DISSERTATION

REPATRIATES: THE RELATIONSHIP BETWEEN BICULTURAL SELF-
EFFICACY AND REPATRIATE DIFFICULTY

Submitted by

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WE HEREBY RECOMMEND THAT THE DISERTATION PREPARED UNDER OUR
SUPERVISION BY AARON AURE ENTITLED REPATRIATES: THE
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THE DEGREE OF DOCTOR OF PHILOSOPHY.

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ABSTRACT OF DISSERTATION

REPATRIATES: THE RELATIONSHIP BETWEEN BICULTURAL SELF-
EFFICACY AND REPATRIATE DIFFICULTY

The study hypothesized a positive influence of bicultural competencies (BC) --
specifically bicultural self-efficacy (BSE) -- on repatriate difficulties (RD) and possible
group differences between minority and dominant groups. One hundred and thirty-two
students returning from a study abroad experience were used as participants. Students
were solicited using e-mail and asked to complete a web survey.

The survey consisted of two scales measuring BSE and RD. The survey also
collected categorical data including sex, ethnicity, terms spent abroad, terms since return,
and fluency in the host country language. The BSE scale ($\alpha = .73$) was an adapted scale
from (Harrison, 1996), and the RD scale ($\alpha = .79$) was created from eight RD themes
(Osland, 2000).

A factor analysis on the RD items resulted in two separate factors, Host Country
Comparisons (HCC) and Home Country Specifics (HCS). HCC had an overarching
theme of comparing host country experiences with home country experiences. The
questions related to HCS had an overarching theme related to RD experiences specific to
the context of the home country.

A small to medium size positive correlation was found between BSE and one
aspect of repatriate difficulty, HCC ($p = .005$). Statistical significance was not found

between the minority and dominant groups. Also, no group differences were found after controlling for categorical variables. The study suggested that BCs have a positive relationship with RD.

To further understand these results a post-hoc literature review was completed on five other Bicultural Competencies, which resulted in continued support of the study's hypotheses. Further research will be required to provide additional empirical evidence to either refute or support these initial findings.

This study concluded that: (1) BSE and BCs may have a positive relationship with RD. (2) The theory supporting this study might not be accurate, although one study is not adequate to refute such theories. (3) The impact of one BC may not be adequate to provide a clear positive or negative relationship with RD. Including the other 5 Bicultural Competencies may not only show a clear relationship with RD but also help us further understand the concept of BCs.

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List of Keywords

Bicultural Competencies – An individual's understanding of and effective behavior in two different cultures that better enable the individual to cope with the stress of acculturation. These behaviors and understanding include general cultural awareness, acceptance, bicultural self-efficacy, dual fluency, broad role repertoire, and groundedness

Closed Personal Strategy – A general attitude reflected in behaviors aimed at maintaining an environment that is compatible with an individual's culture and norms

Conflict Aversive – The inability or desire to interact with the host culture in a compromising style of conflict management, instead resorting to integrating, obliging, dominating, or avoiding conflict management styles

Conflict Embracive – The ability and desire to interact with the host culture using a compromising style of conflict management

Dominant Culture – The prevailing endorsed behaviors, customs, and values within a group

Effective Expatriation – Positively adjusting to the host culture while being able to appropriately support organizational objectives and interrelate with host country employees

Effective Repatriation – Positively adjusting to the home culture while being able to appropriately support organizational objectives and interrelate with home country employees

Expatriate – Individuals working outside of the country in which they were born and raised

Expatriate Adjustment Process – The total adjustment progression through the pre-expatriate, expatriate, and repatriate stages

Identity Conflict – Tension created by the need to have a "good" fit for the individual in both social and occupational roles

Identity Development – Changes in identity prompted by changes in culturally defined roles; Attempts to find social and occupational roles within the larger context that are a "good" fit for the individual through both conscious and unconscious means

Minority Culture – Behaviors, customs, or values of a group that differ from the larger controlling group

Open Personal Strategy – A general attitude reflected in behaviors aimed at interaction with a culture and norms different from one's own

Pre-expatriate – Individuals preparing to take assignments to work outside of the country in which they were born and raised

Repatriate – Individuals returning to the country in which they were born and raised from a working assignment outside of the country in which they were born and raised

CHAPTER 1: INTRODUCTION

As more businesses expand worldwide, those in executive-level positions are often required to move to another country for a period of time. Assignments like these will only increase as more companies compete globally. Although the opportunity to move to another country and participate in another culture for a time may sound attractive, few realize the complexity of the overall experience. While creating a sense of identity is a natural part of human development, that sense of identity may be challenged by the new culture an individual joins. The transitions required as an individual goes to, experiences, and returns from another culture/country, also known as an expatriate assignment, are complex. These transitions can be seen as one process: the expatriate adjustment process. In fact, significant difficulties have been linked to this process (Black, 1991; Black, 1992; Black & Gregersen, 1991; ; Black, Gregersen, Mendenhall, 1992; Harvey, 1982; Howard, 1974). However, while the expatriate adjustment process has been examined from various perspectives, few have explored the concept of identity development and its reciprocal relationship with bicultural competencies. This study will introduce these concepts through a literature-based theoretical model.

While some may argue that the most complex part of an expatriate experience is the initial shock of moving to another culture, many expatriates have nearly as many difficulties when they return home and attempt to fit into their original culture. Downes & Thomas (2001) state that the repatriation stage is an inherent part of the expatriation adjustment process, and that this stage may involve many of the same factors involved in

initially adjusting to the overseas assignment. Studies focusing on repatriation report that this stage of the expatriate adjustment process may pose problems simply because people do not expect to have difficulties in fitting into their former culture and society after being gone. However, the difficulties that many expatriates undergo while engaged in an expatriate assignment pose their own challenges as individuals return home. These challenges can be mitigated, however, with the help of bicultural self-efficacy.

Bicultural self-efficacy, a specific type of bicultural competency, may have a positive influence on the expatriate adjustment process. The general construct of self-efficacy, defined by Bandura (1997) as one's belief in his or her ability to perform certain tasks, has had a positive impact in the general, interaction, and occupational domains of cultural adjustment (Harrison, 1996). LaFromboise, Coleman, & Gerton (1993) defines bicultural self-efficacy as, "the belief or confidence that one can live effectively, and in a satisfying manner, within two groups without compromising one's self of cultural identity." This construct may be more directed to the expatriate adjustment process than to the general construct of self-efficacy. Using the work of LaFromboise, et al. (1993) and Bell (1996), this study will attempt to use the construct of bicultural self-efficacy to examine its relationship to repatriate difficulties and suggests that those with domestic minority experience may possess higher levels. These higher levels could be attributed to the need to operate between two cultures.

Statement of Problem

This study examines the influence of bicultural self-efficacy as it relates to the difficulties of repatriation. The underlying premise of this study is that the expatriate and repatriate stages impact identity development. Furthermore, identity development is an

influence upon the development of bicultural competencies. Finally, bicultural competencies influence the degree of difficulty between stage transitions. The outcome of this influence is depicted in the ECA model (See Figure 1) by the level of repatriation difficulty.

Problems with adjustment to an expatriate assignment and particularly in returning from an expatriate assignment continue to attract attention within Human Resource Development, Business Management, and Industrial Organizational Psychology literature. Mendenhall & Oddou (1985) and Black, Mendenhall, Gregerson (1991), have developed models of the expatriate adjustment process. Although these models are influential, this study will introduce the concepts of identity development and bicultural competencies in relation to the expatriate adjustment process, thus exploring the influence of new variables in the expatriate adjustment process.

The concepts of identity development and bicultural competencies are part of the conceptualization of the Expatriate Continuum Adjustment Process (ECA), which includes the pre-expatriate, expatriate, and repatriate stages (see Figure 1). The conceptualization also includes the notions of identity development, personal environmental strategies, and bicultural competencies. It is suggested that identity development and bicultural competencies must play a positive role in order for individuals to move successfully through both the expatriate and repatriate stages. I believe that both identity development and bicultural competencies are critical when considering the transitions associated with the ECA.

While individuals who are transferred to other countries and cultures may be successful in accomplishing their jobs in a new environment, there are also very real

difficulties when those individuals return home. Studies show retention problems at the repatriate stage. Black et al., (1992) state that 20% of repatriated managers left their company within 1 year, while 40-50% left within 3 years of their return from an expatriate assignment. According to Allen & Alvarez, (1998), one company reported a 25% attrition rate within the first two years of an expatriate's return. When the bottom line is applied to these figures, some estimate the cost of losing just one repatriate can cost up to $1.2 million (Black & Gregersen, 1991). Although these retention numbers may reflect an increase in the skills and marketability for the repatriate, these losses may also be a result of the repatriate not possessing the necessary skills to make the transition home.

The Expatriate Adjustment Process: A Model Representation

There is a difference between the processes of general expatriate adjustment as opposed to context country-specific adjustment. Some research has focused on how an expatriate adjusts when going to or from specific cultures or regions, and other research has focused on the more general process.

Bandura (2002) suggests that the traditional means of describing a culture with such cultural typologies as Hofstede's (Individualism-Collectivism; Masculinity-Femininity; Power Distance; Uncertainty Avoidance) ignore the vast variations within each culture. However, Bandura (2002) states that cultures are dynamic in nature and should not be viewed only on a geographical dimension.

One can see the context-specific philosophy reflected in some of the training methods (such as area studies) used to prepare expatriates before they leave. However, it may be just as important that those who prepare expatriates for their transition understand

the general process and competencies that are associated with the total expatriate adjustment process. This view assumes that there are commonalities in adjustment no matter which country or region the expatriate is from, which country or region the expatriate is going to, or which country or region the expatriate is returning to. This process-focused philosophy is reflected in the Expatriate Continuum Adjustment Model (See Figure 1).

Home Influences	Host Influences	Home Influences	
Dominant Culture Closed PES		Closed PES	*Greater Difficulty with repatriation*
Dominant Culture Open PES Identity Development		Open PES	*Less Difficulty with Repatriation*
Bicultural Competencies	Bicultural Competencies	Bicultural Competencies	
Minority Culture Open PES		Open PES	
Minority Culture Closed PES		Closed PES	*Greater Difficulty with repatriation*

Expatriate Transition   Repatriate Transition

Note: PES denotes a personal environmental strategy, much interaction with the host culture – open – or little interaction with the host culture – closed.
Figure 1: Expatriate Continuum Adjustment Process Model (ECA)

Individuals in their expatriate adjustment process may differ in the amount of experience and quality of experience that they have with the host culture. According to

the ECA model, those individuals who adopt an open personal environmental strategy (PES) will have a significant amount of interaction with the host culture and return with better-developed bicultural competencies. This is depicted in the two middle boxes of the host influence section of the ECA model.

Those individuals who adopt a closed personal environmental strategy do not have a significant amount or high quality of interaction with the host culture and do not return with better-developed bicultural competencies. This is depicted in the two outer boxes of the host influence section of the ECA model.

This study will focus on a particular bicultural competency, bicultural self-efficacy, and its influence on the difficulties of the repatriation stage of the expatriate adjustment process.

<center>Repatriation Difficulties</center>

It is possible to group the variables leading to expatriate success into four general areas: technical competence, personality traits or relational skills, variables in the environment, and family (Tung, 1982). Aycan (1997) has noted that the person selected for an expatriate assignment needs to possess the technical skills for the position, but that these skills are merely the minimum requisite. The necessary language skills (verbal and non-verbal) have also been cited as prerequisites to a successful expatriate assignment (Munter, 1993; Ronen, 1989). Along with these prerequisites, we have seen a reemergence of personality traits (which may be impacted by identity development) being used as predictors of success.

In this study, when the word "success" is used, it does not mean that an expatriate or repatriate merely "survived" the assignment and its associated return. "Success"

incorporates the ideas associated with expatriate effectiveness (Micklethwait & Wooldridge, 2000), which includes a more in-depth definition than simply completing the assignment. "Success" implies that the expatriate accomplished the goals associated with the organization, the individual, and the host country while on his or her assignment. Stating that a repatriate was successful implies that the individual was able to make the transition home in regards to the organization, the individual, and the home country while minimizing transition difficulties to a level no greater than those experienced during the successful transition during the expatriate stage.

In terms of bicultural competencies, the literature suggests that the higher the bicultural competency, the less difficulty an individual will have during transitions. This study will explore the possible positive effects of bicultural competencies in an individual's repatriation. Therefore, the degree to which bicultural competency development occurs prior to the repatriate stage becomes a lessening influence on the difficulties associated with the repatriate transition. For this study, bicultural self-efficacy (one of the six bicultural competencies) will be the primary element of this exploration.

Individuals returning from an expatriate assignment face transition difficulties. It is likely they are returning to an environment which has changed. It is suggested that those who use an open personal strategy will likely have increased their bicultural competencies and have those competencies to alleviate tension created by the return to this unfamiliar environment. Those individuals that adopt a closed personal environmental strategy will likely have more difficulty adjusting to the home culture due to lack of changes in their identity development which influence bicultural development.

This implies they did not have the need to acquire new or increase their bicultural competencies. Expatriates that chose a closed personal environmental strategy and did not intimately interact with the host culture must come back to a home culture that has likely changed. Bicultural competencies may be beneficially influential in their repatriation process but they have not obtained additional competencies in this area during their expatriate assignment.

(Osland, 2000) has identified eight themes associated with repatriate difficulties in her study of the expatriate adjustment process. These themes become the basis for inquiry into the issue of repatriation difficulty.

