Enhancing Opportunities for Expatriate Job Satisfaction: HR Strategies for Foreign Assignment Success

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Increasing globalization continues to drive corporate expansion into new foreign markets, requiring organizations to staff foreign management positions using expatriate employees. Incidents of expatriate failure are high, however, and can cause substantial losses for the organization. Although many organizations pursue varying strategies to minimize expatriate failure, more organizations should capitalize on synergies between expatriate programs, the tenets of job satisfaction, and, indirectly, predictors of turnover.

This article evaluates current expatriate research studies and builds upon that knowledge base by linking organizational support of expatriates to job satisfaction. Research has shown that many organizations have mastery of the tenets of job satisfaction with their domestic employees; thus, global organizations should extend similar practices to expatriate employees. Recommended strategies include organizational practices to enhance the acculturation and adjustment of an expatriate, thereby increasing his or her job satisfaction, ability to complete the assignment successfully, and reducing turnover potential.
Global corporations such as IBM, Exxon, Texaco, McDonalds, and Hewlett Packard report deriving over 55 percent of their revenues from international operations (Forbes, 2000). In order to capitalize on these global business opportunities, organizations are continuously turning towards employee foreign assignments as a strategic human resource tactic (Brewster, 1997). The various types of foreign assignments include:

1. Relocating an employee and family to a target country (expatriates),
2. Developing management staff from the local country (inpatriates), or
3. Utilizing employees in frequent short-term assignments (flexpatriates) to transfer area-specific knowledge (Brewster, 1997; Mayrhofer, et al., 2004a; Mayrhofer, et al., 2004b).

Although utilization of inpatriates and flexpatriates is increasing, most international organizations continue to pursue expatriates for foreign assignments (Harris, 1999; Welch, 2003).

The costs of expatriate failure are substantial: Studies indicate failure rates for expatriate assignments of approximately 25 to 40 percent (Hogan & Goodson, 1990; Solomon, 1994; Forster, 1997; Sanchez, et al., 2000). Estimates for expatriate relocation run from US $60,000 to US $250,000 to repatriate one executive with family prematurely (Ioannou, 1995; Kraimer, et al., 2001). Expatriate failure is defined as either an expatriate’s premature return from assignment or underperformance while on assignment (Oddou, 1991; Baruch & Altman, 2002; Welch, 2003).

Although there are many reasons for expatriate failure, an average of 30 percent of US and UK expatriate placements end in failure because of a disconnect between human resource management policies and expatriate practices—a preventable cause of assignment failure. Some organizations fail to follow basic human resource practices when assigning employees and their families to international assignments. These neglected practices include failure to provide cross-cultural training, gender equity when evaluating potential assignment candidates, employment assistance to the employee’s spouse, a mentor and network access to aid career development, and sufficient pre-assignment training such as language and cultural skill acquisition (Linehan & Walsh, 1999, 2001; Baruch & Altman, 2002; Mayrhofer & Scullion, 2002; Global Relocation Services, 2004). Ongoing premature repatriation of employees from international assignments also damages an organization’s ability to staff its foreign operations with the best possible candidates. High levels of internal turnover dissuade employees from accepting foreign assignments (Harvey, 1997; Welch, 2003).

Research studies have demonstrated that expatriate job satisfaction has a distinct influence on assignment completion (Grant-Vallone & Ensher, 2001; Culpan & Wright, 2002). We suggest that an organization might gain insight into causes of expatriate failure by evaluating how its human resource practices toward expatriates enhance job satisfaction and ultimately increase the probability of assignment completion.

Job Satisfaction and Turnover Intention

Job satisfaction’s many definitions include the degree to which an employee is content with his/her job, the difference between an employee’s perceptions about what he/she expects to receive and what he/she actually receives at work, and the degree of fit between what an employee is seeking from an organization and what the organization requires from its employee (Mumford, 1972; Cranny, et al., 1992; Hellman, 1997; Spector, 1997; Phillips & Connell, 2003). This definition indicates that job satisfaction is multidimensional or multifaceted and subject to the influence of the organization’s human resource strategies (Cranny, et al., 1992; Spector, 1997).

