MOORE, TI’ESHIA MARIE. The Sojourner’s Truth: Exploring Bicultural Identity as a Predictor of Assignment Success in American Expatriates. (Under the direction of Brad Mehlenbacher).

This study explores the bicultural identity of current American expatriates and the relationship between that identity and assignment completion. Biculturalism is defined as the psychological and emotional transition into dual competency, allegiance, and personal identification with the home and host societies. By expanding the cultural identification frameworks utilized in existing models, the study estimates whether and to what degree assignment completion are influenced by an expatriate’s ability to both adapt and maintain cultural identifications while living and working abroad. Using an online survey to assess levels of cultural adaptation, identification, support, and stress, the study places respondents into one of four quadrants of bicultural identity based on the Acculturation Index (Berry, Kim, Power, Young, & Bujaki, 1989; Ward & Rana-Deuba, 1999). The strength of the relationship and influence between the quadrant placement and assignment completion is then examined.

Using a four quadrant model of cultural identity, bicultural identity is explored through a logistic regression model. Assignment success, measured as the intention of the expatriate to remain in the assignment for as long as originally stipulated, produced a quasi-separation of data. Subsequent analyses using sociocultural adaptation as the criterion variable found host country identity, organizational support, cultural distance, and service-related assignments as significant predictors of sociocultural adaptation. In turn, adaptation significantly predicted assignment success and organizational commitment. Greater
difficulties in adaptation resulted in a 5% reduction in likelihood for assignment success. Ultimately, sociocultural adaptation and support from the sending organization have the most dramatic effects on assignment success.

Organizational commitment and identity are investigated in greater detail. Results of the study indicate that expatriates on business or educational assignments are more likely to remain with the sending agency over those on service, non-profit, or religious ones. In addition, expatriates experiencing greater difficulty concerning bureaucracy, authority, and unsatisfactory service or people, were less likely to remain with the sending organization. The study contends that individual and organizational variables interact to influence adaptation, identity, and organizational outcomes. Likewise, an interactive relationship between individual and organizational identity is proposed.

The quadrants of cultural identification: bicultural, separation, assimilation, and marginalization are analyzed. Bicultural individuals are able to maintain home ties, while simultaneously adopting new ones, and were the best adapted in the analytic sample. There is support for previous findings that separated expatriates maintain high home and organizational allegiance, while assimilated individuals display the weakest organizational allegiance (Black, Gregersen, & Mendenhall, 1992). Marginal expatriates have the greatest difficulty in sociocultural adaptation and felt the least support from the sending agency. The implications for organizations and individual expatriates within the quadrant are discussed. Based on these findings, the study presents suggestions for future research as well as recommendations for organizations involved in expatriation.
The Sojourner’s Truth: Exploring Bicultural Identity as a Predictor of Assignment Success in American Expatriates

by
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A dissertation submitted to the Graduate Faculty of North Carolina State University in partial fulfillment of the requirements for the degree of Doctor of Education

Adult and Community College Education

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2009

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DEDICATION

This work is dedicated to the future generations of the Moore family- that you would think, dream, and achieve bigger than I will.

And to my husband, the love of my life, for your unwavering faith in me.
BIOGRAPHY

Ti’eshia Moore has been a passionate advocate for education. She graduated top of her class from Alexander W. Dreyfoos School of the Arts in West Palm Beach, FL. In 2002, Moore received a Bachelor of Arts degree from the University of Central Florida, *Magna Cum Laude* with Honors, with a major in interpersonal communications and a minor in Spanish. During her tenure at University of Central Florida, Moore received the Order of Pegasus and the Heart of UCF Awards, the highest distinctions for an undergraduate student for outstanding leadership and service. She served as a member of the President’s Leadership Council and the LEAD Scholars program where she developed a passion for leadership, scholarship, and campus and community involvement. She served more than 3,000 hours of community service through international relief projects, alternative spring break trips, and weekend projects and was also honored as the Florida College Student of the Year runner-up.

In 2003, Moore received a Master of Arts degree in Educational Leadership from the University of Central Florida. During her time as a graduate student, Moore taught and pioneered several community college courses including Service Learning, Speech, and College Student Success. She developed her leadership skills by developing training curricula for adult learners. Simultaneously, she continued her passion for international experiences when she created an educational import business which supported targeted factories in third-world nations. She received fellowships from the Gates Millennium Scholars Program, UCF Alumni Association, and the Burnett Honors College.
In 2005, Moore began her doctoral studies at North Carolina State University. Here she served as a Research Assistant to the graduate faculty of the Department of Adult and Higher Education initiating a community college teaching master’s degree program specialization. She also provided leadership and guidance for the Graduate Certificate in Community College Teaching, a program sponsored by the National Science Foundation as well as the Graduate Student Association. Moore has contributed to the instructional efforts of the department by teaching one of the only offered undergraduate courses in leadership in both the online and traditional formats.

Ms. Moore is happily married to Damon Moore who has supported her journey through education on many levels. The couple and their son David Judah reside in Wilson, North Carolina.
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To my husband, Damon. Thank you for lifting up my arms through his process, listening when I needed it, holding down the fort, and for pushing me when I didn’t believe. I could not have done this without you. Tu eres el amor de mi vida.

Finally, thank you Lord, for allowing me this opportunity to shine for you. I am only what you make of me!
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INTRODUCTION

Globalization and internationalization has significantly altered the way the world does business (Arnett, 2002). More than ever, corporations are focused and engaged in global markets, ones that extend far beyond the borders of home. In the post 9/11 era, in a world of rapid globalization, changing technologies, and changing cultures, we are experiencing fluid and ever-evolving measures for assessing our connectedness and process of making intercultural relationships in this global world. As a result, the changing nature of intercultural communication has initiated significant implications not only to the way corporations “do business” on a macro-level, but also the nature by which individual representatives of business engage with their foreign counterparts. Business sojourners, or cross-cultural representatives known as expatriates, give us great insight into how micro-level interactions on the individual level may carry macro-level influences, such as for larger corporations and local cultures. For the expatriate, it is this mix of culture, tradition, ways of knowing, and changing realities that continue to evoke the change we now see on even greater levels of society.

The continuous changes to our blended societies and the cross-national roles that we play in them are creating a greater emphasis on organizations and individuals to become culturally competent more than ever before. According to Gudykunst and Kim (1984), an individual demonstrating cross-cultural competence is “one who has achieved an advanced level in the process of becoming intercultural and whose
cognitive, affective, and behavioral characteristics are not limited but are open to growth beyond the psychological parameters of only one culture.”

In an effort to further examine the cross-cultural competence and psychological, emotional, and professional transitions that Gudykunst and Kim speak of, expatriates surface as an appropriate and applicable population of study. The literature has defined sojourners or expatriates as those who have traveled abroad as tourists, students, military, diplomats, temporary workers with assignments related to career or civic service, or those who have made permanent settlement to a foreign country (Bochner, 1981; Brein & David, 1971). Of these groups, American expatriates on temporary work or service assignments have been studied the most frequently, thereby offering the most comprehensive view of intercultural adaptation. American expatriates represent the most notable group for researchers due to their length in a foreign country, with assignments often ranging from six months to five years abroad before eventually returning home. Studying this group may also provide the most insightful look into the psychological and emotional transitions such as the individual changes in identity and sense of belonging that come as a result of cross-cultural contact.