Themes of Repatriation Difficulties

1.	The "You Can't Go Home Again" phenomenon that occurs when people try to fit themselves back into a former life.
2.	The "Little Fish in a Big Pond" syndrome.
3.	The readjustment to decreased autonomy.
4.	The high degree of uncertainty regarding the job or the move.
5.	The lack of interest in their experiences.
6.	The idealization of home and false expectations about what repatriation will be like.
7.	The testing period in which expatriates are expected to prove they can also be successful back home and that they have not changed too much abroad.
8.	Missing life abroad.

Figure 2: Themes of Repatriation Difficulty

Research Hypothesis

1. There will be a negative relationship between bicultural self-efficacy and repatriate difficulty. That is, individuals with a high self-rating of bicultural self-efficacy will have lower repatriate difficulties and those with a low self-rating of bicultural self-efficacy will have higher repatriate difficulties.

2. The level of bicultural self-efficacy will be significantly greater in the minority group when compared to the dominant group.

3. The level of repatriate difficulty will be significantly greater in the dominant group when compared to the minority group.

Conclusion

This study will contribute to the understanding of the impact of bicultural competencies on repatriation-transition difficulties. A model of the expatriate adjustment process (see Figure 1) embraces the notion of bicultural competencies and the influence of identity development on an individual's development. Some concepts such as PES, introduced here in the ECA model, were not included in the above hypotheses. This study will specifically explore the relationship between bicultural self-efficacy and repatriate difficulties in an effort to verify one aspect of the ECA model.

CHAPTER 2: LITERATURE REVIEW

The literature review consists of a broad examination of biculturalism and identity development (both dominant and minority), bicultural competencies, and bicultural self-efficacy. This extends to an examination of expatriate adjustment models, their types and supporting assumptions. The ECA model (see Figure 1) provides structure and framework for the literature review.

Biculturalism

Individuals are expected to come to the expatriate transition with various amounts of experience maintaining their distinctive cultures while learning and interacting simultaneously with those from another culture. The literature on biculturalism provides us with the domestic research that has been completed in this regard and is a back-drop for bicultural competencies.

This broad construct has for the most part been applied to domestic environments within the United States of America. However, LaFromboise et. al. (1993) and Bell (1996) introduced the idea of applying biculturalism and associated competencies to the adjustment associated with an expatriate assignment. This study builds on these ideas and this section will focus on the construct of biculturalism.

According to LaFromboise et. al. (1993) there are five models associated with biculturalism that discuss the transition of individuals within, between, and among cultures: 1) Assimilation; 2)Acculturation; 3)Alteration; 4)Multiculturalism; and 5)Fusion.

Assimilation models assume that the individual will try to become more accepted by the dominant or host culture and as this process takes place individuals lose their own cultural identity. Black, Gregersen, Mendenhall, & Stroh (1999) referred to this type of expatriate as "going native" which describes someone who no longer identifies with the home culture and takes on the beliefs, and values of the host culture as not only acceptable but their own.

According to LaFromboise et. al. (1993) *acculturation models* are very similar to assimilation models in that they focus on acquisition of the majority or host culture, focus on a unidirectional relationship with the dominant culture, and that one culture is seen as more beneficial than another. It was also stated that the difference between assimilation and acculturation models is that acculturation models assume that the minority or expatriate/repatriate will always be seen as a part of the minority or out-group.

The *alternation model* assumes that individuals can create a sense of belonging to two cultures without losing their own cultural identity and that an individual simply adapts to the cultural group they are interacting with at any particular time, adjusting their behavior based on the social context of the present situation (LaFromboise et. al., 1993). The alternation model is the first of the five models that allows a reciprocal relationship between cultures and that an individual can chose to interact with culture without defining one as better than the other. For expatriates and repatriates this model may be beneficial as they attempt to adjust to their new environment. Using this model may help the expatriate in their understanding of strengths and weaknesses in this adjustment process and hopefully contribute to the continuing expanse of abilities and

comfortableness in interacting with the minority or dominant culture (LaFromboise et al., 1993).

The *multicultural model* has also received a considerable amount of attention in western literature. This model incorporates a philosophical view of the United States of America as a salad bowl or a tapestry of various colors instead of what has been viewed as a more assimilation model of a melting pot. This model assumes that cultures can remain separate and distinct while individuals from different cultures interact for a common purpose (LaFromboise et al., 1993).

The *fusion model* can be viewed as a further developed assimilation model. This model states that individuals share common societal institutions and due to this commonality, will continue to become indistinguishable from one another. As different cultures bring various strengths and weaknesses to the overarching culture those aspects that are strengths will be incorporated and those aspects that are weaknesses will be lost until there is a unified culture that incorporates and represents what once were subcultures (LaFromboise et al., 1993).

As noted earlier, these models associated with biculturalism have focused on domestic issues related to the United States of America. The ECA model (see Figure 1) which guides this study was developed out of the concepts associated with the alternation and multicultural models. LaFromboise et. al. (1993), stated that these models are not mutually exclusive and the assumptions of the proposed model incorporates both the idea of adapting to two different cultures depending on the situation and that cultures can remain distinct yet have individuals interact with both for a common good. The other

assumptions of the model proposed in this study is when cultures interact it is not one-directional and that cultures are not categorized hierarchically.

Identity Development and Bicultural Competencies

Identity development and the amount of experience an individual has with balancing multiple identities impacts the amount of bi-cultural competencies an individual develops. It is these bicultural competencies that the individual brings to the transitions between home and host cultures. Those individuals that have experience balancing multiple identities domestically or during the expatriate stage will likely develop bi-cultural competencies and more specifically, bi-cultural self-efficacy.

Identity Development

Identity development is acknowledged as an important part of the overall development of an individual and may be seen as fundamental to the more general issues of competence (Spencer, Swanson, & Cunnighham, 1991). Much of the research in this area has focused on the development of the personality from adolescence to pre-adulthood. However, other research has examined identity development through adulthood (Kroger, 2000). Although many of the formative parts of identity development take place in pre and early adulthood, it should not be assumed that identity development stops at these early stages of life. Rather, identity development can be viewed as a lifelong process, which is influenced by the type of experiences an individual may have during their cycle of life (Kroger, 2000).

There are various contemporary approaches to identity development including historical, structural, socio-cultural, narrative, and psychosocial (Kroger, 2000). The

ECA model was developed using theories associated with the psychosocial approaches of identity and identity development.

Erickson's theory of psychosocial development may be considered the most respected theory when discussing issues associated with the development of individuals from adolescence to adulthood (Erikson, 1963). Yet, there have been other theories that have been developed that are constructed to represent groups or subcultures through the identity development process. These other models tend to include sociocultural factors and can be crudely broken into two general approaches, the life span perspective and the ecological approach (Spencer et al., 1991).

Both the life span and ecological approaches have attempted to take the unique experiences of a social membership and evaluate how these experiences affect the identity development process. The expatriate process can be viewed as a unique experience and may have a unique impact on identity development during the expatriate and repatriate stages.

The expatriate and repatriate experience can be viewed as an identity crisis as described by Erickson (1968). There are two major types of identity crisis. Identity deficit, which is described as not having a well defined self and identity conflict is described as having conflict between multiple definitions of self. Identity conflict seems to best describe the identity crisis associated with an expatriate or repatriate transition.

One means of resolving an identity crisis that is driven by conflict is to restrict or ignore pieces of self. When an expatriate finds that their new work role is in conflict with parental or marital obligations they may restrict part of themselves to resolve this conflict

(Baumeister, 1995). However, having an identity conflict could result in various responses, some of which not directed at resolution.

Erickson (1968) and later Marcia (1967) described four responses to identity crisis and more specifically identity conflict: Identity Achieved; Moratorium; Foreclosed Identity; and Identity Diffusion.

Individuals that have gone through a time of identity conflict and formed a new identity are described as identity achieved. This group is represented in the middle boxes of the ECA model. Moratorium is described as an identity crisis in progress. Foreclosed identity is a commitment to an identity without a crisis. The individual accepts the identity that has been introduced or given. Identity diffusion is a case which neither crisis or the need to commit to a new identity has transpired. These three responses are represented in the outer boxes of the ECA model. These outer boxes represent the lack of identity crisis, the lack of need for a commitment to a new identity, and lack of need for additional bi-culture competencies to adjust. This relationship is diagramed in Figure 3 below. This diagram focuses on the relationship between identity development and the ECA model.

Bicultural competencies are needed to resolve identity crisis and adequately adjust to each environment as the expatriate goes through different stages in the expatriate adjustment process. These two concepts, Identity Development and Bicultural Competencies are central to the development of the proposed ECA model and conceptually influence each stage of the expatriate adjustment process. However, this study will specifically focus on the repatriate transition.

Home Influences	Host Influences	Home Influences
Dominant Culture Closed PES	Moratorium Foreclosed Identity Identity Diffusion	Moratorium Foreclosed Identity Identity Diffusion
Dominant Culture Open PES Identity Development	Identity Achieved	Identity Achieved
Bicultural Competencies Minority Culture Open PES	Identity Achieved	Identity Achieved
Minority Culture Closed PES	Moratorium Foreclosed Identity Identity Diffusion	Moratorium Foreclosed Identity Identity Diffusion
	Expatriate Transition	Repatriate Transition

Figure 3: Identity Development and the ECA Model

It is understood that many of us have multiple identities. These identities assume different levels of importance and at times are incongruent with the environment. Erickson describes the optimal level of identity development as finding the social roles within the larger community that provide a "good" fit for the individual, both biologically and psychologically. The transitions to the expatriate and repatriate environments provide opportunities for incongruence to manifest. The incongruence of our identity and environment creates tension or identity conflict (Erikson, 1963). According to Erikson (1968), competencies are developed to assist with the relief of this tension or the individual removes themselves from certain environments in an attempt for relief. In an expatriate adjustment experience these competencies are likely bicultural in nature, so it

seems reasonable that bicultural competencies are necessary to assist with the conflict that arises from these multiple identities and environmental incongruence (Appleby, Colon, & Hamilton, 2001). Identity development has been introduced in an attempt to illustrate that individuals come to an expatriate assignment with various experiences with multiple identities. Those individuals that are a part of the minority group of their home country will likely have more experience with multiple identities and may come to the assignment with better developed bicultural skills.

Dominant and Minority Identity Development

Bicultural competencies have mostly been researched as it relates to minority group experiences within the United States of America. These competencies have been discussed and applied to research relating to such groups as Native-Americans who come into contact with the dominant culture after leaving the reservation or African-Americans in academic settings.

Being a part of the dominant or minority group of your home country may influence the level of bicultural competencies that an individual brings to the expatriate experience. Thomas (1996), when discussing the differences between Helm's white identity development model (Helms, 1990) and Cross's black identity development model (Cross, 1991) states that both groups need some sort of an encounter that precipitates an evaluation of an individuals membership to a group (Cox, 1994; Thomas, 1996). Although this is true, the ability to avoid this encounter is different for each group. Through privilege (the ability to think of oneself as normal) this encounter can be more easily avoided by the dominant group (Thomas, 1996). The minority group is less likely to have the option of avoiding encounter incidents when interacting with the

dominant culture. This difference suggests a different relationship with the society or culture in which they live and the ability to evade the identity development process. These differences imply that a minority member may have more experience than a majority member with conflicting identities and thus come to the expatriate experience with more bicultural skills.

Although adjustment to an expatriate assignment is somewhat unique for each particular country or culture, there is also a commonality to the adjustment process across cultures. This adjustment requires an ability to operate in an unfamiliar and ambiguous environment. These experiences require the balancing of two or more identities in various situations. Sikkema & Niyekawa (1987) suggest that understanding successful expatriation lies in focusing on the process involved in a cross-cultural experience and not the particular context that is unique to each country. It can be argued that it is not important which country this experience happens in, but it is important to have the ability to engage in a process to develop the necessary skills to adjust to that environment. This process of adjustment and the presence of identity conflict is present no matter which country the expatriate is assigned to. Experience with this process is more likely developed in those multicultural individuals who have had a bicultural domestic experience and is precipitated by the conflict between various identities. Although domestic majority members may have developed bicultural skills and have experienced exposure to this process, it is more likely that individuals with some salient experience of being a minority will be more versed with the conflict of multiple identities and the bicultural skills needed to assist with identity conflict. Identity development may provide us with a clearer understanding of the dissimilarities between the majority and domestic

minority groups before an expatriate assignment and a possible insight into the differences in their adjustment to and from this international assignment.

Until the expatriate experience the identity of the majority and minority member is based on their home culture experience. Yes, the domestic minority may have had more experience with identity conflict but an expatriate experience can still be seen as unique for the minority group members.

As illustrated in Figure 1, the minority or majority member can chose to adopt a closed or open personal environmental strategy. Adopting a closed personal environmental strategy does not provide the experiences with the host culture or the need for an expatriate to develop bicultural competencies. On the other hand, the expatriate experience may be seen as an intervention when an open personal environmental strategy is used and bicultural competencies are needed to be successful. This illustrates that although it seems more likely that the minority group would come to the assignment with better-developed bicultural competencies one moderating factor in successful repatriation is the type of personal environmental strategy that is adopted.

Bicultural Competencies

It is established that the concept of identity is very complex and that many of us have multiple identities. These identities assume different levels of importance and at times the incongruence of our identity and the environment creates tension. Bicultural competencies are developed to assist with the conflict that arises from these multiple identities and environmental incongruence (Appleby et al., 2001).

Friedman (2000) uses a term "glocalize" in a recent book on globalization. He defines healthy glocalization as "the ability of a culture, when it encounters other strong

cultures, to absorb influences that naturally fit in its own culture and to compartmentalize those things that are different that nevertheless can be enjoyed and celebrated as different" (Friedman, 2000; p. 295). At the individual level this is exactly what an expatriate is being asked to do as they adjust to the host culture and again as they return to their home culture. It is this studies belief that bicultural competencies will assist in this transition to the home environment.