The five principal facets of job satisfaction, as derived from the Job Descriptive Index, are satisfying work, equitable pay, promotion opportunity, and satisfaction with supervisors and coworkers (Smith, et al., 1969; Smith, 1992; Phillips & Connell, 2003). These facets of job satisfaction originate from a wide range of additional variables such as the supervisor’s management style, personal growth, being treated with respect, interesting work, organizational commitment to...

Clearly, employees are seeking meaningful employment, organizational support, work/family balance, and career advancement as major determinants of their job satisfaction levels (see Exhibit 1). Although financial support is a factor in job satisfaction and in employee willingness to accept either a domestic or an overseas assignment, the influence of other factors, such as fulfilling work, spousal work, and work/family balance, are more central considerations (Runzheimer, 1998; Linehan & Walsh, 1999, 2001). Financial incentives are not being considered as a key factor in employee/expatriate job satisfaction.

A major finding in the job satisfaction literature is its linkage to employee turnover or turnover intentions (Hellman, 1997; Hom & Kinicki, 2001; Trevor, 2001; Nagy, 2002). Given that an expatriate relocates to a different area of the organization, takes on a different job, is in a foreign location, is effectively interviewed/hired for the position, requires training, and position socialization, the expatriate's job experience is similar to that of a new employee. Furthermore, if the expatriate returns early from an assignment, this action is akin to turnover.

In a meta-analysis investigating job satisfaction and intent to leave, Hellman (1997) found there was a significant negative relationship between job satisfaction and turnover intentions. The magnitude of this relationship is such that every unit of decrease in job satisfaction results in a one-half standard deviation unit increase in turnover intention. Other studies have found similar results linking turnover to decreased levels of job satisfaction (Hom & Kinicki, 2001; Trevor, 2001).

Given the experience corporations have with domestic relocation and managing employee satisfaction, global organizations can benefit by considering their expatriate programs from the basic premises of job satisfaction. Thus, the relationship between job satisfaction and turnover dictates that organizations must consider what facets influence expatriates' perceptions of their international assignment. Exhibit 2 summarizes the known relationship of job satisfaction and turnover. Managers who acknowledge the job satisfaction-turnover relationship are more likely to be able to manage their expatriates successfully.

### Organizational Facets Influencing Expatriate Job Satisfaction

The variables related to expatriate assignment success tend to cluster into three major areas: individual adjustment, environmental issues, and position-related issues (Harvey, 1997). Individual adjustment considers what the expatriate brings to an assignment, such as maturity, life experience, personality, and previous international experience. Environmental issues revolve around the host culture, such as the culture's similarity to one's home culture and cultural/government restrictions on employment, visas, and work permits. Finally, position-related issues are concerned with the impact of the assignment on the employee, the adjustment to the host-country office, assignment duration, and adequacy of training provided prior to departure (Harvey, 1997). Of these three areas, the one under the direct control of the organization is position-related issues. This area provides a foundation from which skillfully designed human resource policies can increase expatriate job satisfaction (Tung, 1979; Black, et al., 1991; Harvey, 1997; Baruch Altman, 2002).

Position-related support actions are typically clustered as follows (see Exhibit 3):

1. Pre-assignment support (i.e., career development and training),
2. Assignment support (i.e., mentors and partner employment), and
3. Repatriation support (i.e., knowledge, skills, and abilities utilization).