Statement of the Problem

For nearly 50 years, researchers have attempted to pinpoint the nature and causes of alarmingly high rates of failure in American expatriates. Early studies suggested that as many as 70% of all expatriate assignments result in some form of
failure (Desatnik & Bennett, 1978). Since the late 1970s, literature has been widely inconclusive as to the exact percentage of failure (Aycan, 1997; Harzing, 1995, 2002). What is known is that assignment failure presents tremendous fiscal, emotional, and professional challenges. More specifically, Black and Gregersen (1999) report that up to 20% of all US managers sent abroad return early because of job dissatisfaction or difficulties in adjustment to a foreign country. Despite substantial research on the topics of adjustment and cross-cultural interaction, scholars and practitioners alike have yet to understand exactly what is going on and how to address any potential issues surrounding international exchange.

Researchers have proposed a range of ideas that may contribute to the high rates of cross-cultural and organizational failure. Success in American expatriates has been linked either theoretically or empirically to each of the following variables: organization-supported training (Earley, 1987; Shim & Paprock, 2002), familial and spousal support (Black, Mendenhall, & Oddou, 1991; Shaffer, Harrison, & Gilley, 1999), organizational support (Shaffer, Harrison, & Gilley, 1999), work and cultural-related mentoring (Feldman & Bolino, 1999; Shaffer, Harrison, & Gilley, 1999; Shim & Paprock, 2002), language competence (E. Cohen, 1987; Hammer, Gudykunst, & Wiseman, 1978; Hechanova, Beehr, & Christiansen, 2003; Shaffer, Harrison, & Gilley, 1999; Shim & Paprock, 2002), ability to relate to foreigners (Aycan, 1997; Hammer, Gudykunst, & Wiseman, 1978; Shim & Paprock, 2002), and a country’s general rating of toughness or apprehension toward accepting foreigners (Black, Mendenhall, & Oddou, 1991; Hammer, Gudykunst, & Wiseman, 1978; Hechanova,
While proving useful, the above variables have consistently been examined through bivariate or descriptive models. This has increased our understanding of an individual variable’s ability to predict assignment success. However, navigating the extensive body of literature and applying these findings to complex, multidimensional organizations has been cumbersome and difficult. This is because the nature of success in expatriate assignments is a complex social and organizational phenomenon that should incorporate many of the variables that have shown to have individual influence on assignment success. A multivariate model may help to more adequately explain the individual behavior and adjustment leading to successful completion of international assignments.

Additionally, while scholars and organizations alike have benefited from the ample research on cross-cultural training for international workers, the existing literature has largely focused on the expatriate experience from an organizational perspective. Indeed, while emphasizing organizational effectiveness and the costs to the organization associated with expatriate failure, studies have neglected the “human” component of expatriation, or the emotional, psychological, and affective aspects of international travel and adjustment that may also influence assignment success. What is lacking, therefore, has been the knowledge of the human process surrounding the expatriate experience, including those variables that affect individuals and, therefore, the organizations they represent.
The most recent qualitative research in this area has suggested that in addition to organizational variables, corporations should also focus on the expatriate’s journey of becoming *bicкультурal* (Kohonen, 2004; Osland, 2000; Sussman, 2000). For purposes of this research project, an expatriate’s bicultural identity is defined as the ability to have dual-consciousness, dual-allegiance, and the overall skills to be accepting and accepted in various cultural settings (refer to Appendix N for a full list of definitions and terms used in this project). Preliminary research has suggested that cultural identity, or the feeling of acceptance, allegiance, and cultural association, is an important aspect of expatriation. Yet, despite the recognized importance of cultural identity, the phenomenon has not been studied on the basis of its prediction of success in American expatriates. Minimal empirical research is available on the topic of the bicultural, multicultural or multiethnic identity development process that expatriates experience. Therefore, there are obvious gaps in the literature associated with our understanding of bicultural identity development and expatriation. We have yet to determine, for example, how dual cultural identity may uniquely relate and describe American expatriates and if biculturalism can be identified as predictor of assignment success for this population. To this degree, the process and ability for an American expatriate to become *bi-cultural* as a means of achieving organizational and individual goals abroad may be a critically neglected component of our current understanding. Moving toward a comprehensive approach to all of the variables that influence success in American expatriates, including bicultural identity development
is essential to bridge the gap between our current understanding and actual increased assignment success.

Conceptual Framework

There exists a myriad of cross-disciplinary research that gives insight into the factors related to international success. The constructs used in this study were divided by those theoretical and empirical variables in the existing literature which have shown a strong relationship to successful expatriate adjustment and overall assignment completion. In an effort to create a comprehensive look at expatriation, individual variables have been clustered with like items. Figure 1 provides a visual representation of how individual variables have been grouped for the purposes of this study.

Language

For international workers, the ability to understand and communicate in the host country is essential for the integration process in an unfamiliar setting. Cohen (1987) asserts that competence in the host language is the principal precondition required for a newcomer to make the cognitive transition from strangeness to familiarity. His assessment is based on a strong foundation of expatriate research, such as that of Hammer, Gudykunst, and Wiseman (1978) which found the ability to effectively communicate (meaningful dialogue with strangers, dealing with misunderstandings and different communication styles, and ability to initiate interaction) with foreigners
as a primary contributor to a sojourner’s overall effectiveness. Shim and Paprock (2002) also found that cross-cultural and language training prior to arriving in the host country promote reflective learning and cultural acceptance within the host country presumably because expatriates have the necessary tools for increased social interactions.

There are a number of models on the influence of language on expatriate adjustment and assignment success. Perhaps Hechanova, Beehr, and Christiansen (2003) provide the most useful framework for this study because of their meta-analytic review of the empirical literature. In their review of general adjustment, they found a positive correlation between language and overall adjustment. Adversely, they suppose that a lack of language skills can lead to isolation and difficulty in understanding the local culture. Beyond language aptitude, other scholars (Abe & Wiseman, 1983; Brein & David, 1971) have found the understanding of non-verbal communication as well as “conversational currency,” or the comprehension of jokes, sayings, poems, and innuendos, as important to adjustment.

