a research-learning process. I used a log that records major events and reflections on every critical landmark events or changes made along the process. My research log has documented research thoughts and review panel members’ help mainly in terms of subject, and philosophical and methodological underpinnings. One of the most important lessons, amongst others, is that crystal clear understanding of the procedures in terms of the research question are critical for preventing unnecessary time consumed in repeated work, such as re-searching the databases and exporting and eliminating duplicate citations after refining search strings. Therefore it is critical to get a realistic picture of the amount of work involved for a given topic, which requires work on a sharply focused topic first before any search strings are devised. The following table shows the major advancement in terms of focus of research question.

Date	Advances of Research Question Focus
09/2004	Understanding Western expatriate’s social relationships development process in China
10/2004	How are senior expatriates of European transnational corporations networking in China?
11/2004	What does Guanxi really mean to European service multinationals’ localisation strategy in China? Comparing perspectives from expatriates and local business constituents.
12/2004	Understanding the nature and quality crosscultural networking by senior European expatriates in China
01/2005	Weather and how expatriates establish business relationship in non-work hours in China and its expatriation performance impact.
02/2005	How do senior Western expatriates develop abilities to integrate their interpersonal relationships with their inter-firm business relationships in overseas business environment in China?
04/2005	How have Western expatriate managers in mainland China acquire competencies or capitals for potential “boundaryless” global careers?
05/2005	Comparing career capital, human capital and social capital of expatriate managers
06/2005	What are relationship between international assignment, repatriate career impacts, and expatriate’s accumulation of career capital
08/2005	What are the international assignment impacts on various career competencies of expatriates—evidence from literatures

Table 2-6: Advancement of Research Question Focus for Systematic Review

I also learned some weaknesses of the review process I designed and learned about additional sources of evidence and useful information that support further enquiry. Among the additional sources, I particularly emphasise the additional references I took from the selected papers' bibliography, which offered details of measurement design of specific career competency constructs. The additional references are included in Reference List 3. However, due to insufficient experience with the systematic review process, my design of the protocol implementation procedures fails to have enough time to extract data from many of these studies.

CHAPTER 3 DESCRIPTIVE FINDINGS

This chapter provides descriptive findings from the systematic review of the selected key studies on the subject. I present a descriptive overview of the studies' characteristics, which is a statistical summary of citation information with the transparency for future researchers' comparison. It is followed by specific descriptive summary of the thematic subgroups. The thematic subgroups in this chapter are organised by the emerged career competency aspects from the studies, which Chapter Four will introduce in details.

3.1 Bibliographical Information of Selected Studies

This section presents tabular findings of broad categories of citation information extracted from all the selected key studies. It helps to get an overview of the sources of knowledge in the field.

Total	Total Excluded	Total Selected	Total Reviewed
78	29	48	45

Table 3-1: Numbers of Studies Included and Excluded

☞ Frequency Distributions by Publication Information

The journals in which the key articles are published are summarised in Appendix 3-1. We can see that the 48 articles are quite dispersed in about 30 journals. concentrated in a few journals: Career Development International and Journal of World Business) has accounted for one sixth (16.7%) of the total selected articles, and the ten most published journals accounted for almost 60%, while 20 other journals accounted for the rest 41%. In other words, the top 10 journals are most likely to publish papers on the chosen area of study.

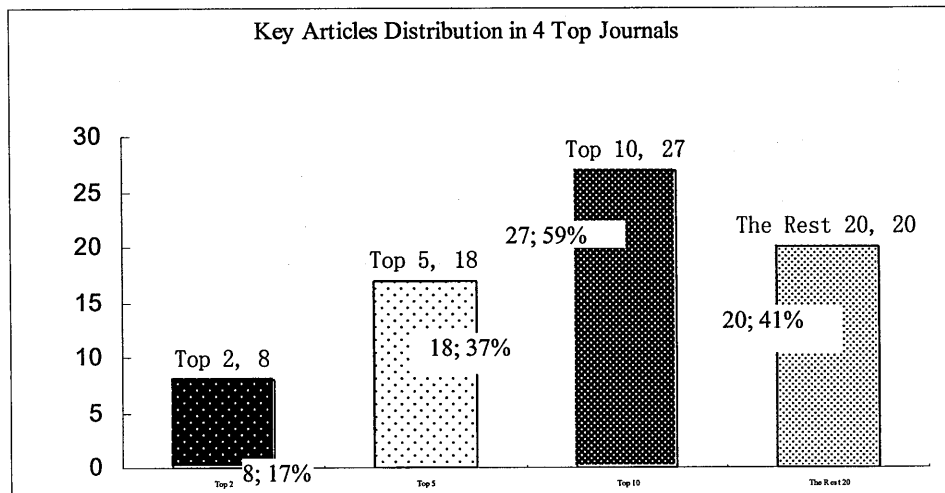


Figure 3-1: Articles Percentage Concentration in Four Journals

The following figure shows selected articles distribution by the year of publication. We can see that the number of studies have been increasing and in the past half year of 2005 alone, there have been the same number of articles published as for the 5-year period between 1995 and 1999, which already doubled the articles than 1980s. The most recent 5-year (2000-2004) again more than doubled that of the previous 5-year (1995-1999). Perhaps there will be further increase of studies about international career mobility as business interactions across cultures deepen.

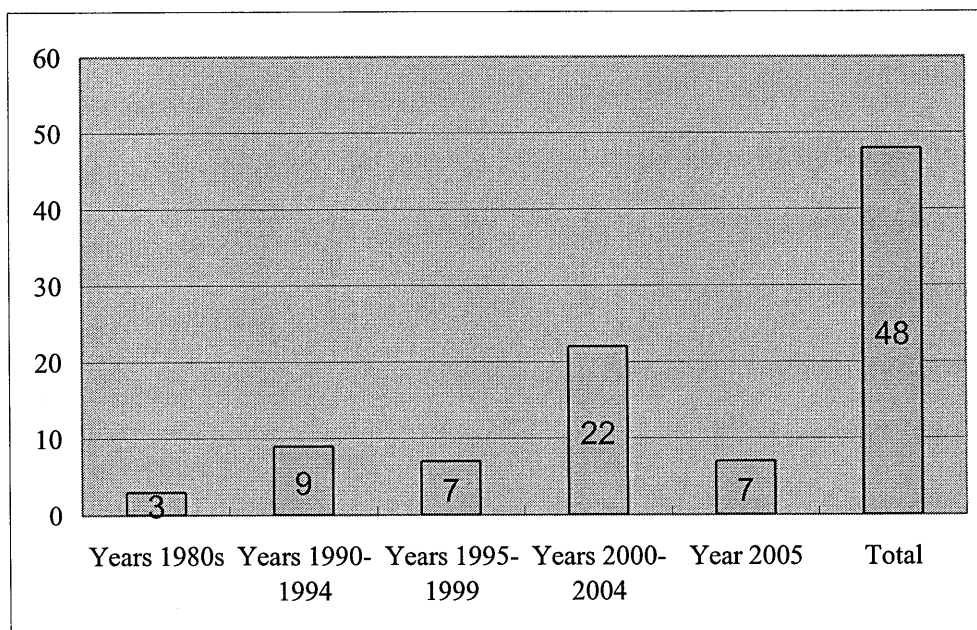


Figure 3-2: Number of Selected Studies by Year(s) of Publication

☞ Author Distribution

The following authors have contributed the most on the subject under this study including the selected papers **and** excluded relevant papers. Table 3.4 informs us these

authors and the span of years of their selected publications in the field.

Author	Total	Selected	Rejected	Year-Span
Black, J. S.	4	4	0	1988-1998
Feldman, D. C.	4	3	1	1991-2000
Peltenon, T.	3	1	2	1993-1998
Linehan, M. and Scullion, H.	3	0	3	2001-2002
Gregerson, H. B.	2	2	0	1992-1998
Suutari, V.	2	2	0	2000-2003
Forster, N.	2	1	1	1994-1997
Stahl, G. K.	2	1	1	2002-2004

Table 3-2: Frequency of Top Authors of Contribution

Table 3-4 shows that almost all authors are of European and North American by their countries of residence. This might have impact on the concentration of perspectives as being purely Western.

Residence Country	Count	%
US & Canada	24	40
Europe (inc.UK)	25	42
Inter-continental	8	14.5
Asian	2	3.5
Total	59	100

Table 3-3: Author by Country of Residence

☞ *Study Quality and Types*

Quality Ranking	10-12	13-14	15	16	17	18	19
No. of Studies	2	9	9	11	5	9	3
% in All Selected	4.17%	18.75%	18.75%	58.3%			

Table 3-4: Studies' Quality

We can see that only 2 articles are quality-ranked below 12 points. These two lower quality studies (Half, 1993; Jassawalla, *et al.*, 2004) have high relevance thus selected. 99% of all studies are above high quality and over 3/4 are in the excellent quality ranking bracket of 16-20.

The following table shows the number of the 45 key studies by their methodological approaches. Apparently conceptual, quantitative, qualitative and mixed-method studies are well balanced, i.e., one fourth of the papers provide evidence through

conceptual development, and three times more provided empirical evidence, among which quantitative method and qualitative methods are evenly used.

Methodological Type of Study		Count		Percentage %	
Theoretical/Conceptual		11		23.5%	
Empirical	Quantitative (pure)	15	36	36%	76.5%
	Qualitative (pure)	18		34%	
	Mixed	2		6.5%	

Table 3-5: Methodological Types in Studies

Among the empirical studies, the specific types of data collection methods used are summarised in Table 3-7. Among them most are through questionnaire and interviews.

Data Collection Methods	Count.	%
Questionnaire Surveys	15	42.8
Interviews (including critical incident narration and answering open questions)	13	37.2
Case Studies	5	14.3
Quantitative and Qualitative Mixed	2	5.7

Table 3-6: Frequency of Data Collection Methods

☞ *Original Thematic Impression*

On the left of the following table is the sub-themes of the studies’ original thematic focus, while on the right is the most frequent keywords appeared in the selected papers’ citation.

Original Themes	Count	High Frequency Keywords	Count
Repatriation Career/Adjustment	12	Expatriate employees	18
International Assignment & Career	21	Repatriation	15
International Assignment & Career (Women)	2	Managers AND executives	10+4
Firms’ IHRM Policy Design	6	Studies	12
Expatriate and Repatriate Comparison	2	Multinational corporations	10
Global Managers Development	4	Career development	7

Table 3-7: Selected Studies by Original Themes and Frequency of Keywords

Figure 3-3 visually confirms the selected articles mainly concern the themes of international assignment and career, and firms' international HR policy design.

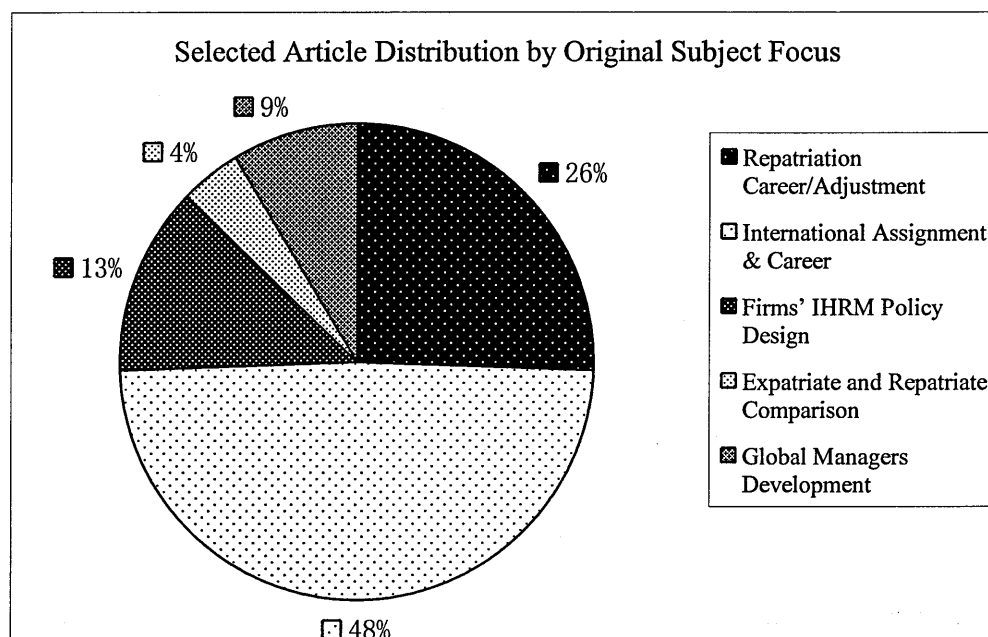


Figure 3-3: Subject Subgroups of Selected Studies

Other Demographic Information

On the left is the frequency of the country location of multinationals' head-offices from where the expatriates are sent overseas. On the right are the host countries the expatriate managers stay. We can see that most studies examined expatriates from American and Western European firms, while most expatriates spend their assignment time in European or Southeast Asian countries. These geographical distributions suggest the possibility to compare expatriate competency impacts between Asian and European country assignments on western expatriates..

Location of Home Office	Count	Research Span	Host Countries	Count	Span
United States	15	1983-2005	United States	0	/
Western European	9	2000-2005	Europe	12	1983-2005
Nordic Countries	4	1998-2003	Southeast Asia	9	1992-2005
United Kingdom	4	1994-2005	Latin America	4	1994-20004
Australia	2	1998-2004	Middle East	3	1998-2003
Unspecified	4	1993-1999	Unspecified	22	1992-2005

Table 3-8: Location of Home Organisation and Host Countries of Expatriates

The distributions of expatriate managers (ExMs)’ nationalities and industries they served are as shown in the following table.

ExMs' Nationality	Count	Professions	Count
American	15	Manufacturing or Engineering	10
European	14	Financial Services	11
Asian	4	Other professional services	8
Unspecified	8	Unspecified	5

Table 3-9: Expatriate Managers’ Nationalities and Industries

3.2 Thematic Information in Statistics

This section summarises the descriptive findings by the career competency groups emerged from the evidence of the studies. Detailed analyses of the groups and their specific competencies are in Chapter 4.

3.2.1 Self Competencies

The first table presents the number of studies and span of years that contributed evidence on the five specific constructs identified for the self (know-why) dimension of career competencies.

Self Competencies	Count	Span	Empirical Evidence	Span
Identity/Roles	19	1983-2005	12	1983-2005
Values/Attitudes/Beliefs	9	1983-2005	4	1983-2003
Interest/ Purposes/ Motivations	17	1991-2005	12	1991-2005
Expectations/ Satisfaction	21	1991-2005	16	1991-2005
Personality/Emotional Traits	23	1991-2005	14	1992-2005

Table 3-10: Number of Studies on Self Competencies Impacts

We can see that within this group there is fairly even distribution of contributions across career competencies of identity, interest, expectations, and personality, counting between 17 and 23 studies. However, the competency of value and belief received comparatively little attention both in all studies and in terms of direct empirical evidence. Perhaps most scholars have not assumed value as a competency, and thus discuss the value of international managers in under other themes. However

the few authors considered it as a competency for international managers as Chapter four analyses. In Chapter 4, I will review studies for these specific constructs as well those in other career competencies dimensions separately.

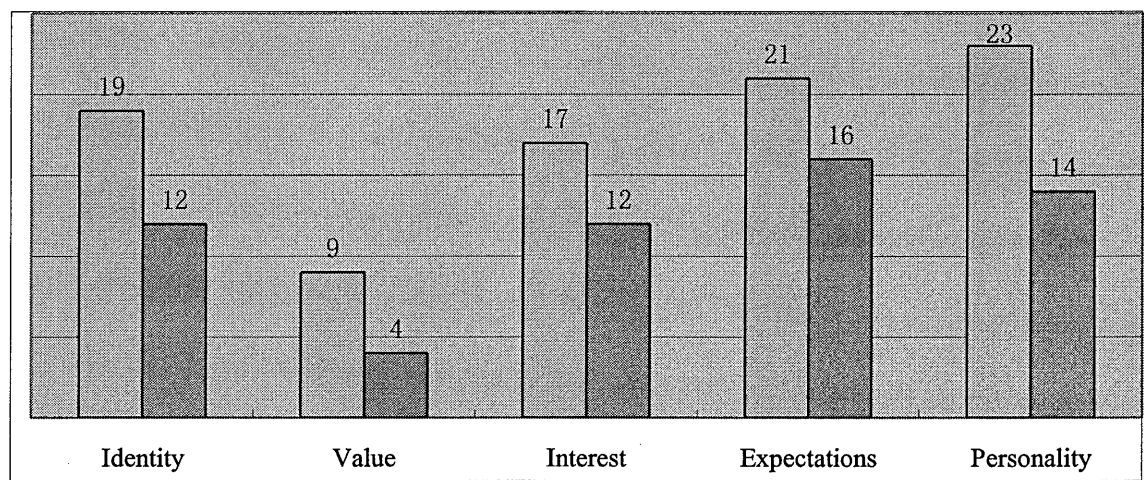


Figure 3-4: Frequency of Evidence on Self Competencies (all studies and direct empirical evidence)

3.2.2 Subject Competencies

Subject Competencies	Count	Span	Empirical Evidence	Span
Work-related skills	29	1988-2005	17	1988-2005
Career context knowledge	27	1988-2005	14	1991-2005
Language skills	14	1991-2005	8	1991-2005
Career Competency Orientation	8	1993-2005	4	1998-2005

Table 3-11: Studies on Subject Competencies Impacts

Within the subject competencies group, evidence concentrated on the work-related skills and contextual know-how aspects. Fewer studies show evidence of the language impact on expatriates. Perhaps this is caused by the selection of studies with restrictive search strings that does not stress language impacts on expatriate community. The little evidence about expatriates’ own awareness or intention to use career competency also presents potential research gap. Figure 3-5 illustrates the variation of the number of evidence within the group.

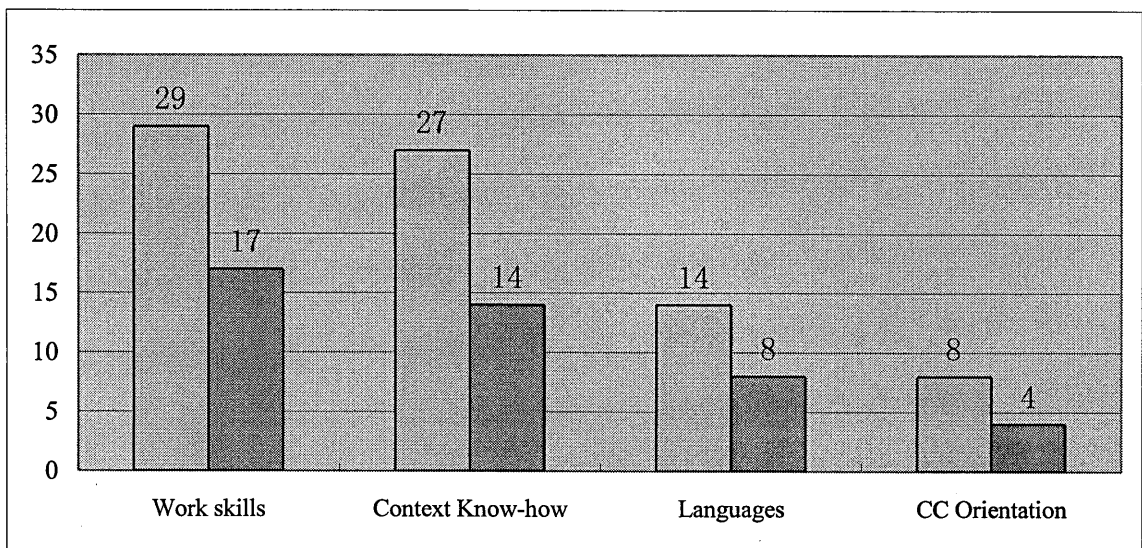


Figure 3-5: Frequency of Evidence on Subject Competencies

3.2.3 Social Competencies

Social Competencies	Count	Span	Empirical Evidence	Span
Intra-Firm Relationships	14	1991-2005	9	1991-2005
Inter-Firm Relationships	12	1983-2005	5	1998-2005
Private Relationship	10	1983-2005	4	1992-2002
Reputation & Trust	2	1998-2000	1	2000

Table 3-12: Count and Duration Span of Social Competencies Constructs Evidence

The number of studies for each social dimension of career competency is also illustrated by Figure 3-6. Within this group, obviously evidence focuses on the actual network connectivity much more than the quality aspect of connections. For various networks of relationships, direct the number of studies providing direct empirical evidence for the formal intrafirm relationships equals the sum of that for interfirm relationships and private relationships. The respective evidence will be analysed in the following chapter.