### EXHIBIT 1

**Workplace Satisfaction Variables/Facets Under Control of the Organization**

<table>
<thead>
<tr>
<th>Employees treated with respect</th>
<th>Trust in organization/management</th>
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<td>Sense of job accomplishment</td>
<td>Interesting/challenging work</td>
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<td>Good workplace communications</td>
<td>Career advancement opportunities</td>
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<td>Productive co-worker/supervisor relations</td>
<td>Work/family balance</td>
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### EXHIBIT 2

**Workplace Variables, Job Satisfaction, and Turnover Relation**

- **Workplace Variables:**
  - Impact of assignment
  - Assignment duration
  - Adequacy of training
  - Work/family balance

- **Job Satisfaction:**
  - Satisfying work
  - Equitable pay
  - Promotion opportunity
  - Supervisor satisfaction
  - Co-worker satisfaction

- **Turnover Intentions**

Adapted from: Smith, et al., 1969; Smith, 1992; Harvey, 1997.
employee effectiveness, cultural adjustment, and job satisfaction—all enhance an expatriate's adjustment and coping skills in advance of a expatriate pre-assignment preparation, has a profound influence on organizational support. The first phase in the international life cycle, different employee needs and therefore requires varying types of ment, assignment, and reparriation (see Exhibit 4). Each phase reflects an international assignment as having three distinct phases: pre-assignment; such as language training to facilitate adjustment to the new environment and career counselling to integrate the assignment into the expatriate employee's long-term career development.

Career Development. Career development is the sequence of related work activities directed at personal and organizational goals that the employee experiences (Hall, 2002). Companies that assist employees in identifying and developing their skills and abilities are rewarded with employees who show greater loyalty and are more adept at their work responsibilities, thereby increasing organizational productivity (Griffith, 1998; Welch, 2003). Organizations with formal policies for career management that are supportive of employee development result in employee reports of higher job satisfaction and improved career success (Orpen, 1994; Culpan & Wright, 2002). The role of a relocation assignment with respect to career development is a critical concern in both international and domestic relocations (Runzheimer, 1998). For expatriates to be satisfied with their assignment and its role in their career development, they must understand how the potential foreign assignment will influence their long-term career goals (Harvey, 1997; Baruch & Altman, 2002).

Expatriate career planning includes the actions and plans related to how the expatriate's assignment will influence his/her future career (Farid & Buda, 1998; Welch, 2003). Forty percent of expatriates in the GMAC Global Relocation survey had no idea how an international assignment would influence their career (Global Relocation Services, 2004). Given that expatriates are being asked to relocate to a foreign country, remove themselves from the mainstream company, and take incredible risks with their established track record, this is unreasonable. Understanding the linkage between the assignment and career development facilitates acculturation and adjustment to the new position.

Farad and Buda (1998) identified specific career strategies that lead to job satisfaction and organizational commitment including facilitation of the expatriate's continuous acquisition of knowledge, skills, attitudes, and

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**EXHIBIT 3**

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<th>Repatriation Support</th>
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behaviours valued by the organization. This enhances decentralized decision making by the expatriate and increases the expatriate's autonomy. Organizational commitment to career development, as evidenced by these factors, moderates the relationship between expatriate selection and assignment completion (Farid & Buda, 1998). An empowered expatriate with a clear understanding of what he/she will gain from an international assignment will be effective at achieving corporate objectives, resulting in feelings of accomplishment and subsequent job satisfaction.

Training. Training is another method by which organizations enhance employee job satisfaction. Training is an ongoing process that begins with a new employee’s orientation and continues with ongoing development of the employee’s knowledge, skills, and abilities (Mauer & Rafuse, 2001). Training programs help to ensure employees have the necessary knowledge, skills, and abilities (KSAs) to function effectively in the work environment (Cotton, 1993). Well-trained employees work more effectively with fewer errors, require less supervision, have higher morale, and lower attrition rates (Gutteridge et al., 1993). Organizations sending employees on domestic or foreign assignments must recognize the need to provide training that is effective in providing the employee with the necessary knowledge, skills, and abilities to function in his/her new assignment and, in the case of an expatriate, relevant to the country of assignment. Having the required job skills empowers the employee, aids in creating high morale, and engenders a belief that he/she is capable of completing the assignment successfully, all of which directly influence job satisfaction (Grant-Vallone & Enscher, 2001; Rushing & Kleiner, 2003). A major challenge for organizations is to identify exactly what type of training will provide their expatriates with the requisite tools.