According to Levinson (1978) developmental tasks are crucial to development during transitional periods. Transitional periods end when tasks of questioning and exploring lose urgency and individuals are able to live in their environment without excessive consternation. Bicultural competencies have been explored by Bell & Harrison (1996) in how they permit the expatriate to live within the host country with a manageable amount of concern. Having developed these skills during the expatriate stage, these skills will also impact the manner or ease in which an individual repatriates. Bell & Harrison (1996) referred to 6 different competencies that may be developed from a bicultural experience.

Bicultural competencies can be increased through such things as language training before the assignment, frequent interactions with the host culture during the assignment, and using these competencies when coming back into their "home" environment. The bicultural competencies introduced by Bell & Harrsion (1996) are listed below. Bicultural self-efficacy, which is operationalized in this study will be explored later.

(1) General Cultural Awareness
(2) Acceptance
(3) Bicultural Self-Efficacy
(4) Dual Fluency
(5) Broad Role Repertoire
(6) Groundedness

Individuals may come to the expatriate assignment with different levels of

bicultural competencies. The individual will need to adjust to their new environment

after arriving in the host culture and again after transitioning home (See Figure 1).

Having a greater level of bicultural competencies upon return may decrease the difficulty

of repatriation. Repatriates are again in a transitional period when returning to their

home country with issues such as being placed upon return into a position that honors

their international experience, interaction with family or co-workers that may not

appreciate or understand their expatriate experience, and general changes in their home

culture while they were abroad (Black, Gregersen, Mendenhall, & Stroh, 1999).

Identity Development

Bicultural Competency Development

Ability to address ECA transition
difficulties
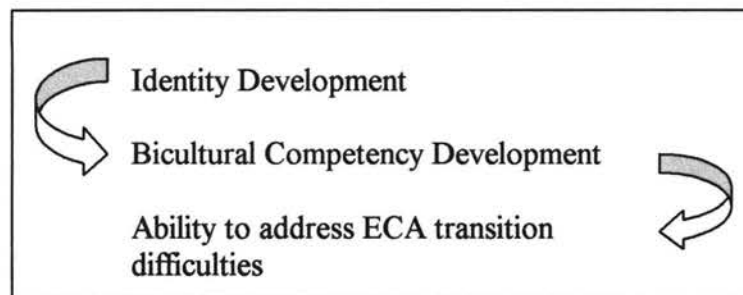
Figure 4: Identity Development and Bicultural Competency Relationship Model
Figure 4 depicts the influence of bi-cultural competencies as having an effect on

the difficulty associated with expatriate adjustment process transitions. The boxes in the

ECA model (see Figure 1) represent an individual's development through the expatriate

adjustment process, and model the influence of open vs. closed personal environmental

strategies on bicultural competencies and resulting repatriation difficulties.

Conceptualizing those who did not develop bicultural competencies, or shift, likely used

a closed personal environmental strategy in the expatriate adjustment process. Those

individuals that did develop bicultural competencies, or had a shift, likely used an open

personal environmental strategy.

Bicultural Self-Efficacy

Self-Efficacy has been defined as the belief that one has the ability to perform a task or set of behaviors required to produce an outcome (Bandura, 2002). Bandura (1997) states that self-efficacy is a "generative capability in which cognitive, social, emotional and behavioral sub-skills must be organized and orchestrated to serve innumerable tasks" (Bandura, 1997; p.37). Believing that one has the ability to perform a task is positively correlated with the individual being able to perform such tasks. In his 2001 revised version "Guide for Constructing Self-Efficacy Scales" Bandura states that "the efficacy belief system is not a global trait but a differentiated set of beliefs linked to distinct realms of functioning". Thus in this study bicultural self-efficacy is specific to the cross-cultural domain. Pertaining specifically to the belief of performing well within two cultures and still being able to maintain a sense of self.

If expatriates and repatriates believe they can interact effectively with the host or home culture they will be more likely to seek out and attempt to perform behaviors. Culture may influence the self- efficacy that an expatriate arrives with through education, socialization experiences as well as incentives and disincentives for the work they perform for the organization (Chen, 1995; Banudra 1996). Bandura (1986) argued that incentives and reinforcements were more meaningful to individuals with high general self-efficacy. Those individuals with high general self-efficacy tend to focus on tasks, challenging goals, and seek greater feedback on the tasks they are performing (Kanfer & Ackerman 1996; Lace & Latham, 1990; Tsui & Ashford, 1994). If the expatriate or repatriate does not believe they can perform such competencies they may not have the incentive to develop those behaviors necessary to adjust to another culture. Expatriates

and repatriates will not make an attempt to develop certain behaviors if they do not believe they possess or will gain personally from possessing these skills.

It is also important to understand what self-efficacy isn't. Some researchers have used self-efficacy and self-esteem interchangeably, though self-efficacy is directed at the belief of someone being able to perform a behavior and self-esteem at a person's judgment of their own worth (Bandura, 1997). Much of this difference is centered on the amount of worth the individual gives to the behavior in question. Bandura (1997) would suggest that if one believes being able to perform certain behaviors is tied to self-worth, and then not being able to perform this behavior may affect self-esteem. This however is distinct from a belief of being able to perform the behavior. One way to explain this difference is that self-efficacy is focused at the belief of being able to perform while self-esteem focuses on the evaluative judgment of whether the performance of such behavior really matters in a self-evaluation.

<div align="center">Self-efficacy and Performance</div>

Literature on self-efficacy has linked beliefs in performance to certain behavior domains. Having bicultural self-efficacy should be related to the belief that one can perform specific behaviors that are associated with being able to successfully transition from one culture to another. Such definite behavior relates to what Bandura (1997) labeled particular self-efficacy, which he felt was predictive of performing the actual behavior. Self-efficacy beliefs are also associated with past behavior. If an individual is successful hitting a golf ball onto the green from 150 yards out, when faced with this behavior again they may feel very confident that they can perform this action. Associating self-efficacy beliefs with past behavior is supported by the positive success

rates of expatriates that have previously completed an expatriate assignment. They have been successful in the past hitting the green with a golf ball from 15 yards out and so have more belief in themselves that they can perform the necessary behaviors to do this again. However, individual outcome orientation has also shown an influence in this process.

It has been noted that there are two separate outcome orientations, mastery and task focused. Mastery focused outcome orientation individuals tend to concentrate on their improvement and choose more optimally challenging tasks. Those that are more task oriented concentrate on the outcome itself (winning vs. losing) and tend to chose high or low challenges to maximize their chances of showing an extraordinary amount of ability or to avoid showing their low amount of ability in regards to the task at hand (Bandura, 1997).

Bandura (1997) states that self-efficacy beliefs are developed from four primary sources; 1) Enactive Mastery Experiences; 2) Vicarious Experiences; 3) Verbal Persuasion; 4) Physiological States.

According to Bandura (1997), *enactive mastery experiences* give the appropriate feedback as to the individual's capability. This source of efficacy belief is based on the ability to perform effectively or succeed in particular situations. Although failure in a particular situation tend to take away from one's self-efficacy, these situational obstacles also offer an opportunity for individuals to develop new capabilities and be successful in situations that they may not have previously believed they could be successful in. This is the case with expatriate and repatriate transition periods. These transition periods offer the expatriate or repatriate the opportunity to develop new skills or capabilities.

Vicarious experiences help individuals judge form the performance of others their belief about their ability to perform well in particular situations. Understanding and assessing their own abilities as it relates to the abilities of another helps individuals assess their won capabilities as well their likelihood of success. Expatriates and repatriates that have experience interacting with individuals that have gone through the expatriate adjustment process can use these experiences of others to assess their own adjustment to the host or home country (Bandura, 1997).

Verbal persuasion helps reinforce an individual's belief that they possess the necessary capabilities to complete a particular task. Getting positive or encouraging feedback in difficult situations helps sustain the individuals belief that they can perform the necessary task. This may be very influential and helpful as the expatriate or repatriate is attempting to transition to the home or host culture (Bandura, 1997).

Bandura (1997) also believes that *physiological states* help individuals judge their strengths and weaknesses. In situations where high arousal has effected, a person's physical state, it is believed that the individual will not be as confident in their ability to perform adequately. Expatriates or repatriates that experience high arousal in cross-cultural situations will likely have less belief in their ability to perform under these circumstances.

All four of these sources of self-efficacy are relevant to the transition to an expatriate assignment and are relevant to the repatriate transition. Modeling or having adjusted repatriates available for the new repatriate upon return could be beneficial in allowing a standard for vicarious experience and opportunities for verbal persuasion as the repatriate attempts to regain their equilibrium in the home culture (Bandura, 1997).

Bandura (1997) points out that self-efficacy beliefs may tend to regulate the behaviors of individuals from collectivistic cultures in individualistic cultures as well as individuals from individualistic cultures in collectivistic cultures. Needless, a low sense of ones belief in performing a task no matter the type of culture they may be from or the type of culture they are in is debilitating (Bandura 1997, pg. 33).

Other Self-Efficacy Types

Coping self-efficacy as described by Bandura (1997) focuses on the transitional periods when one is leaving friends, family, and other social support and are attempting to develop new social networks of support. The belief of an expatriate or repatriate to perform these tasks is important. A repatriate has somewhat of a different twist in that they may expect to have some difficulties when they go overseas to a new culture but may not believe on their way back "home" that they will have some of the same difficulties as when they adjusting to their overseas assignment. So they may return with a false sense of self-efficacy beliefs in this regard.

Bicultural efficacy like biculturalism has been defined and applied mostly to the domestic environment in the United States of America (Bandura, 1997). However, LaFrombroise, et al. (1993) has defined bicultural efficacy as the belief, or confidence, that one can live effectively, and in a satisfying manner, within two groups without compromising ones' sense of cultural identity.

Bell, et al. (1996) related bicultural self-efficacy to expatriate KSAO's (Knowledge, Skills, Abilities, and Other) of interacting effectively with the host culture. In other words, the expatriate must have the belief that they can interact effectively with the host culture in order for them to interact effectively. Having this belief in one's

ability to interact effectively with the home culture would seem to also be important. LaFrombroise, et al. (1993) hypothesized that an individuals level of bicultural efficacy could determine their ability to interact with the host culture in various areas including maintaining roles and affiliations within his or her culture of origin and acquiring adequate communication skills. Having the necessary communication skills relates to the next bicultural competency, Dual Fluency.

Expatriate Adjustment Models

Mendenhall, Kuhlman, Stahl, & Osland (2002) state that early theory building as it is associated with the expatriate adjustment process was typically atheoretical but could be classified into four broad categories: 1) Learning Models; 2) Stress-Coping Models; 3) Personality Based Models; 4) Developmental Models.

Learning models made the assumption that expatriates need to "learn" new skills and techniques in their adjustment process and used various concepts and theories associated with learning theories as a foundation for model construction.

Stress-coping models focused on the fact that working and living in another culture produced stress and that one of the objectives of an expatriate during this transition was to adequately cope with the stress of living and working in another culture (Mendenhall et. al. 2002).

Personality based models have focused on describing the types of personalities expatriates possessed that were successful. These models were more focused at selection and attempting to create a profile of individuals that will likely be successful as expatriates. However, these models tended not to incorporate the entire expatriate

adjustment process and were more focused on selection, specifically they did not focus on repatriation (Mendenhall et. al. 2002).

Developmental models begin to diverge from previous models by understanding that the adjustment to another culture is not linear in nature. The expatriate may adjust at different rates and not always in a positive direction to various areas within this experience. The expatriate may adjust quickly to working with host country employees but not adjust as quickly in regards to their family life. This model classification also incorporates and understands that this experience of interaction with another culture can be positive. As noted by Mendenhall et al. (2002) this model category for expatriate adjustment proposes that an individual transitions to a foreign culture and "psychologically disintegrates, regroups, and then attains a higher level of development and maturation".

The conceptualizations in the ECA model (See Figure 1) honor a combination of the developmental and learning models. This embraces the notion that expatriates and repatriates may choose not to continue to learn or develop. The ECA model (See Figure 1) proposes that bicultural competencies are effective and needed skills to keep the expatriate or repatriate in the developmental components of the expatriate adjustment process.

Many studies look at the selection process with an eye for predicting success, based on attributes measured in an assessment process prior to departure of an expatriate experience. Although many studies focus on the selection process, or the success attributes associated with a successful expatriate, this study will focus on the role bi-cultural self-efficacy and its relation to the difficulties of repatriation.

Personal Environmental Strategy (PES)

The expatriate adjustment process embraced in this study includes the notion that people make decisions on the type of personal environmental strategy they will incorporate in relation to the environment. They can either decide to adapt an open personal environmental strategy that is conflict embracive or adapt a closed personal environmental strategy that is conflict aversive. If an individual decides to assume an open personal environmental strategy, they will likely experience some identity conflict due to their interaction with the host culture. The conflict will influence individuals to develop bicultural competencies to alleviate the tension produced by the conflict. Thus the personal environmental strategy a person adopts is in will impact an individual's identity development and bicultural competencies.