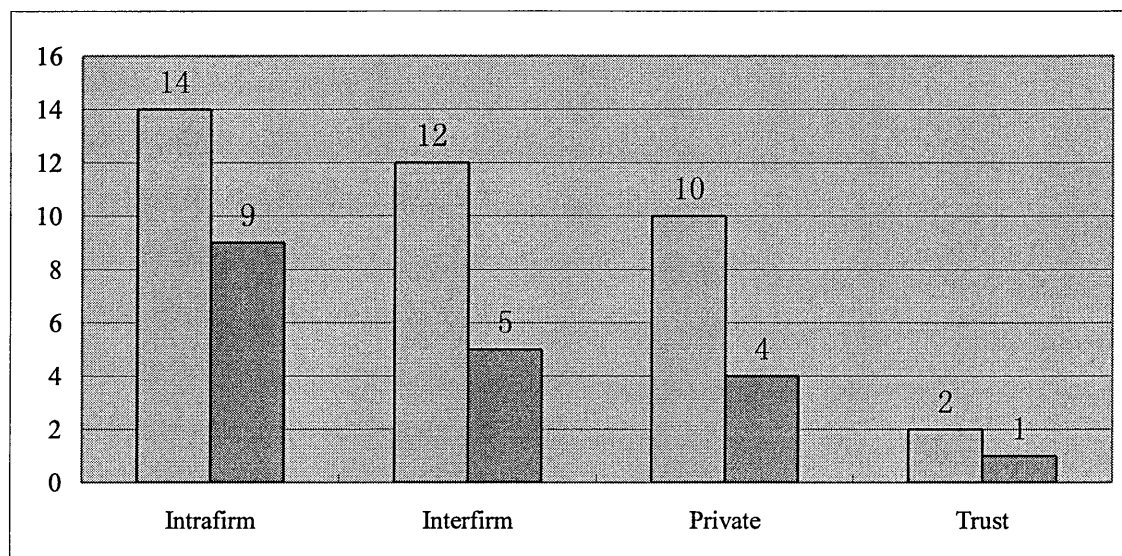


Figure 3-6: Frequency of Studies on Social Competencies

3.3 Overall Descriptive Summary of Studies

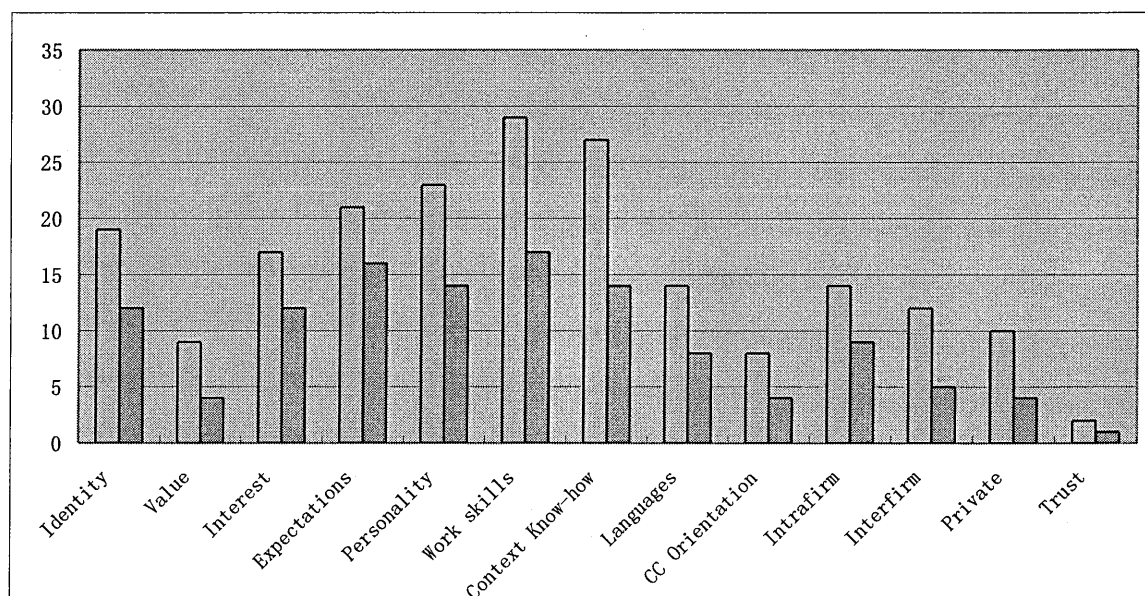


Figure 3-7: Overall Frequency of Studies across Career Competency Dimensions

The above figure shows us four levels of studies on the expatriate career competencies influenced by international assignments. Level one includes work-related skills and contextual know-how in the subject dimension as the most discussed (more than 25 studies). The next level is concentrated in the self dimension, including personality and emotional traits, expectations, identity, and interests-related career competencies (between 15 to 25 studies). The third most discussed language, intra- and interfirm relationships career competency (between 10 to 15 studies), while studies on the career competencies of private relationship, personal value and beliefs, career competency orientation, and trust and reputation aspect of relationships.

All the details of above findings can be retrieved from Appendix 3-3 “Summary of Key Studies by Types of Career Competency Evidenced”. The interplays between the career competencies three dimensions are detailed in Appendix 4-2. Basically there is sufficient literature evidence about the career competency interplays within and across the three competency dimensions. Details of the interplay relationships are reviewed in Chapter 4.

CHAPTER 4 THEMATIC FINDINGS

This chapter presents narrations of the detailed evidence found in the 47 selected papers for the career competencies impacts of international assignments (IAs). I introduce the evidence by five themes: Theme 1—the importance of this study’s focus on expatriates’ career competencies changed during IAs and overview of the future research directions as recommended in the selected studies; Themes 2~4—specific constructs by the Self, Subject and Social Career Competency Dimensions; and Theme 5—the interplay between these constructs for expatriates.

4.1 Question Importance and the State of Research

In this part I summarise evidence of the importance of the research question focus, I present the only two studies that adopt an overall framework for assessing individual competencies in connection to IAs, and I summarise the specific career competencies recommended by the studies as needing future research efforts.

☞ Importance of expatriate career competency examination

One recent studies selected (Bossard and Peterson, 2005) shows that the mechanics of repatriation in some MNCs are perceived by expatriates as quite well-established, “what needs work is the career side of it” (p.21). This supports many other studies’ focus on the direction of understanding expatriate competencies more “from a purely human resource development perspective (Jassawalla *et al.*, 2004:44)”. These papers mostly point out the value of understanding expatriate competencies’ impact of international assignments for competency development—one of the three major reasons for corporate uses of long overseas assignments. They focused on two aspects of the values: (1) better utilisation of the competencies developed during IAs and embodied in expatriates for the firm (Jassawalla *et al.*, 2004), and (2) fostering higher levels of job enrichment—international assignments “represent a powerful vehicle for creating personal growth (ibid.: 43)”, and especially for global leadership development (Suutari, 2003).

As expected the studies showed that competencies that are acquired overseas and contribute to expatriates’ ‘personal growth’ or career development exceed work-related skills. Evidence from the studies also exceed what Jassawalla *et al* summarized as “skills developed overseas enhancement of human and intellectual capital, improved return on investment in skills and talents, higher retention and

loyalty, and enhanced reputation for the firm in general (2004:45).” However, there is still obvious gap of comprehensive and systematic summary of all career-related competencies change occurred during IAs, despite future research in under-utilisation of expatriate competencies after repatriation is called for (Bolino and Feldman, 2000).

☞ Two studies with comprehensive competencies frameworks

In fact, among the studies there are only two that obviously offered a systematic framework of the expatriates’ competencies impacted by overseas assignment. One is Dickmann and Harris (2005) and the other is Harvey and Novicevic (2004). The former study adopts DeFillippi and Arthur (1994)’s career competencies career dual dependency assumption, and charted the organisational approaches to career capital development with individual expatriates’ perceptions of how IAs affected each type of their career capital. The study empirically evidenced that all three types of career capital were seen important with discrepancy between individual’s recognition of *know-whom* emerging as paramount while the firm’s HR intention focus on *know-how* (Dickmann and Harris, 2005:16). However, it is not in the interest of the study to identify more specific expatriate career competencies under the three career capital framework and evidence their change in IAs.

Harvey and Novicevic (2004) theoretically reframe four broad types of competencies required by global leaders which can be developed through global assignments, including: social capital, political capital, human capital, and cultural capital. Their paper examines various contexts of international or global assignment using the political influence theory perspectives and found these four types of capital are not only distinct but also interrelated (p.1178), just like the relationships between the three career competencies dimensions. They propose a set of 11 items of political skills as the global leader’s political capital that expatriate assignment can help develop. They also argue that expatriate and inpatriate usually brought different characteristics and values in the political skill items (ibid.). However, one can argue that the relationship between international careers and Harvey and Novicevic (2004)’s global leaders’ capital portfolio framework is not clear. Because not every person aspires to be or has the various ‘capital’ to become global leader, the framework can hardly serve as the framework for accurately assess change of expatriates’ careers competencies during IAs.

Apart from the two more comprehensive assessments of competencies impact of international assignments, most of the other studies asserted importance of specific aspect(s) of individual competencies, and suggested further research.

❧ Specific career competencies recommended for future research

Regarding the self dimension (*know-why*) of career competencies, separate studies explicitly suggest future research for (1) *identity* transformation (Kohonen, 2005) and various roles' reconstruction (Black, 1988) during IAs; (2) international assignment impact on *values and attitudes* towards overseas assignment and international careers (Lee and Larwood; 1983; Sergeant and Frenkel, 1998), as well as IA impact on expatriates' learning *orientation* (Porter and Tansky, 1999); and (3) IA impact on *personality*, development of *psychological traits*, and *emotional competencies* (Bolino and Feldman, 2000; MacDonald and Arthur, 2005; Stahl *et al.*, 2002:226).

Regarding the subject dimension (*know-how*) of career competencies, the following aspects are explicitly proposed for further investigation: (1) general transferable skills gained from IAs and their integration into careers (MacDonald and Arthur, 2005: 154), (2) *intercultural and interpersonal interaction competencies* for expatriate selection and their development during IAs (Graf, 2004; Townsend and Cairns, 2003); (3) *individual learning* and the application of *knowledge of cultural differences* to managing foreign invested enterprises (Sergeant and Frenkel, 1998); and (4) general *non-work aspect of expatriate experiences* in the *local context* (Stahl *et al.*, 2002; Townsend and Cairns, 2003). I mention the difference between career competencies and the ability to utilise them, and that such ability is one's overall strategic *career competency orientation* and should belong to the subject dimension (*know-how*) career competence. Dickmann and Harris (2005[upcoming]) suggest the importance of understanding expatriates' *career capital orientation*, and suggest that it "might be altered by changes of career competencies due to IA experiences and host country's career contexts", and that studying the "cultural variation in how individual managers' *career capital approaches* failed to work in parent countries" (p.19) is both necessary and interesting.

Regarding the social dimension (*know-whom*) of career competencies, studies recommendation focused on (1) *inter-firm relationship* and (2) *private non-work relationship*, despite the rich discussions on intra-firm network of relationships. One

paper (Feldman and Thomas, 1992) explicitly indicates that career effects of the private relationships expatriates have developed with (3) *local communities* are worthy of more examination. Also increasing studies are assessing the assignment impact on (4) *expatriate-spouse relationships* and dual-career couples careers (e.g., Linehan and Walsh, 2000; Suutari, 2003) and recommend more studies on them in future. Indeed while it is well noted that expatriate have increased interactions with host country nationals and local expatriate community members, little is known about the career impacts of these private social relationship formed outside work hours of expatriates.

These competencies recommended for future research are summarised in Table 4-1.

Know-why CCs	Know-how CCs	Know-whom CCs
1. Identity transformation 2. Value and attitudes (to international careers and learning) 3. Personality and psychological traits	1. General Transferable skills and competencies 2. Intercultural and interpersonal interact competencies 3. Individual learning and knowledge application 4. Non-work aspect of local experiences 5. Career competency orientation/strategising	1. Inter-firm relationship 2. Private non-work relationship 3. Local community connections 4. Expatriate-Spouse and family relationship

Table 4-1: Career Competencies Influenced by IAs and Recommended for Further Study

☞ *Prominent specific career competencies not in recommendations*

Some specific career competencies are richly discussed by the selected studies for their general importance to international assignment success or repatriate relocation. However, these types of career competencies are not explicitly recommended by selected studies for future research since they do not necessarily changed a lot during IAs, or already more researched than other career competencies, or for any other reasons. I group these career competencies not recommended for future research by their match with the original definition of the career competencies and career capital (DeFillippi and Arthur, 1994; Inkson and Arthur, 2001). In the self (know-why) dimension the following career competencies do not appear in the studies’ explicit recommendations for future research: (1) changes of expatriates’ *interest and*

motivations for careers with IAs, (2) expatriate *expectation and satisfaction* for international careers. In the subject (know-how) dimension they include: (1) *technical/professional expertise* or knowledge, (2) *global perspective*, and (3) *career context knowledge*. In the social (know-whom) dimension they include: (1) reduced expatriate *connections within employer organisation*, including mentor relationship and relationship with other home personnel, (2) *reputation and trust gained*. These career competencies are summarised in Table 4-1.

Know-why CCs	Know-how CCs	Know-whom CCs
1. interest and motivations	1. technical/professional expertises	1. reputation and trust gained
2. expectation and satisfaction	2. global perspective	2. intra-firm connection
	3. career context knowledge	

Table 4-2: Prominent Career Competencies Not in Future Research Recommendations
The paper now provides piecemeal findings of career competency dimensions and their interplay during expatriate assignments. These findings are also summarized in Appendix 4-3 by the study they come from.

4.2 Self (Know-why) Dimension of Career Competencies

First I present evidence of five specific know-why (self) career competency construct groups that emerged from the studies as most discussed, and summarises their pattern of changes during IAs as shown by the evidence. The five self career competencies can be termed as (1) identity, image, and roles; (2) values, preferences and beliefs; (3) interest, purposes, and motivations; (4) expectations and satisfactions; (5) personality traits and emotional competency.

4.2.1 Self-concept

This self-concept as a career competency is rooted in one’s identity, which is a complex, multi-layered concept difficult to define unambiguously (Sarbin and Scheibe, 1983). However, it relates to one’s image, validated social positions, and various meanings attached to a person by self and others whom he/she interact with. According to Kohonen (2005:24), these image and positions result from the personal traits he/she displayed (personal identity) and from social roles and group memberships (social identity). Thus identity is both individually unique and socially shared (ibid.: 24), and is linked to one’s subjective career (Collin, 1998:416).

Among the selected studies that contribute evidence or discussions about international assignment's impact on expatriate identity, Kohonen (2005) has total focus on the issue of expatriate's identity construction. Based on her review of identity theories, Kohonen posited that identity is a matter of competence, being "a state of readiness", "an ability to make one's way into other cultures or systems of meaning" and "a substrate of new competencies" (p.29). Kohonen (2005) and Peltonen (1998) both argued that international assignments are "places for identity (re)construction" or "change of composition of selfhood, or re-arrangement of one's cultural identity (Peltonen, 1998:888)", because IAs "are especially challenging in the dual forces of global integration and local responsiveness", between different expectations of the host company and the parent company, and among "multiple cultural values, norms, routines and social lives" (Kohonen, 2005:29). Kohonen (2005) and Suutari (2003) firmly argued that identity as unique competencies for global managers at every new place.

Many studies have evidenced Kohonen (2005)'s arguments from various angles. First, expatriates developed new work identities in IAs: "some...acquired the 'big chiefs' and the 'special one' identity in the host country, which enables them to gain invaluable experiences" (Baruch *et al.*, 2002:668; Wang and Kanungo, 2004). Riusala and Suutari (2000)'s respondents mentioned change of personal self-image. Second, expatriates identity development relates to the location of host country (Forster, 1994). Second, they redefined their nationality and cultural identity (Wang and Kanungo, 2004) and several social groups they are embedded in become forces for the development. For instances, Western expatriates intensified their cultural identity in Arabian countries when they experienced significant isolation and alienation; there expatriates also reconstructed self-concept and social identity in the social reference group of expatriates community (Hartl, 2004:41). Cultural identity pressure also comes from the corporate head office who wished them to "represent their professional competence and cultural difference" such as "a Brit...to install values and philosophy" (Baruch *et al.*, 2002: 662). Fourth, gender also presents an identity pressure for female expatriates who often had to avoid overt gender identity in order to suffer less from uncomfortable roles due to tokenism, isolation, and exclusion (Linehan and Walsh, 2000:181-6). In fact, Inkson and Myers (2003) study found that any longer-term overseas experiences (OEs) would enable people to redevelop senses

of their self and social identities, and to gain stronger sense of autonomy and independence.

As closely connected with identity construction, there is sufficient evidence of expatriate roles development during IAs, particularly regarding to work roles and status. Lee and Larwood (1983) documented expatriates' role learning in the direction of the systems of host country nations (p.659). Black (1988) note that expatriate managers experienced significant initial role ambiguity and role discretion challenges during IA in Japan. Then various scholars showed that expatriate role learning lead to significant role properties changes including increased role clarity, role discretion and reduced role conflicts and so on, associated with increasing autonomy in work roles (Black *et al.*, 1992; MacDonald and Arthur, 2005; Suutari and Vaelimaa, 2002), so much so that they "developed very different idea of connection between self and work and felt significant loss of autonomy, power, and status upon repatriation" (Feldman, 1992; Feldman and Thomas, 1992; Napier and Peterson, 1991). Oddou and Mendenhall (1991) confirmed that expatriates improved status and position latitude, developed potentially integral global leader roles.

Finally, studies showed evidence of different types of individual attitude towards self that influenced the processes of new identity construction and roles development in IAs: those who see 'self' and 'roles' as 'malleable' would learn faster and better acquiring new competencies during IA than those who see it as fixed (Porter and Tansky, 1999:51). Peltonen (1998) also found 'bureaucratic' expatriates "enjoyed breaking away from fixed roles and responsibilities" but also "enacts ethnocentric or relativist imagery", while 'occupational' expatriates allows social bonds to develop only if they acquired accountability to the occupational community (i.e., professional identity) after the expatriate experiences, and 'enterprise' expatriates contrast the two by focusing on self actualisation and sees the expatriate experience as capable of "triggering a change in the ... transformation into the atomistic project of an individual finding true self" (p.889).

4.2.2 Values and Belief

This construct denotes one's attitudes and preferences about careers and the world of work and life in general, which are supported often by implicit values and belief systems. Four kinds of IA impacts on expatriates' value and beliefs are evidenced by

the selected studies: 1) old values challenged—many studies noted that international assignments sometimes challenged expatriates' long-held beliefs (e.g., Dickmann and Harris, 2005), potentially causing adjustment and performance difficulties in IAs; 2) accommodation with host country values—expatriates are often found to deliberately seek an accommodation with host country nationals' attitudes which do not alienate them from important values in their country of origin (Lee and Larwood, 1983: 664). However, in this process expatriate may increasingly resemble third country nationals, or they may increasingly alienate themselves from the attitudes and policies of their parent country (ibid.; Bossard and Peterson, 2005); 3) reinforced old beliefs—it can happen that some expatriates successfully sustained and reinforced their original beliefs about international assignment's values (Ettorre, 1993), particularly personal development values, which supported initial expatriation decision and intention to accept future assignments (Boies and Rothsteign, 2002); Peltonon (1998)'s analysis of 'enterprise' type of expatriates involved themselves more in risk-taking overseas; 4) development new preferences—in general expatriate managers reduced ethnocentrism and intolerance (Stahl *et al.*, 2002) and first time expatriates develop new receptivity and preferences towards international orientation and relocating. Nevertheless, this construct has relatively arid evidence. Further empirical explorations of the process of value change, through socialisation with host country nationals for example (Lee and Larwood), can be useful.