Pre-assignment training in areas of language skills, acculturation, company policies, technical skills specific to the expatriate’s future position, and general skills related to managing in a remote location are beneficial (Volard et al., 1988; Tung, 1998; Kraimer et al., 2001; Mayrhofer & Scullion, 2002). Pre-assignment training has an effective and positive influence on expatriate cultural adjustment and subsequent satisfaction with the assignment. Despite this fact, many companies (40% in one survey) provide no cross-cultural training to their expatriates (Global Relocation Services, 2004). The need for training is evidenced as expatriate inability to adjust to the host-country is one of the top two reasons for premature repatriation (Tung, 1979; Stone, 1991; Global Relocation Services, 2004).

Acculturating to a foreign country typically involves operating in a new language to develop ways in which to establish work relations, cope with language-induced stress, and communicate with co-workers (Oddou, 1991). Expatriate managers frequently identify assignment problems as being cultural in nature (Culpan & Wright, 2002). Strong communication skills and language fluency resolves workplace problems and aids in managing the overall cultural experience.

Training in the host-country language is therefore key to the expatriate’s ability to communicate with others and successfully interact with host-country nationals, thereby aiding acculturation and adjustment (Mendenhall & Oddou, 1985). Citibank provides its expatriates with HR support for language and cultural training and the Chevron Overseas Petroleum Company identifies cross-cultural issues as critical to an expatriate’s success (Solomon, 1994).

Other noted areas of poor expatriate adjustment include personal things such as: use of personal space, pace of life, and ways of conducting oneself publicly (Copeland & Griggs, 1985). Problematic areas of workplace adjustment include: work attitudes, communication, relationship roles, and power roles. Volard et al., (1988) highlight a Japanese model of expatriation as a template for multinationals to adopt in order to enhance success opportunities. Japanese firms typically train their expatriates for up to a year in advance of the assignment and heavily emphasize learning the customs and culture of the assigned country as well as the host-country language.

Tailoring a training program to match the expatriate’s KSA deficits, in addition to the requirements of the country and position of assignment, offers the best solution to prepare an expatriate effectively for a foreign assignment. Specific training programs facilitate expatriate acculturation to the new assignment, eliminate unnecessary frustrations, increase levels of job satisfaction, and aid in reducing incidents of premature repatriation.

With respect to international assignments, the partner and the family’s cultural adjustment positively influences the expatriate’s adjustment; this is critical, as lack of family adaptation is a major cause of expatriate failure.

Partner/Family Involvement. Organizations must recognize the influence of the family’s adjustment to the success of an employee’s new assignment. In the case of both domestic relocation and international assignment, studies have shown that spousal resistance and family adjustment are major factors in employee relocation success (Lachnit & Solomon, 2002; Rushing & Kleiner, 2003; Global Relocation Services, 2004). With respect to international assignments, the partner and the family’s cultural adjustment positively influences the expatriate’s adjustment; this is critical, as lack of family adaptation is a major cause of expatriation failure (Tung, 1979; Stone, 1991; Selmer, 2001; Shafer & Harrison, 2001; Global Relocation Services, 2004).

Takeuchi et al. (2002), interviewed expatriates regarding the effect of partner adjustment on the expatriate and found that the partner’s general adjustment spilled over onto the expatriate’s personal and work adjustment, resulting in a positive correlation with both job and overall satisfaction. Higher levels of adjustment helped to prevent assignment failure and reduce desire for premature repatriation. Both the Allen-Bradley Company and the Schering-Plough Corporation successfully involve family members in cultural and language training as part of the preparation of their expatriates for foreign assignment (Solomon, 1994). Organizations that facilitate partner involvement in acculturation training enhance the employee’s probability of assignment success (Linehan & Walsh, 1999; Shafer & Harrison, 2001;
We suggest that expatriates who have well adjusted and satisfied families will also be well adjusted and satisfied with their foreign assignment, thereby reducing incidents of expatriate failure.