Those individuals that decide to assume a closed personal environmental strategy do not gain the experiences that are necessary to cause identity conflict and thus do not experience the tension in the expatriate adjustment process that bicultural competencies alleviate. This study proposes that these individuals will not experience the same amount of identity development or increase in bicultural competencies as those individuals that adapt an open personal environmental strategy. This personal environmental strategy decision (Illustrated in Figure 3) is influential at both the expatriate and repatriate stages of the expatriate adjustment process. It stands to reason that those individuals that adopted a closed personal environmental strategy have more difficulty repatriating and those that had an open personal environmental strategy have less difficulty during repatriation due to the different levels of bicultural competencies.
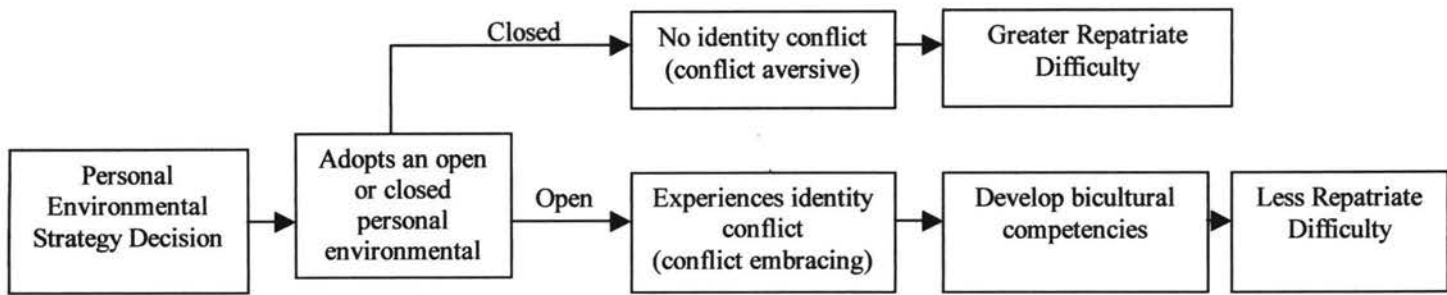
Figure 5: Process of Identity Conflict

Implications of Literature Review on Proposed Hypothesis

This study and expatriate adjustment model have been based around the reciprocal relationship between identity development and bicultural competencies. The literature supports the notion that identity development happens throughout the life span and certain critical events such as the transition to or from an expatriate assignment may result in an identity crisis. To adequately cope with an identity crisis certain skills are needed and for the expatriate adjustment process bicultural competencies have been proposed as the necessary skills (Erickson, 1963; LaFromboise, et al. 1993; Bell, et al. 1996).

Bicultural self-efficacy as one of six bicultural competencies has been included as having a positive correlation with an individual's ability to cope with the transition periods in the expatriate adjustment process. This proposed positive correlation is influenced by a belief in the ability to live satisfactorily between two groups and not lose ones own sense of self. It is hypothesized that this belief impacts the difficulties a repatriate experiences upon their return. In order to test this logic stream we have proposed the first hypotheses in chapter 1. This hypothesis states that there will be a negative relationship between bicultural self-efficacy and repatriate difficulty. This

hypothesis is supported with the bicultural literature transitioning within, between, and among cultures.

The work of LaFromboise, et al. (1993) and Bell, et al. (1996) has also been very influential in the development of this hypothesis by incorporating the bicultural literature to the expatriate adjustment process literature. They both have proposed six bicultural competencies that should have a positive relationship with cultural adjustment.

The second hypothesis is related to the first hypothesis. However, this hypothesis is seeking to determine if there is a difference in the group levels of bicultural self-efficacy in the minority and majority groups. It could be argued using the literature on western biculturalism and international cross cultural adjustment that those individuals from the minority group will have less difficulty in the transition periods of the expatriate adjustment process. This could be due to the domestic necessity to live satisfactorily between two groups without losing ones own sense of culture. LaFromboise, et al. (1993) and Bell, et al. (1996) both support the notion that those individuals with a domestic bicultural experience will have more experience and perform better in an international cross-cultural adjustment due to this prior experience.

The third hypothesis is specifically focused on the amount of repatriation difficulty in the dominant and minority groups. As stated, it can be argued from the domestic western bicultural literature that minorities in a society that live between two cultures will have higher level of bicultural self-efficacy. This hypothesis focuses on the outcome of this higher level variable. If the minority group has a higher level of bicultural self-efficacy this hypothesis tests if they also have less difficulty with repatriation.

With this supporting literature it is concluded that those hypotheses proposed in Chapter 1 may be confirmed with an adequate study. The literature has maintained that bicultural self-efficacy has a positive influence on transitions and that those with a bicultural experience will likely develop bicultural competencies such as bicultural self-efficacy due to their life experiences.

CHAPTER 3: METHODOLOGY

Rationale

The purpose of this study was to examine the influence of bicultural self-efficacy on the difficulties of repatriation and the possibility of this bi-cultural competency lessening the difficulties of repatriation. Study abroad students were selected as the population for this study due to their experiences in a host country. A quantitative approach was used as a means to empirically test for an inverse relationship between bicultural self-efficacy and repatriate difficulty and to investigate the influence of categorical data on this relationship. Instruments were adapted and developed to quantitatively measure bicultural self-efficacy and repatriate difficulty. Categorical data consisted of ethnicity, but also included terms spent abroad, number of terms since returning, gender, and level of fluency.

Participants

This study targeted a population of 408 students that recently returned from a study abroad program at a large state university in the western part of the United States of America. This was a purposive sample, seeking participants who had returned to their home country after an international experience. These students were selected based on their enrollment in a study abroad course in the Fall 2001, Spring 2002, and/or Fall 2002 semesters. The population was further limited to those who had enrollment in on-campus courses during the Spring 2003 term. These selected students were sent an e-mail expressing the purpose of this study, procedures used, risks, benefits, confidentiality, and

liability as well as a link to a web page to complete the survey. The actual sample were those students that went to this link and filled out the available survey.

The Registrar's Office at the university compiled the list of students. This list provided the means to send the cover letter e-mail without disclosing to the investigators of the study personally identifiable information, which included the students e-mail address. The subjects of this study then possessed the necessary information to choose to participate and complete the associated survey or decline this invitation and not respond.

Table 1

Initial Population Information

Groups	Accessible Population
Number from Dominant Culture	370
Number from Minority Culture	38
Number of Males	142
Number of Females	266
Total Initial Population	408

Measures

This study used a survey (See Appendix A) to collect the data needed to test the proposed hypotheses. A pilot study checking for content validity and a sense of the general reaction of respondents to the survey questions was conducted before the target population was contacted. This was accomplished by allowing 6 individuals to complete the survey and provide reactions to the instrument. This helped identify any poorly worded questions as well as the general understandability of the survey. The survey can

be broken into three separate parts, bicultural self-efficacy, repatriate difficulty, and categorical data.

Bicultural Self-Efficacy

The first section of this instrument was adapted from a social efficacy survey from Harrison (1996). The bicultural self-efficacy scale was adapted from a larger scale in a "widely recognized standardized instrument with high reliability" (Harrison, 1996, p. 171). The reliability of the social efficacy facet of Harrison's instrument was $\alpha = .78$. Cronbach's alpha also was calculated as a measure of reliability for the overall 8-item bicultural self-efficacy scale used in this study ($\alpha = .73$). Therefore since these items were adapted from a single scale and had an adequate alpha, bicultural self-efficacy was treated statistically as a single construct.

This section of the survey is domain specific to bicultural self-efficacy and measures the participants' belief that they can interact satisfactorily with a group different than their own. It focused on an individual's belief in their ability to interact with a different culture. This belief also includes the ability to maintain their own sense of culture in these interactions. Participants were asked to disagree or agree on a 6-point Likert scale with statements directed at one's belief that they can perform certain behaviors with individuals from another culture.

Repatriate Difficulty

The next 9 questions of this survey were created using the eight themes identified by Osland (2000) in the literature. These eight themes were reported as general areas of difficulty with repatriation. Each separate theme was used as a guide for the supporting illustrations. Participants were asked to rate how accurate the theme was to their

experience with repatriation. Those that felt the theme accurately described their repatriate experience were reporting more difficulty with repatriation.

This section of the survey was not predicted to divide into eight factors, but because of overlapping of themes it seemed likely that there would more than one factor. In support of a single factor was a Cronbach's alpha for all nine items of .79.

A factor analysis was conducted to see if repatriate difficulty could be divided into two (or more) separate factors using the decision rule of eigenvalues over 1.0 and examining the rotated component matrix. The values for explained variance and factor loadings after varimax rotation are shown in Table 2. Loadings below .50 were omitted from the table, except that question 11 did not have values above .50 for either factor. Thus, values for question 11 were reported (See question 11 in Appendix A).

The first factor of six items had a common overarching theme directed at experiences within the context of the home country (Home Country Specific, HCS) and adequate reliability (α = .72). Examples include not feeling as important, lack of interest in your experiences abroad, and periods of needing to prove yourself.

The second factor of three items seemed to be directed at experiences within the context of the home country but comparing the experiences in the host country with the home country (Host Country Comparisons, HCC). Examples including missing life abroad, uncomfortable with the home culture, and false expectations of the home culture as it is compared to the host culture. Cronbach's alpha was also calculated for reliability on this second factor (α = .69). Obtaining an alpha level of .69 on the second factor seems acceptable due to the fact that it is made up of only 3 questions.

There were several reasons the researcher decided to use both the overall 9 item repatriate difficulty score and the two subscale scores based on the factor analysis. The good overall alpha and logical coherence of the 9 items supported using the overall score. However, the meaningful factor analysis and acceptable alphas supported using the two factors.

Table 2

Principal Components Analysis of Repatriate Difficulty Items (N=132 Students)

Item		HCS Home Country Specific	HCC Host Country Comparison
9	You can't go home again		.734
10	Little Fish in a Big Pond	.554	
11	Decreased Autonomy	.395	.307
12	Uncertainty at school	.603	
13	Lack of interest in life abroad	.522	
14	False expectations of returning		.640
15	Proving you can be successful at home	.749	
16	Proving you have not changed to much	.798	
17	Missing life abroad		.856

Note. Principal components analysis with varimax rotation. Eigenvalues of 3.41, and 1.22. These two factors account for 51.5% of the variance. Loadings less than .50 were omitted or shown for both factors.

Categorical Data

The third and final section of this survey collected categorical information on ethnicity, gender, the number of academic terms spent abroad, number of terms since return, and level of language fluency in the host culture.

Gender

Respondents were given male or female as possible responses for gender. The initial population consisted of 266 women and 142 males. The actual sample discussed in Chapter 4 consisted of 40 males and 92 females.

Ethnicity

Respondents were given a number of choices for ethnicity (Caucasian/White, African-American/Black, Hispanic/Latino, Asian, Native-American, Other) and were asked to provide their ethnicity. Participants were given 6 choices for ethnicity but were allowed to identify more than one ethnicity choice. For example participants were able to check both Caucasian/White and Asian. Any respondent that chose any category other than Caucasian/White (only) was classified as a minority. The initial population consisted of 370 majority respondents and 38 minority respondents. The actual sample had 120 majority or dominant culture participants and 12 minority participants.

The dominant culture of the United States of America consists of Caucasian/ White individuals. This ethnic category represented the dominant group for this study. Those individuals that classified themselves in one of the other five categories represented the minority group. There was concern that statistically significant differences would not be detected due to the small minority sample.

Terms Abroad

Respondents had the opportunity to choose from three possible terms that were spent abroad and were allowed to choose more than 1 term. Thus a respondent could choose Fall 2001 and Spring 2002 if they spent the entire academic year of 2001 studying abroad. The number of terms abroad was collected due to its possible influence on the level of bicultural self-efficacy.

Terms Since Return

Identifying the last term that was spent abroad, and counting the number of terms between their return and the current semester was used to determine the number of terms

since their return. The summer term was not included in this calculation. So, if someone studied abroad for Fall 2001 and Spring 2002 they would be identified as having 1 term (Fall 2002) since their return. This variable (number of terms since return) was calculated due to its possible influence on repatriate difficulty.

Fluency

Participants were asked to identify if they were abroad in an English speaking country. Since the initial population only consisted of United States citizens, it was assumed that those who were abroad in an English speaking country were very fluent in the host country's language. Those that stated they were not in an English speaking country were asked to rate their fluency in the host country's language. This variable consisted of three categories not fluent, somewhat fluent, and very fluent. Various levels of fluency in the host country's language may impact the amount and quality of interaction a subject has with the host country, suggesting that those with a high level and quality of interaction with the host country may have more opportunities to develop bicultural self-efficacy.

These categorical variables were used as controls in conducting the analysis of variance. Four separate ANOVAs were conducted using as a dependent variables bicultural self-efficacy, the home country specific difficulty items, host country comparison difficulty items, and repatriate difficulty as a whole.

Procedures

The survey method was used as a means to collect data on this sample. Statistically, with a modest return rate this population was large enough to yield the

necessary participation to draw inferences on the main hypothesis. Everyone in the accessible population had an opportunity to respond to the survey.

E-mail and the web served as the means to solicit participation and allow subjects to complete the survey anonymously. However, this procedure restricted the ability of the investigators to compare the characteristics of individuals who did respond with those who did not respond. Due to this lack of respondent information, another means to examine non-response bias was used. A comparison of respondents from the first and second solicitations was conducted to address non-response bias. This assumed that those that responded to the second mailing were similar in characteristics to those that did not respond at all. If these two group's responses were somewhat similar, it was assumed those who did not respond were not dramatically different from respondents.

CHAPTER 4: RESULTS

A theoretical model was introduced in Chapter 1 to illustrate the expatriate adjustment process. The relationship between bicultural self-efficacy and repatriate difficulties within this theoretical context has been the purpose of this study. Hypotheses were presented predicting a negative relationship between two variables, bicultural self-efficacy and repatriate difficulty. Instruments were introduced to measure the two variables, the population was described, and the data was analyzed as proposed. This chapter will include a description of the analyses and the results.

The total accessible population from the previous chapter was identified with an N = 408. After further analysis by the Registrar's Office twenty-two individuals were duplicates within this data set. Also twenty-eight individuals were still abroad and since they had not yet returned, were excluded. This reduced the accessible population to $N =$ 358 with the actual sample consisting of $N = 132$. The demographics for this population are listed below.