Another important component of language is the ability to serve as a means to build interpersonal relationships through a sense of community versus as act of survival. Philpsen (1987) asserts:

A focus on culture as community draws attention to a human grouping whose members claim a commonality derived from shared identity…the function of cultural communication is to maintain a healthy balance between the forces of
Demographic characteristics
(age, race, gender, previous assignments)

Language
1. Understanding/fluency of host language
2. Non-verbal communication
3. Conversational currency (jokes, sayings)
4. Language as means of survival vs. builder of interpersonal relationships

Social Networks
1. Frequency/meaningful interactions within host culture
2. Confidence/willingness in dealing with host nationals
3. Perceived support/acclamation of family members
4. “Cultural” mentor
5. Work-related mentoring
6. Perceived support of sending organization

Environmental Conditions
1. Cultural distance
2. Host country permeability
3. Issues of gender and race
4. Perceived isolation
5. Prior expatriate/international experiences

Bicultural Identity

psychological & emotional perspective of transition into dual-competency, allegiance, personal identification
1. Associations and behaviors with home/host country
2. Perception of cultural experiences (open-mindedness, withholding judgment, identity as shaped by experience)
3. Overall sense of belonging vs. awareness of foreigner status

Figure 1. Conceptual Model of the Variables that Influence Assignment Success in American Expatriates.
individualism and community, to provide a sense of shared identity which
nonetheless preserves individual dignity, freedom, and creativity. (p.249)

Philpsen (1987) posits the role of communication as more than a tool of mere
survival, but also a means to build community. This extends our understanding of
how the expatriate language variable should be conceptualized. In the case of the
American expatriate, it is through the effort to build shared identity within the host
country that utilizes language itself as a bridge to build community as opposed to its
use as a mere necessity in a foreign place.

Based upon the variables found in the research, the language construct is
divided into an assessment of actual and non-verbal aptitude of host country
language: language fluency, non-verbal competency, assessment of “conversational
currency”, and the general view of language as a means to build relationships with
foreigners.

Social Networks

The adjustment process is multi-faceted and complex. Language ability alone
does not adequately address the many variables elated to expatriation. There is also
a process of socio-cultural adjustment that occurs through the interactions that one
has with others (Searle & Ward, 1990). For the American expatriate, this happens
through meaningful and frequent interactions with foreigners. To some extent the act
of not just understanding, but integrating through interactions within the host culture
may begin to address this multidimensional facet of adaptation. Yet, there are many unique complexities involved in the expatriate’s process of socio-cultural integration. This is because in addition to social interaction with foreigners, an expatriate’s international travel experience can be compounded with the ability for the spouse or family member(s) to make cultural adjustments and the ability for the sending organization to adapt to new work roles and responsibilities (Aycan, 1997; Black, Mendenhall, & Oddou, 1991). While at the onset, the social interaction construct may appear to have a simple and direct relationship with successful adjustment, the variables housed within social networks are actually multidimensional and interrelated.

Previous studies have identified the ability to establish meaningful interpersonal relationships with host nationals as a crucial component of acculturation (Abe & Wiseman, 1983; Brein & David, 1971; Hammer, Gudykunst, & Wiseman, 1978; Mendenhall & Oddou, 1985). This adjustment factor accounts for large portions of variance in many factor analytic studies. While it has many variations, the social interaction construct is commonly operationalized as the ability to develop and maintain interpersonal relationships and/or to empathize and understand the feelings of others. Scholars have also found confidence and willingness to use the host country language as important to expatriates as well. Major (as cited in Mendenhall & Oddou, 1985) reported that an expatriate’s confidence and willingness to use the host culture’s language had a greater influence on successful adjustment than did actual level of fluency in the foreign language.
Both confidence and willingness are seen as socially constructed, not necessarily reliant on language competency and easily adaptable by the individual and their environment. Therefore, they are included in the social networks construct as opposed to language only.

Developing relationships with others is often bounded in social learning, social exchange, and social identity theories (Searle & Ward, 1990; Sussman, 2000). Social identity theory asserts that identity hinges on the interplay between individual identity and identity that results from belonging to a group (Tajfel, 1982). Individuals seek to belong to groups that result in positive social identity. Bandura (1977), expands this idea by suggesting that interaction with others gives cues to the individual as to the way to behave and the effects of violating social norms within a new group. In the case of American expatriates, group membership within the host society comes as a result of interactions with nationals. In the process of group entry, as Aycan (1997) suggests, seeking group membership through social interaction does not completely forsake the expatriate’s own identity. Rather cultural integration is optimal and serves as a blend of social interaction and individual identity. Cultural integration, as opposed to the rejection, assimilation, or marginalization is a better predictor of adjustment (see Figure 2). For the American expatriate, cultural integration does not involve denying individual differences. Rather, it is through social interactions that the expatriate shows host nationals that an effort is being made to learn new ways of knowing and communicating. It is through these social
Is it considered to be of value to maintain own control of identity and characteristics?

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<td>Is it considered to be of value to maintain relationships with members of host society?</td>
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*Figure 2. Social Interactions as Related to One’s Identity (Berry, 1997).*

interactions where learning takes place and where identity and one’s status as foreigner may be altered (Shim & Paprock, 2002).

The earliest models of social interaction and social identity theory are limited in scope for the modern American expatriate. This is because they do not take into account the compounding relationship between the individual expatriate and other foreigners and entities by which successful acclamation into an unknown country may also depend. Such may be the case for the expatriate’s family or sending organization. In their comprehensive model, Black, Mendenhall, and Oddou (1991) identified the acclamation of the spouse and family as major factors of international adjustment. They advise that an early return from an international assignment may result if the spouse does not possess the same skills for adjustment or if the family cannot adjust to a new culture, even though the expatriate may possess cross-cultural adaptation skills themselves. Therefore, it is important to acknowledge that expatriation is a multifaceted process that involves not only the expatriate but also family members and others in close relation.
In addition to familial adjustment, there is research to suggest that the adjustment process may be facilitated by support and/or mentors sponsored either directly from the organization or local host nationals (Aycan, 1997; Feldman & Bolino, 1999; Osland, 2000; Searle & Ward, 1990). Mentors play an important role in helping expatriates learn new organizational roles and responsibilities and by assisting in the adjustment to new ways of life through the mutual sharing of information and questions (Black & Gregersen, 1999; Osland, 2000). Mentoring has also been positively related to socialization and ultimately to the intention to finish an international assignment (Feldman & Bolino, 1999).

Similar to the effects of work-related and culture-related mentors, organization support has facilitated overall adjustment. Expatriates largely depend on their sending organization to make pre-departure arrangements such as social and logistic support (e.g. visa/ work permits, housing, schooling, insurance, etc.). Aycan (1997) contends that strong organization support reduces the time an expatriate spends on maintenance tasks and increases available time for adjustment to a new setting. Additionally, strong organizational support may lead to stronger commitment to the goals and operation of the organization.

As a result of the research related to interpersonal interactions, the social networks construct in this study includes the following variables: frequency and depth of interactions with host nationals, presence of cultural and work-related mentors, support of family members/ family adjustment, and perceived organizational support.
**Environmental Conditions**

Environmental conditions are those variables related to conditions often outside the international worker’s control or ability to significantly alter. Environmental conditions, as examined here, are often situated within the host country’s established norms and traditions. This includes a country’s rating of permeability, acceptance of foreigners, demands for conformity, and isolation as well as issues that may be related to the expatriate’s gender or race.