4.2.3 Interests, Purposes, and Motivations

This career competency construct contains one's pursuit of personal interest, one's commitment to job or occupation, one's motivation to undertake challenges or to learn, as well as needs for various social attachments such as being with family, peers, etc. The evidence emerged from the selected studies have shown impacts of IAs on all these aspects, although with unequal weight. Some studies indicated in general that IAs have impacts on expatriates' interest, career goal and organisational commitment (Bolino and Feldman, 2000) but more studies focused on specific aspects.

First, increased interest and purpose in taking future IAs are evidenced (Inkson and Myers 2003; Jassawalla *et al.*, 2004). As Bossard and Peterson (2005) noted, IAs supported expatriates' intrinsic motivation (such as leveraged finance and status benefits, and intensified desire to use new skills/knowledge) for further assignments. Hartl (2004) however evidenced expatriates changed career aspirations after IAs,

mostly in the direction of inter-firm moves and some in entrepreneurial attempts while few want to avoid future IAs in careers (p.46). Second, the loss of motivation about international work are also widely evidenced (Boies and Rothstein, 2002; Jassawalla *et al.*, 2004; Riusala and Suutari, 2000), perhaps is due to the purpose of life to settle down (Bossard and Peterson, 2005) and material and psychological suffers due to inadequate repatriation support upon repatriation (Gomez-Mejia and Balkin, 1987). Consequently many expatriates suggest clearly the purpose of taking assignments more as self-developmental and less as intra-organisational careers (Kohonen, 2005:30).

Evidence also shows expatriates have growing interest in regional culture and society (Bossard and Peterson, 2005) O'Sullivan (2002) re-appraises expatriates' proactive career management and suggest interests in international careers and ability to set long-term career objectives make huge difference in expatriate career behaviour and outcomes. Similar conclusions are made by Tharenou (2002) and Stroh *et al* (1998) through studying expatriate's career commitment changes, and Suutari (2003:202) and Dickmann and Harris (2005[upcoming]) explicitly observed expatriates' reinforced career orientation (including personal interest, need for new challenges and ongoing learning experiences, and financial benefits). Yan *et al* (2002)'s theoretical psychological contract model of IA also stressed motivation (and agent opportunism) as principle antecedent of international careers.

4.2.4 Expectations/Satisfactions

Expectations and satisfaction are one of the mostly discussed aspects of know-why careers competencies changed during IAs, and they are interlinked to impact on repatriate adjustment in many regards including job adjustment (Black *et al.*, 2002).

There are many types of expectations expatriate develop over the long course of IAs. In the selected studies, IA impact on expatriates' expectations of job characteristics (constraint and discretion such as autonomy), work challenge/demand (standard, volume, and relational aspects), monetary benefits, environment (work and non-work) are evidenced together with consequentially change in their sense of satisfactions or achievement (Black, 1992; Black *et al.*, 1992). Both Hammer *et al* (1998) and Stroh *et al* (1998) improved Black (1992)'s categorisation as including of expatriate expectations and satisfactions towards (1) work (job, matching new skills with

corporate HQ), (2) interacting with people (organisational culture, work relationships), and (3) general environment and culture.

Feldman (1991) observed clarified expectation of next move among expatriates after IAs. But Graf (2004) noted expectations among expatriates vary about future careers. The selected studies show expatriate developed expectations about future career in two ways, which resulted in different types of repatriate career satisfactions. The first type is with many expatriates who developed expectations in pace with their overseas experiences. Baruch *et al* (2002) noted that expatriates developed immense expectations that they can utilise skills overseas acquired upon repatriation, which was often unappreciated and dissatisfied (p.668). Many expatriates also have intensified expectations and perception towards work responsibility job task, autonomy, and opportunity to learn during IA (Bonache, 2005), toward expectations about life (exciting life style, Peterson, 1991:27; Stahl *et al.*, 2002:222-3) and work-life balance (via handy social helpers) (Hartl, 2004:46) and so on (Suutari and Vaelimaa, 2002: 627-9).

Type two is an interesting variation of type one when some of the expatriate tried to adjust their expectations before repatriation according to their old impression of what it was like back home. But as they had little knowledge update about home organisation during the assignments, they found their expectations about home organisations become obsolete and consequentially also failed to adjust (Black, 1992).

All expatriates with these two types expectation development are common in that they have high level of satisfaction about the expatriate assignment. Gomez-Mejia and Balkin (1987) observed that 82% were satisfied highly with the expatriate assignment. Such high rate of satisfaction is echoed by others (MacDonald and Arthur, 2005: 148-9; Jassawalla *et al*, 2004). Scholars found expatriates are satisfied with their job (Bolino and Feldman, 2000; Jassawalla *et al.*, 2004: 148), with financial motivation/needs (Feldman, 1991:409), and with personal development (Bossard and Peterson, 2005), and with lifestyles (Napier and Peterson, 1991; Stahl *et al.*, 2002).

Of course there might be a third type of career expectation development from expatriates who (and their spouses) are not satisfied about the assignment experiences, since expectation about future career is linked with previous assignment satisfactions (Boies and Rothstein, 2002; Bolino and Feldman, 2000; Hammer *et al.*, 1998). Also,

among the 35% of expatriates satisfied with the repatriation process, have they developed career expectations differently than others? Both are not investigated in the selected studies.

4.2.5 Emotional Traits and Personality

This construct is shown by one's psychological and emotional traits that relate to the Big-5 characteristics of one's personality (including extraversion, conscientiousness, openness to experience, emotional stability, and agreeableness, O'Sullivan, 2002:608). O'Sullivan (2002) argued that all of them are relevant to the repatriation transition (p.608). Positive changes of many of them are evidenced in the selected studies, while only a small number sees expatriates' increase in the negative emotional traits such as anxiety and uncertainty and feeling of isolation (Jassawalla *et al.*, 2004), or worsened psychological well-being with anxiety due to stress from conflicting managerial styles or repatriation uncertainty (Bolino and Feldman, 2000; Linehan and Walsh, 2000; Wang and Kanungo, 2004). Most other researchers found significant benefits of IAs for reinforcing expatriates' personality and developing emotional traits. I group the evidence of the specific emotional traits development by the personality Big-5 characteristics in the following.

First, Peltonen (1998) found enterprise people favours learning discourse and made use of IA experience as they involve themselves more in risk-taking overseas, to which Suutari (2005) echoed. Stahl *et al* (2002) also find expatriate have greater initiative towards difficult situations. This risk taking behaviour and initiatives matches the **extraversion** characteristics which O'Sullivan (2002) argued as to some extent needed by expatriates to succeed IAs because extraversion implies behaviours of seeking new experiences and activities (Bateman and Crant, 1993 in O'Sullivan, 2002: 608).

Second, expatriates developed during IAs personal properties reflect the conscientiousness characteristic of one's personality, which is defined as the degree of organisation, persistence, and motivation in goal directed behaviour (Costa and McCrae, 1992 in O'Sullivan, 2002: 608). O'Sullivan (2002) noted expatriates enhanced self-awareness through psychological reappraisal during IAs. Black *et al* (1992) and Forster (1994) noted expatriates change personal characteristics towards needing for more control for future events, as well as developed self-efficacy.

Feldman (1991) and Tharenou (2002) also observed the development of self-efficacy and hardiness (proactive behaviours) among expatriates. Bossard and Peterson (2005) found expatriates have strengthened their purposes of life (e.g., to settle down) after long IAs, and intensified desire to use new skills/knowledge.

The third personality characteristics is openness which refers to a flexibility of thought and tolerance of, and sensitivity and openness to, feels, experiences, and new ideas (Costa and McCrae, 1992 in O'Sullivan, 2002: 608). Expatriates are found to generally become more open-minded after IAs (Suutari, 2003; Bossard and Peterson, 2005). Suutari (2005) claim that expatriates developed liberal and broadened mindset, and flexibility. Webb (1996) reflected the change as increased adaptability and imagination in expatriates' way of thinking.

Fourthly, expatriates gained emotional stability, maturity and self-confidence. IAs are found to have strengthened emotional properties of expatriates like patience and tolerance (Bossard and Peterson, 2005; Webb, 1996; Suutari, 2005) towards ambiguity. Neupert (2005) asserted that expatriates gained importance personal characteristics as mature, stable, and dependable. Inkson and Myers (2003)'s study of major overseas experiences implied significant increased self-confidence and esteem for young persons and first time IA takers, as Linehan and Walsh (2000:181-7) and Riusala and Suutari (2000) noted the increase of confidence. Stahl *et al* (2002) called this change in general a maturer personality, which reflects the emotional stability characteristic of personality.

The fifth area of personality denotes reciprocity and concern for the development of others (Lichtenstein *et al.*, 1997 in O'Sullivan, 2002:609). Suutari (2005) noted that expatriates developed humbleness; Townsend and Cairns (2003) noted empathy and Webb (1996) noted more human feelings among expatriates, which reflect this personality development.

In general, it is believed that international assignments are invaluable experiences for developing emotional intelligence including emotional stability and many of above-mentioned personality important to repatriation adjustment (O'Sullivan, 2002). Feldman and Thomas (1992) and O'Sullivan (2002) found expatriates often conduct psychological reappraisal during IAs, thus allowing intensified development of these traits. Glanz (2003) reasoned that IAs are optimal sense-making and emotional

learning opportunities, because they provide “abundant transitional challenges” which are “unexpected occasions of intercultural and informal inputs to remove interrupting negative stimuli or provided stimuli for accelerated completion of plans” (p.271). Perhaps worth mentioning is that most of the personality development are included in the ‘meta-abilities of emotional intelligence’ for global managers discussed by Townsend and Cairns (2003:321).

4.3 Subject (Know-how) Dimension of Career Competencies

4.3.1 Work-Related Skills

The selected studies show that ExMs have developed competencies directed related to completing tasks in international job assignment. I found four broad types of such competencies, including: (1) technical/professional expertise; (2) managerial skills (except interpersonal skills); (3) general perspectives, (4) interpersonal and communication skills (except language abilities); and (5) political skills and diplomacy. It is this group of career competencies that most expatriates most explicitly perceived as uninterested by the repatriates’ superiors and underutilised after repatriation (Baruch *et al.*, 2002: 668; Napier and Peterson, 1991:20).

Many researchers discussed theoretically the development of job-related technical and professional know-how through IAs (Black, 1988; Glanz, 2003; MacDonald and Arthur, 2005; Tharenou, 2002). Peltonen (1998) suggest that ‘occupational’ types of expatriates see IA as reinforcement of technical expertise. Many more provided empirical evidence of professional skills and work-related skills through challenging tasks (Allen and Alvarez, 1998; Boies and Rothstein, 2002; Bonache, 2005; Dickmann and Harris, 2005; Glanz, 2003; Riusala and Suutari, 2000; Stahl *et al.*, 2002; Suutari and Vaelimaa, 2002). More specifically, Bossard and Peterson (2005) provided the types of job-related skills and knowledge developed in IAs as including technical, assignment-related, business integration knowledge, country-specific business knowledge. Feldman (1991) found two distinctive know-how as evaluation of overseas job-setting and tasks, and new problem-coping strategy. To the issue of underutilisation of such skills, Bolino and Feldman (2000) implied that the utilisation of work competencies as valued by expatriates is strongly linked with HQ’s knowledge or perceptions of local unit’s strategic importance.

As often expatriates are sent with managerial responsibilities, they also developed

management skills (Forster, 1994; Neupert *et al.*, 2005). Baruch *et al* (2002)'study found these skills development in the areas of strategic thinking, managing people, decision making, etc. Ettorre (1993) found them in the areas of problem solving, motivation, leadership, use of power, consensus building, and decision making.; Oddou and Mendenhall (1991) work-related planning skills; Stahl *et al* (2002) managerial or professional skills; MacDonald and Arthur (2005) conceptualised them in social competencies or 'human skills', and conceptual skills for decision making. Gomez-Mejia and Balkin (1987) interestingly noted the expatriate managerial style changed to meet the needs and expectations of foreign local subordinates, but become inappropriate for home subordinates and had to be retrained upon repatriation. Linehan and Walsh (2000) found women executives developed new (individualistic) managerial styles (p.181).

General perspectives developed from international field are for long not utilized by the organisation (Borg, 1988, in Baruch *et al.*, 2002:33). For long the organisation was found not to value ideas and perspective from the international field (Borg, 1988, in Baruch *et al.*, 2002:33). However, quite a large proportion of the studies reviewed shows that most expatriates has gained work-benefiting new ideas (Baruch *et al.*, 2002; Feldman and Thomas, 1992; Riusala and Suutari, 2000), changed outlook on things in general (Hartl, 2004), broadened their horizon and perspectives (Ettorre, 1993; Stahl *et al.*, 2002; Webb, 1996), gained global mindset (Bossard and Peterson, 2005; Oddou and Mendenhall, 1991:30), and understand international business environment better (Stahl *et al.*, 2002) through the assignment experiences.

Another area of significant IA impact on individual work-related competencies is interpersonal and communication skills in the intercultural contexts. Black (1992) implied that ExMs acquire cross-cultural work skills overseas and enjoyed working with these new skills; Bossard and Peterson (2005) personal soft skills like communication—note that they are not using communication skills to refer to linguistic abilities to speak the host country language(s). Many other writers also noted the development of communication and interpersonal skills critical to business interaction effectiveness (Dickmann and Harris, 2005; Neupert *et al.*, 2005; O'Sullivan, 2002, Sergeant and Frenkel, 1998; Stahl *et al.*, 2002, etc.).

Andrea Graf (2004) Identified 5 types of interpersonal skills (p.673) and 16 specific intercultural skills important for international assignees. He also distinguished

culture-general vs. culture-specific skills, implying that different nationals have different. Half and Hartland (2005) also provided a theoretical set of specific constructs of intercultural competence (including intercultural communication and intercultural sensitivity), and of interpersonal competencies (see p.49). Both studies are useful for generating the list for further empirical assessment of interpersonal career competencies change in intercultural contexts. Apparently interpersonal skills are related to general contextual knowledge, as Half and Hartland's scale implied (2005:49). However, in contrast to above general statements of IA development of ExMs' interpersonal and communication skills, Black *et al.* (1992) pointed out ExMs' ability to communicate and interact with home personnel are decreased due to huge contextual distance in between. I will analyse this contrast in Chapter 5.

Finally, the Harvey and Novicevic (2004) study has conceptually developed the importance of political skills that are important for global assignments. MacDonald and Arthur (2005) also argued that expatriates will increase political influence/sensitivity. However in the selected studies there is not empirical evidence on this aspect. Despite this is seen as more valued by senior level global executives or global leaders, it is believed to be in general importance for expatriate managers working with foreign stakeholders of strategically important overseas subsidiaries.

4.3.2 General Knowledge of Career Context

This group of career competencies refers to three types of specific competencies pertinent to the development of knowledge of current and future contexts in which expatriate work. They include: understanding of local and regional professional contexts, knowledge of home country changes, and awareness of careers opportunities. Townsend and Cairns (2003) suggest that such general contextual knowledge makes up 'future competencies' (p.321).

First, it is widely recognised that ExMs suffered from loss of knowledge about home organisation (Baruch *et al.*, 2002; Bossard and Peterson, 2005; Forster, 1994; Gomez-Mejia and Balkin, 1987; Inkson and Myers, 2003) as well as home country environment in general (Jassawalla *et al.*, 2004). Such knowledge includes both technological development and contextual update about home country (Feldman, 1991). Napier and Peterson (1991) noted contextual knowledge about career opportunities and changes at home organisation suffered during overseas experience.

At home organisation, a repeating theme appeared in the interviews were repatriates' surprise (thus little knowledge) of how "Business has changed at the (home) company (Baruch *et al.*, 2002: 667).

On the other hand, ExMs' are found to have increased general local knowledge (Black, 1988; Black, 1992; Dickmann and Harris, 2005; Suutari and Vaelimaa, 2002; Tharenou, 2002). Bossard and Peterson (2005) evidenced increase of country-specific career knowledge, meaning expatriates increase of career constraints and opportunities in career in various countries including home and host countries.

4.3.3 Language Skills

This group clearly denotes the linguistic competency to use verbal or nonverbal languages to activate intercultural and general interpersonal interactions. It is different from the non-linguistic interpersonal skills. Apparently, the better language skills one has, the more he/she is able to send messages and receive information at an advanced level required in many business communication circumstances. While Hammer *et al* (1998) indicated the problems associated with lack of foreign language skills, many studies noted the development of expatriates' intercultural communication ability through foreign language learning (Half and Hartland, 2005; Inkson and Myers, 2003:179; Neupert *et al.*, 2005; Oddou and Mendenhall, 1991; Riisala and Suutari, 2000; Stahl *et al.*, 2002). However, few of the study mentioned development of the negotiation skills and persuasiveness of the expatriates during IAs.

4.3.4 Career Strategising Competency

I already conceptualised the career strategising competency or career competencies orientation as a separate know-how career competence. Based on the three dimensional division of career competencies, theoretically there can be seven types of career competencies orientation by combinations of various competencies individual focuses on, i.e., self-focused, subject-focused, social-focused, self- and subject-combined, self- and social-combined, subject- and social-combined, and all-three-combined.

Theoretically Allen and Alvarez (1998) emphasised the need for expatriates to acquire international career strategising skills to ensure successful return. Forster (1994) discussed need for expatriates to have career contingency plan/choices while in overseas assignments; Half (1993) and Hammer *et al* (1998) suggested expatriates to

develop career strategies with focus on intra-organisational communication (subject and social) competencies.

However, few in the selected studies have empirically evidenced some of the orientations developed in IAs. Baruch *et al* (2002) noted that many expatriates had no career plan during IA. Dickmann and Harris (2005[upcoming]) suggest the importance of understanding expatriates' career capital orientations which might vary by their nationality (p.19).

4.4 Social (Know-whom) Dimension of Career Competencies

Evidence of changes of expatriates' social (know-how) dimension of career competencies produced four broad types: intra-firm connections; inter-firm connections, private relationships, and reputation and trust.

4.4.1 Intra-Firm Network of Relationships

This type of social (know-whom) competencies denotes one's connectivity, visibility and structural relationships within the formal network of the current employing organisation. Often such connections of expatriates are mentors, supervisors, and sponsors, subordinate and successors, and potential predecessors and other informants. All selected studies that touch on expatriates' intra-firm know-whom competencies concern two issues: one is the lost of such relationship and connections during IAs; the other suggests the strategies to maintain or develop such competency.

Those studying the lost of intra-firm relationships see three kinds of negative development as relationships with sponsor, supervisors and HR managers, with mentor, and with peer colleagues at home country. Forster (1994) and Allan and Alvarez (1998) noted loss of social capital during IA with both supervisors and other colleagues at home organisation. Half (1993) and Napier and Peterson (1991) observed expatriates' loss of intra-firm network in general due to decreased communication. As for mentors, Linehan and Walsh (2000) observed cases where expatriates strengthened mentor relationship in the lack of other intra-firm networks (p.185), and they defied gender differences about mentors (p.182-3). Consequently Porter and Tansky (1999) suggested further study of internal business relationship and their interplay.

At organisational level, Black *et al* (1992) also implied reduced social support from home office. Feldman (1991), Feldman and Thomas (1992) and Hammer *et al* (1998)

observed reduced amount and quality of corporate network support. Linehan and Walsh (2000) also confirmed the importance of organisational support and communication.

Many reasons and suggestions for the reduction in expatriates' inter-firm relationship are offered. Most studies suggest the organisational responsibility in increasing communication and support (Neupert *et al.*, 2005:174; Bonache, 2005). Baruch *et al* (2002) noted the relationship impact of different perception of work priority between home managers and expatriates, the impact of by home country managers without overseas experiences, and the impact of changes of supervisor while expatriates are in the field which occur more often as "old networks diminished due to company restructuring." (Baruch *et al.*, 2002) Bolino and Feldman (2000) also suggest mentor relationship can be both negative and positive depending on the mentor and company mentor programs. Individual responsibility in maintaining such relationship is also mentioned (Dickmann and Harris, 2005; Allan and Alvarez, 1998). Suutari (2003) and Yan *et al* (2002) suggested examine the quality of the relationships rather than the structures of the relationships in understanding better of the inter-firm relationship interplay.