Family inclusion in the assignment process, the provision of language training as appropriate, and consideration of the family unit enhance the probability of assignment success. Clearly, in these areas organizational support strategies can augment the family's potential adjustment and the subsequent job satisfaction of the expatriate. A well-prepared expatriate and family are now ready for the second phase of the international life cycle: the assignment itself.

Expatriate Assignment Support Strategies

Organizations face unique challenges with international postings in ensuring expatriates remain part of the organization's home-country culture, adapt to the new organizational culture as presented in the foreign work place, and are motivated to remain involved in the organization. Research has shown that organizational support predicts expatriate assignment adjustment (Caligiuri, et al, 1999; Shaffer, et al., 1999). Assignment support involves facilitating the expatriate's adjustment to the new work environment and the host-country through a mentor, maintaining strategic links with the head office, and aiding the expatriate's partner in pursuit of career opportunities.

Mentors. Meeting the challenges of involvement and organizational acculturation involves providing the expatriate with assignment assistance. Baruch and Altman (2002) found that lack of organizational support, once the expatriate is in position, is a strong contributor to expatriate failure rates.

A support strategy used by many organizations to aid ongoing employee acculturation in work and social environments is the assignment of a host-country national to the expatriate. This person provides assistance in learning and understanding the culture of the assigned country (Volard, et al., 1988). In the case of an international assignment, host-country nationals function in a mentoring capacity by providing the expatriate with hands-on training in cultural behaviour, introductions to valued business contacts, and assistance interpreting situations (Kraimer, et al., 2001). Additionally, a host-country mentor provides an arena for the expatriate to be involved in activities that encourage interaction with other host-country nationals (Mendenhall & Oddou, 1985; Oddou, 1991). Local interactions give expatriates an opportunity to develop relationships and encourages confidence in their communication skills, ultimately aiding their overall adjustment and acculturation process. Confidence in one's skills engenders a belief in one's ability to complete a task and results in increased job satisfaction.

In addition to host-country mentors, contact with the organization's home office through a home-country mentor enhances the expatriate adjustment process (Mayrhofer & Scullion, 2002). Home-country mentors are able to aid the expatriate's connection with what is happening in the home office, involve the expatriate in corporate decisions, provide a safe sounding board for the expatriate, offer advice in handling unfamiliar situations, and provide a link into the corporate network (Mendenhall & Oddou, 1985; Mayrhofer & Scullion, 2002). Mentors are especially valuable when they have expatriate experience, that is, having a repertoire of international experiences from which to draw upon to aid the new expatriate (Downes, et al., 2002). Studies have demonstrated the value of attaining a mentor; expatriate managers clearly indicate that having a mentor is perceived to be a key component of assignment success (Linehan & Walsh, 1999, 2001).

A home-country mentor's influence in facilitating the expatriate's adjustment, in keeping the expatriate in the loop, and in ensuring the individual is not "forgotten" while on assignment demonstrates the inherent value of assigning a home-country mentor to an expatriate. Additionally, having a host-country mentor provides the expatriate with an individual who assists with the overall acculturation process and helps in the formation of new integrated relationships within the new office. This organizational support strategy of mentoring the expatriate is a critical intervention in keeping an expatriate motivated (Fontaine, 1997).