Of the environmental condition variables, cultural distance, or the degree of difference between the home and host cultures, has been studied the most. Researchers commonly agree that cultural distance has a strong negative relationship with adjustment (Black, Mendenhall, & Oddou, 1991; Hofstede, 1980). On the basis of their status as foreigners or outsiders, expatriates may experience discrimination or other exclusions within the host environment. In general, expatriates experience greater difficulty in sociocultural adjustments in locations that are much different from their own (Searle & Ward, 1990).

While cultural distance offers insight into perceived and actual differences between home and host cultures, cultural permeability relates to the extent that an individual perceives interaction, mobility, and integration within the host society as a possibility. Cultural permeation implies that cultural boundaries are adaptable, fluid, and able to be crossed. This stems from social interaction theory which asserts that group members identify themselves through separation into social groups, and that individuals often seek an upward mobility to groups that provide the highest status,
acceptance, and permeation (Osland, 2000; Tajfel, 1982; Terry, Pelly, Lalonde, & Smith, 2006).

In addition to cultural distance and permeation, Hofstede (1980) identifies uncertainty avoidance as one of the four original dimensions of cultural difference that influence the international workplace. Uncertainty avoidance deals with the attempt to minimize uncertainty through social structure. For countries with high uncertainty avoidance such structure can come through rules and traditions related to food, religion or dress among other regulations. Commonly, these societies also carry strong pressures for conformity, even for outsiders. Conformity for the American expatriate deals with the perceived or actual pressure for foreigners to conform to the host society. Strong pressures for conformity may negatively influence an expatriate’s ability to maintain their sense of identity of the home culture. Allegiance and identity should, therefore, not be altered under coercive pressures and an “all or nothing” approach to conformity may be a great barrier to an expatriate’s adaptation (Brake, 1997). Both conformity and cultural distance may be attributed with higher perceptions of isolation, particularly for women (Mendenhall & Oddou, 1985). While issues of gender and race are not frequently addressed in the literature, it can be inferred that pressures for conformity may be different for men and women while abroad. This variation on roles and expectations may contribute to varying perceptions of isolation during international assignments.

Finally, previous international experience is a variable that is less grounded but identified in some studies. Aycan (1997) presupposes that previous and recent
similar cultural experiences create an opportunity for enhanced adjustment. This is supported by Haslberger (2005) who identifies prior expatriate experiences as significantly correlated to factors of cognitive and emotion adaptation. Expatriates with prior experience may simply possess the emotional maturity and confidence in dealing with strangers.

**Bicultural Identity**

The final aspect of the conceptual framework for this study deals with bicultural identity. This construct introduces a new approach to expatriation based upon the psychological and emotional perspectives of an expatriate’s transition from mono-cultural into dual-competency, allegiance, belonging, and personal identification. It suggests that individuals, particularly expatriates, are confronted with a number of issues related to self-identification while on international assignments because of the cultural hybridization that arises from not just living, but frequently interacting with others in a meaningful way (Hermans & Kempen, 1998; Leong & Ward, 2000). It is, then, both quantity and quality of an expatriate’s experiences within the host culture that alters identity.

McLeod (1981) defines this sort of dual-identification as biculturalism, or one where the individual is “active at the point of conjunction of two or more cultures.” In her research on the various ways minorities in America make meaning through the narratives, Goldberger (1996) prefaces the reader by summarizing biculturalism:
These stories touch on the pain and anger and confusion that accompany acculturation; on the power of dominant cultures to impose ways of being and ways of knowing on individuals from minority cultures and immigrant groups; on the paths of resistance or accommodation to assimilation forces; on what it means to be “an American”; on the personal losses and the gains as one learns to take on new culture, different language, alien mores; on what it feels like to live as a bicultural individual with dual consciousness, dual realities, and dual allegiances.

Goldberger helps us to understand the range of the sentiments that occur with making claim to more than one culture. Yet, in her depiction of duality, Goldberger (1996) positions biculturalism as the tension from marginalization, oppression, or as the resistance to some form of cultural rejection in the host society. While Goldberger may offer a rich perspective of the range of emotional realities associated with being at the juncture of more than one culture, biculturalism, as conceptualized in this framework, presumes that dual allegiance results in positive experiences for expatriates, not ones that would exasperate the sentiments associated with marginalization, an entirely different concept.

While we have some precursory understandings of how biculturalism may facilitate the overall cultural adjustment process, there are minimal empirical studies measuring the effectiveness of bicultural transition on assignment success or completion for international workers. Understanding bicultural identity may have serious implications for the American expatriate’s commitment to the international
assignment. Cheney (1983b), for example, asserts that organizational identification strongly influences an individual’s commitment to the corporation. In his view, the amount of interaction (or perceived interaction) that one has with others in the organization, the higher the degree of identification with the organization as a whole. Furthermore, Cheney’s findings suggest that “when identification is not operating to any great extent, an organization member may feel less desire to remain in an organization.” To this degree then, we uncover a connection for the importance of social interactions between American expatriates and other members of the sending organization. Applying Cheney’s (1983b) findings to this population would infer that stronger interactions, particularly with others in the organization, may increase personal identification, and therefore expatriate retention.

Gudykunst, Wiseman, and Hammer (1978) identify third-culture perspective as the core influence of cross-cultural attitude. Within their third-culture perspective was ratings toward open-mindedness and the ability to suspend judgment. These two items are related to the variable “perception of cultural experiences” in the bicultural identity construct. Additionally, they identify the reduction of ethnocentrism which serves as a foundational component necessary to transition from mono to biculturalism.

Finally, the bicultural construct identifies the overall sense of belonging. This variable is based upon social identification theory that acknowledges group membership as the means to create individual identity. A foreign expatriate must feel to some extent that they already are or are able to gain some level of membership
into the host society. In doing so, a sense of belonging diminishes identity conflict and promotes the harmonious relationship of dual identification for the expatriate (Leong & Ward, 2000).

The bicultural identity construct includes: associations and behavior in the home and host countries, the feeling of acceptance, the reaction toward cultural experiences, the overall sense of belonging, and the measure of dual-competence, dual-allegiance, and dual-identification. These items are drawn from individual variables related to cultural identity found in previous research.

Organizational identification in the international context as well as a greater understanding of dual-identification warrants more discussion. Therefore, an expatriate’s ability to dually identify and align with the organization and their new surroundings may resolve some gaps in our current understandings of why, despite accounting for other variables, expatriates are still prone to high rates of assignment failure.

Purpose

It is the purpose of this study is to examine the relationship of language, social networks, environmental factors, and bicultural identity on assignment completion for American expatriates. This examination will determine the nature by which individual variables can be appropriately grouped into one of the four constructs. In providing a comprehensive approach to expatriation, this study seeks to contribute to the existing research on international adjustment and acclamation.
Research Questions

Important questions arise from the preceding discussion and serve as the central research questions for this study. This examination will address the following:

1. To what extent does bicultural identity help to explain assignment success for American expatriates?
2. How might the bicultural identity construct interact with the existing variables known to influence assignment success (language, social networks, and external conditions) to provide a comprehensive approach to expatriation?