4.4.2 Inter-Firm Network of Relationships

This type of competency includes the resources and opportunities for career development provided from connections and relationships outside the current employing organisation which, as selected studies show, includes external job market and inter-firm network or relationship and contacts, usually being the professional community.

The selected studies show that in general the expatriates' inter-firm network relationships are developed different during IAs than at home country (Black, 1988; Lee and Larwood, 1983; O'Sullivan, 2002; Peltonen, 1998; Porter and Tansky, 1999; Stahl *et al.*, 2002; Suutari, 2003; Wang and Kanungo, 2004), with much more local business contacts. Two particular sources of such competencies or strategies to obtain such competencies are suggested as: outplacement/employment agencies or 'head hunters' (Forster, 1994; Stahl *et al.*, 2002); using outside publications (media) to increase expatriate visibility in inter-firm network while act as PR between host organisation and HQ (Half, 1993).

4.4.3 Social Relationships in Private Life

This competency generally denotes what facilitate expatriate career development through ones' private life and non-work social relationships, such as work-life/family harmony; non-work social communities, and intercultural contacts and pure friendships. A few studies I selected have stressed this less obvious and yet important dimension of social relationships in expatriates' private life (e.g., Black, 1992; Glanz, 2003:271; Hartl, 2004, etc.).

Expatriates are evidenced to have developed private social capital through non-work hours spent with locals, which significantly impacted on local contextual knowledge and intercultural knowledge that facilitates work adjustment and performance (Black, 1992; Black *et al.*, 1992; Feldman and Thomas, 1992:286; Hammer *et al.*, 1998; Wang and Kanungo, 2004). Boies and Rothstein (2002) implied that the development of private social capital is very important for (job performance-wise) motivated expatriates.

However, they focused on performance impact of such relationships rather than career impacts. Hartl (2004) suggested that various social communities are often new resources for expatriates, thus I assume such private relationships extend to external career possibilities. Some studies point out the potential sources of such new resources: for example, Sergeant and Frenkel (1998:30) detailed the value of expatriate community in the country; Glanz (2003) analysed the power of informal inputs through various social engagements (p.271) while Stahl *et al* (2002) network of international contacts. As Suutari (2003) suggested, expatriates find it difficult to keep up personal relationships at any temporary location and have to develop lots of short and superficial relationships in international network. So these private relationships are more likely to be 'weak ties' for each other and generate the additional career resources that formal connections can not provide to the expatriates.

One aspect of private relationship that already received increasing discussion is the expatriate-spousal relationship. MacDonald and Arthur (2005) suggest that the IAs have greater impact on spousal relationships than domestic assignments. Some studies advocated more research to examine the IAs impact on expatriate dual-career couple's adjustment and career issues (Hartl, 2004; Linehan and Walsh, 2000; Webb, 1996).

4.4.4 Reputation and Trust

This competency refers to one’s credibility or word-of-mouth, and relationship quality in his/her network of contacts. Not like network that is often understood as bridge of connections, it concerns more of the resources and emotional bondage embedded in the connections—thus more relevant to the resource view of social capital. The career consequence of the reputation can be direct, as Gomez-Mejia and Balkin (1987) suggested that the “number of career possibilities at home” are restricted “due to less *credit* given to their work experience overseas” by their home managers. Sergeant and Frenkel (1998) expressed the importance of relationship quality with host country contacts. For local contacts, Sergeant and Frenkel suggest that in China and other Southeast Asian countries expatriates have to establish quality relationships (Guanxi) that assumes reputation, trust, and loyalty in order to work effectively. Yan *et al* (2002) also stressed the issue of relational loyalty between expatriates and the organisations they serve and its benefits.

Discussions by now have already obtained career competencies emerging as evidenced in the selected studies to be connected to international assignment impact. Notably specific career competencies have different levels of change during IAs, and their impacts on repatriate career are also different. In addition, the extent of existing knowledge also varies from competency to competency. Table 4-3 summarise all career competencies appeared in the selected studies by the dimension and the sub-theme of career competencies influenced by IAs. For more detailed summary of each competency please refer to Appendix 4-1.

Know-why CCs	Know-how CCs	Know-whom CCs
☞ Identity and Roles ☞ Values, Attitudes and Beliefs ☞ Interest, Purposes, and Motivations ☞ Expectations, Satisfactions ☞ Emotional Traits and Personality	☞ Work-related Skills ☞ Career Contextual Knowledge ☞ Language Skills ☞ Career Competency Development Orientation	☞ Formal Intra-firm Relationships ☞ Formal Inter-firm Relationships ☞ Private Social Relationships ☞ Reputation and Trust

Table 4-3: Career Competencies Influenced by IAs

4.5 Interplays of Career Competencies Dimensions

I now provide a brief review of the interplay between the career competencies

dimensions and within each dimension, as the data from the selected studies revealed. Studies with discussions on separate interplay relationships are summarised in Appendix 4-2.

4.5.1 Interplay Within Competencies Dimensions

There are interplays between different specific career competencies within each career competencies dimensions in the international assignment and international career contexts.

Interplay within self competencies

Glanz (2003), Feldman (1991) and Lee and Larwood (1983) evidenced positive interplay between identity and expectations and various personality traits, meaning the accumulation of new identity leads to the development expectations and to personality traits more suitable for intercultural work environment. Lee and Larwood (1983) showed that American managers' interactions based on their expatriate identity and social roles influence their value and long-held beliefs, which Dickmann and Harris (2005[upcoming]) also implied. Tharenou (2002) found that one's value and preferences influence one's self-efficacy and outcome expectancies about repatriation. Boies and Rothstein (2002) discovered that expatriate interest and motivation about international careers influence their expectations and belief about international assignment and repatriation careers, while such expectations influence their satisfaction levels with various international assignment experiences. Black (1992)'s examination of expectations show that expatriates' work expectation and non-work expectations have mutual impacts; Stroh *et al* (1998). Bolino and Feldman (2000) also found expatriate' expectation and satisfaction influence each other.

Interplay within subject competencies

Feldman and Thomas (1992) noted the interplay between work-related interpersonal skills and the development of knowledge of local career contexts. Black (1988) asserted that the contextual knowledge increase helps ExMs' performance and adjustment. Peltonen (1998) suggests the career contextual knowledge impact on expatriates' choice of the career strategy focusing on socio-technological competence (p.883). Similarly Stahl *et al* (2002) suggested the career contextual knowledge lead to development of career opportunities awareness.

Interplay within social competencies

Black *et al* (1992) implied that new overseas social connections affect expatriates' value perception of social capital and expectations about career development at home, which leads to reduced network behaviour with home organisation. Linehan and Walsh (2000) implied that positive interaction between some mentor-protégé relationship and expatriate's private social relationship. Riusala and Suutari (2000) however observed that expatriates image and reputation at home can be negatively affected when too hard tasks is coupled with little support that causes premature return.

4.5.2 Interplay between Self and Subject Competencies

Self competencies impact on subject competencies

Hartl (2004) suggested that the expatriate identity development in host country influence managers' general perspective and development of global mindset. Similarly, Kohonen (2005) identified the mutual interplay between identity and many other skills and know-how development during international assignments.

Suutari and Vaelimaa (2002) suggests the impact of interest and motivation on expatriates work adjustment. Suutari (2003) also find various self competencies including interest and purpose of life impact on the subject competencies of learning, adjustment capabilities and multicultural perspectives.

Bolino and Feldman (2000) found expectations influence utilization of work-related subject competencies. Porter and Tansky (1999) argued that expatriate attitude towards learning directly impact on the acquisition of subject competencies and social relationships. Sergeant and Frenkel (1998) evidenced such impact on American expatriates in China, Indonesia and Vietnam.

Peltonen (1998) discussed impact of expectations on know-how development. Napier and Peterson (1991)'s general test suggest impact of satisfaction and various on expatriate's know-how. Yan *et al* (2002) also specified the impact of satisfaction on job-related skills learning reinforcement.

Finally Harvey and Movicevic (2004)'s discussion implied that political skills are defined with and influenced by global managers' personality and emotional traits in many aspects.

Subject competencies impact on self competencies

Black (1988) Contextual knowledge increase helps ExMs' performance and expectation adjustment. Similar findings are confirmed by Suutari (2003) and Napier and Peterson (1991) who suggest that the knowledge about social and career context affect expatriates' purpose, motivation, and satisfaction. Feldman (1991) showed that language ability influences expatriate' interest, intention and purpose of taking international assignments and to remain. Tharenou (2002) established a Model of International Career in which receptivity to future international careers depend on knowledge of host countries and the work. Webb (1996) found that contextual know-how, new perspectives and experiences all influence one's personality traits.

4.5.3 Interplay between Subject and Social Competencies

☞ Subject competencies impact on social competencies

In international assignments, expatriate's know-how is often found to affect one's work-related and private relationships. Jassawalla *et al* (2004) and Hartl (2004) argued that expatriate career contextual knowledge of home organisation influence the quantity of organisational support and communication. Sergeant and Frenkel (1998) clearly associated the interpersonal skills with the development of loyal relationships and trust among host country contacts. Similarly O'Sullivan (2002) showed the importance of communication skills affects both work relationship and non-work social relationships across cultures.

☞ Social competencies impact on subject competencies

Black (1988)'s finding suggested that local relationships development leads to increase local context knowledge. Jassawalla *et al* (2004)'s study confirmed the important role intra-firm ties such as mentor relationship impact on the international job assignment competencies and know-how;

4.5.4 Interplay between Self and Social Competencies

☞ Self competencies impact on social competencies

Black (1988) suggested that the role and expectations of the expatriate influence the work and private local social network he/she can establish overseas and with home organisations. Hartl (2004) suggested that the expatriate identity change and additional work roles lead to new formation of inter-firm network of relationships. Lee and Larwood (1983) Interplay: attitude system interplay with local social systems

Napier and Peterson (1991) evidenced the impact of expectation of interpersonal roles on local social relationship building. Porter and Tansky (1999) suggest that expatriate value and attitude towards learning (or openness personality trait) affect his/her social relationship with local and home organisational networks. Tharenou (2002) also suggest that self-efficacy leads to networking differences.

☞ Social competencies impact on self competencies

Jassawalla *et al* (2004) found that organisational support and organisational communication is significantly related to expatriates 'loyalty to the firm, and interest in exerting themselves to fit in upon return' (p.42). In terms of intra-firm relationships, Linehan and Walsh (2000) implied that mentor relationship affect expatriates' self-confidence, while Riusala and Suutari (2000) also found self-confidence benefit of sufficient organisational support whereas little support and communication affect expatriate satisfaction and adjustment of identity upon return.

Black (1992) explicitly evidenced that expatriates' interacting with locals affect attitudes and expectations about relationship at home upon repatriation. Black *et al* (1992) also implied that changed social connections overseas affect expectations about the value of social capital development process at home. Feldman and Thomas (1992) found that private relationships are often critical to one's self-concept reconstruction and personality reinforcement. For expatriates interactions and relational bonds with host country nationals often enabled better emotional stability, patience, and expatriates concern for others. Lee and Larwood (1983) found that expatriate's attitude system leans towards local social systems. Expatriate would tend to shift to host country systems at the aspects that do not conflict with fundamental ethical codes.

Yan *et al* (2002) also found broad social relationship has emotional impact and motivation benefits for expatriates. Finally Wang and Kanungo (2004)'s study specifically examined the psychological well-being impact of expatriates' social network properties. Similar findings of social network impact on individual self competencies are evidenced.

4.6 Summary

This Chapter provided overall analyses of the theoretical discussions and empirical findings by the various career competency types in the self, subject and social dimensions I defined in Chapter One. These specific types of career competency

reflect the most usual career competencies being subject to international assignment impacts. I organised the evidence of the international assignment impacts and the interplays within and between each dimension in the study. More discussions of the implications to expatriate careers and future research directions are presented in the following Chapter.

CHAPTER 5 DISCUSSIONS

Little systematic knowledge is available about how expatriate career competencies change during the international assignment. The findings of the current study lend some support to a systematic investigation of such career competency changes. The remainder of this chapter proceeds as follows. First, I discuss the evidenced specific types of career competencies changed in international assignments and their interplays gained from the selected theoretical papers, which lead to the theoretical benefits of using this categorisation. Secondly, supported by these findings, I discuss several propositions in explaining the repatriate retention issues, and other future research implications from the findings. Finally, the lessons learned from conducting the systematic review methodology in the study are reflected and suggestions are made for improvement.

5.1 Discussion of Findings

❧ Specific Career Competencies Influenced by International Assignments

First, the findings support the theoretical argument that DeFillippi and Arthur (1994)'s three dimensions of career competencies (know-why, know-how and know-whom) all emerged from the selected studies. Their importance for repatriate career management is reflected in the evidence of international assignments' various impacts on the expatriates and their repatriate careers issues through influencing the career competencies. The more recent papers explicitly assert the value of understanding expatriate competencies' impact of international assignments for developing corporate core competencies. Developing corporate core competencies is already viewed as a critical reason for the use of overseas assignments by multinationals (Jassawalla *et al.*, 2004).

The findings suggest that among the three dimensions, self (know-why) dimension of career competencies are most evidenced (in 41 papers) to be changed during international assignments and influential to repatriate careers, followed by subject competencies (35 papers) and social competencies (16 papers). The studies showed five aspects or themes of self-dimensions emerged from the findings, being the self-concept, value and beliefs, interest and purposes, expectations and satisfaction, and personality and emotional traits. Evidence of all five aspects are more or less evenly stressed except that of value and beliefs (about only a third in number of

studies compared to the other three). There are four aspects of self competencies emerged, including work-related skills, contextual knowledge, language skills, and career competency orientation. Discussions in this dimension concentrate more on the work-related skills and career context (both over 25 studies while the other two are less than 12). There are also four aspect of social competencies emerged from the evidence: formal intra-firm network, formal inter-firms network, and private non-work relationships, and reputation and trust as resource-based outcomes of social relationships. Apparently studies paid more attention to the formal network of relationship than the private or informal relationship and the quality outcomes of relationships.

Subsets of career competency emerged in the studies under above different aspects of the three career competency dimensions, and some career competency aspects obvious have been analysed with more subsets than others, meaning the knowledge of these career competencies are more complicated than others in international careers. For example in the self competencies dimension, the subset facets of personality traits and those of identity competency are much more evidenced than those under the value and beliefs career competency. In the subject competencies dimension, the subset facets of work related skills and contextual knowledge are more deeply discussed than the language skill and career competency orientation facets. In social competencies dimension, subset facets of formal intra-firm relationship are more (categorised) than those of inter-firms relationships and of private relationships.

All these competencies emerged are evidenced to be influenced by the assignment. However, they are influenced in different ways and have different implications to the repatriate careers. The Table 5-1 summarises the nature of the influence on all these emerged career competencies, as well as evidence of the utilisation of their development by the home organisation upon their repatriation.

Career Competencies	Ex M s	Firm' s Uses	Sample References
Identity & Roles	☉	↓	Baruch <i>et al.</i> , 2002; Hartl, 2004
Value & Beliefs	☉	↓	Ettorre, 1993; Lee and Larwood, 1983
Interest/Motivation	↔	↔	Hartl, 2004; Boies and Rothstein, 2002
Expectation/Satisfaction	↔	↔	Black <i>et al.</i> , 2002; Stroh <i>et al.</i> , 1998
Personality Traits	↑	n/a	O'Sullivan, 2002; Bossard and Peterson, 2005
Work Know-how	↑	↓	Black, 1998; MacDonald and Arthur, 2005
Context Knowledge	↕	↓	Baruch <i>et al.</i> , 2002; Townsend and Cairns, 2003; Inkson and Myers, 2003
Language Skills	↑	↓	Half and Hartland, 2005; Neupert <i>et al.</i> , 2005;
Career Competency Orientation	☉	n/a	Half, 1993; Baruch <i>et al.</i> , 2002; Dickmann and Harris, 2005
Intra-firm Relationship	↓	n/a	Allan and Alvarez, 1998; Napier and Peterson, 1991; Linehan and Walsh, 2000
Inter-firm Relationship	↕	↓	Black, 1988; Peltonen, 1998; Suutari, 2003
Private Relationships	☉	↓	Black <i>et al.</i> , 1992; Glanz, 2003; MacDonald and Arthur; Wang and Kanungo, 2004
Trust/Reputation	↕	↓	Sergeant and Frenkel, 1998; Yan <i>et al.</i> , 2002

Guide to symbols in the table:

☉-reconstructed as a global manager and has neutral implication; ↔-either positive or negative depending on the international assignment experience; ↕-positive regarding host country but negative regarding home careers; ↑-positive for expatriate as global manager; ↓-negative for expatriate as global manager; n/a -no discussion or evidence in this regard.

Table 5-1: Empirical evidence of different types of influences of international assignment on career competencies

We can see that expatriate most predominately lost the intra-firm network of relationships and contacts, as including supervisors, old colleagues, or subordinates. Related to this change they also lost their reputation or image for careers back in the home organisation. In comparison, all subject competencies are developed or reinforced positively except for career competency orientation, which is reconstructed like many of expatriates' self dimension of career competencies such as identity and work roles, personality, interest, value and beliefs. Some reconstructed competency can be either positive or negative towards repatriate careers depending on the individual experience, but which is also often affected by the firm's expatriate management practices.

☞ Interplays within and between Career Competencies

The interplays within and between these career competencies dimensions are also evidenced. Within the self career competency dimension, it is evidenced that (1) self-concept like identity and work roles have more influence on value and personality traits, while one’s value and interest influence the expectations and satisfactions about work. Within the subject dimension, evidence suggests that interpersonal skills interplay with context knowledge, while context knowledge influences one’s awareness of and rationale for his/her own career competencies development orientation. Within the social dimension, evidence showed that new overseas connections (both formal inter-firm and private relationships) affected expatriates’ maintenance of intra-firm connections directly (as less time devoted) and indirectly (through influence perception of the value). Evidence also shows that close formal mentor (intra-firm) relationship (thus involving private bonding) leads to extension of expatriate private relationships while overseas. However the interplays of language skills and reputation with other aspect of career competencies in their respective dimensions are not evidenced in the studies. Figure 5-1 shows the interplays within each career competency dimensions.

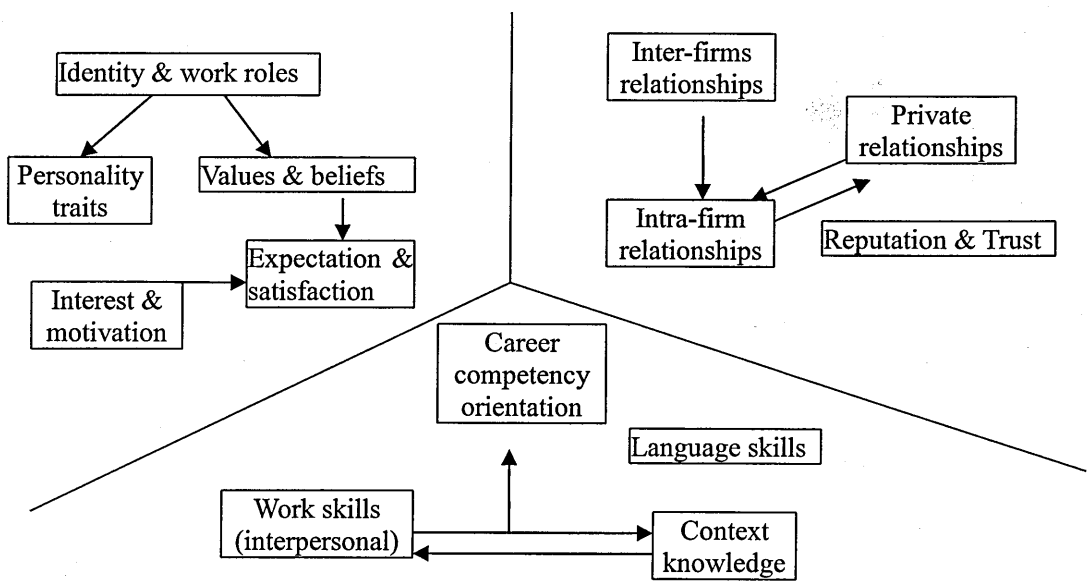


Figure 5-1: Interplays within Each Career Competency Dimensions

Findings also support that the self career competencies, subject career competencies, and social career competencies are intertwined in supporting individual’s careers development and have complex interplaying relationships. For self competencies, expectations and satisfactions are mostly influenced by both contextual knowledge,

work know-how, and significantly by expatriates' three types of social relationships. Interestingly private social relationships are evidenced to affect all five aspects of self career competencies during international assignments whereas formal intra-firm and inter-firms relationship only affect value and motivation aspects. More careful examination shows if mentor's personal relationship with the expatriate protégé, formal intra-firm connections only brought motivational self.