The Registrar's Office sent an e-mail containing the cover letter (see Appendix B) with the associated link to the accessible population. Of the 358 unique individuals four did not have valid e-mail addresses and four were returned as undeliverable. The undeliverable e-mails appeared to be due to e-mail accounts being full, which resulted in no further mail being accepted by these accounts. This yielded 350 valid e-mails being sent to individuals within the identified accessible population. After ten working days, a

second solicitation e-mail was sent to this same population, resulting in a total of 132

responses or a response rate of 37.7%.

Table 3

Accessible Population and Sample Information

Group	Accessible Population	Actual Sample
Number from Dominant Culture	323	120
Number from Minority Culture	35	12
Number of Males	123	40
Number of Females	235	92
Totals	358	132

Non-Response Bias

One of the concerns of this study centered around the notion that individuals that

did not answer the questionnaire may be significantly different from the individuals who

did answer the questionnaire. This was to be tested by soliciting participation at two

separate times. If the first and second response groups had similar levels of bicultural

self-efficacy and repatriate difficulty, one could assume that non-respondents were not

significantly different from the responders.

Table 4 shows the independent samples t tests conducted comparing the two

separate groups on bicultural self-efficacy and repatriate difficulty. There was not a

significant mean difference between the two response groups on bicultural self-efficacy

($p = .292$).

However, there was a sizable group mean difference between early and late responder on the two factors of repatriate difficulty, HCS and HCC (see Table 4). Each *t* test reflecting that those in the second response group had higher mean levels for both HCS and HCC ($p = .016$ and $p = .017$). The mean difference between the two response groups seemed to be especially exaggerated on the overall score for repatriate difficulty ($p = .007$). These results seem to suggest that those individuals that did not respond to the survey at all may have had more difficulty with repatriation.

Table 4

Comparison of Early and Late Responders to Check for Non-Response Bias

Factor Group	n	M	M Difference	t	p
Bicultural Self-Efficacy					
1st Response Group	96	4.755			
2nd Response Group	36	4.889	.123	-1.06	.292
HCS					
1st Response Group	96	3.248			
2nd Response Group	36	3.727	.479	-2.45	.016
HCC					
1st Response Group	96	4.066			
2nd Response Group	36	4.583	.517	-2.42	.017
Repatriate Difficulty					
1st Response Group	96	3.521			
2nd Response Group	36	4.012	.492	-2.76	.007

In an effort to further examine differences between the first and second response groups, the Pearson chi-square was calculated for the categorical variables. Table 5 shows the results of this chi-square analysis and indicated no significant differences between these two groups in relation to categorical variables.

Table 5

Chi-square Analysis of Response Groups to Categorical Variables

Category	n	1st Response Group	2nd Response Group	χ^2	p
Ethnicity					
Dominant	120	88	32	.244	.621
Minority	12	8	4		
Terms Abroad					
1 Term	117	83	34	1.480	.477
2 Terms	13	11	2		
3 Terms	1	1	0		
Terms Since Return					
1 Term	46	34	12	2.315	.314
2 Terms	61	41	20		
3 Terms	24	20	4		
Gender					
Male	40	33	7	2.763	.096
Female	92	63	29		
Fluency					
Very Fluent	77	58	38	1.513	.469
Not Very Fluent	55	38	17		

Hypotheses

Hypothesis 1

The first hypotheses was interested in the relationship of overall repatriation difficulty and bicultural self-efficacy. It was hypothesized that these variables would have an inverse relationship. The correlation of these two variables was calculated and yielded a slightly positive relationship r (130) = .151, p = .084, which was not significant. Bicultural self-efficacy was also correlated separately with HCS and HCC. HCS produced a non-significant correlation r (130) = .084, p = .340. However, HCC produced

a significant positive correlation of *r* (130) = .227, *p* = .009. This significant relationship is in the opposite direction of the proposed hypothesis.

Hypotheses 2 and 3

The second and third hypotheses proposed a significant difference between dominant and minority groups regarding bicultural self-efficacy and repatriate difficulty. The second hypothesize which proposed the dominant group possessed less bicultural self-efficacy and more repatriate difficulty than the minority group, were not empirically supported, as discussed below.

Controlling for the Categorical Variables

Ethnicity was not the only categorical data collected and controlled for in this analysis. The other categorical variables were also included in the ANOVA calculations for four separate dependent variables. Thus, each ANOVA calculation consisted of five independent variables and one dependent variable: bicultural self-efficacy, HCS, HCC, or repatriate difficulty. Intersection terms were excluded fro the ANOVA analysis, which in this case is interpreted similar to results from a simultaneous multiple regression. In each ANOVA all the categorical variables were used as a controls. The analysis of variance results for Table 6 show bicultural self-efficacy is not impacted significantly when all the categorical variables are considered together.

Thus, there was not a significant difference on the average level of bicultural self-efficacy between the dominant and minority group. These results suggest that those that identified themselves as part of minority group did not have greater levels of bicultural self-efficacy during repatriation. When each categorical data item was used as a control no further statistically significant results were obtained. These results suggest that there

were no statistically significant mean differences between dominant and minority group

on the level of bicultural self-efficacy when controlling the other categorical variables.

Table 6

One-Way Analysis of Variance for Bicultural Self-efficacy as a function of Categorical Data

Category	n	Mean	SE	df	MS	F	p
Ethnicity				1,130	.164	.449	.504
Dominant	119	5.009	.214				
Minority	12	5.138	.279				
Terms Abroad				2,129	.448	1.224	.298
1 Term	117	4.789	.093				
2 Terms	13	5.007	.197				
3 Terms	1	5.425	.624				
Terms Since Return				2,129	.087	.238	.789
1 Term	46	5.127	.236				
2 Terms	61	5.055	.239				
3 Terms	24	5.040	.256				
Gender				1,130	.414	1.132	.289
Male	40	5.011	.232				
Female	91	5.136	.241				
Fluency				1,130	.068	.185	.668
Very Fluent	76	5.050	.241				
Not Very Fluent	55	5.098	.231				

The third hypothesis was intended to evaluate possible group mean differences

between the majority and minority population on repatriation difficulty. It was

hypothesized that the majority group would have more repatriation difficulty than the

minority group. This comparison was conducted for the two separate difficulty factors

(HCS and HCC), as well as repatriate difficulty as a whole. The analysis of variance

results for HCS, HCC, and repatriate difficulty are below. The ANOVA results using

HCS as the dependent variable are shown in Table 7.

Table 7

One-Way Analysis of Variance for Home Country Specifics (HCS) as a function of Categorical Data

Category	n	Mean	SE	df	MS	F	p
Ethnicity				1,130	1.530	1.445	.232
Dominant	119	2.979	.376				
Minority	12	2.576	.491				
Terms Abroad				2,129	.550	.519	.596
1 Term	117	3.126	.187				
2 Terms	13	2.934	.348				
3 Terms	1	2.273	1.071				
Terms Since Return				2,129	.093	.087	.916
1 Term	46	2.731	.420				
2 Terms	61	2.783	.416				
3 Terms	24	2.819	.452				
Gender				1,130	.001	.001	.997
Male	40	2.777	.410				
Female	91	2.779	.426				
Fluency				1,130	2.953	2.788	.098
Very Fluent	76	2.779	.411				
Not Very Fluent	55	3.093	.397				
Bicultural Self-efficacy				1,130	1.197	1.130	.290

The results for the HCS factor of repatriate difficulty suggest there is no

statistically significant mean difference between the minority and dominant groups on

this factor of repatriate difficulty ($p = .232$). Rejecting the hypothesis of dominant group

members having higher levels of repatriate difficulty.

An ANOVA also was calculated using the categorical variables as controls to test hypothesis 1. These results show when the categorical variables are controlled for there is still no statistical significance on the HCS factor in relation to bicultural self-efficacy ($F = 1.197, p = .290$).

An ANOVA was calculated using HCC as the dependent variable. Examining the relationship between HCC and bicultural self-efficacy and the impact of categorical variables. Table 8 indicates that the results for the HCC factor of repatriate difficulty suggest there is no statistically significant mean difference between the minority and dominant groups on this factor of repatriate difficulty.

Ethnicity while not significant has a sizable mean difference between the dominant and minority group (See Table 8). Ethnic mean differences were -.593 for the repatriate difficulty factor home country comparison with the dominant group having a somewhat higher level of HCC repatriate difficulty when compared to the minority group ($F = 2.971, p = .087$). These values however, do not meet the traditional or acceptable level of significance.

However, these results also show when the other categorical data are controlled for there is a statistical significant relationship between the HCC factor and bicultural self-efficacy ($F = 8.015, p = .005$). This is consistent with the significant correlation reported for hypothesis 1 and in the positive direction; i.e. higher bicultural self-efficacy related to more HCC difficulty.

Table 8

One-Way Analysis of Variance for Host Country Comparisons (HCC) as a function of Categorical Data and Bicultural Self-Efficacy

Category	n	Mean	SE	df	MS	F	p
Ethnicity				1,130	3.474	2.971	.087
Dominant	119	4.331	.384				
Minority	12	3.738	.503				
Terms Abroad				2,129	.596	.510	.602
1 Term	117	3.974	.167				
2 Terms	13	3.677	.354				
3 Terms	1	4.453	1.120				
Terms Since Return				2,129	.641	.548	.579
1 Term	46	4.018	.426				
2 Terms	61	4.173	.430				
3 Terms	24	3.912	.459				
Gender				1,130	.017	.014	.905
Male	40	4.047	.417				
Female	91	4.022	.435				
Fluency				1,130	.024	.020	.887
Very Fluent	76	4.049	.432				
Not Very Fluent	55	4.020	.417				
Bicultural Self-efficacy				1,130	9.370	8.015	.005*

* denotes significance <.01

Table 9 shows the test results for general repatriate difficulty suggesting there is no statistically significant mean difference between the minority and dominant groups on this factor of repatriate difficulty.

Although these values do not meet the traditional or acceptable level of significance, there is a sizable mean difference between the dominant and majority group. the category of ethnicity once again show stronger results when compared with the other

categories. The mean difference between the dominant and minority group was -.460 with the dominant group having a higher group mean on repatriate difficulty ($F = 2.397$, $p = .124$).

Table 9

One-Way Analysis of Variance for Overall Repatriate Difficulty as a function of Categorical Data

Category	n	Mean	SE	df	MS	F	p
Ethnicity				1,130	2.091	2.397	.124
Dominant	119	3.532	.332				
Minority	12	3.072	.434				
Terms Abroad				2,129	.360	.413	.663
1 Term	117	3.519	.144				
2 Terms	13	3.290	.306				
3 Terms	1	3.098	.967				
Terms Since Return				2,129	.046	.052	.949
1 Term	46	3.270	.368				
2 Terms	61	3.331	.371				
3 Terms	24	3.306	.396				
Gender				1,130	.004	.005	.946
Male	40	3.308	.360				
Female	91	3.296	.376				
Fluency				1,130	1.198	1.374	.243
Very Fluent	76	3.202	.373				
Not Very Fluent	55	3.402	.360				
Bicultural Self-efficacy				1,130	3.062	3.511	.063

These results also show when the other categorical data is controlled for there is still no statistical significant relationship between repatriate difficulty and BSE ($p = .063$) which is consistent with the earlier calculated correlations.

Conclusion

Hypothesis 1 proposed an inverse relationship between bicultural self-efficacy and repatriate difficulty. This relationship was tested using correlations between four variables, bicultural self-efficacy and HCS, HCC, and repatriate difficulty as a whole. This resulted in a slightly positive non-significant relationship between bicultural self-efficacy and repatriate difficulty. Although HCS was also non-significant, HCC did have a statistically significant positive correlation with bicultural self-efficacy.

To further investigate the relationship between bicultural self-efficacy and these four variables, analysis of variance was used to control each of the categorical variables. After each of the categorical variables was controlled, there was still a statistically significant relationship between HCC and bicultural self-efficacy. Repatriate difficulty as a whole and HCS continued to have a non-significant relationship with bicultural self-efficacy.

It was also hypothesized that the minority group would have higher levels of bicultural self-efficacy than the dominant group. This second hypothesis was not supported and there was very little difference between the mean levels of these two groups. There also were no statistically significant differences between the mean levels of the other categorical variables on bicultural self-efficacy.

The third hypothesis stated that the minority group would have a lower level of repatriate difficulty, as compared to the majority group. The results of data analysis show that there is no statistically significant difference between the majority and minority groups on HCC, HCS, or repatriate difficulty as a whole.

CHAPTER 5: DISCUSSION

Summary of the Research Protocol

The study examined the effect of bicultural self-efficacy on the difficulties encountered by expatriates during the repatriation stage of their experience. Further, the study examined the extent to which bicultural self-efficacy positively effected the difficulties associated with the repatriation process. The study was an empirical inquiry, which attempted to add to the literature confirming and/or new knowledge about the relationship between the variables of bicultural self-efficacy and repatriate difficulties.

The literature was examined and the notion emerged that bicultural self-efficacy, would have a negative effect on the difficulties encountered during the repatriation stage of the expatriate experience. There were three hypothesis tested in the study which addressed aspects of the relationship between the two variables. Each hypothesis emerged from the literature review.

Empirical evidence was gathered from a sample of individuals who had recently completed an expatriate experience. The participants provided information - through a self assessment- on their perception of their own bicultural self-efficacy and their level of repatriate difficulties. The empirical data from this group was compared with literature findings.

Discussion of the Empirical Results

Hypothesis One: There will be a negative relationship between bicultural self-efficacy

and repatriate difficulty.