Significance of the Study

For nearly 50 years since the beginning of research on the expatriate process, the factors related to high assignment failure have continued to elude scholars and practitioners. The inability to both identify and resolve problems for American expatriate assignments presents numerous individual, organizational, and societal challenges. Webb and Wright (1996) note that expatriate failure may cost businesses as much as $2 billion annually. The direct costs associated only with bringing an international worker home and finding a replacement range between $50,000 and $200,000. Beyond the tremendous financial challenges, there are also losses associated with missed opportunity (Beitler & Frady, 2001; Hechanova, Beehr, & Christiansen, 2003). This includes costs that cannot be measured, such as damage to corporate reputations in the home and host countries, lost business, or a tarnished
“American image” within the host society. Individual expatriates and their families may also experience emotional strain as well as the loss of self-esteem, self-confidence, and prestige among peers as a result of being unsuccessful in a work-related role (Mendenhall & Oddou, 1985).

International roles are unique in that they require a combination of physical, emotional, and occupational harmony within the individual expatriate. Whereas a corporation’s role at home may be not to interfere in the “personal” affairs or well being of individuals, in international settings, this level of personal attention may contribute to increased acclamation during a disorienting time. For American expatriates, the “human component,” or the variables related to cultural transitions are a part of overall organizational effectiveness. Because of the unique nature of work assignments in international settings, it is imperative that corporations find a suitable solution to make individuals and their families a success as the organization’s ability to make global advancement may at least partially hinge on the success of its individual workers.
REVIEW OF THE LITERATURE

This review of the literature investigates the nature of cross-cultural adjustment. Cultural adjustment as a single construct is highlighted because it inherently addresses individual change behaviors, environmental/cultural contexts, and individual and collective identity development that explain many expatriate conditions. To aid our discussion of this complex term, the chapter is divided into three subsections that discuss the: 1) historical evolution of expatriation and adjustment, 2) cross-cultural adjustment theory as conceptualized in modern literature, and 3) bicultural identity development as a proposed continuation to the cross-cultural adjustment discourse. The historic evolution is included to detail the significant developments in the acceptance and perception of international exchanges that now bear influence on modern practice. The discussion on cross-cultural adjustment draws from three bases of relevant literature that cover the conceptual and empirical models and findings related to adjustment and transition. Establishing this foundation aids our understanding of the origin of the bicultural identity model as outlined in the preceding chapter. Following the theoretical foundations of cross-cultural adjustment, a bridge is made to cultural identity development. This review outlines the theoretical and practical rationale for the inclusion of cultural identity as a potential contributor to the cross-cultural adjustment process. The variables used in the proposed study are introduced, a conceptual model of the bicultural identity construct is offered, and its classification within the literature is discussed.
Historical Origins of Expatriation & Cultural Adjustment

There existed a day when most individuals considered themselves to live within a single cultural system. In such a time, both persons and businesses rarely considered the effects of the global community on daily life. In his reflection of American culture of the early 20th century, Stonequist (1935) writes:

Each individual is likely to be born, mature, and die within the boundaries of one tribal or national tradition, learning to communicate in one tongue, developing loyalties to one sovereign government, conforming to the expectations of one moral code, believing in the way of life approved by one religion. The deepest part of his personality—his sentiments, conception of self, style of life, and aspirations, whether articulate or inarticulate, conscious or unconscious—are found out of and identified with these more or less harmonious patterns of the social heritage. (pp. 1-2)

What Stonequist (1935) describes as “harmonious patterns of the social heritage”, is an invariable society resting on cultural uniformity. He offers one of the earliest depictions of monoculturalism, or one cultural identification. In this example, monoculturalism reflects cultural stagnation as a result of cultural uniformity and uninterrupted social norms. Unlike remote societies that may be deemed monocultural because they have minimal or no communication with outside groups, what Stonequist describes is the choice to live in just one community, with one set of established norms and one world perspective. This is the rejection of external
influences. Now in the 21st century, with strong cultural influences and globalization as a prevalent topic of nearly every personal and business discussion, it is hard to imagine a time like the one Stonequist describes. Certainly, the world is not the same, and it continues to evolve with even more intercultural exchanges such as expatriation. Our understanding of how people relate to one another during cross-cultural exchange is greatly enriched from our investigation of these historical progressions. This evolution speaks to how intercultural exchange has transitioned from negative to positive and how it has now become strong, part of society.

*Early Views of Cross-Cultural Adjustment*

Park (1928), a classical sociologist of human migration, offers one of the earliest perspectives of intercultural interaction. He conceptualizes human migration as the mixing, movement, or integration of people groups. His work outlines the systematic study of society through biological and psychological perspectives. Park summarizes human migration to be a problematic conflict which involves change of residences and the breaking of home ties.

The movement and migration of peoples, the expansion of trade and commerce, and particularly the growth, in modern times, of these vast melting pots of races and cultures, the metropolitan cities, has loosened local bonds, destroyed the cultures of tribe and folk, and substituted for the local loyalties the freedom of the cities; for the sacred order of tribal custom, the rational organization which we call civilization. (Park, 1928, pp. 889-890)
In his very early perspective of globalization, Park (1928) asserts that the very act of cultural transition incited an unpleasant marginal dichotomy and conflict for both the individual sojourner and the host society. Cross-cultural transitions threatened local allegiance ad customs. This turmoil remained continuously and could never be resolved if cultural integration was upheld. Perhaps because Park’s ideas on migration originated with the apparent dissatisfaction with mixed racial groups in America during the early 1900s or an immature scholarly discourse on cross-cultural transitions, Park (1928) renders a widely accepted perspective that cultural transition is the source of psychological turmoil. This conflict approach still remains a prevalent component of psychological perspectives of cross-cultural adjustment theory.

Stonequist (1935) later challenged Park’s idea of marginalization by proposing that an individual was capable of adaptation to some degree in a new environment. Like Park (1928), he places the individual within a repeated state of conflict throughout the cultural adjustment process, but he also recognizes that an individual has the ability to adapt to a new environment. Rather than proposing the perpetual state of psychological conflict as Park did, Stonequist (1935) suggests that each individual has a choice in acclamation. He suggests that, when confronted with unfamiliar cultural experiences, individuals choose to accept or reject the dominant culture. His view asserts that the dominant culture is the continual source of conflict for the sojourner, thereby providing one of the earliest models of assimilation. Assimilative models which reflect a dominant and lesser culture differ sharply from
future advocacy for cultural integration, where both the dominant and minority cultures are adapted in some way to create new ideals about cultural integration and acceptances.

Because the focus of early research rested on the psychological tensions of intercultural exchange, historical depictions were significantly limited in their measure of cross-cultural effectiveness. Although international trade was assuredly taking place during this early time period, there is inadequate literature that specifically addresses the international workplace. Not until the 1960s with the inception of the Peace Corp program, would meaningful research on international training, cultural adaptation, and organizational commitment related to the international workplace become available.