In subject competencies dimension, job-related skills and know-how are evidenced as being influenced by the all self dimension career competencies except personality. Other areas of subject competencies are not evidently impacted by various self competencies. Intra-firm mentor relationship is also evidence as impacting on job-related skills and know-how. However, Harvey and Novicevic (2004) theoretically implied the impact of personality in the self dimension on the political skills of subject dimension. Finally, local context know-how is evidently impacted by local inter-firm and private relationships directly.

In social competencies dimension, one's identity effects concentrates on the inter-firms connections while expectations role focuses on one's private relationship development process. Value and attitudes are found to impact on both inter-firm relationships while personality traits are found to impact on both inter-firm and intra-firm networking during the international assignment. In terms of subject competencies' impacts on social competencies, work skills and interpersonal skills are known to influence the accumulation of private relationships by expatriates in host country, while knowledge of the home organisation context influence expatriates' communication and support obtained from the home organisation. All the between-dimension career competencies interplays are illustrated by Figure 5-2 below. The self career competencies are on the left half; upper right half are the social competencies and bottom right are the subject competencies. Straight line shows two-way impact relationships between two specific aspects of career competencies, while semi-broken lines with arrows illustrate one-way influence between two career competencies.

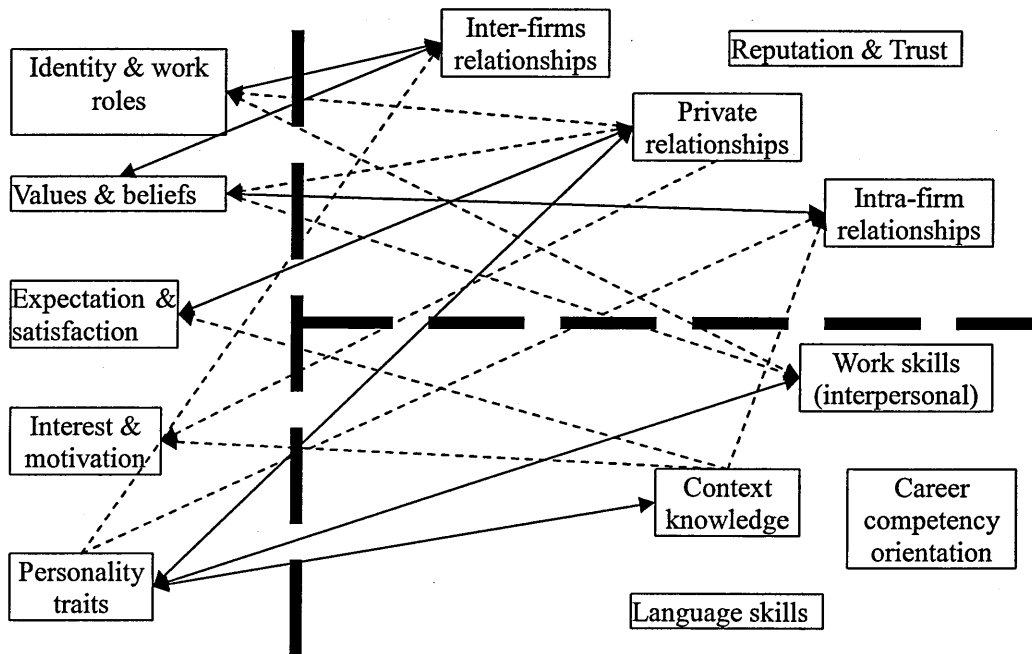


Figure 5-2 Interplay Cross Career Competencies Dimensions

5.2 FUTURE RESEARCH IMPLICATIONS

Propositions Development

Figure 5-2 only shows current knowledge obtained from the selected studies about the various career competencies. The figure shows it is possible to produce a preliminary model of the career competencies' development during international assignments, in which the most influenced competencies and the lead competencies (i.e., the competencies that mostly influence the development of other competencies) will be identified, as well as those competencies currently most intervened by organisational expatriation management. Such a model will show the dual dependence between individual career competencies and organisational career management measures, and will help to develop more effective expatriation career management strategies for expatriates with different pre-departure career competencies on international assignments. However no preliminary model can be developed at this stage to explain career competencies interplay due to a few limitations that I will discuss in the subsequent section.

Nevertheless evidence from the selected studies have informed us a lot about the international assignment impact on expatriate career competencies and the interplays. I discussed a few propositions developed from obtained evidence. However these propositions are only tentative as a way to reflect the learning rather than being ready

for operationalisation unless more evidence are obtained to confirm the gain and loss of the same career competencies.

First, there might be different weighting of various career competencies in expatriates' career decision upon repatriation. The findings suggest that expatriates reconstructed, gained and lost different types of career competencies, which may suggest that different career competencies play different roles for expatriate repatriate careers. The findings in this study also show that the career competencies home organisations often underutilised match those career competencies newly gained by expatriates such as work know-how and contextual know-how, language skills and overseas inter-firm contacts as well as private relationship orientations. Given the low retention rate of repatriate managers, it is proposed that these underutilised career competencies outweigh the lost career competencies such as intra-firm contacts for the leaving expatriates' in their career decision-making. Thus,

Proposition 1: The identified new career competencies gained by repatriate managers' during international assignment outweigh the lost career competencies in their repatriate career decision.

Reversely, as many repatriates have chosen to stay, it is likely that they do not value or have not gained much of these types of new competencies. Given the common sense that people cherish what they have learned through hard experiences and that international assignments are known to be normally very challenging for expatriates, the latter situation with remained expatriate are more likely, i.e.,

Proposition 2: The repatriated managers who have stayed after repatriation without using their new career competencies have developed less in such new competencies than those who left.

However, these propositions have not yet taken consideration of the firm's response on the career competency changes. The home organisation might have or have not initiated many effective repatriate career interventions that influence the repatriate career decision, thus making it difficult to compare the career decision effects of firm's interventions and individual's new competencies' utilisation. Therefore in developing these propositions, I assume firm intervention equal on expatriates' who have varied development of the overseas-specific competencies.

Together the propositions suggest that it is the discrepancy between individual and

firm's reliance on various career competencies that explains the repatriate career decision to leave the multinational firm. Those who have greater discrepancy between newly developed competencies in a home organisation without ways to utilising them are more likely to leave and career elsewhere.

A closer examination of the newly developed career competencies reveal that career competencies like identity and interests are not bound by the social context, which means they are transferable competency we can use in either the host or home country. Other newly developed competencies like language and contextual knowledge might be more context-bound. Therefore there might be a further distinction among the context-bound competencies and context-transferable competencies in terms of their repatriate career decision impacts.

Proposition 3: Context-bound career competencies outweigh context-transferable career competencies for repatriates' career decision to leave.

The research implication of this proposition concerns identification of which specific career competencies are context-bound or transferable. If newly developed values were context-bound, then value changes could mean significantly to repatriates career decision.

Obviously the fact that expatriates have worked for a long time in overseas environment adds the complexity of the changed types of expatriate career competencies in each of the three dimensions, as well as the complexity of the assignment influence for the new competencies. As career competencies are developed through the interplay of self, subject and social dimensions of career competencies, it is proposed that the career contextual differences between the host and home country have significant impact on the types of degree of new career competencies development. O'Sullivan (2002) suggest contextual distance creates optimal opportunities for emotional learning, it can be assumed that westerners in china learned significantly in terms of emotional stability and other personality traits.

Such contextual differences could be measured by cultural distance rather than geographical distance, since geographical distance between countries is not a reliable correlation with their cultural differences. For example China may present smaller cultural differences with geographically more distant country of Brazil than with Russia. In addition as the length of continuous stay overseas is already evidenced as

impacting on the easiness of repatriate adjustment (Black, 1998), I include the length of continuous stay together with the culture contextual distance in the proposition 4:

Proposition 4: Culture contextual differences between the host and home country and the length of continuous overseas assignment stay are correlated with more types and greater degree of development of those context-bound career competencies.

Combining proposition 3 and 4, we may derive proposition 5:

Proposition 5: Culture contextual differences between the host and home country and the length of continuous overseas assignment stay are correlated with expatriates' intention to leave the organisation where newly developed career competencies are not likely to be valued or utilised.

❧ Other Future Research Implications

First, career competencies framework categorised under self, subject and social can be linked with other well-established theoretical frameworks used in career studies better. As argued in Chapter one, the self, subject and social competencies are used almost interchangeably in this study with DeFillippi and Arthur's original framework known as 'know-why', 'know-how' and 'know-whom' career competencies. However its categorisation approach is based on the levels of analysis of intrapersonal, individual-issue interaction, and interpersonal interaction, rather than the rhetorically powerful but conceptually static question words of why, how and whom. As many well established theories have coherent analyses along the three levels of analyses, many career studies using those theories can surrender coherent evidence with the renamed career competencies framework. Such well established theories include for example human capital, social capital, etc. This theoretical integration convenience may help to speed up the relative slow progress with operationalisation of the career competencies framework as chapter one suggested.

Second, many evidence implied the importance to study competencies developed whilst expatriates are adjusting and performing in culturally distant host countries. For example, Gomez-Mejia and Balkin (1987) noted the expatriate managerial style changed to meet the needs and expectations of foreign local subordinates, but become inappropriate for home subordinates. But how willing are repatriates who have adopted such 'inappropriate' managerial styles or how easily can they convert back to the more appropriate styles? It is not yet known and worth investigating.

For another example, many of the studies presented the effectiveness of firm's expatriate adjustment programs. Adjustment often denotes the state of being able to perform effectively and does not necessarily mean they have career commitment and satisfaction. The repatriate career actor can temporarily remain in post to perform effectively when the psychological career contract is already broken, while holding the termination to leave at appropriate timing. This might occur more to repatriates whose value and attitude systems have shifted towards that of the high-context host cultures (Lee and Larwood, 1983), where intentions are not explicitly communicated like in the low-context cultures (Hall and Hall, 1990). Knowledge about the important dimension about cross-cultural communication competency changes is little in the studies of repatriate careers. Have Western repatriates returning from, say, a three year long assignment in China become better reading hidden messages and prefer more face-saving in career communication with the organisation? Such questions are interesting to answer.

Yet another example of expatriate communication competency: Many scholars only regarded the reduced communication between ExMs and home office during assignment as a problem for expatriate. But Black *et al.* (1992)'s observed the impact of huge communication contextual distance between expatriate and home personnel, which is potential for creating negative attitude towards each other and results in the difficulty to communicate and interact between the two parties. This observation implies that the long-distance communication between expatriates and home executives may not improve much by the provision of advanced low cost on-line telecommunication technologies we enjoy today because of communication contextual distance. More attention should be paid in the impact of contextual knowledge gap between the two parties in their communication and keeping in touch.

Another point about subject competencies development is that, although it is known many skills and competencies are developed abroad, how they developed in the overseas context is not very well known. Quite a big proportion of the studies show that most expatriates has gained work-benefiting new ideas and broadened their perspectives through the assignment experiences. How they are gained is not clear. Also, gains of such competency perhaps signify the inadequacy in corporate career management in measuring repatriates' soft skills such as innovativeness and intercultural managerial perspectives. Firms perhaps can only measure these soft skills

heuristically and through practical problem-solving events. However, this is not evidenced through empirical studies.

Similarly, Harvey and Novicevic (2004) study has conceptually developed the importance of political skills that are important for global assignments. Although this soft skill is perhaps seen as more valuable to senior level global executives or global leaders, it is believed to be in general importance for expatriate managers working with foreign stakeholders of strategically important overseas subsidiaries.

In terms of social competencies, there are few studies about the expatriates' competency changes in acquiring reputation and trust through their interpersonal relationship building overseas. This competency concerns mutually affective perceptions that require more than interactions based on sheer business advantage calculation but engagement in personal affection and emotional bond development. So it requires one's willingness and ability to become other's social capital (either as connection or resource, or reputation endorsement, etc.). All seem worthy investing for Western expatriates who often operate under greater amount of uncertainties of formal structural ties in developing countries. However, current studies have focused more on the structural part of expatriates' social competencies, i.e., formal communication and connections with home or local personnel, rather than the content parts of them such as the competency to establish reputation and trust within the connections. Connected to this point, most current studies focused on formal network of relationships (except spousal relationship) rather than private relationship which impacted on all five aspects of self career competencies.

It may be argued that the selected studies' foci on self dimension and subject dimension development in international assignment might result from the home organisation-centred 'ethnocentric' perspective in international careers research: because multinationals often try to satisfy the strategic objective of control and coordination based on the asymmetric interest of the home office. In addition, all of the studies are written in English language by Westerner scholars for Western MNCs and Western expatriates. It might be argued that the foci on self and subject dimensions of career competencies in the selected studies are resulting from the overwhelmingly protestant beliefs-based, organisation-centred focus on one's interests, willingness, and capability to work that support the advancement of organisational careers. Studies by scholars from other cultural background or written

in other languages might have developed more evidence on the social and relationship dimension of career competencies.

5.3 Limitations and Methodological Reflections

❧ Limitations

There is a lack of knowledge about the interplays between some specific career competencies (such as language skills and career competency orientation) and other career competencies. Evidenced interplay relationships between other career competencies are also limited. To build such a model, two knowledge gaps must be identified and filled. One aspect concerns obtaining more empirical evidence of the assignment impacts on some of the less evidenced career competencies such as value and belief in the self dimension, language skills and career competency orientation in the subject dimension, and the private relationships and reputations in the social dimension. When evidence becomes sufficient, the second aspect will be to further develop interplay relationships among competencies both within dimension and between dimensions that are currently less evidenced as appeared in Figure 5-1 and 5-2.

Above evidence is founded on the systematic literature review methodology. The systematic review approach went through significant changes in the past three months, driven by the moderations of research question. Finally the review delivers fruitful results by using a bias-reducing evidence-based research process, systematically organising evidence, and transparently presenting the findings.

Despite its fruitful findings, the study is constrained by its design in a number of ways. First and foremost, selected studies are procedurally biased in the way that they must survive the preset keyword strings. The brief search keyword and exclusion criteria seem to be straightforward and easy to implement. However, the preset keyword strings can be very restrictive to studies that do not have most central keywords in the citation information from which studies are systematically retrieved from the databases. For example, in numerous studies on expatriate adjustment issues I may have discovered ample evidence of development of expatriate managers' intercultural management skills, private social relationship, and intercultural communication skills. As such studies do not survive the preset search strings they do not appear in the evidence. Another typical example is Suutari and Taka (2005)'s study on global

manager's protean career orientation. It has explicitly evidenced the effect of technological (subject) competency on two self competencies (career purpose as overcoming challenges and career expectations about international careers). However, this study used 'global managers' rather than 'expatriate' in its citation information thus making it unfound. To obtain further evidence for a more comprehensive review, I should need to combine extra searches on enlarged search strings (e.g., 'expatriate adjustment' and 'global managers').

Second, the procedural design's focus on database-based paper allow little time and space for organising very relevant papers from the bibliographical lists of selected studies. Thus more evidence could only be identified and analysed after a more thorough following up of relevant studies in the bibliographical lists of selected studies. The short turnaround time in the current systematic literature review has not allowed sufficient time between identifying the key papers and catching up with their referenced studies.

Further, I didn't include non-academic journal and newspaper articles which might have offered the richness for building the evidence. In contrast, some emerging studies that have no empirical findings but a review of second-hand literature based findings are also included for review. This mixture of types of original data sources in the selected studies might reduce the reliability of the evidence and analysis.

In terms of paper relevance and quality screening, I may have included some unreliability for the papers' quality. The quality assessment scoring for methodology is just a rough guide and may allow subjective interpretation differences in implementation. It does not incorporate sufficient information to distinguish papers employing appropriate methodology from those using inappropriate methodology. I also admit that my assessment of paper's evidence may be inaccurate given my insufficient level of methodology insight to judge if the empirical findings in the selected papers come from justifiable research methodology. Therefore, I may have introduced some errors in the analyses of findings.

Finally, analyses of extracted data could be more robust well-thought. Due to time constraints, I have not conducted comparison of potential differences of assignment impact between expatriates in European and Asian host countries.

Learning Experiences

Systematic review approach is still a new method to conduct literature review. When I follow this approach for the review, I suffer a lot for the lack of procedural guidance in publications. Thus, I have taken a trial and error approach and went through the wrong routes before stepping on the right track. Here, some learning points from my implementation are summarized to benefit future researchers.

In the first place, it is critical to narrow down the scope of research before anything else. The systematic review aims to deliver a complete review of prior literature for certain subject. However, it is by no means referring to a complete review of the complete subject. The systematic review procedure is a long journey and requires hard work. Therefore it is very important to bear in mind that systematic review aims to survey a large literature base that is manageable. Delimiting the scope of review initially will help reduce the workload and also improve the efficiency.

Second, the search procedure should utilize systematic literature management software to improve efficiency. I have received beginner's training on ProCite and Nvivo software and have mastered the former through using it to manage reference databases systematically. However I had no time to apply the latter to perform data syntheses of extracted quotations from all the selected studies. Hence, I forgo the opportunity to identify interesting and meaningful results with the aid of Nvivo, which can produce tree map of similar studies as I did manually with Figure 5-1 or 5-2 and some appendices. Again, fixing a research question narrow enough for the review can significantly save the time for playing the data around with the tools.

Overall, systematic review is a rigorous and constructive approach in literature review. In this paper, I show the procedure of my systematic review of literatures with knowledge about international assignment impacts on expatriate career competencies, and present my findings descriptively. Following detailed thematic syntheses of key papers and their evidence of the impact, I identified several research gap and come up with a number of propositions for future research project.

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Appendix 1-1: Employability and its individual factors by McQuaid and Lindsay, 2005

Individual factors	Specific Constructs and Connotations
1. Employability skills and attributes	* Essential attributes: broad social skills; honesty and integrity; basic personal presentation/ image; willingness to work; understanding of actions and consequences; responsibility and self-discipline, etc. * Personal competencies: proactivity, diligence, judgment, initiative, assertiveness, confidence, etc. * Basic transferable skills: literacy, writing, numeracy, verbal presentation * Key transferable skills: reasoning, problem-solving, adaptability, work-process management, personal task and time management, functional mobility; basic ICT skills, basic interpersonal skills; emotional and aesthetic skills, etc. * High level transferable skills: team working, business thinking, commercial awareness, continuous learning, vision, job-specific skills, enterprise skills, etc. * Qualifications: formal academic and vocational qualifications; job-specific qualifications * Work knowledge base: work experiences, general work skills and personal aptitudes; commonly valued transferable skills like driving, etc. * Labour market attachment: current unemployment/employment duration; number and lengths of inactivity spells, 'balance' of work history, etc.
2. Demographic characteristics	Age, gender, etc.
3. Health and well-being	* Health: current physical and mental health, medical history, psychological well-being * Disability: nature and extent of , physical disability, mental disability; learning disability
4. Job seeking	* Effective use of formal search services * Awareness and effective use of informal social networks; Access to references * Ability and skills to complete CV/application/interview process, presentation * Awareness of strengths and weaknesses; awareness of opportunities, realistic approach to job targeting
5. Adaptability and mobility	Geographical mobility; wage flexibility and reservation; occupational flexibility (working hours, occupations, sectors).