Although the empirical evidence showed a statistically significant relationship but in the opposite direction between bicultural self-efficacy and the "host cultural comparison" factor of the repatriate difficulty, the data did not support the negative direction of the hypothesized relationship. Rather, it showed a positive relationship. Although the literature suggested the greater level of bicultural self-efficacy the less repatriate difficulty, this directional relationship was not supported by the data.

The implications of the findings related to this first hypothesis are complicated. First, as an empirically study; it refutes the well-supported literature based theory that was a driving factor in the study. As a result of the data from this limited study, researchers may be challenged to debate which dimension (theory or empirical data) is more reflective of truth.

If the position is taken that the empirical evidence in the study is true, then the theory grounded in the literature is subject to challenge, and minimally must be examined in further empirical studies. The emergent counter theory suggested by the data from the study is that those who gained bicultural self-efficacy while abroad will have more repatriate difficulty. This is especially true for those that compare their experience abroad to their home country experience upon return.

Hypothesis Two: The level of bicultural self-efficacy will be significantly greater in the minority group when compared to the dominant group.

The second hypothesis was not supported by the empirical data generated by the study. However the literature on bicultural competencies suggested that there would be a difference between minority and dominant group members, the study focused specifically on bicultural self-efficacy development.

Two arguments based in literature do provide insight and indications concerning this hypothesis. First, identity development within a shared environment evolves differently for individuals within minority and dominant cultures. Literature also supported the notion that identity development impacts bicultural competencies. Bicultural competencies include bicultural self-efficacy, by extension the level of bicultural self-efficacy will be different for each of these groups. A major contributing factor to this influence is that members of the dominant group are more likely able to choose to engage in the identity development process, which would cause the development of bicultural competencies.

The implications of rejecting this hypothesis are most likely based in design. The study was not able to solicit a sufficient number of individuals who represented a domestic minority group.

Hypothesis Three: The level of repatriate difficulty will be significantly greater in the dominant group when compared to the minority group.

The empirical data rejected this hypothesis. This hypothesis evolved from the notion that an individual possessing a higher level of bicultural self-efficacy will experience less repatriate difficulty. In conjunction with hypothesis two, minorities with

more bicultural self-efficacy will experience less repatriate difficulty than dominant group members.

In contrast, the literature suggested this hypothesis was supportable. This support was based on the notion that minorities have greater bicultural competencies and will be more likely to return with higher levels of bicultural competencies than the dominant group. The literature based logic would support that minority group members would encounter less repatriate difficulty due to higher levels of bicultural competencies – including bicultural self-efficacy.

The implications of the rejection of this hypothesis are most likely due to design. The literature reveals that bicultural self-efficacy is only one of six bicultural competencies. In this study, only bicultural self-efficacy was examined. It was not examined in terms of its influence on repatriate difficulty relative to the other bicultural competencies. In addition, the study did not examine the degree to which the other five bicultural competencies affected repatriate difficulty.

There was not enough data to provide statistical significance, although even with the very small minority sample of 12 the mean difference between these two groups approached significance ($p = .087$) and was in the hypothesized direction.

The study resulted in the evolution of a potential debate, which positions the empirical data from this study in conflict with the theory of the existing literature. In order to provide some additional insight and a means to clarify the situation, a post-hoc literature review was conducted. This explored the other five bicultural competencies as a means of understanding the results of the study (See Appendix C).

Discussion of the Post-hoc literature review

Beyond Bicultural Self-efficacy

The literature surrounding the other five bicultural competencies first presented in the first chapter were explored. Five separate propositions resultedfrom this post-hoc literature review.

General Cultural Awareness

The post-hoc literature review on General Cultural Awareness was divided into two separate parts, culture and awareness. The conversation on culture resulted in acknowledging the importance of culture on the expatriate and repatriate experience. The other aspect of this variable was awareness or attention. The need for individuals to choose what they will pay attention to, which restricts at times attention being devoted to other aspects of culture. This post-hoc review of the literature resulted in a proposition that the more knowledge a repatriate has of the host country's beliefs and values a repatriate acquires during their assignment the less difficulty they will experience in the repatriate process.

Acceptance

The literature on Acceptance focused on the benefits of developing a non-judgmental attitude towards the home country after being abroad. The repatriate may need to understand that they can be seen as an out-group member and may need to rely on a non-judgmental attitude to adjust to the home culture. This bicultural competency resulted in a proposition that repatriates that adequately combat inter-group bias will have less difficulty with repatriation.

Dual Fluency

Fluency was initially explored as a variable for this study, which resulted in no statistically sifnificant findings. The post-hoc literature review supports the notion that those that have developed dual fluency have more experience making communication transitions between cultures. This experience should benefit the repatriate in their transition to the home culture. This literature supported the proposition that those repatriates that have developed dual fluency while abroad will have less difficulty with repatriate difficulty.

Broad Role Repertoire

Broad Role Repertoire was defined in the post-hoc literature as a range of culturally or situational roles an individual has developed (Lafromboise, 1993). Repatriates in their transition home need to continue the development of their broad role repertoire as adjustments are made to an unknown home culture. The ability to have a large range of situational roles suggests more ability to cope with the various situations in the repatriate's adjustment home. This post-hoc literature review resulted in the proposition that repatriates with a larger broad role repertoire would have less difficulty with repatriation.

Groundedness

This bicultural competency was seen by Bell (1996) as having the most social behavioral elements. Those repatriates that are able to use support systems provided by the organization, family, or friends are defined as being more grounded and more likely to succeed in this transition home. This post-hoc literature also supported the notion that those repatriates that were more grounded would be able to draw upon their social

support systems to assist them in their transition home. The proposition developed from the literature for this bicultural competency states that those repatriate that have developed or maintained home cultural social support systems will have less difficulty with repatriation.

Post-hoc Literature Review Conclusion

The post-hoc literature review provided significant information both relative to bicultural competency influence on repatriation difficulty, as well as relative influence of the separate bicultural competencies on the phenomena.

The empirical results of the study did not support the theories associated with this subject. Confronted with a discrepancy between literature and data, a post-hoc literature review (See Appendix C) was conducted on the other five bicultural competencies. The literature supporting the other 5 bicultural competencies suggested those with greater amounts of bicultural competencies will have less difficulty with repatriation. These findings are in direct conflict with the results of this study. Faced with these additional inconsistencies, the relationships between these bicultural competencies are also discussed.

Interrelatedness of Bicultural Competencies

The study examined one bicultural competency and its relationship to repatriate difficulty. The study did not examine the relationship between these 6 competencies as a whole and repatriate difficulty or include the other 5 competencies and their relationship to each other. Examining the internal relationship between these 6 competencies may help us further understand the structure of the concept of bicultural competencies.

Bicultural self-efficacy may not have been powerful enough to show a clear positive or negative relationship. Although this competency was believed to have the power to demonstrate a positive or negative relationship, only including bicultural self-efficacy may not have provided enough effect to show the relationship between bicultural competencies and repatriate difficulty.

The study does not account for the impact of the other five bicultural competencies on repatriate difficulty. The relationship between repatriate difficulty and bicultural self-efficacy was found to be slightly positive and could be impacted positively or negatively when the other bicultural competencies are included. This notion suggests each individual bicultural competency and the bicultural competencies as a whole may help us understand the relationship of these variables to repatriate difficulty. Including the other five bicultural competencies may have a synergistic effect in which no single bicultural competency can account for the relationship bicultural competencies and repatriate difficulty. Thus, compared to bicultural self-efficacy, the 6 bicultural competencies may result in a very different relationship to repatriate difficulty than bicultural self-efficacy has on its own.

Study Conclusions

As a result of the empirical data and the post-hoc literature review the following conclusions are presented.

1. The study suggests that bicultural self-efficacy and bicultural competencies may have a parallel relationship with repatriate difficulty resulting in a quandary of truth, theory or empirical evidence. This study used individuals with experience abroad and examined the impact of one bicultural competency on returning to the host country.

Although the empirical findings did not support theory, it is believed that one study on one bicultural competency is not adequate to refute the theories associated with this subject. This is especially true when using a student population.

2. The results of this study suggested that the theory associated with this study might not be accurate. Although this one study is not adequate to refute the theories associated with this subject, it does challenge researchers to empirically support the theories associated with this subject.

3. The design of this study was based on the relationship of one bicultural competency (bicultural self-efficacy) with repatriate difficulty. The impact of this one bicultural competency may not be adequate to provide a clear positive or negative relationship with repatriate difficulty. Including the other 5 bicultural competencies may not only show a different relationship with repatriate difficulty but also help us further understand the concept of bicultural competencies.

Future Research

For future research it would be suggested to use a corporate population that may have a much different experience and possibly different results when examining bicultural self-efficacy and repatriate difficulty. Study abroad students were living in the host culture for a relatively short period of time, approximately 5-6 months for most. This short period of time and a student's focus on studying not working with people from the host culture may have a confounding impact on the results of this study. Students are not asked to assume such roles being a supervisor or supervisee.

In order to test the second and third hypothesis of the study, the corporate population should include large numbers from the minority group. Membership to this

group should be defined by an individual's dominant or minority status in their home country. As in this study, the sample will need to self identify their dominant or minority group status.

Obtaining a large expatriate minority population may be difficulty but future studies attempting to explore group differences will need much larger number of minorities. Obtaining a large expatriate minority population becomes difficult using a corporate population from the United States due to the lack of minorities that are offered and accept expatriate assignments. It may be more feasible to obtain a minority population of expatriates through the government such as the State Department, or the United States military.

Future research should also attempt to individually track each respondent. Being able to individually track the respondents would help with a couple of difficult issues, such as non-response bias and assurance that each response is unique. The results from this study suggest that the more difficulty with repatriation the less likely a person will respond. Tracking each individual would assist in investigating non-response bias as well as follow-ups to explore the reasons an individual was not willing to participate. This type of tracking would also assure the researcher that respondents did not answer the questionnaire more than once.

Using more than one bicultural competency would provide valuable insight into the effects of not only bicultural competencies on repatriate difficulty but the interrelationships of these competencies. Understanding the relationships between the 6 different competencies could provide valuable insight into the general concept of bicultural competencies.

Bicultural competencies such as general cultural awareness, acceptance, broad role repertoire, and groundedness may have different individual and combined influence on repatriate difficulty. Bicultural self-efficacy and to some extent dual fluency were included in this study. However, it is possible that bicultural self-efficacy is not statistically significant enough alone to reflect the relationship between bicultural competencies and repatriate difficulty. Understanding the contribution bicultural self-efficacy has on repatriate difficulty in relation to the other 5 bicultural competencies would be valued.

Although the results of this study do not support the predicted hypotheses, it is this author's belief that as an exploratory study it begins to investigate an under researched area. Bicultural competencies may yet have a role and influence on the transitions of the ECA process. It is recommended that each of the separate competencies be investigated separately and as a whole. This type of study could reveal the amount of impact bicultural competencies have on such transitional periods as repatriation, and the impact of each competency individually on transitional periods. These competencies have the potential to provide insight into the reported difficulties of multi-national corporations in the success and retention of the repatriate population.

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APPENDIX

Appendix A

Thank you for participating in this study. Please respond to the questions below and hit the submit button.

To what degree do you agree or disagree with the statements below. Please use the following scale for these ratings.

Bicultural Self-Efficacy

Strongly Disagree 1---2---3---4---5---6 Strongly Agree

1) If I see someone from another culture I would like to meet, I go to that person instead of waiting for him or her to come to me.
2) If I meet someone interesting from another culture that is hard to make friends with, I'll soon stop trying to make friends with that person. ®
3) When I'm trying to become friends with someone from another culture who seems uninterested at first, I don't give up easily.
4) I do not handle myself well in social gatherings that include people from other cultures. ®
5) I have acquired my friends from other cultures through my personal abilities at making friends.
6) It is difficult for me to make new friends with people from another culture. ®
7) I feel confident in my ability to interact with individuals from another culture.
8) I believe I could live in a satisfying way in a culture very different form my own for an extended period of time.

® Denotes the item is reversed scored.
Adapted from J.K. Harrison et. al. (1996)

You are asked to estimate to what degree this theme describes your emotion or experience returning to America. Please use the following scale to rate your perceived level of adjustment.

Repatriation

Very Inaccurate 1---2---3---4---5---6 Very Accurate

9) The "You Can't Go Home Again" phenomenon that occurs when people try to fit themselves back into a former life
This theme is illustrated by emotions of not feeling at home or feeling uncomfortable upon your return to America

10) The "Little Fish in a Big Pond" syndrome
This theme is illustrated by emotions of not feeling as important or as needed upon your return to America
11) The readjustment to decreased autonomy
This theme is illustrated by emotions of not being able to freely pursue various experiences and feel more restricted within your daily schedule
12) The high degree of uncertainty regarding your return to school
This theme is illustrated by emotions that include uncertainty involving the logistics of the return going smoothly
13) The lack of interest in your experiences
This theme is illustrated by emotions of feeling as if friends and relative are not interested in your study abroad experience and you do not have opportunities to share these experiences
14) False expectations of what returning will be like
This theme is illustrated by emotions of disappointment with your return to America
15) A period in which you are expected to prove you can be successful upon your return
This theme is illustrated by emotions of people questioning if you are the same as when you left.
16) A period in which you are expected to prove you have not changed too much abroad
This theme is illustrated by emotions of having to prove to others that you are the same as when you left
17) Missing life abroad
This theme is illustrated by emotions dealing with missing life abroad and even daydreaming about returning on another study abroad experience

Adapted from Osland (2000)

Appendix A *(continued)*

Demographics

Gender

           Male   Female

Ethnicity (Check all that apply)
        Caucasian/White
        African-American/Black
        Hispanic/Latino
        Asian
        Native American
        Other

Which term(s) did you spend studying abroad?
        Fall   2001
        Spring 2002
        Fall   2002

Did you return from an English speaking country? If not, how fluent are you in the countries native language?