**A Renewed Interest in Cross-Cultural Effectiveness**

In 1961, the Peace Corp was established as a means for young students to serve their country and to promote peace by living and working in the developing world. President Kennedy appealed to the idealism and patriotism of American youth to engage in social change through international volunteerism (Waldorf, 2001). By the end of 1963, 7,300 volunteers were serving in over 44 countries across the world and in June of 1966 this number rose to over 15,000 ("About the Peace Corp-History", 2008). In the decades to follow a growing body of research related to the language acquisition, cultural acclamation, international conditions, and cross-cultural training in the facilitation of successful international experiences emerged.
(Barnes, 1985; Henry, 1965; Jones & Popper, 1972; M. B. Smith, 1966). In their study of Peace Corps volunteers, Jones and Popper (1972) proposed four factors related to international experiences: termination, performance, volunteer satisfaction, and language proficiency. They discovered that volunteers serving in countries with low population density, high levels of development (literacy rate, per capita gross national product measures, modern advancements, etc), and languages not widely used by others had higher rates of performance than others. In addition, they found a correlation between cultural permeation, or the ability for volunteers to be accepted by host country nationals and volunteer assignment completion. Jones and Popper (1972) examined cultural exchange not from a perspective of conflict or tension, rather, volunteers were celebrated for their altruistic priorities and focus on integration within the global community. A rising area of interest became how these positive experiences could be enhanced with greater recruitment and retention of Peace Corps volunteers.

Not only was the research on intercultural exchange beneficial for Peace Corps workers and organizers, but also to corporations. Henry (1965) published an article proposing what businesses could learn from the Peace Corps model of selecting and training volunteers. He suggested that the service model was superior to corporate practices based on the low rate of volunteers that returned home early (around 15 percent) and low costs associated with the entire sojourn (just under $8,000 per volunteer for recruiting, selection, training, placement, salary, maintenance, and administration). As a result he suggested that corporations should
adopt similar procedures for the selection, training, and continual assessment of employees on international assignments. Other scholars also made connections between the Peace Corps model and industry practice. Barnes (1985), for example, highlights the training component of the Peace Corps model, making specific mention of aspects essential for future cross-cultural training. She advocates for increased content-specific and technical training so that corporate operating budgets would not be spent in vain. Businesses gleaned from the apparent success of international service agencies, and international business dealings and multinational corporations grew to become a prevalent part of standard industry.

Soon thereafter, it seemed as though cross-cultural scholars shifted focus from volunteer efforts to examining expatriation in the corporate setting. Similar to the early Peace Corps research, corporations were fundamentally interested in the best practices to train, retain, and evaluate employees that were sent abroad. Unlike the altruistic goals of the Peace Corps, organizations took interest in scholarly research in an effort to maximize organizational budgets while retaining employees. Recognizing that cross-cultural adjustment was a complex phenomenon, future scholars would continue to offer a range of perspectives on the process, effects, and predictors toward successful cultural interactions and assignment completion.
In 1980 Hofstede conducted his now famous study of IBM employees working in various parts of the world. Referenced by many as the pioneer of intercultural research, Hofstede derived four cultural dimensions from his large-scale study still used today in comparative cross-cultural research. His cultural dimensions include: individualism-collectivism, power distance, uncertainty avoidance, and masculinity-femininity.

In collectivistic societies, individuals belong to tightly knitted in-groups. The emphasis is on the group rather than individual achievement or personal goals. In individualistic societies, on the other hand, an individual looks primarily after their own interests. Individualism tends to focus on individual recognition and achievement, freedom, and self-actualization.

Cultural distance is defined as the degree of difference between the home and host cultures. Researchers commonly agree that cultural distance has a strong negative relationship with adjustment (Black, Mendenhall, & Oddou, 1991; Hofstede, 1980; Searle & Ward, 1990; Ward & Kennedy, 1994). A country with a rating (or perceived rating) of cultural closeness may reduce the challenges of cross-cultural adjustment.

Uncertainty avoidance deals with the attempt to minimize uncertainty through social structure. Countries with high uncertainty avoidance can achieve such structure through rules and traditions related to food, religion or dress among other regulations. Ward and Kennedy (1999) found a difference in adaptation based on
host country structure. They differentiated cognition-related structures such as food, religion, understanding others, and relating to members of the opposite sex different from impersonal structures like dealing with people in authority, bureaucracy, and unpleasant behaviors. Uncertainty avoidance relates to the pressures for conformity to in-country structures, even outsiders.

Finally, the masculinity-femininity dimension deals with how gender roles are distributed. Highly masculine cultures place a strong value on things, power, achievement and assertiveness, while feminine societies value people, quality of life, and nurturance (Gudykunst & Kim, 2003).

Hofstede’s work continues to be the flagship model to explain and classify intercultural characteristics. In addition to workplace applications, his dimensions also aid in assessing the unique attributes of various cultural environments. The four classifications have also been widely studied for their correlation and predictive capabilities on expatriate assignment success. The pertinent variables were used in the conceptual model of this research project.

It is important to consider that Hofstede’s (1980) research represents more than just a useful tool for cross-cultural comparisons. His work is also an implicit shift from societal apprehension to acceptance of cultural integration and globalization. Unlike the 30 years it took for marginalization to fade from the pervasive thought of society, the general acceptance of globalization seemed to happen almost instantaneously. This acceptance has triggered noticeable changes in everyday society. In recent decades the influence of cultures on one another has
significantly altered the exchange of information and ideas as well as how people view themselves as members of the international community (Arnett, 2002).

Yet even now with nearly 50 years of research on expatriation, complexities related to an increasingly globalized society still exist. Companies are experiencing some of the greatest demands to push toward global integration more than ever before. As Tung (1998b) suggests, “this arises from the need to source worldwide, capitalize on economies of scale, quantum advances in telecommunication, reduced transportation cost, emergence of global competitors, and the growing homogeneity of demand by customers worldwide.” (pp. 25-26) Certainly rapid advancements in communication and information exchange have also altered the way the world does business. Still, while it is understood that change as a result of globalization is inevitable, the effect and impact of those changes are yet to be discovered. There are questions, for instance, related to how the world is making cross-cultural adjustment, that is how effective we are in international dealings. In this regard, cross-cultural adjustment theories which outline not only the act, but also the effectiveness of cross-cultural interaction are a useful point of study.