Appendix 2-1: Databases Selection Criteria

Database	Information Capacity	Usability
ABI-Proquest (Global; Trade & Industry)	Relevant business research topics; nearly 1800 worldwide business periodicals; expanded international coverage; fast access to information on 60,000 + companies with business and executive profiles; 750 business periodicals and newsletters with a trade or industry focus.	• Advance search features; • Bibliography management; • Full-text available; • SFX full-text links.
EBSCO (Business Source Premier)	Provides full text for nearly 7,800 scholarly business journals and other sources, including full text for more than 1,125 peer-reviewed business publications. Coverage includes virtually all subject areas related to business. This database provides full text (PDF) for more than 350 of the top scholarly journals dating as far back as 1922.	• Advance search features; • Bibliography management; • Some full-text available; • No SFX link
ISI Web of Science: (Social Science Citation Index Expanded)	A multidisciplinary index, with searchable author abstracts, covering the journal literature of the sciences. It indexes more than 5,700 major journals across 164 scientific disciplines, covering approximately 2,100 more journals, with all cited references captured.	• Advance search features; • Bibliography management; • Full-text via SFX • Less articles • Clear citation information • Multi-language

Appendix 2-2 Stringent Relevance Selection Criteria

Groups	Exclusion criteria	Inclusion criteria
All groups	All groups concern only careers in market-based economy systems	
Career competencies	● Career competencies of college graduate or early stage career actors ● Appeared rhetorically for not closely related issues	● Discussions concern the concept's connotation or scope
Employability, human capital, social capital, career capital, cultural capital, emotional capital, political capital, etc. various other concepts	● summary of conference paper abstracts, book review of related issues, ● with key concepts used rhetorically convenient for the discussion of other issues (such as state's policies; or management of coaching, training design, HR performance, knowledge spillover, gender segregation, welfare losses, wage decision, family formation impact, HR accounting framework, racial discrimination effect on ~, unionisation and work conditions, international labour market comparison, etc.) ● sample concern mainly ex-offenders, criminals, or youth delinquents, politicians, trainees learning of low-level jobs, IT specialist, scientists, sports, academe, and licensed occupation like legal and nursing profession; HR managers as CEO's; retirement, IT's use in HRP, public or service careers) ● Concern individual factors that can not be accumulated by individual self-intervention such as physical abilities, demographical variables.	Detailed discussion of: ● Concept's connotation; ● Scope of potential constructs for individual career factors ● Individual careers' with SC, HC, CC ● Organisational view and strategy for developing the individual factors; ● Antecedents of and career competency as outcome; ● Its importance to individual or organisation
International assignment impact on careers	No excluded studies	All relevant
Ex/repatriate and careers	Studies must not be or focus on: ● specific company's expatriate career management strategy (like Shell, Ericssen) ● expatriate benefit and compensation during assignment ● expatriate challenges faced during war times ● physical impediments to expatriation ● foreign income management; secondment from medical emergency ● political careers; career diaspora; "aliens and aids" in Africa ● report of award for studies in the area ● national FDI policy ● expatriate selection, adjustment or performance	Discussions concern: Expatriate or repatriates' career challenges or careering strategies.

Appendix 2-3: Quality Criteria and Appraisal Chart

	Criterion 1	Criterion 2	Criterion 3	Criterion 4
Criteria	Contributory in advancing relevant Knowledge or Research Approach	Defensible in Design by providing a research rationale/strategy which can address the evaluation questions posed	Rigorous in Conduct through the systematic & transparent data collection, analysis and interpretation	Credible in Claim through offering well-founded and plausible arguments about the significance of the data generated
Judgement Questions	- Are the Research Questions adequately defined? - How has Knowledge or understanding been extended by the research?	- How defensible is the Research Design? - Does the Rationale justify the purpose for the study and/or place it within the context of current theory and practice? - How well has Diversity of Perspective and content been explored? - Is the Methodology clearly described and well matched to the research questions?	- How well is the eventual sample composition and coverage described and defended? - How well was the data collection carried out? Is the How well has the approach to, and formulation of, (intended) data analysis been conveyed? - How well are the contexts of data sources retained and portrayed? How well has detail, depth and complexity (i.e. richness) of the data been conveyed? - How clear is the basis of evaluative appraisal? How clear are the links between data, interpretation and conclusions?	- Are the Findings clearly identified? - Are the Implications for future research, business practices, or policy discussed? How clear and coherent is the reporting? - How credible are the findings? - How clear are the assumptions/ theoretical perspectives/ values that have shaped the form and output of the evaluation?

Appendix 2-4: Rating Schemes of Studies by Quality Criteria

Scale Criteria #	0 (N/A)	1 (Poor)	2 (Weak)	3 (Fair)	4 (Good)	5 (Outstanding)
1 Contribution	Not applicable	Unclear question EXCLUDE	Plausible RQ or contribution EXCLUDE	Some knowledge contribution to relevant RQ	Clear knowledge contribution to research MATCHING CLAIMS & HYPOTHESES INCLUDE	Breakthrough contribution to knowledge and approach EXCEEDING CLAIMS & HYPOTHESES INCLUDE
2 Design	Not applicable	No description or indefensible design	Flawed design or unclear description	Reasonable Design and description	Clear Design / description	Novel and credible design and clear description
3 Conduct	Not applicable	Unreasonable or no analyses / interpretation	Weak analyses / interpretation	Reasonable analyses / interpretation	Clear and logical analyses / interpretation	Clear and transparent description of robust analyses / interpretation
4 Claim	Not applicable	Non-matching claims EXCLUDE	Weak claims EXCLUDE	Reasonable and relevant claims	Matching claims & hypotheses MATCHING CLAIMS & HYPOTHESES INCLUDE	Strongly credible claims and implications EXCEEDING CLAIMS & HYPOTHESES INCLUDE
Min./Max. Count	0	0~4	5~8	9~12	13~16	17~20

Appendix 2-5: Specific Quality Checklist by Study Type

Checklist	Type	Theoretical/methodological Study		Qualitative Study		Quantitative Study	
		Contain sufficient discussions of the relevant concept, theory, or methodology		Some relevant evidence exists		Theoretically relevant	
1- Relevance	Inclusion	Theory or methodology not very relevant; Target concepts only used rhetorically		No relevant evidence exists		Theoretically not closely relevant	
	Inclusion	Relevant discussions are based on previous studies (sufficient referencing) Coherent or logical analysis of assumptions and relationships		- Sampling concern individual MNC re/expatriates - Data are typically narrative descriptions - Referenced quotations if graphs are employed to describe the qualitative data - Data explain target concept or relationship with directly linkage - Validity is assessed through cross-checking sources of information (triangulation) - Preference for expert informant (purposive) sample; narrative/literary descriptions of procedures - Holistic description of complex phenomenon		- Sampling concern individual MNC re/expatriates - Precise definitions, hypotheses, or propositions stated at the outset and precise descriptions of procedures. - Assessment of validity with reliance on statistical indices. - Description of procedural and measurement integrity and statistical summary of results - Preference for breaking down of complex phenomena into specific parts for analysis - Explanation of what population to generalise - Justified conclusions of the statistical inferences	
2- Conduct	Inclusion	Discussions are not based on previous studies (insufficient referencing) Incoherent or illogical analysis of assumptions and relationships		- Unclear links between sampling, data, interpretation and conclusions - Inadequate or non-matching evidence for the target concept or relationship to use - Approach to, and formulation of, qualitative data analysis is not conveyed - Unclear provision of complex context of the qualitative data for evaluative appraisal		- Unclear links between sampling, data, interpretation and conclusions - Statistical evidence inadequate or non-matching for the target concept or relationship for discussion - Approach to, and formulation of, qualitative data analysis is not conveyed - Unclear or irrelevant interpretation of the statistical findings - Impossibility for generalisation for current research question's context.	
	Exclusion						

Appendix 2-6: Studies selection process and the numbers survived at initial stage.

Search String Groups	Keyword Strings	No. of ABI hits	No. of EBSCO hits	No. of ISI Web of Science	Total No. of un-overlapping hits	Total after initial selection
Career Capital, Human Capital & Social Capital	1-1 career competenc*	8	5	8	13	11
	1-2 employability AND individual	41	53	61	117	59
	1-3 “human capital” AND career	151	229	125	383	166
	1-4 “social capital” AND career	21	25	35	25	17
	1-5 career capital OR career asset	6	5	5	9	5
	1-6 [(knowledge OR Intellectual OR intangible) AND (capital OR resource)] AND career	38	123	49	134	71
Overseas influences on Repatriate	2-1 (overseas OR foreign OR international OR global) AND (environment OR context) AND career	255	190	78	354	144
	2-2 (overseas OR foreign OR international OR global) AND (environment OR context) AND (expatriat* assignment OR secondment)	8	11	4	20/49	
	2-3 (international assignment OR secondment) AND (influence OR impact) AND career	4	5	1	7	7
3. Expatriat*	3-1 (Expatriat* OR repatriate* OR secondee OR secondment) AND career	151	106	50	224	191

Appendix 2-7: Paper Exclusion Reasons and Paper Counts in Last Stage of Selection

Main Reasons for Exclusion	No. of Studies
No discussion of any specific changing competencies during IA	9
Focus on importance of competencies or non-changing individual attributes for repatriation but no discussion of specific changing competencies during IA	8
Sample/cases involve no overseas assignment	2
Relevant factors but not evidenced as part of career competencies, such as stress, anxiety, which may or may not affect competencies	2
Focus on job adjustment characteristics rather than individual factors; also findings do not reveal how expatriate differ from others in adjustment antecedents.	1
Editorial Review including selected key studies	1
Low quality score or non-academic article, e.g., story telling journalistic writing style yet revealing little objective evidence.	3
Not concerning corporate expatriate managers, but other professionals working abroad such as physicians	3
Not in English language	1
Only mentioning the need to utilise new competencies but no giving evidence	1
Total Count	29

Appendix 2-8. Extraction Form

ProCite 5 - [SR-key selected; Edit Record]

File Edit View Sort Select Groups Database Tools Window Help

Workform: Journal Article (Cranfield) Record ID: 19110

Article Author (01): Baruch, Y./Steele, D.J./Quattrill, G.A.

Author Location (03): UK; USA

Article Title (04): Management of expatriation and repatriation for novice global player.

— (05): Article

Journal Title (10): International Journal of Manpower

Publication Date (20): 2002

Volume ID (22): 23

Part Number (24): 7

Page Numbers (25): 659

Study Type (26): qualitative

Industry/Profn (27): financial services

IA Location (28): UK

Sampling (29): 15 former expatriates and 4 senior HRM members from a UK financial services company

Data Collection (30): case study, interviews, official company data collection

Quali1-Design (31): 4

Quali2-Contribn (33): 3

Quali3-Conduct (34): 4

Quality4-Claim (35): 4

QualityT-Total (36): 15

Location/URL (38): E:\Cranfield\All Articles\BaruchY et al 2002 23-7.pdf

SR inclusion? (40): Y

用 Key Quotes (42): Importance-[developmental] p.662; [retention problem] p.668; SE1 [Identity or status], 668; SE4 [expectation of work utilising skills & experiences], 668; SU4 [Strategy-intraorganisational networks]: p.667, 670; SU2 [general experience], p.667, SU1 [Work-related-managerial skills], 668; SO2 [lost intraorganisational network] (p.667);

Original Abstract (43): Focuses on the repatriation of senior female international managers in western Europe. Problems in ensuring an adequate supply of international managers; Repatriation phase of the international career move; Reason why female international managers experience difficulties than their male counterparts; Factors in contributing to the successful repatriation of international managers.

评论 Comments (44): evidence of company's ignorance of new skills

Keywords (45): EXECUTIVES/ REPATRIATION/ EUROPE

Ready

start

RefList-435 - Microso...

RefList-4 Cross Refer...

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Appendix 3-1: Number of Studies by Publication Sources

Title of Journal	#	Title of Journal	#
Career Development International	4	Human Relations	1
Journal of World Business	4	Human Resource Management	1
International Journal of Human Resource Management	3	Human Resource Management Review	1
International Journal of Manpower	3	International Journal of Intercultural Relations	1
Journal of International Business Studies	3	Journal of Leadership and Organizational Studies	1
HR. Human Resource Planning	2	The Journal of Management Development	1
Journal of European Industrial Training	2	Journal of Organizational Behavior	1
Journal of General Management	2	Management Accounting	1
Journal of Managerial Psychology	2	Management International Review	1
Personnel Review	2	Management Learning	1
Academy of Management Journal	1	Management Review	1
Academy of Management Review	1	S.A.M. Advanced Management Journal	1
Australian Journal of Management	1	Thunderbird International Business Review	1
Business Horizons	1	Women in Management Review	1
European Journal of Psychology	1		

Appendix 3-2: Key Studies By Evidence Provided for Specific Career Competencies

Year	Self Competencies					Subject Competencies				Social Competencies			
	Id/Role	Values	Motivation	Expectation	Traits	Work	Context	Language	Orientati on	Intrafirm	Interfirm	Private	Trust
1983	Lee and Larwood	Lee and Larwood					Lee and Larwood				Lee and Larwood	Lee and Larwood	
1987													
1988	Black						Black					Black	
1991	Feldman; Napier & Peterson; Oddou & Mendenhall		Oddou & Mendenhall	Feldman; Napier & Peterson	Feldman; Napier & Peterson	Black; Feldman; Napier & Peterson; Oddou & Mendenhall	Black; Feldman; Napier & Peterson; Oddou & Mendenhall	Oddou & Mendenhall		Feldman; Napier & Peterson			
1992	Black et al; Feldman & Thomas		Feldman & Thomas	Black; Feldman & Thomas	Black et al; Feldman & Thomas	Black; Feldman & Thomas	Black; Black et al; Feldman & Thomas	Black et al		Black et al		Black; Feldman & Thomas	
1993	Ettore Foster			Foster	Ettore Foster Webb	Ettore Foster Webb	Ettore	Ettore; Half Foster	Half Foster	Ettore; Half Foster	Half Foster	Foster	
1994													
1996													
1998	Peltonen	Sergeant & Frenkel	Stroh et al.	Allen & Alvarez; Hammer et al; Stroh et al.	Peltonen	Allen & Alvarez; Peltonen; Sergeant & Frenkel	Allen & Alvarez; Peltonen; Sergeant & Frenkel	Hammer et al	Allen & Alvarez; Hammer et al	Allen & Alvarez; Hammer et al	Hammer et al; Peltonen; Sergeant & Frenkel	Sergeant & Frenkel	Sergeant & Frenkel
1999		Porter & Tansky				Porter & Tansky				Porter & Tansky	Porter & Tansky		
2000	Linehan & Walsh		Bolino & Feldman	Bolino & Feldman	Bolino & Feldman; Linehan & Walsh; Riusal	Linehan & Walsh; Riusal	Riusal & Suutari	Riusal & Suutari		Linehan & Walsh; Riusal & Suutari			Riusal & Suutari
2001													

Appendix 4-1: Expatriate Career Competencies Influenced by International Assignments

	Career Self Competencies (Know-Why)	Career Subject Competencies (Know-How)	Career Social Competencies (Know-Whom)
Connotations	One's career-influencing competencies in terms of sensing, analysing, directing, and developing the self in terms of identity, interest, values, emotions, personality, expectations, and other relevant psychological traits.	One's career-influencing competencies in terms of comprehending, applying, creating, criticising, and redeveloping material and conceptual subjects related to work; often resembling various knowledge, skills and instrumental abilities.	One's career-influencing competencies in terms of understanding, utilising, developing and sustaining relationships and resources with other people; often resembling interpersonal relationships, reputation, and social connections.
Already Identified Specific Constructs	Self-Concept (SE1) • Social status, identities and personal image or presentation • Work roles (e.g., autonomy, 'bridge', or entrepreneurial) and family roles • Roles' characteristics (novelty, ambiguity, conflict, overload, & discretion,)	Work-related skills (SU1) • Technical /Professional expertise • Managerial skills (other than interpersonal skills) • Interpersonal and communication skills • general perspectives • political skills	Formal Intra-organisational relationships (SO2) • Mentors, Supervisors, Sponsors • Subordinate & Successors • Predecessors and informants • Other Colleagues
	Values/Belief (SE2) • Attitudes/Preferences • Value/Beliefs	Contextual Knowledge (SU2) • home country changes • local and regional professional contexts • awareness of careers opportunities	Formal Inter-firm Relationships (SO3) • External Job Market and Inter-firm Network • Professional Community • Media visibility
	Interest/Purposes/motivations (SE3) • commitment to job or occupation • pursuit of personal interest, work challenges or learning • relational needs and family • financial pursuit		
	Expectations/ Satisfaction (SE4) about • Job Characteristics (constraint & discretion), challenge/demand (standard, volume, relational aspects: e.g., autonomy) • Monetary benefits • Environment (region, work) • Sense of achievement	Languages Skills (SU3) • verbal and nonverbal language skills • cross-contextual communication ability (with HO)	Private Social Relationships (SO4) • Work-life/family harmony • Other social community • Intercultural contacts
	Personality & emotional traits (SE5) • big-5 (e.g., need for control) • self-confidence and self-efficacy • patience, tolerance, empathy • stress and emotional intelligence	Career Competency Orientation /Strategising (SU4) • Self CC oriented • Subject CC oriented • Social CC oriented • 2 CCs Combinations • All-round strategy	Reputation /Trust (SO1) • Relationship quality building • credibility & goodwill • reciprocity capacity and loyalty management
Interplays of Self, Subject and Social Dimensions of Career Competencies			

Appendix 4-2: Evidence of Interplay between Various Career Competencies Constructs

Exam ples	Self Competencies	Subject Competencies	Social Competencies
Self Competencies	SE ↔ SE Boies & Rothstein (2000), Black (1992), Boies & Rothstein (2002), Bolino & Feldman (2000), Glanz (2003), Stroh <i>et al</i> (1998).	SE→SU Black (1988) Boies & Rothstein (2002), Bolino & Feldman (2000), Feldman & Thomas (1992), Hartl (2004), Jassawalla <i>et al</i> (2004), Kohonen (2005), Napier& Peterson (1991), Peltonen (1998), Suutari (2003), Porter & Tansky (1999), Sergeant & Frenkel (1998), Suutari & Vaelimaa(2002), Yan <i>et al</i> (2002).	SE→SO Allen & Alvarez (1998), Graf (2004), Black(1988), Hartl (2004), Lee & Larwood (1983), Napier & Peterson (1991), Porter& Tansky (1999), Tharenou (2002).
Subject Competencies	SU→SE Black (1988), Feldman (1991), Kohonen (2005), Napier & Peterson (1991), Suutari (2003), Tharenou (2002), Webb (1996).	SU ↔ SU Black (1988), Harvey & Movicevic (2004), Peltonen (1998), Peltonen (1998).	SU→SO Hartl (2004), Peltonen (1998), Sergeant and Frenkel (1998), Hartl (2004), O'Sullivan (2002).
Social Competencies	SO→SE Feldman and Thomas (1992), Wang & Kanungo (2004), Black (1992), Black <i>et al</i> (1992), Feldman & Thomas(1992), Jassawalla <i>et al</i> (2004), Lee & Larwood (1983), Linehan & Walsh (2000), Napier& Peterson (1991), Riusala & Suutari (2000), Tharenou (2002), Yan <i>et al</i> (2002).	SO→SU Black (1988), Jassawalla <i>et al</i> (2004).	SO ↔ SO Black <i>et al</i> (1992), Linehan & Walsh (2000), Riusala & Suutari (2000).