Not Fluent   Somewhat Fluent   Very Fluent   I returned from an English
                                                                  Speaking Country

Appendix B

Cover Letter E-Mail

On behalf of the School of Education and with the permission of the Regulatory Compliance Office, the Registrar's Office has agreed to send the below message. This was done to protect your identity and personal information. Your participation in this survey is encouraged.

Registrar's Office

****

Dear Study Abroad Participant:

You have been selected as a participant for a study on aspects of the transitions associated with living abroad. The name of this study is "Repatriation: The Positive Influence of Bicultural Competencies on Repatriation". You will be asked to answer questions about your experiences returning to America from abroad.

Due to your experience with living abroad, you are being asked to participate in this study. This research is directed at understanding and providing better services for those who return from living abroad.

The survey is conducted via the web and will take approximately 5 minutes. You can be assured that your responses are completely anonymous. If you have any questions feel free to reply to this e-mail or use the contact information below. Although your participation is welcomed and needed, participation in this study is voluntary. By completing this survey you are agreeing to participate in this study. Questions about participants' rights may be directed to the Regulatory Compliance Office, c/o Celia S. Walker, at (970) 491-1563.

To participate please click the link below.

http://soegrad.colostate.edu/students/aure/

Professor Gary Geroy	Aaron Aure
School of Education	Graduate Student
(970) 491-5097	(970) 491-7166

Appendix B *(continued)*

Letter of Agreement

February 27, 2003

To: Dr. Gary Geroy

From: Stephen Dahl, Registrar

Re: Research study for Aaron Aure

Upon approval of Mr. Aure's dissertation research proposal by the Human Research Committee, this office will extract a cohort of students per Mr. Aure's criteria and, on his behalf, send an email to the cohort.

No personally identifiable data on the cohort will be released or disclosed to Mr. Aure. If a follow-up email is required this office will also be responsible for sending it.

Should there be any questions or concerns about the process, please contact me.

Appendix C

Beyond Bicultural Self-Efficacy

Bicultural self-efficacy is one of 6 identified bicultural competencies according to Bell et al. (1996) and LaFromboise, et al. (1993), as such it is an influencer of and influenced by this family of bicultural competencies. In the discussion that follows the possible influence of other bicultural competencies on repatriate difficulty will be presented. Although this study is focused on bicultural self-efficacy it is necessary to have an understanding of the context and possible influencing variables which effect its ability to influence repatriation transition difficulties.

Many times individuals are selected at the pre-expatriate stage due to their work tasks and technical abilities and come to the assignment with various levels of bicultural skills. Selecting expatriates on work tasks and technical abilities ignores the need for an expatriate to perform certain cross-cultural tasks. Pre-expatriates come to the assignment with varying experiences balancing multiple identities consistently in various environments.

The definition of bicultural competencies varies among disciplines but can be defined as the state in which individuals maintain their distinctive cultures, including values, attitudes, customs, beliefs, and habits while simultaneously interacting with and learning from those of other cultures (Bell & Harrison, 1996). This study embraces the perspective that changes in identity development result from interacting with the host

Appendix C (*continued*)

Appendix C *(continued)*

culture (Zaharna, 1989). These identity development changes provide a necessity for the individual to increase their bicultural competencies. It can be assumed that some individuals interact with the host culture and increase their bicultural competencies (See Figure 1). It can be also assumed there are individuals that do not interact with the host culture and have no need to develop bicultural competencies and relieve tension. This study is proposing that individuals that have experienced changes in their identity development, and increased their bicultural competencies will have less difficulty in repatriation. Those that have not increased their bicultural competencies or gone through this cultural identity change (Sussman, 2001) will have more difficulty in repatriation.

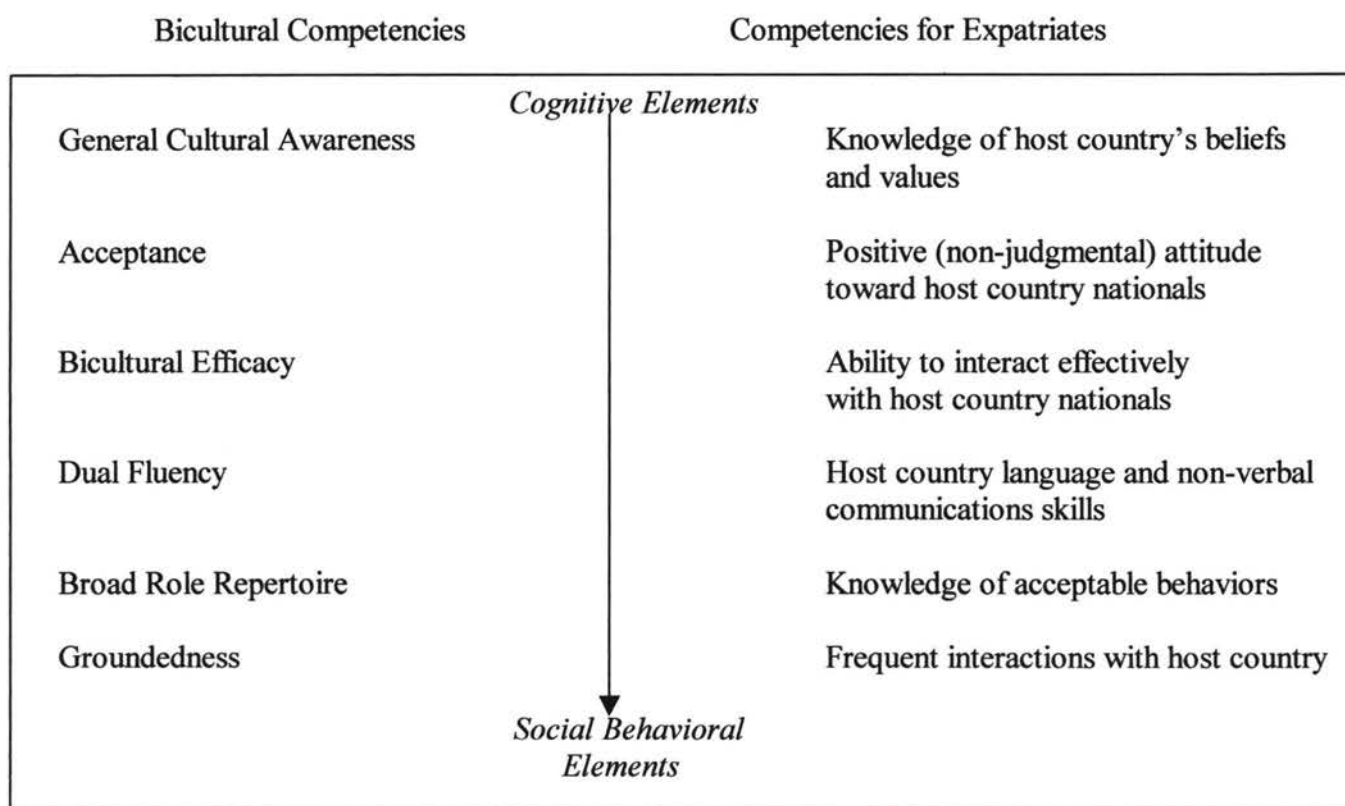| Bicultural Competencies	Competencies for Expatriates
Cognitive Elements	
General Cultural Awareness	Knowledge of host country's beliefs and values
Acceptance	Positive (non-judgmental) attitude toward host country nationals
Bicultural Efficacy	Ability to interact effectively with host country nationals
Dual Fluency	Host country language and non-verbal communications skills
Broad Role Repertoire	Knowledge of acceptable behaviors
Groundedness	Frequent interactions with host country
Social Behavioral Elements	

Figure 3: Relation of Bicultural Competencies to Expatriate KSAO's
Adapted from (Bell & Harrison, 1996; Black & Mendenhall, 1991; Gregersen & Black, 1990; Mendenhall, Dunbar, et al., 1992; LaFromboise, Coleman, et al., 1993).

Appendix C *(continued)*

The construct, bicultural competencies has been noted to have a foundation of cognitive elements and move towards more social and behavioral in nature element (Bell & Harrison, 1996). Bell et al. (1996) has also compared bicultural competencies to KSAO's

(knowledge, skills, abilities, and other) of expatriates (Illustrated in Figure 3). We will now further expand on the other five concepts proposed by Bell & Harrsion (1996) and provide an associated proposition for possible future research.

General Cultural Awareness

Culture

Bell et al. (1996) related general cultural awareness to the KSAO of knowledge of a host country's beliefs and values. One central question for this competency is, what is culture? This is not easily answered. There have been many definitions of culture. Klockhohn (1951) defines culture as a patterned manner of thinking, feeling, and reacting that is acquired and communicated through symbols and embodied in artifacts. Herskovits (1955) stated that culture is a part of the environment that is created or modified and Triandis (1972) focused on subjective perception of the man-made part of the environment. Hofstede (1980) wrote that culture is the set of mental programs that control an individual's responses in a given context, and later used the metaphor of the software of the mind (1991). Shweder & LeVine (1984) defined it as a shared meaning system. Yet, Segall (1984) felt that the construct culture is not necessary at all. Even though Segall makes this statement, most scholars feel that culture exists and does have implications in cross-cultural settings.

Appendix C *(continued)*

It has been suggested that one of the most common reasons executive's fail is due to a cultural misfit between person and culture (Silzer, 2002). This suggestion implies culture plays an important role in the success of expatriation. London & Sessa (1999) state that one requirement of global candidates is to accurately recognize cultural differences in values and behaviors. Bell & Harrison (1996) imply that many expatriates are not culturally aware due to the fact that most people don't have a sense of their own culture to be used as a comparison.

Although this may seem obvious, culture has been shown to be an important aspect to success in the expatriate experience. Yet the second part of this concept, awareness may need to be further discussed. LaFromboise, Coleman, et al. (1993) state that general cultural awareness is the degree to which an individual is aware of and knowledgeable about the history, institutions, rituals, and everyday practices of a given culture. Interacting, or learning about the other culture can accomplish this.

Awareness

Social cognitive theory may help us understand the general aspects of awareness. This section is directed at discussing basic concepts as they relate to awareness using the premise promoted in social psychology that attention, influences memory, which in turn influences the inferences we draw (Fiske, 1995).

Awareness or more specifically, attention has been commonly divided into two categories. Encoding where people take in information external to themselves and construct it inside their heads (Fiske, 1995). The other category is consciousness, which

Appendix C *(continued)*

relates closely with this topic of awareness. This area takes into account that a person could be in an environment void of stimulus and still interact with various constructs in their mind. Fisk (1995) makes the important point that attention is limited and directional.

This point takes into account that one person can not pay attention and be aware of everything all the time. People must choose what they are going to pay attention to, which restricts us from paying attention to other things. If general cultural awareness is related to knowledge of the host counties beliefs and values, an expatriate's ability to gain this knowledge is limited by what draws their attention and the direction of attention. What we give our attention to effects what we remember.

Research on memory strategies has found that the goal the person has as they attempt to remember information about another person, or culture makes a decisive difference. The point is also made that the type of goal is more important in the social environment than in the non-social environment. It is believed that when attempting to put information into your memory about another person or culture, two types of goals work fairly well, empathy (trying to put yourself in the other person's position) and self-reference (using yourself as a reference point). It is suggested that the more involved a person is in attempting to put together different pieces of information about another person or culture the better their memory of that person or culture. However, it is also suggested that actually interacting with another person or culture is not the best way to gain this knowledge. This would suggest that the general knowledge of a culture should

be accomplished before the assignment begins and that this should be done either with an empathetic goal or self-referencing goal philosophy. However, we also should make inferences about what is noticed and remembered about a culture or individual (Fiske, 1995).

Social psychology has rich research on the causes of attribution errors that people make when they are presented with information about another person. The four main errors are known as the fundamental attribution errors.

The first error has been referred to as the "Wanting Disposition" (Fiske, 1995). This error can be viewed as having a western biased because it implies that people first make dispositional (internal), not situation (external) judgments as to the reasons for another person's behavior. Although this is true in the United States, it does not hold true in other countries and does not even hold true within certain groups in the United States. Nonetheless, this error focuses on the concept that when individuals are taking in new information about another person they first attribute the behavior to the other persons disposition instead of possible situational (external) reasons. Even though the disposition assigned to the actor may not be accurate, people make this error in an attempt for a sense of control.

The second attribution error is "Misunderstanding the Situation" (Fiske, 1995). Individuals underestimate the power of a situation. A study conducted by Sherman, (1980) demonstrates how individuals can underestimate the power of the situation. He asked a group of students if they would be willing to write an essay against having Coed

dormitories. 70% of this group stated they would not be willing to write this essay if asked. This was theorized as being due to the essay's inconsistent with the students own beliefs. Later, another group of students were asked to actually write the essay of which only 30% actually refused. This implies that 40% of the first group when actually put into the situation would have written the essay, even though it was inconsistent with their core beliefs. This supports the notion that when making judgments or decisions we often do not take into account the power of the situation.

The third attribution error is "Misperceiving Behavior" (Fiske, 1995). This error refers to the notion that the same behavior has various meanings. For example, if all we saw was a person running down the street with a purse in their hand, we may assume that they just mugged someone and are running away. An inference that this person just mugged someone was drawn from the behavior. However, this person could be running back to return the purse to a person that lost it.

The fourth and final attribution error is "Failing to Use Information". This error suggests that people may get information about another person but not use it. Quattrone & Jones (1980) proposed a three-stage model of attribution. First, an individual identifies the action or behavior of another person and then assigns an automatic dispositional attribute. If the person is given time and is not "cognitively busy" they may correct for the power of the situation. However, this act is much more effortful than the "online" dispositional judgment that was first made.