Partner Employment/Career Counseling. Given the changing workplace demographics, organizations have to manage the growing trend of dual career couples when considering employee relocation (Selmer & Leung, 2003). Consideration of an employee's partner and his/her career prospects has been shown to be a major factor in the success of both domestic and international relocations (Runzheimer, 1998; Rushing & Kleiner, 2003; Global Relocation Services, 2004). Expatriate managers reported that a major barrier to successful adjustment is the organization's lack of support for the trailing partner in securing employment (Linehan & Walsh, 1999, 2001; Selmer & Leung, 2003). The problematic nature of the trailing partner in securing employment and achieving overall adjustment is highlighted by the fact that 20 to 25 percent of expatriate spouses fail to secure employment during the tenure of an international assignment (Harvey, 1997). Therefore, partners who agree to relocate and put their careers on hold will have difficulty adjusting to the foreign assignment if unable to attain viable employment (Culpan & Wright, 2001). Organizational support in aiding the partner of a dual-career couple to secure employment enhances expatriate and partner satisfaction with the foreign assignment, yet it is an area expatriates frequently report as poorly managed by their organization (Harvey, 1997; Yavas & Bodur, 1999; Selmer & Leung, 2003).

Support strategies adopted by organizations must provide the partner assistance in seeking employment, facilitate the expatriate's adjustment to his/her new office, and provide a link to the home office through the assignment of mentors. With these actions, organizations will enhance the job satisfaction levels of expatriates and assignment success probability. The commitment to support an expatriate does not.
stop at the assignment, as organizations must continue their support of their expatriates through the last cycle of an international assignment: the repatriation process.

Expatriate Repatriation Support Strategies

Organizational career development for international employees is not only about career planning—it involves strategies for repatriation. Repatriation is an especially important component of an international assignment. The repatriation experience has the potential to undo all of the valuable development of the expatriate if he/she is not effectively integrated into the home environment. Repatriation planning is critical; studies evidence up to 40 percent of expatriates report having no clearly identified position in their parent corporation upon repatriation and 68 percent have no guarantee of a position upon repatriation (Oddou, 1991; Global Relocation Services, 2004).

Repatriation is frequently identified as one of the most stressful components of a foreign assignment (Sanchez, et al., 2000). Expatriates report struggling to cope with the lack of autonomy they have become accustomed to on assignment, feeling isolated by the lack of acknowledgment of their new multicultural identification, and having their expectations of being promoted upon return to the home-country unmet (Sanchez et al., 2000). Further, repatriation difficulties involve expatriates’ becoming accustomed to prestige and elevated social status while on assignment and the subsequent struggle with their decreased roles upon returning to the parent corporation (Copeland & Griggs, 1985). These feelings of disconnect that the repatriated employee experiences can be a source of discontent causing job dissatisfaction and potentially leading the individual to seek employment elsewhere. An average of 20 percent of repatriated employees leave their companies within six months of repatriation (Adler, 1997).

Successful repatriation planning includes ensuring the expatriate has confirmed assignment tenure, the organization has a specific plan to utilize the expatriate’s newly developed KSAs, and the organization begins the repatriation process well in advance of assignment termination (Oddou, 1991). A well-organized repatriation program has as much value to an employee as a well-organized career development plan (Oddou, 1991). In Yan, et al’s (2002) model of organizational expatriate alignment, repatriation is a key part of attaining assignment success. Their model includes the following stages of repatriation:

1. Continued expatriate development
2. Attractive future assignments
3. Promotion upon return
4. Enhanced employee responsibilities
5. Repatriated employee retention
6. Utilization of new expertise
7. Knowledge transfer of new skills into the organization

This model highlights concrete strategies to combat repatriation problems such as lack of autonomy, feelings of redundancy, decrease in prestige, and frustration in not being acknowledged for newly developed skills.

Resolving repatriated employee frustration aids his/her re-adjustment back into the home office, which ultimately increases job satisfaction and expatriate retention. A firm commitment on the part of the organization towards the expatriate with respect to a career trajectory and a home-country assignment that utilizes newly developed KSAs will help to ensure the expatriate concludes his/her international experience in a successful manner, ultimately enhancing overall job satisfaction and organizational commitment.