Appendix 4-3: Chief Summary of All Key Studies (in alphabetic order of first author surname)

① Arthur (year)	② Study Method	③ Sampling	④ Qu alit y	⑤ Short Abstract	⑥ Relevant Findings
1. Allen & Alvarez (1998)	Qualitative -interviews	approximately 150 executives from mainly U.S. MNCs	16	It explores reasons for ineffective repatriation and outlines 2 courses of action companies can take to increase repatriation success rates. First, organization strategies to improve HR support systems and, Second, a set of personal strategies to empower expatriates to entrepreneurially take responsibility for successful return.	Self: repatriates' job aspirations affected after IA Subject: expatriates report new skills and knowledge acquired in overseas positions; emphasised the need to acquire international career strategising skills. Social: Loss of social capital at home organisation during IA (both supervisors and other colleagues). Emphasised importance of close touch with sponsors and HR managers and several other intra-organisational connections; and maintain intra-organisational visibility. Interplay: within self; self+social → subject Suggested Research Direction: n/a
2. Baruch et al (2002)	Qualitative -case study, interviews, company data collection	15 former expatriates and 4 senior HRM members from a UK financial services company (FinCorp)	15	Focuses on the firm's repatriation of senior female international managers in western Europe. Problems in ensuring an adequate supply of international managers; Repatriation phase of the international career move; Reason why female international managers experience difficulties than their male counterparts; Factors contributing to the successful repatriation of international managers show importance of psychological contract between employee and the company. Firm's lack of knowledge about expatriation and repatriation process has prevented from making people safe and comfortable.	Self: Expatriates developed new work identity in IA, and developed immense expectations that they can utilise acquired skills upon repatriation, which was often unappreciated and dissatisfied. Subject: Expatriates learned newly acquired management skills (such as strategic thinking, managing people, decision making, etc.); invaluable experiences gained from being chiefs. ExMs suffered from loss of knowledge about home organisation. Social: ExMs suffered loss of home organisation contacts and wasn't helped to regain them quickly when repatriated. "Old networks diminished due to restructuring." Interplay: within self, subject, self interact social Suggested Research Direction: n/a
3. Black (1988)	Quantitative -questionnaires	67 Male & married American expatriate managers (ExM) registered with American Chamber of Commerce in Japan from 25 different	15	The relationships between several variables and work role transition in the case of an overseas assignment to Japan are explored. Results indicate that role ambiguity and role discretion influence work adjustment, while pre-departure knowledge, family's adjustment, and association with local nationals correlate with general adjustment of American expatriate managers in Japan.	Self: ExMs experienced significant initial role ambiguity and role discretion challenges during IA in Japan. Subject: ExMs work adjustment and general local knowledge increased Social: ExMs increased local inter-firm network & private social capital. Nonwork hours spent with locals significantly impact on local knowledge but not directly on work knowledge. Interplay: role and expectations of the Self competencies influence work and private local social network; Local relationships hence increase local context knowledge. Contextual knowledge increase helps ExMs' performance and expectation adjustment hence international managerial skills. Suggested Research Direction: 1. various dimensions of the work roles, related outside roles in terms of IA adjustment process; 2. compare role

		industries		novelty and cultural novelty in work and use objective proxies of role novelty for assessment.
4. Black (1992)	Quantitative questionnaires	174 individuals who had returned to the 4 large US MNCs within the last 18 months from a foreign assignment lasting more than 9 months in continuous duration	14	Examined relationships between 4 areas of ExMs' expectations and repatriation adjustment and job performance. At least in the case of higher level managers, managers reported higher levels of repatriation adjustment and job performance if job demand expectations were greater than expected rather than less than expected. Job performance and repatriation adjustment were greater for individuals whose job constraint expectations were undermet than for individuals whose expectations were overmet. Self: job discretion expectation, job constraint expectation, volume, standard and relational aspects of job demand expectation, general non-work expectation are all affected by IA experiences; some work expectations about home organisation become obsolete; expectation changes are important to repatriate adjustment in different regards. Subject: implied that ExMs acquire cross-cultural work skills overseas and enjoyed working with these new skills; they have increase local contextual knowledge in general but less information about home organisation changes Social: increased social capital with local nationals but suffered loss of home contact during IA Interplay: work expectation and non-work expectations have mutual impacts; interacting with locals and new work experiences affect expectations about work at home. Suggested Research Direction: assess expatriates of MNCs of other countries than the U.S.; use longitudinal data by objective ratings to assess expectations.
5. Black et al (1992)	Theoretical	Not available	15	A preliminary model of repatriation adjustment is proposed and some important outcome relationships are discussed. The underlying theoretical process for antecedents of repatriation adjustment is that of reducing uncertainty through predictive and behavioural control. Factors are divided into 4 categories and are hypothesized to influence 3 separate facets of repatriation adjustment. Self: discussion implied expatriates' changing expectations of home in terms of (work interacting with others, general environment, behavioural consequences); changing personal characteristics (need for control and Self-efficacy); and changing identity & role properties. Subject: implied the difficulties of communication and interactions with home personnel Social: implied reduced social support from home office but increase resources gained from locals Interplay: implied that changed social connections overseas affect expectations about social capital value and development process at home Suggested Research Direction: propositions developed for testing the validity of repatriation adjustment management framework.
6. Boies & Rothstein (2002)	Quantitative questionnaires	Managers of a Canadian business school alumni (47.8% has international experience)	19	It assesses MNC managers' work attitudes as well as their interest in international assignments. It was found that the relation between career satisfaction and interest in international assignments was moderated by managers' general beliefs about such assignments. Also showed that expected satisfaction with specific Job characteristics in a future job (opportunity to use competencies, to travel, and extrinsic rewards) were positively related to managers' interest in int'l assignments. Self: findings implied reinforcement of interest and motivation about international work; implied relevant expectation and belief reinforced; thus satisfaction level enlarged. Subject: evidence of new job competencies developed and enhanced intercultural social skills. Social: implied development of local and private social capital for motivated ExMs. Interplay: Interplays between Self dimensions (interest and motivation influence expectations and belief, which leads to various satisfaction levels); Self dimension factors influence subject competencies (new job competencies and social skills) during IA.

7. Bolino & Feldman (2000)	Quantitative questionnaires	268 expatriates from 6 Fortune 500 MNCs in four contrasting industries	18	The article focuses on the antecedents and consequences of underemployment among expatriates. Result suggest that several important job- and organisational-level factors may contribute to underemployment among expatriates: hierarchical job level, assignment tenure, the assignment project specificity, free choice of assignment acceptance, on-site mentoring, and strategic importance of overseas units.	Suggested Research Direction: examine relations with organisational and occupational commitment (construct Self3) and other Self constructs in IAs (p.251). Self: expatriates' Self3 (interest, career goal and organisational commitment influence), Self4 (job satisfaction) and Self5 constructs (mental health & repatriation anxiety) may undermine IA full employment. Subject: implied utilisation of work competencies is valued by expatriates; HQ's knowledge or perceptions of local unit's strategic importance is strongly linked Social: signified mentor relationship (negative or positive) Interplay: Self dimensions (Self1-4) have internal interplays, and interplay with work-related subject competencies' utilisations Suggested Research Direction: to specify which specific component of work-related competency utilisation is most strongly associated with Self dimension of competencies; Personality traits (Self5) should be further examined; individual strategies to cope or respond to under-utilisation of competencies; research in under-utilisation of expatriate competencies after repatriation is called for (p.906).
8. Bonache (2005)	Quantitative questionnaires	1616 Spanish domestic, 101 expatriate and 117 recent repatriates in one large Spanish MNCs	15	Study aims to provide an empirical evaluation of job satisfaction among expatriates, repatriates, and domestic employees with no international experience. The results indicated that, among these three groups of employees, there are some significant differences in the satisfaction ratings on job characteristics, career prospects, and internal communication.	Self: expatriates have heightened expectations and perception towards work responsibility; job task, autonomy, opportunity to learn during IA. Subject: empirical evidence of increase in learning and skills applicability Social: ExMs' internal connectivity suffered due to communication distances Interplay: subject→social Suggested Research Direction: non work factors seem to provide a key role in explaining expatriates' satisfaction with international assignments.
9. Bossard & Peterson (2005)	Qualitative interviews	20 repatriates (including one repatriated in-patriate) from 6 companies from unspecified industries in US	16	Narrative analysis was used to categorize repatriates' responses to what they had learned about themselves during and after their foreign posting, as well as their views on the effectiveness of their firms' repatriation policies and practices. There were many insights gained from the interviews that reinforced earlier findings from surveys of repatriates, as well as providing deeper understanding of the repatriation process than found in most field survey studies. Implications for management were discussed.	Self: IAs have provided personal development satisfactions, grown interest in regional culture & society; changed value when compared to home managers, and supported intrinsic motivation for further assignments; also forged some emotional properties like patience; reached purpose of life (to settle down), and intensified desire to use new skills/knowledge. Subject: confirmed people skills, general global cultural understanding, broadened perspective; work-related [technical, assignment-related, business integration knowledge, country-specific knowledge; personal soft skills like communication; but serious loss of knowledge about home office. Social: Not available Interplay: within self, subject Suggested Research Direction: what kind of repatriation help do expatriates really need? Explicit company context update or implicit socialisation into intra-firm networks.

10. Dickmann & Harris (2005)	Qualitative interviews	14 various level managers from UK headquarter of one of the top-10 UK-based Multinational	15	This paper examines the inter-linkages between individual and organisational activities that shape career capital development. It specifically addresses the role of international assignments in fostering <i>knowing-how</i>, <i>knowing whom</i> and <i>knowing why</i> capabilities. The results suggest that <i>knowing-whom</i> was critical to career success for individuals, whilst the organization focused more on <i>knowing-how</i> and <i>knowing-why</i>. The benefits of an international assignment were equivocal for expatriates and the organization.	Self: ExMs have established new identity and roles, reinforced interest or goals, changed their work expectations and satisfaction levels; and challenged their long-held beliefs. Subject: expatriates developed skills, experiences, understanding of local practices and communication skills. Social: suffered loss in intra-firm network, modified private relationships, but implied increases in inter-firm knowing-whom Interplay: subject interacts with self Suggested Research Direction: Study cultural variation of individual managers' career capital approaches that do not work in parent countries. That is, if ExM's career strategy is altered by changes of career competencies due to IA experiences and local contexts. Self: ExMs, value for international experiences, developed Self-awareness diversity sensitivity, Subject: broadened horizon and perspectives, problem solving, motivation, leadership, use of power, consensus building, and decision making. Social: intra-firm contact importance. Interplay: Not available Suggested Research Direction: n/a
11. Ettorre (1993)	Qualitative case narrations	Various US companies	14	Study described innovative US companies managing their overseas employees in new ways and slowly beginning to integrate international experience effectively into the company at large. International assignments are being regarded as logical and required steps in career paths. The key is to involve top corporate officers and senior human resource professionals in order to seek the goal of "a global competency inventory." Another important element is to include globalization issues in senior management performance evaluations, complete with specific goals.	Self: implied changes in expatriates' Self1 work role development; different connection between Self and job; Self4 (Loss of autonomy), expectation of next move; and Self5 (Self-efficacy and hardness). Subject: Subject1 gained dissimilar experiences and skills overseas and evaluation; overseas job-setting and tasks; adopted new problem-coping strategy; Subject2 loss of technological and context update about home; Social: Social2 amount and quality of corporate network support Interplay: Subject3 affect Self3 purpose and intent to remain Suggested Research Direction: Not available
12. Feldman (1991)	Theoretical	N/A	14	Reasons for the increasing interest in repatriate job transitions; Under traditional career concept, it proposed five areas and a set of 15 criteria for evaluating the effectiveness of the repatriation process as repatriate career development; however all areas can be related to individual competencies under more Self-directed career concept. Identifies key factors that facilitate adjustment to and performance in repatriate job assignments; Also suggests the roles of career development programs in managing repatriate job changes.	Self: Self1 outsider identity, Self5: psychological reappraisal Subject: Subject1: general skills acquisition; coping strategy in which little seeking of task help Social: Social2, Social4: socially integrated with local community (286) Interplay: Interplay: Self1,5→Subject1,2; Social4→Self1,5
13. Feldman & Thomas (1992)	Mixed questionnaires and	118 current expatriates in Saudi Arabia, Japan, and	18	Presents the results of a research study that explores expatriate assignments from a career development perspective. Impact of five organization-level career development programs and policies on expatriate effectiveness; Impact of	Self: Self1 outsider identity, Self5: psychological reappraisal Subject: Subject1: general skills acquisition; coping strategy in which little seeking of task help Social: Social2, Social4: socially integrated with local community (286) Interplay: Interplay: Self1,5→Subject1,2; Social4→Self1,5

	qualitative interviews	from Fortune 100 MNCs	five individual-level career management strategies on the success of expatriate transitions; Interactions between coping strategies and national cultures.		Suggested Research Direction: Why expatriates rarely seek local help for adjustment→psychological frustration exist? Interaction between expatriates' national culture and coping strategies
14. Forster (1994)	Quantitative questionnaire	124 long-term UK ExMs (average 12 years)	This article reports on the experiences of a group of expatriate UK managers and professionals who have recently returned to the UK from foreign assignments. The data show that many expatriates face difficulties upon their return in terms of their career prospects, psychological well-being and general adaptation to life back home. The paper suggests ways in which these transitions can be managed more effectively by organizations and individual employees. It proposed directions for future research.	15	Self: Self1: integrating Self with new location; Self4: expectations (416); Self4 (412); Selves: sense of control over future events; Self4: financial motivation/needs. (409) Subject: Subject1, Subject2 [little update of home organisation]; Subject4: contingency plan/choices Social: Social2: relationships colleagues and boss; Social3: outplacement/employment agencies; Social4: family relationships (409) Interplay: subject→self Suggested Research Direction: assess national and sectorial variations in expatriate management practices
15. Glanz (2003)	Qualitative personal account, secondary press	individuals and families involving different types of IA	Presents a study that used narrative method to examine expatriate experience, considering the way stories enable expatriate understanding of novel environments. Information on sensemaking theory; Use of narrative method in organization and management; Properties of sensemaking; Relevance of sensemaking to professional development.	18	Self4&5: positive emotions [generated by unexpected occasions (by removal of interrupting negative stimuli or by the ability to accelerate completion of plans) or informal inputs] Subject1: challenging task; create change; Subject2: continuously building better understanding of the experience Social4: informal inputs (p.271) Interlay: within self competencies Suggested Research Direction: study the impact of informal narrative in the professional development of people living and working overseas—expatriate storytelling represents is the real lubricant of knowledge, contacts and information processing. Self1 identity and status altered-less prestige, authority, and responsibility; Self4 satisfaction determinants identified Subject 1: managerial style changed to be unsuitable for home and had to be retrained; 2: restricted number of career possibilities at home; home context knowledge outdated. Social: n/a Interplay: between self and subject Suggested Research Direction: n/a
16. Gomez-Mejia & Balkin (1987)	Quantitative questionnaire	89 US expatriates managers from a large MN organisation working in 20 countries.	It measures the extent to which returned expatriate US managers were satisfied with some important aspects of their expatriation and repatriation experiences. Results showed that 82% were satisfied highly with the expatriate assignment, but only 35% felt satisfied with the repatriation process in the US. Some reasons for this dissatisfaction included difficulty in readjusting to US are given. Measures to prevent these problems were suggested	15	
17. Graf Harland (2005)	Quantitative Self-reported measurements &	188 voluntary PT MBA students (former managers) at a mid-sized US	This study assessed the discriminant, convergent, and predictive validity of two Intercultural Competence measures (the Behavioural Assessment Scale for Intercultural Communication Effectiveness and the Intercultural Sensitivity Scale) and three Interpersonal Competence	16	Subject1-2: Provided a theoretical set of specific constructs of intercultural competence (intercultural communication, intercultural sensitivity); interpersonal competencies (constructs scales see. p.49) Self, Social competencies: n/a Interplays: between subject and self; subject and social

one scenario exercise	university	measures (the Interpersonal Competence Questionnaire, the Social Problem-Solving Inventory-Revised: Short Version, and the Self-Monitoring Scale). Four of the five measures did predict ratings of intercultural decision quality in an intercultural organizational scenario.	Suggested Research Direction: Assess more Western and non-Western cultures to validate more potential intercultural competencies.
18. Graf (2004)	Unknown number of German and American managers	One controversy in expatriate selection refers to the question of whether to select expatriates based on a culture-specific or culture-general profile. The paper finds intercultural competencies that may be developed short-term are inferior in personnel selection processes and thus are important for management development. Intercultural communication competence and intercultural sensitivity can be developed only partially and only on a long-term basis. Consequently, these intercultural competencies should be screened thoroughly in expatriate selection procedures.	Self: 4various expectation; a list of competencies with potential change--example of 'other intangibles' Subject 3 Identified 5 types of interpersonal skills (p.673) and 16 specific intercultural s-kills important for assignment for a potential complete list! Distinguished culture-general vs. culture-specific skills, implying that different nationals have different; Social: n/a Interplay: within subject Suggested Research Direction: Subject (intercultural-interpersonal) competencies importance in IAs. Self: not available Subject1 new knowledge, diplomacy; Subject3; Subject4:2 career strategies with communication advised imply changes in CCs Social2: suffered loss of intra-firm network; make contact with new boss and all other important personnel at home office; Social3 outside publications to increase visibility: PR between host organisation and HQ. Interplay: between subject and social Suggested Research Direction: n/a
19. Half (1993)	Unspecified	Argues that overseas experience can boost one's career potential, provided that one takes the right steps to maintain high visibility and to ensure that superiors are made aware of one's contributions. Expatriates should make sure that their new boss is aware of the qualities that led to their being hired and to their rise through the corporate ranks. Expatriates should also assume the responsibility for doing public relations by submitting news items to both in-house and outside publications or by providing news items directly to the parent corporation.	Self4; expectations towards work (job, matching new skills with corporate HQ), to interacting with people (organisational culture, work relationships), and to general environment and culture Subject3; lack of communication; Subject4, strategy is internal communication and assimilation Social3&2; local contacts are not important for repatriation adjustment; corporate contacts are Interplay: self-→subject and social
20. Hammer et al (1998)	44 expatriate managers and their spouses from 2 American MNCs	The study investigated the relationship of background variables (age, prior international experience), host country variables (length of sojourn, frequency and intimacy of social relations with host nationals) and the reentry variable of expectations of reentry satisfaction and reentry difficulties. No support was found for the relationship of any of the background variables or the host country variables to reentry satisfaction or	Self4; expectations towards work (job, matching new skills with corporate HQ), to interacting with people (organisational culture, work relationships), and to general environment and culture Subject3; lack of communication; Subject4, strategy is internal communication and assimilation Social3&2; local contacts are not important for repatriation adjustment; corporate contacts are Interplay: self-→subject and social

21. Hartl (2004)	Qualitative case studies	12 senior executives working for global MNCs from European, North America and Australia	16	reentry difficulties for either the managers or the spouses. Support was found for the relationship between reentry expectations and overall reentry satisfaction for managers and reentry expectations and reentry satisfaction for spouses. This paper presents a theoretical framework that theoricalises expatriate careers as a career transition that triggers individual and social structuration processes. It reviews the key findings of research on Western women managers in Hong Kong and gives insight into the experiences of expatriate women managers in a new socio-cultural, economic and organisational environment.	Suggested Research Direction: for repatriates, reentry variables seem more important than host country variables; more on expectancy-value theory on intercultural reentry and re-acculturation of expatriates; focus on reduction of uncertainty. Self1: reconstructed Self-concept and social identity in social reference group (expatriates community); p.41; Self3: career aspirations (internal career), p.46; Self4: expectations about life (exciting life style) and work (entrepreneurial spirits), & work-life balance (via handy social helpers); p.46 Subject2: changed outlook on things in general; general context setting understanding and appreciation, p.42; Social3: social community, new resources; Interplay: Self1 → Subject2 → Social3 Suggested Research Direction: comparative analysis between Western and local managers to understand contextual impact on personal factors.
22. Harvey & Movicevic(2004)	Theoretical	n/a	17	This paper explains how developing global leaders through global assignments (in the form of expatriation and inpatriation) may lead to their acquisition of valuable political skill and political capital. First, it explains the benefit of political skill relative to the development and augmentation of global leaders' capital portfolio during global assignments, using the theoretical frame of political influence theory. Second, it makes a distinction between social capital and political capital as the integral components of global leader's capital portfolio. It separately discusses the value of acquiring political skill and building human, cultural, social and political capital by global leaders for expatriate and inpatriate assignments.	Self: n/a Subject: political skills reflected by multiple factors, prominently including perception and insight, knowledge of social rules, influence skills (communication and control), and personal traits (genuineness and savvy orientation), as well as mastery of social factor of 'public face'. Social: implied as political skills' main object of influences; but different from social capital Interplay: implied within different aspects of political skills. Suggested Research Direction: 1. to study impediments to the development of social and political capital—at individual level, to understand how to build capital effectively in a different cultural context; 2. comprehensive empirical research of both the value and related costs (net-value) of developing and using the corporate HR adaptive capacity to develop global leaders through appropriate design and efficient administration of global assignments. Self1, identity, autonomy, independence, Self3, purpose and interest; 5. Self-confidence, esteem Subject 1,2,3, increased communication and language ability;4; p.179 Social: n/a Interplay: n/a
23. Inkson & Myers (2003)	Qualitative (telephone interviews)	50 New Zealand young employees with major OE experiences	16	This paper investigates OE and considers its effect on career development. It focuses on predisposing personal and situational factors prompting OE, the unplanned and improvisational nature of OE, the main forms of OE, and its apparent consequences for personal development and subsequent careers.	Self1, identity, autonomy, independence, Self3, purpose and interest; 5. Self-confidence, esteem Subject 1,2,3, increased communication and language ability;4; p.179 Social: n/a Interplay: n/a