Cross-Cultural Adjustment Theory

It has already been noted that there are a variety of expatriates: business travelers, diplomats, missionaries, students, and service workers. Whether in large or small measure, it is obvious that these sojourners must learn to adapt to a new society in order to effectively complete the objective of the international travel experience.
However, there are differences in how cross-cultural adjustment is both measured and conceptualized in the literature. Adaptation has been referred to as “the changes that take place in individuals or groups in response to environmental demands” (Ali, Van der Zee, & Sanders, 2003). Palthe (2004) specifically addresses adjustment in a new cultural environment. She defines cross-cultural adjustment as “the process of adaptation to living and working in a foreign culture.” Certainly, expatriates experience a number of environmental changes which initiate change on many levels. For these sojourners, change can come in a variety of forms and measures including tangible, perceived, and psychological adjustment. Searle and Ward (1990), for example, note the difference between psychological and sociocultural adaptation. They suggest that psychological adjustment or factors associated with mental health and personal satisfaction can be delineated from dealing with family, work, and school-related problems associated with the sociocultural domain. In addition to the many aspects of adjustment, Black (1988) offers a distinction between degrees of adjustment. He suggests that adjustment can be both a subjective or objective process. Subjective adjustment refers to the degree to which an individual perceives adjustment in the new role and requirements. Objectively, adjustment is measured by the degree to which an individual demonstrates tangible mastery of role requirements through performance. Mode of adjustment is associated with how an individual adjusts to a new role. For instance, one might adapt a new role to better match themselves or might alter their attitudes and beliefs to better match the role (Nicholson, 1984).
There is more to conceptualizing adjustment in its many forms and disciplinary perspectives. How success in adjustment is measured, what success produces for individuals and organizations, and what contributes to that success in the field also remains questionable. Do we get a comprehensive model of cultural adaptation, for example, by assessing foreign language aptitude, changing one’s point-of-view, undergoing some form of personal transformation or some combination thereof? Perhaps in the effort to look at expatriation from a comprehensive nature, it is plausible that cultural adjustment may take multiple forms and definitions.

While early research largely focused on cross-cultural adjustment as a unidimensional phenomenon, the most recent literature views expatriate adjustment as a multidimensional process, one influenced by copious factors such as personal, family, and work-related variables (Black, Mendenhall, & Oddou, 1991; Janssens, 1995; Mamman & Richards, 1996). Church (1982) identifies four structured adjustment indices commonly used in the expatriate literature: 1) nature and extent of social interaction with host nationals, 2) general adjustment, 3) attitudes toward the host country, and 4) sojourner satisfaction. The emphasis on social interaction, communication, and attitudes once again reflects the evolutionary nature of international travel as one of marginalization to a staple component of the culturally-minded individual of the 21st century. More recent literature has also suggested that general aspects of cultural learning contribute to expatriate adjustment (Aycan, 1997; Bochner, 1981; Shim & Paprock, 2002). Of the existing literature, the most common
approach used to investigate adjustment is through staged models. In part due to a
tremendous amount of individual variation in assignment scope and length, physical
environment, and other personal factors, staged adjustment models highlight what
changes occur through various periods of time, rather than through an assessment of
confined variables of adjustment. Unlike other approaches, staged models often take
into consideration the individual variance that occurs in international transition.

Resting in the notion that cross-cultural adjustment can be studied many ways
brings numerous challenges. One challenge is the copious manner in which the topic
can be studied and operationalized. In part, the ambiguous nature of the theory is
attributed to the myriad of related but not identical theoretical frameworks on the
topic. Related subjects include intercultural adaptation, culture shock, intercultural
competency, cultural assimilation, intercultural interaction, international transition,
and cultural transformation (Furnham & Bochner, 1986; Janssens, 1995; Oberg,
1960). Not only do studies operationalize cross-cultural adjustment differently, they
have also focused the many aspects of cultural transition including psychological,
sociological, and anthropological perspectives. The term cross-cultural adjustment
was selected for this study because it carries a positive connotation, emphasizing the
exchange that occurs between two cultures at one given point in time. And, rather
than overtly assuming change or transformation, the term cross-cultural adjustment
leaves open the effects of the cultural transition to individual variation. In addition,
the emphasis of this project is on the adjustment that occurs within a single home and
host country. While it is possible that expatriates approach international travel with a
wide range of cultural experiences, it would present numerous methodological challenges to study the influence of previous experiences on expatriation. For this reason, the term cross-cultural versus intercultural adjustment is utilized.

Before one can assert an operationalization of adjustment for this research project, it is first essential to understand the most common models and measurements used in research. Using the most accepted approaches to adjustment, this section outlines the concepts and limitations of three primary staged models found in literature: culture shock, curved adjustment models, and adjustment continuum and typologies. The basic discussion of these concepts and models aids in both a critique of existing works as well as the formation of an appropriate model of bicultural identity as selected for this research.

Culture Shock

Perhaps culture shock, a term used to describe individuals who are introduced to a culture very different from their own, was one of the earliest adjustment terminologies. Originally proposed by Oberg (1960), culture shock is viewed from the psychological approach as an occupational disease that occurs as a result of loss in familiar signs and symbols such as customs, facial expressions, words, or gestures, customs, or norms. As a result, this loss results in stress and anxiety toward the culture. It may result in feelings of tension, confusion, helplessness, irritability, and fear of being cheated or injured (Adler, 1975). Oberg (1960) offers a four stage
model to explain the culture shock phenomenon along with “symptoms” descriptive of each stage.

1. *Honeymoon*. This stage describes the feeling of fascination, elation, and optimism lasting from a few days to a few months. Expatriates often interact with locals who speak their language and are polite toward foreigners. Progression from this stage is dependent upon how soon one progresses to coping and communication with the new culture.

2. *Hostility*. The second stage of Oberg’s model is characterized by hostile and emotionally stereotyped attitudes toward the host country growing from difficulty in adjustment. In this phase, foreigners may also have an increased tendency to make stronger associations with fellow sojourners. Progression from this stage comes in learning the host language and getting acclimated with the surroundings.

3. *Recovery*. The recovery stage occurs as a result of increased language capabilities and ability to interact. Expatriates would likely be familiar with their physical surroundings and have more of a working knowledge of the new ways of life.

4. *Completion*. In Oberg’s final stage of adjustment, anxiety has nearly subsided and new customs are accepted and celebrated as another way of living. Expatriates in this stage may enjoy food, habits, and customs as opposed to merely tolerating them.
Limitations of Culture Shock

There are some serious limitations to Oberg’s (1960) model. Stage models present methodological limitations in how expatriates are classified into groups. First, many of the models applied to cross-cultural adjustment such as culture shock are bounded in some way by time, yet little empirical confirmation exists in how one may or may not progress through these stages due to time alone. There are also limitations in framing cross-cultural adjustment as an inherent negative process. Assuming that adjustment invokes symptomatic results likened to physical illnesses as proposed by Oberg assumes the experience as a negative. This research posits cultural identity as a positive process involving the acceptance or rejection of new paradigms. Church (1982) also highlights that sentiments that typically occur within a stage might not accurately predict adjustment. This is because a person may exemplify characteristics seen in more than one stage, reflecting ambiguous and inaccurate placement within the model.

U Curve of Adjustment

The U curve of adjustment takes a familiar perspective to that of culture shock. This model charts cultural adaptation through the process of time spent in a foreign culture. It mirrors an initial excitement when encountering a foreign culture. This introductory stage involves fascination and observing patterns of living and making acquaintances. Following the feeling of gratifying adventure to a new environment is a crisis, represented by the dip in the U curve. This results after a
deeper longing for friendships and bonds which may not come as easy and realities of daily life set in. As a result, loneliness and dissatisfaction may occur. Finally, the foreigners undergo a gradual recovery as one senses greater inclusion into society and an understanding of cultural norms (Lysgaard, 1955).