Conclusion

We have highlighted research findings linking job satisfaction to employee turnover intentions and identified a framework of best practices that organizations can utilize to improve their expatriate’s assignment experience (see Exhibit 3). Considering potential organizational actions, evidence identifies the need for support strategies in the areas of expatriate pre-assignment support, assignment support, and repatriation support. These strategies positively influence the ability of an expatriate to acculturate and adjust to his/her new assignment, resulting in increased job satisfaction and decreased incidents of premature repatriation (Linehan & Walsh, 1999, 2001; Culpan & Wright, 2002; Mayrhofer & Scullion, 2002).

Human resource managers who ensure their organizations establish an expatriation program that encompasses clear and distinct career planning will attain greater success with their expatriate programs. Having a repatriation plan for bringing the employee back into the home office capitalizes on his/her newly acquired skills, facilitates knowledge transfer back into the organization, and enhances post-assignment job satisfaction. Thus, employees realize the value of accepting a foreign assignment and will be more inclined to accept international positions, thereby aiding an organization’s international expansion goals. The provision of extensive training programs, such as language, communication, and cultural awareness, to the expatriate and applicable family members prepares the individual for the new location and facilitates faster acculturation.

Providing for an expatriate’s needs should continue during the assignment in order to facilitate acculturation. Host-country mentors are utilized as sources of language and cultural teaching, situational advice, and further introduction into the foreign business community (Kramer, et al., 2001). Organizations must be aware of the isolating influence of being in a foreign country and facilitate the expatriate’s need for involvement, communication, and socialization within the company through the assignment of home-country mentors.

Finally, organizations must consider the inclusion of an expatriate’s family as part of the expatriation process. Aiding the partner in securing employment, in addition to providing family language and cultural training, enhances foreign assignment adjustment. Ultimately, a well-adjusted family will positively influence the expatriate and help facilitate his/her acculturation and adjustment. Organizations must recognize that a well-prepared and well-adjusted expatriate is more likely to have greater job satisfaction and be less likely to repatriate prematurely.

Looking at expatriate practices through the lens of job satisfaction reveals successful strategies being used by organizations to support their expatriates and actions managers can adopt to influence expatriate job satisfaction directly and influence indirectly the probability of assignment success (see Exhibit 4). Employees, whether domestic or international, have a greater commitment to their organization and are less likely to leave their job/position/assignment when they are satisfied with the manner in which their organization treats them.

As organizations continue to pursue global operating advantages, employees will increasingly be required to fill foreign assignments (Brewster, 1997; Mayrhofer, et al., 2004). To meet these needs, future strategic human resource management tactics should include both the successful management and support of expatriates and the consideration of alternative staffing options such as inpatriates and flexpatriates. The increasing prevalence of alternative approaches to global staffing identifies critical areas of future human resource focus that will ultimately enhance the global competence of an organization’s workforce.
BIOGRAPHICAL SKETCHES

Deirdre McCaughey is a PhD candidate in organizational behaviour at the University of Manitoba. Her research interests include expatriate adjustment, the impact of employee-organizational value congruence, workplace diversity, and cognitive decision making models.

Her dissertation work involves the psychology of safety in the workplace and employee perceptions of work conditions. Deirdre has presented her work at numerous North American conferences, including the Academy of Management, and has received best paper and poster awards for her research. She holds an MBA and a Bachelor of Medical Rehabilitation, both from the University of Manitoba.

Dr. Sue Bruning is a professor of business administration in the Asper School of Business at the University of Manitoba. She teaches courses in organizational behaviour, organizational change and analysis, training and development, research methods, labour relations, and leadership. Professor Bruning has studied organizations and conducted training in areas related to assessing organizational effectiveness and health, monitoring effective change processes within organizations, and developing effective organizational processes. Her research has been funded through a variety of university, provincial, and federal funding agencies. Dr. Bruning has presented and published over 60 articles in a number of academic and practitioner journals and at professional conferences. Her research has appeared in journals such as Journal of Applied Psychology, Academy of Management Journal, Journal of Applied Social Psychology. She has also co-authored a textbook on organizational behaviour. Dr. Bruning has received local and international awards for both her teaching and research.

REFERENCES


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