Repatriate Difficulty

In the previous section culture and awareness have been explored to contribute to an understanding of the bi-cultural competency of general cultural awareness. As implied by Bell et al. (1996) an expatriate must gain knowledge of the host country's beliefs and values to be effective. As an expatriate this knowledge may be beneficial in meetings at work with host country employee, advising family members, understanding the nuances within the organization, and understanding the various social situations within the host culture.

If gaining knowledge of the culture is important in making the transition from the pre-expatriate to the expatriate stage it stands to reason that gaining knowledge of the home culture is also important as the repatriate adjusts to their home culture. The repatriate will again need to become aware of differences in their home culture since they have been abroad and not make fundamental attributional errors as they adjust to their home culture.

Individuals that are culturally competent and have gained the knowledge of the host country's beliefs and values requires a basic acceptance of this culture's worldview (LaFromboise, Coleman, et al. 1993). This next section will further explore the bicultural competency acceptance.

Proposition 1: The more knowledge of the home country's beliefs and values a repatriate acquires during their assignment the less difficulty they will experience in the repatriate process.

Appendix C *(continued)*

Acceptance

The concept of acceptance or positive (non-judmental) attitudes toward host country nationals is beneficial for an expatriate in the adjustment to the host country. LaFromboise et al. (1993) states, "without positive attitudes toward both groups, an individual will be limited in his or her ability to feel good about interacting with a group that is the target of negative feelings". This implies that an expatriate using the bicultural competency of acceptance enables them to use an open personal environmental strategy. This may also encourage the repatriate to use this competency and personal environmental strategy in their transition back to their home country.

The general concept of acceptance has been studied from various perspectives using such concepts as tolerance, prejudice, and bias. However, there is also rich research using the out-group perception perspective.

It has been stated that individuals must classify others into various groups (Allport, 1954). In general terms individuals can divide the world between an in-group (a group to which an individual belongs) and out-group (any group other than the in-group). Bell and Harrison (1996) compared acceptance to the expatriate KSAO of positive (non-judgmental) attitude toward host country nationals. This comparison implies that this skill is one, which is closely associated with out-group perception.

Research surrounding inter-group bias has shown that people tend to see the out-group as more homogenous and tend to see more diversity among in-group members (Devine, 1995). This tendency implies that expatriates have a propensity to see the

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Appendix C *(continued)*

similarities of host country nationals during their assignment and compare this to their perception of members of their home culture, which they see as being more diverse. There has also been research on the bias individuals show towards behaviors of in-groups or out-group members. Those behaviors that are seen as positive are attributed to more dispositional reasons for an in-group member than when an out-group member shows positive behaviors. This also holds true with negative behaviors but in the opposite direction. Those behaviors that are seen as negative are attributed to situational reasons for an in-group member and are more likely perceived as dispositional when an out-group member acts in the same manner (Devine, 1995).

The expatriate, while interacting with the host country will likely need to implement some approaches that have been cited for reducing the biases between in-groups and out-groups to develop the overarching competency of acceptance. According to Devine (1995), the overall goal in decreasing inter-group bias is to decrease the amount of dependence of characteristics that are based on the categorization of in-groups and out-groups. This can be done on at a personal level or through re-categorization. One method that has been reported to counteract inter-group bias is revealing the diversity of opinion within the out-group. As noted above individuals have the propensity to see the opinions of out-group members as homogeneous. If the variations of opinions can be revealed, it tends to counteract inter-group bias. An expatriate that interacts with the host culture will likely have numerous opportunities to see these various opinions and develop this competency. This ability as a repatriate will also be

important. Repatriates report feeling alone when they return from an assignment. Having the ability to evaluate out-group members (home culture individuals) in a non-biased manner may be beneficial in reducing difficulties in repatriation.

One strategy used to counteract inter-group bias is to encourage in-group members to interact with out-group members as individuals. The repatriate may need to interact with home culture members at an individual level to reduce the difficulties of this transition.

From an organizational viewpoint, groups could be created that include both in-group and out-group members. This could be done on the basis of whether there an individual has international experience. This provides an excellent opportunity for not only the new repatriate with a support system but also for more removed repatriates to share their experience. Research has shown that when a new group is created using members from two established groups, members of this newly created group began to depend less on characteristics associated with categorization. In general, the literature attempting to address inter-group bias at the personal level promotes the notion of more personal interactions.

Repatriate Difficulty

This section expanded on the general concept of acceptance using the social psychology literature associated with in-group and out-group perceptions focusing on inter-group conflicts and bias. Developing acceptance of both cultures (home and host) is beneficial for the expatriate as he/she interacts with host country employees, the host

Appendix C *(continued)*

country in a general sense, and assisting family members in their adjustment to the host country.

The repatriate will need to understand upon their return that they may be seen as an out-group member by some and may need to rely on the same positive non-judgmental attitude they used in their adjustment to the host culture with their home culture upon their return. The same benefits that the expatriate obtained from developing a broader view of acceptances in the transition to the host country will benefit them in their transition back to the home country during repatriation.

Proposition 2: Expatriates that are able to adequately combat inter-group bias and develop an acceptance for both cultures will have less difficulty with repatriation than those expatriates that continue to classify members of the host country as part of the out-group

Dual Fluency

Dual fluency, which Bell et al. (1996) compared to the expatriate KSAO of host country language and non-verbal communication, is the next bicultural competency of discussion. It is important to observe that this bicultural competency and the KSAO discussed by Bell et al. (1996) included both verbal and non-verbal communication This competency is not solely related to the use of different languages but the differences in the social context in which the language takes place. The social context and subtleties is less obvious to an observer but may be more important than the spoken language itself. The verbal portion of dual fluency typically includes the ability to greet, argue, negotiate, compliment, or criticize appropriately those from another culture.

Appendix C *(continued)*

Nonverbal behavior is a large part of the communication between individuals or groups. The various voice quality (pitch, tone, etc.) and body language, such as facial display, eye contact pattern, and use of distance or touching in nonverbal behaviors are things to be considered as an individual develops this bicultural competency (Hall, 1981). Nonverbal behavior and communication style has been researched using the differences between high context and low context cultures.

High context and low context cultures have been investigated from various perspectives. Much of this work has been based on Edward T. Hall's distinction between high context and low-context cultures. High-context cultures are ones in which meaning is derived from the surrounding situation rather than from what is said explicitly. High-context cultures tend to rely on many non-verbal cues and subtleties, rather than more direct verbal communication. People from such cultures may have various language patterns (e.g., they may be very talkative or mostly silent), but they share a reliance on "reading between the lines" to communicate the true meaning.

In contrast, people from low-context cultures rely more on explicit statements to convey the true meaning. Such people may also vary by being either talkative or relatively silent, but they will usually look to whatever is actually said for the real meaning (Bennett, 2000; Hall, 1981). On this continuum, many high context cultures ten to be concrete, stressing accurate description and direct experience of events. In contrast, many Northern European cultures tend to be abstract, stressing coherent explanation and a historical contexts of the event (Bennett, 2000; Hall, 1981).

Repatriate Difficulty

Many expatriates will be adjusting to the context of a culture different from their own. This is true whether they are going to cultures similar or dissimilar in context of their home culture. Expatriates are benefited by being able to adjust their communication style to be more similar to the communication style of the host country. The benefit can be seen in the accepted communication patterns of a business meeting in Hong Kong as opposed to the United States of America. The expatriate from the United States of America that is participating in a business meeting in Hong Kong will need to not only change their verbal communication but also their non-verbal communication to be effective. This will also be important in the repatriate transition as they adjust to the home culture.

Repatriates will need to adjust their verbal and non-verbal communication style at work and with fellow employees when they return from their expatriate experience. Those repatriates that interacted with the host culture and developed a dual fluency competency will have a more experience making this transition as they adjust to their home culture.

Proposition 3: Expatriates that have developed and adjusted to the verbal and non-verbal language of the host country will have less difficulty in repatriation.

Broad Role Repertoire

Roles can be divided into two basic types, those that are classified as achieved which an individual has acquired and those that have been ascribed or given to an individual. The

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Appendix C *(continued)*

achieved category is the type of role for the expatriate and repatriate population.

Using the concept of schemas proposed in social psychology, we can began to understand

role as a construct. Social psychology has defined schemas as "cognitive structure that

represents knowledge about a concept or type of stimulus" (Fiske & Taylor, 1991, p.98).

Fiske (1995) also gave a practical definition of schemas as preconceptions or theories of

the social world. Using this concept of schemas there are three basic types of schemas,

person, event, and role schemas.

A person schema is a set of expected behaviors that are based on an individual's

perception of the norms of a particular group. For example if you have assigned the label

"professor" to a particular individual you now have some expectations of their behavior

as it relates to the norms associated with your perceptions of being a professor.

Event schemas are a set of expected behaviors that are based on the order in

which certain behaviors or activities should occur. IN the United States of America

people ask each other in greetings, "How are you?". Expecting some sort of short

response such as fine. However in some Asian countries if you ask this question it may

be answered in a more genuine fashion and as if the questioner really wants to know how

you are. The last. In this example the expected behaviors that should occur from the

same question are quite different.

The last schema we will discuss and the most relevant to this bicultural

competency is role schema. Defined as a set of expected behaviors that are based on the

role the person has in a particular situation. For example if someone had the role of being

Appendix C *(continued)*

a mediator to two parties, both parties would expect certain behavior form this individual. As stated role schemas are situations which expected behaviors are associated. As one can expect in many social interactions having roles helps define the status and behaviors expected of individuals in a group. However, sometimes these roles are not adequately defined (role ambiguity), individuals in the group disagree on how the behavior associated with the role (role disensus), or if the individual in the role can't meet the expectations of the role (role strain) and create cause conflict within a group. Having roles well defined, sometime of consensus associated with the behaviors of the role, and filling the position with a capable individual is helpful and necessary for the expatriate and repatriate transitions. LaFromboise et al. (1993) and talked about the construct of roles as it relates between cultures.

Lafromboise et al. (1993) defined broad role repertoire as the range of culturally or situational roles an individual has developed and cited studies such as Ruben and Kealey (1979) that asserted the greater an individuals role repertoire the greater their effectiveness and the less amount of culture shock. Bell (1996) compares this bicultural competency to the expatriate KSAO of knowledge of acceptable behavior. Those expatriates that have consistently interacted with the host culture with an open personal environmental strategy will be more likely to develop an understanding of the acceptable behaviors. Having gone through this process and needing to adjust to the norms of a different cultures behaviors in various roles, those expatriates that incorporated an open personal environmental strategy adjusting to the host culture should also be better

Appendix C *(continued)*

equipped to readjust to their home culture using this bicultural competency.

Repatriate Difficulty

Although problems associated with the expectations associated with schemas relate to the many situations of the social world the need for expatriates and repatriates to transition from one role in one to culture to another role in a different culture is somewhat unique. Fiske (1995) observed that transitions between roles can be quite stressful and can be difficult if the expatriate or repatriate is being asked to give up rewards when there is no guarantee that they will receive the same amount and type of benefits in the new role. Due to the differences in cultures, many expatriates are taking on a more challenging role then the one they are currently in. As noted by Fiske (1995), problems with transitions can cause personal conflicts that are based around whether a transition should occur in the first place. If it should and does occur then the conflicts tend to be based around when it will occur and how it should be handled (Maeland & Levine, 1984).

Repatriates specifically may or may not be ready to return to their home country in the time frame of the organization. However, even if they do agree that this transition should occur many repatriates report difficulties with when it should occur and how it should be handled (Mendenhall, Dunbar 1992). Repatriates that were able to handle these same types of difficulties and continued to develop their broad role repertoire during expatriation may benefit from this experience with transitions when they return to their home country.

Proposition 4: Expatriates that have developed a broader role repertoire while in the host country will have less difficulty with repatriation.

Appendix C *(continued)*

Groundedness

Groundedness has been defined by both LaFromboise et. al. (1993) and Bell et al.

(1996) as having developed positive social support systems in both cultures. This view

understands not only the need for individuals to create social support system in the

culture they are less integrated with but to also maintain, increase, or adjust the social

support systems form the home culture. Being accepted into a social group allows the

individual an opportunity to share significant symbols, meanings, and rules of conduct.

Being a part of two separate social support systems allows individuals an opportunity to

uniquely understand each group and possess insight into the manner in which they can be

effective in either group.

The need to have social support systems within each culture is supported by

domestic research involving the unique obstacles for minority leadership in a corporate

setting (Dickens & Dickens, 1991). The Center for Creative Leadership has outlined

some of these difficulties as they are associated with mentoring and other formal and

non-formal means of support within the corporate structure.

Repatriate Difficulty

This bicultural competency was seen by Bell et al. (1996) as having the most

social behavioral elements and the least amount of cognitive elements when compared to

the other bicultural competencies. She also compared this competency to the expatriate

KSAO of frequent interactions with host culture. Although one can see some relation

between this bicultural competency and the expatriate KSAO, when 'groundedness' is

Appendix C *(continued)*

defined as having a well-developed social support system, frequently interacting with the

host culture seems imperative. Although frequent interaction does not necessarily mean

positive interaction, in order to have developed this bicultural competency the expatriate

must interact with the host culture in an effective way to have developed a social support

system.

Learning to become 'grounded' in a host culture is the challenge presented to the

expatriate. Those that are successful have the support system in place for them to be

effective while on assignment. This same skill will be needed when they return to the

home culture and attempt to reintegrate themselves.

Proposition 5: Those expatriates that have maintained their home cultural social support system and
developed host cultural social support systems will have less difficulty in repatriation.