			The evidence suggests that OE brings benefits but that the process is complex and unpredictable because of confounding forces such as non-career travel agendas and personal relationships. The special value of OE to careers in current conditions requiring greater Self-direction, flexibility and internationalisation is emphasised. Interviews with 11 former expatriate managers plus a literature survey suggest the principal challenges and remedies for successful repatriation. For instance, frequent and high-quality communication while managers are aboard, a "sponsor" to act as liaison while they are away to help them assimilate when the return, comprehensive HR support, and the availability of positions that make use of their new skills all contribute to effective assimilation.		Suggested Research Direction: to assess how overseas experiences differ from long home-stay in terms of career development; Self3.4.5: expectations; lost of motivation, sense of purpose or control, increase anxiety and uncertainty, feeling of isolation Subject 1.2; p.43; Subject3&4, p.44 but "all view their foreign experiences positively as contributing to their personal growth" (p.44). lost information update about home organisation and environment Social2 reduced communication and lost of contact with home personnel Interplay: Social2->Self3->Subject; Social 2: organisational support and organisational communication is found to affect Self3 expatriates' loyalty, interest in exerting themselves to fit in upon return' (p.42). Suggested Research Direction: the expatriation-intellectual growth linkage and assessment of costs and benefits of foreign assignments from HRD perspective. Self1-1: major discussion on identity dimension of IA's impact on career competencies; Self-identity (global mindset, transformational Self, global managers); Self3: purpose of taking assignment more as Self-developmental and less as internal careers.p.30 transformational Self is also a 'substrate' of new competencies Subject and Social: N/A Interplay: Thus, Self and Subject interplay in IA Suggested Research Direction: More empirical research should focus on the consequences of foreign assignments on individual managers' identity transformation and subjective career; Should examine managers who have successive assignments in different locations reconstruct their identities and learn new competencies. Methodologically suggests narratives as a promising strategy to capture the fluid process of identity construction during expatriation; and use 'embedded identity' as framework to identify HiPos for IAs. Self1-2. Attitude systems relating to role learning and Self-concept changed for expatriates in the direction of the systems of host country nations (659). Subject1: better functioning at interpersonal level; Social: Increased Social 3 relationships in local networks Interplay: attitude system interplay with local social systems
24. Jassawalla et al (2004)	Qualitative interviews		12		
25. Kohonen (2005)	Theoretical	n/a	19		
26. Lee & Larwood (1983)	Quantitative questionnaires	33 American ExMs, 105 Korean managers, and 74 American	19		

27. Linehan & Walsh (2000)	Qualitative -2 nd -hand interview w data-	An exclusively senior sample of 50 female managers from UK, France, Germany, Belgium who have made at least one international career move	16	by examination of 3 comparison groups with questionnaire survey: 1. attitudes of ExMs do appear to fall between those Korean and American managers in their home countries, 2. satisfaction did correlate reliably with the dimensions for expatriate in the manner anticipated. The aims of the study were to develop an understanding of the senior female international career move in a European context in order to more fully understand both the covert and overt barriers that may limit women's international career opportunities. From women expatriates' different perspectives and experiences, different assumptions about women in international management and female life-style choices are arrived at.	Suggested Research Direction: Explain the dynamics of the cultural re-socialization process (considering personality, training, number of different foreign assignments?); Examine the exact nature of expatriate accommodate to host country values through socialization with host country nationals. Self1, avoiding overt gender identity and suffered from uncomfortable roles due to tokenism, isolation, and exclusion (181, 186); Self5, confidence (p.181, 187); stress (from conflicting managerial styles) Subject1 p.181 developed new (individualistic) managerial styles Social2, lack of networks (p.185) but mentor relationship strengthened (p.182-3); confirmed importance of organisational support but defied gender differences about mentors. Interplay: <i>implied</i> social2 (mentor)→social 3-4 (formal and informal networks) + improve self-confidence Suggested Research Direction: the role of female international manager role models and career networks
28. MacDonald & Arthur (2005)	Theoretical			The purpose of this paper is to provide an examination of Black et al's theoretical framework of repatriation adjustment as it relates to career planning for employees with international work experience. This paper expands on re-entry adjustment to include additional research on repatriation, and discusses the utility of these theoretical propositions for individual and organizational career planning.	Self1 role clarity, discretion and conflict, increased autonomy; Self3 interest (affected by Subject), p.154 conclusions! Self4 -expectation, job satisfaction, p.148-9 Subject1, social competencies or 'human skills'; acquisition of technical and conceptual skills (decision making) and enhanced performance; Subject2, cultural awareness, Contextual knowledge; Social3,4 A has greater emphasis on leveraged social network characteristics; spousal relationships Interplay: pre-departure knowledge and skills affect interest; role affect expectations; human skills →social competencies→performance and contextual knowledge Suggested Research Direction: repatriation strategies, incorporating concepts from the literature on other life transitions, and the importance of recognizing psychological variables in work adjustment. Authors found that few research studies have identified competencies gained from international job assignments, or how these skills may be integrated into careers after the re-entry transition home. Self1-more autonomy, power, job status, 3-spouse satisfaction, culturally rich lifestyle overseas (p.27) Subject: (Contextual) knowledge about career opportunities and changes at home organisation suffered during overseas experience; increased political influence/sensitivity. Social-decreased communication and contacts;
29. Napier & Peterson (1991)	Quantitative -questionnaires	99 usable responses from 21 corporations' identified US	13	Most of the ExMs in the sample seemed to view overseas assignments favourably. They saw the assignments as positive for their corporate careers. The respondents typically perceived that they had greater autonomy, power, and income overseas than they had in their stateside jobs before and after the	

		ExMs in past two years	overseas assignment. Most were positively inclined to accept another overseas assignment. However, it was unusual for company officials to discuss how the overseas assignment would fit into the employee's career.	Interplay: general test of interplay between self 4 satisfaction and various other subject, social and contextual factors Suggested Research Direction: n/a
30. Neupert et al (2005)	Qualitative interview & critical incident	74 managers	This paper identifies skills necessary in order to succeed in Vietnam and proposes a training program to develop such skills. Foreign managers cited cultural understanding and awareness (34 percent), professional skills (23 percent), personal skills (20 percent), and interpersonal skills, language and communication skills. For expatriate managers, training presents the particular aspects of the local culture in a way that allows the foreign manager to become more effective through understanding and awareness.	Self5, importance personal characteristics as mature, stable, dependable Subject1, business & managerial skills, social-peopel skills; cross-cultural competence, Subject3: language/communication Social 2: particularly organisational communication; p.174; Interplay: n/a Suggested Research Direction: critical incident methodology for expatriates research
31. O'Sullivan (2002)	Theoretical	n/a	Drawing from career transitions theory and the protean perspective of career management, this paper proposes a model of repatriate proactivity as an alternate approach. A "successful" repatriation transition outcome is defined. Individual antecedents are posited to include proactive repatriation behaviours and the personality characteristics which are suggested to drive the use of these behaviours. The strength/weakness of the repatriation situation is posited to moderate the relationship between personality and the emergence of proactive repatriation behaviours.	Self 1-awareness, psychological reappraisal) for Self-3 proactive career management; Self5 [initiatives, personality(big-5, p.608) Subject1: Knowing-how: information seeking and interpersonal skills; importance of contextual knowledge included in framework Social3: Resources and capabilities (Subject) through making contacts and managing networks Interplay: subject1 (communication) affects Social Suggested Research Direction: empirical testing that individual proactive behaviour (Self3) has no significant impact on repatriation outcomes.
32. Oddou & Mendenhall (1991)	Mixed interview, questionnaires, & exercises	135 expatriate managers from electronics, aerospace, banking industries	Discusses the impact of international assignments on managers' careers, to the firms and the policies and strategies derived from the managers' experiences. Components of the Dalton and Thompson career stages model; Career impacts of international assignments; Advantage of an overseas assignment to the firm; Recommended practices to improve the integration and utilization of repatriates.	Self1: status and position latitude, potentially integral role Self3: better motivated, p.30 Subject1: work-related planning skills; Subject2/global perspective in operations, p.30 Subject3: cross-cultural communication skills Social and Interplay: n/a Suggested Research Direction: n/a

33. Peltonen (1998)	Qualitative interviews	31 Expatriate managers from two Finnish multinational organisations	17	Examines the organizational environment of expatriate experience acknowledging the limits of contemporary career vocabularies in addressing individual learning and change in cross-cultural settings in Finland. Describing and discussing the meaning-making properties of three identified discourses in the process of Self-development and learning- bureaucratic, occupational and enterprising, the paper emphasizes the organizational environment of expatriate experience while acknowledging the limits of these contemporary career vocabularies in addressing individual learning and change in cross-cultural settings.	Self: A change of composition of selfhood, or minor re-arrangement of one's cultural identity p.888 Bureaucratic people enjoyed breaking away from fixed roles and responsibilities (Self1); Enterprise people focuses on Self actualisation (Self1) that the change helps, favours learning discourse, involving risk-taking (Self5). Occupational people sees IA as reinforcement of technical expertise (Subject1) Social: changing social network (Social3) Interplay: Self 4→Subject; Subject2→Subject4 [contextual impact on career strategy] a career of the product socio-technological competence (p.883); Suggested Research Direction: construction of cultural through IA
34. Porter & Tansky (1999)	Theoretical	n/a	14	The concept of "Learning orientation" is proposed as a valuable dimension for assessment and training. Employees with weaker learning orientation tend to withdraw from situations that could result in low judgement of performance; those with stronger learning orientation adapt and continue. The described approach can benefit employees and their families and can increase the organization's chance for international success.	Self1: attitude towards Self as 'malleable' or fixed) acquisition during IA (p.51) Subject: various subjects to learn; interactions Social: 2 internal & 3 external business relationships and their interplay Interplay: Self→Subject + Social [i.e., Self-attitude (learning) influence; use of expatriates as social 3 between local and HQ networks Suggested Research Direction: using learning orientation assessment for expatriate managers.
35. Riisala & Suutari, (2000)	Quantitative questionnaires	301 expatriates and spouses in Europe, North America, Asia	18	The relationship between foreign assignment and career development has been stated to be unclear, and further research has been called for with regard to career challenges and career management programs of expatriates. Furthermore, today an extensive proportion of marriages are dual-career partnerships with both partners employed, and thus a need to take this into account has been stressed in the literature.	Self1-5: confidence, and confidence are influenced; lack of motivation. Subject1: job-related skills (demanding tasks); Subject2 understanding international business environment, broad perspectives and new ideas, Subject3 communication and language skills Social: trust or reputation Interplay: Social1 image can be negatively affected when Social2 little support and too hard tasks resulting premature return; Self5 otherwise positively (Self-confidence) Suggested Research Direction: not available but optimistic about external career opportunities for re- or expatriates.
36. Sergeant & Frenkel (1998)	Qualitative interviews	27 (23 expatriate) Australian managers with extensive	14	The paper reviews the relevant literature and draws on interviews with expatriate managers with extensive experience in China, and some other East Asian countries, to identify key human resource management issues and ways in which these were handled. The paper discusses the importance of	Subject1: interpersonal skills (learn how to develop guanxi or loyal relationship); Subject2: intercultural awareness and business interaction effectiveness. Social 1: trust; Social3: support from expatriate community in the country, Social4, p.30; Interplay: Self2->Subject2,

	experiences managing host country local employees	individual learning and the application of knowledge of cultural differences to managing foreign invested enterprises. We argue that organizations could significantly enhance future expatriate managerial effectiveness by systematically building, updating and disseminating knowledge based on the experience of expatriate managers.			Suggested Research Direction: 1. examining problems experienced, practical solutions developed and important lessons learned; 2. gather data on local employee's views of the outgoing ExMs so that new ExMs are aware of local perceptions and values; 3. analyse motivational structure & factors that encourage work and organisational commitment in China 4. design of more effective performance management and reward systems for ExMs in these countries; 5. how to transfer knowledge from local strategic alliances via expatriates. Self5: maturer personality, greater initiative and responsibility; Self2: reduces ethnocentrism and intolerance; Self4: enriched life in general (p.222-3) Subject1: managerial or professional skills, interpersonal skills; Subject2: intercultural knowledge, broader horizon, global mindset; Subject3: foreign language and communication; Social3: visibility for 'head-hunters'; Social4: network of international contacts; Interplay: Subject 2 (Contextual knowledge)→Subject 4 (awareness of opportunities) Suggested Research Direction: more qualitative study of nature of expatriate career concept; comparison of ExM and IA-negative managers' career orientation differences; non-work aspect of expatriate careers; analysis of expatriate turnover and model building via psychological contract route (p.226). Self3: commitment; Self4: expectations (work-related, interpersonal, nonwork). Subject and Social: not available Interplay: within self dimension between expectations and satisfactions Suggested Research Direction: n/a
37. Stahl et al (2002)	494 German expatriate managers in 59 countries	This study explored the nature of the expatriate career concept, the perceived impact of an international assignment on career advancement and personal development, and the effectiveness of corporate expatriate career management systems. The findings revealed that the majority of expatriates view their international assignment as an opportunity for personal and professional development and career advancement, despite perceived deficits in corporate career management systems and a widespread skepticism that the assignment will help them advance within their companies.	18		
38. Stroh et al (1998)	124 repatriates and 92 spouses with 5 US multinationals	Research indicates that MNCs expatriate career gaps often exist between the expatriates' work and non-work expectations and the reality of life back home. The need to develop strategies to close these gaps and retain these employees will become even more important as increasing numbers of corporations send manager overseas. Enhancing expatriates' commitment to their parent companies and local work units is a critical first step. Ways for companies to begin this process is examined.	14		
39. Suutari (2003)	24 Finnish managers	The present study devotes attention to so-called global managers who are committed to international careers for a longer term; career orientations, career tracks, career commitment and life-style implications of global managers are analysed. The results indicate that the majority of	17		Self3: career orientation (personal interest, need for new challenges and ongoing learning experiences, financial benefits) reinforced; p.202 Self5: developed personality aspects (Self-confidence, humbleness, flexibility, patience), liberal and broadened mindset, sometimes 'restless and rootless' as no total satisfaction, risk-taking, Self1: identity as unique competencies at every new place;

			managers were originally interested in an international career. In their career they typically vary between positions abroad and in the home country instead of moving from one international assignment to another. Typically they consider the positive implications to override the negative implications of such a career with respect to both themselves and their families.			Social2&3: -difficult to keep up personal relationships at home or any temporary location; lots of short and superficial relationships in international network; more external job offers Interplay: SU2→self3 (impact of context-related learning emphasised); Interplay Self-Subjects (Subject1&2 learning, adjustment capabilities, multiculturalism); Suggested Research Direction: n/a
40. Suutari & Vaelimaa (2002)	Quantitative questionnaires	79 Finnish repatriates	15	Proposes a model of repatriate proactivity as an alternate approach. Repatriation of expatriates from international assignments representing a multifaceted career transition; Proactive approach to coping with career transitions; Proactive repatriation behaviours.		Self1, 4 (various role issues, social status, and expectations) p.627-9 Subject1 (work-related skills), Subject2 (keep update about home context) Social: n/a Interplay: self→adjustment Suggested Research Direction: n/a
41. Tharenou (2002)	Theoretical	n/a	16	More employees now have careers in international work (i.e. across countries) than before, some abroad but increasingly more in domestic jobs with international responsibilities (DJIRs). Theory has not caught up with these trends. This paper uses constructs from social cognitive career theory (SCCT) to propose explanations of how interest develops in careers in international work abroad and at home, contrasting explanations for the two types of work.		Self1~5: internal dynamics of Self factors (p.132-133) as antecedents to IA; Self2: receptivity and preferences (international orientation; attitudes towards relocating), Subject1&2: Abilities and skills Social: n/a Interplay: Model of International Career Receptivity depends on Subject-->Preferences-->personal agency (Self-efficacy and outcome expectancies), Suggested Research Direction: n/a
42. Townsend & Cairns (2003)	Theoretical	n/a	18	This article reviews the challenges for education to address such new needs, not always previously included in management curricular..including the competencies required for servicing multicultural markets, and provides a proposed 'capability' model appropriate for developing managers in the global context to move beyond basic competence to enhanced flexibility and adaptability. The authors suggest that in order to develop 'globally capable managers', experiential engagement beyond competency-developing sojourner or tourist activity by serious management students is necessary.		Self5: various meta-abilities of emotional intelligence, empathy; (pp.317-8) Self1&3;Self (awareness, regulation, motivation) Subject1: various subject 1 competencies (pp.317-8); learning dimensions, social skills; Subject2: 'future competencies' (p.321) Social & Interplay: n/a Suggested Research Direction: Great lists of various previously identified capabilities/competencies of global managers' competencies (required by organisations for evaluating those of Expatriates in IAs) (pp.319-21)!! Future study on ExMs' quantity and quality of interaction, comparative domestic or overseas experiences and the most appropriate methods of support in overcoming cultural shock to develop cultural self-efficacy. To progress domestic management competencies through developing 'global competencies' Self1: nationality; cultural; work Subject: n/a Social3&4 evidenced several nationals' different psychological development by expatriates; Social: 2-4 development of various social networks
43. Wang & Kanungo	Quantitative questionnaires	166 Western expatriates and overseas	18	The current study contributes to the expatriate adjustment literature by empirically testing the relationship between expatriate personal networks and psychological well-being. The current study		

(2004)	maires	Chinese expatriates in China from North America, Europe and other countries in Asia	also investigates the hypothesis that expatriates from different cultural backgrounds will establish different social networks and adjust differently in China. Results showed significant support for the hypothesis that expatriate network characteristics have a direct and significant influence on expatriate psychological well-being. In addition, as predicted, expatriates in China from different cultural backgrounds established personal networks with different characteristics.	Interplay: relationship between different social competencies patterns and self dimensions of psychological well-being. Suggested Research Direction: longitudinal design
44. Webb (1996)	Theoreti cal	n/a	This paper examines the implications for the employee and the company of an expatriate assignment. It presents the reasons why the expatriate assignment is not always a success. It suggests a methodology for choosing an employee for overseas work and discusses such aspects as personality, competences, cross-cultural management and family issues. Ways in which companies could improve the outcome of these assignments are discussed.	Self5: personality (adaptability, stress handling, human, imagination, Self-confidence, Self-reliance, patience and tolerance towards ambiguity; Subject1, planning and motivation techniques; Subject2: intercultural understanding; broader business understanding. Social: n/a Interplay between Subject2->Self5 Suggested Research Direction: Point out IA as important for personal development
45. Yan et al (2002)	Theoreti cal	n/a	Paper presents a theoretical model of international assignments in which we examine the alignment or nonalignment of the organization's and the individual's expectations of an assignment and its effect on assignment success. Consider four basic configurations in our model-mutual loyalty; mutual transaction, agent opportunism, and principal, opportunism-and present a matrix of organization-individual alignment to help predict varying degrees of success in expatriate assignment and in repatriation. Applied this matrix as a framework for understanding changes in the employment contract over time.	Self3 ,4, 5: psychological contract (motivation, relational loyalty, satisfaction, agent opportunism) Subject1,2: learning, skills building Social: relational loyalty Interplay: self (satisfaction)→ subject (skills learning); social relational loyalty→ self motivation Suggested Research Direction: operationalise proposed theoretical model of possible shifts of IAs' psychological contract; balance between qualitative and quantitative approaches. (Measurement of contract alignment between individual and organisation is offered upon request)