In his interviews of 200 young Norwegian academicians in the United States, Lysgaard (1955) found that good adjustment was demonstrated in two groups, those staying in America for six months or less months and those studying 18 months or more. The middle group of students studying for 6-18 months and representing the bottom of the U was found to be less well adjusted. There were no apparent external contributors to this mid-stage dip, as less well adjusted respondents were of different ages, academic statuses, and programs of study. Lysgaard (1955) contended that variations in adjustment were not a result of adjustment stages, but of the process of time in general. Researchers later used the findings of the U curve adjustment to apply to re-acculturation to the home country (Black & Mendenhall, 1991). This phenomenon of similar conflict was termed the W curve of adjustment due to the similar disorienting effects as a result of returning to the home country after a foreign stay.

Limitations of U Curve of Adjustment

While early support was given for the U curve of adjustment, not all scholars confirmed the findings (Ward, 2003). Some researchers have suggested that the U curve may more descriptive of certain population groups than others (Church, 1982).
It is important to note that this was a study of European students in America. Understanding that there are serious intercultural differences between any groups of people, the findings within this sample may not reasonably apply to others. Studies have found that an expatriate’s country of origin has significant impact in cultural adjustment and retention (Black, Mendenhall, & Oddou, 1991; Hofstede, 1980). The use of Norwegian subjects is a primary concern in applicability to American expatriates.

Applying Lysgaard’s approach to this study of American expatriate cultural adjustment can also be problematic for many reasons. First, adjustment is left to be a completely subjective measure for participants. There is a lack of empirical support for the placement of sojourners within the staged model (Black & Mendenhall, 1991). Furthermore, there is no indication that researchers clarified how the respondent defined successful adjustment. This severely limits the ability to make generalizations among the sample as adjustment is the primary variable and may not be operationalized the same by any two respondents.

The U curve of adjustment also addresses the issue of time in isolation from other variables. Of the questions for Norwegian students, for example, asked if respondents found it easy to get really personal contact with Americans. While this question could be looked at over time as with the hypothesis that the longer a person has contact with a foreign culture, the more likely they are to have close contacts in the host country, it is also compounded by other factors. One could logically assume, for instance, that one’s personality orientation (extraversion-introversion) might
influence whether or not close personal contacts are even desired as well as how quickly these relationships might be forged with strangers. The lack of this model to address the sociocultural influences such as contact within the host society is a major shortcoming. The emphasis of the U curve adjustment is the psychological adjustment. However, this assessment is void of important sociocultural influences.

There are additional concerns with the research methodology. For example, researchers asked students if they thought it was easy for students to adjust to American manners and morals. There is no indication of follow-up questions to this highly subjective question or others like it in the study. Because of this ambiguity, a number of questions arise. How do Norwegians come to perceive manners and morals in the first place? And if a student does perceive adjustment to the American life, what might cause them to do so?

Finally, without longitudinal data, it is not possible to make the claims of progression through the U curve adjustment. Presumably, participants responded to the posed questions based upon their current state. There are no questions related to how they might have changed over time. Assuming then that some participants had indeed endured some personal transformations over time, would it not be reasonable to think that the responses captured in the U curve study might also change? Perhaps sojourners endure many instances of growth and challenge while in the host country rather than one climatic rise and fall.
More recent depictions of cross-cultural adjustment have been offered as models of continua or typology. Classical models of cultural adjustment have on one end those expatriates who reject their new host culture and on the other those who completely embrace the new way of life, making it their own and sometimes replacing the new culture with the former one (Osland, 2000). Bochner (1981) terms these two dialectic groups as the “golden ghetto” and “go native” expatriates, respectively. Expatriates could fall at either extreme or at some point along the linear measure. These classic continuum-like depictions of the extremes of cultural adjustment best give light to the farthestmost attributes of cultural adjustment, but make minimal empirical progress toward the more ideal state, that is some combination thereof. In an attempt to reduce the unknown variation in how individuals accept and reject the new host culture, some scholars offered more integrated typologies. One of the most widely cited typologies was offered by Berry and associates (Berry, 1997; Berry, Kim, Minde, & Mok, 1987; Furnham & Bochner, 1986). These scholars contend that cultural integration hinges on two primary questions: 1) is it considered to be of value to maintain one’s own values and characteristics and 2) is it considered to be of value to maintain relationships within the larger society? Berry asserts that this type of integration occurs under certain
preconditions such as acceptance and value to cultural diversity, minimal ethnocentrism, and a sense of attachment to the larger society (1997). In response to the two primary questions posed by Berry’s model, expatriates may fall in one of four categories or quadrants representative of home and host country integration:

1. Assimilation. Assimilation is a result of strong integration into a host society, but a weak allegiance to one’s “home” characteristics. The term itself is used to describe the “swallowing up of one culture by another.” (Furnham & Bochner, 1986, p. 26) Assimilation may occur overtly as when the host culture assumes dominance in culture, language, or behaviors over one that the expatriate is used to or may occur as a result of implicit requirements for adjustment.

Figure 3. Berry’s Cultural Typology (Berry, 1997).
2. *Separation.* Separation is a result of stronger value placed on maintaining one’s own characteristics more than integrating into the larger society. The act of separation may be initiated by the dominant majority or the minority groups themselves. Largely an unsuccessful state, separation is particularly problematic because it may evoke isolation, restrict the flow of communication, and restrict the overall flow of ideas between groups (Furnham & Bochner, 1986).

3. *Integration* (termed bicultural in this project). This quadrant is characteristic of maintaining a core sense of who you are while still embracing new ways of life. Berry asserts that integration is one of the ideal ways to improve international relations. This is because integration does not forsake or dismiss one’s innate nature, nor does it assert dominance in new situations. A result of integration is a mediating person who can serve as a link between cultures, bridging gaps, and facilitating communication (Bochner, 1981).

4. *Marginalization.* In stark contrast to integration, marginalization is indicative of both a rejection of one’s core characteristics and host country interaction. This is marked by alienation, loss of identity, confusion, and stress (Berry, Kim, Minde, & Mok, 1987; Berry, Kim, Power, Young, & Bujaki, 1989). This quadrant is particularly precarious for expatriates in that marginality assumes no cultural frame of reference by which expatriates can evaluate experiences. An expatriate beginning an international assignment from a marginal frame may already have the innate challenges associated with organizational identity and commitment.
It is important to note that expatriates may have numerous, interacting placements within a cultural typology such as the one presented by Berry. There may be differing levels of adjustment, for instance, in one’s work and social lives. Aycan (1997) posits that the integration orientation in both work and social spheres would yield the most optimal adjustment outcomes. This is another important consideration and impetus for a comprehensive investigation of expatriation.

**Critique of Adjustment Continuum & Cultural Typologies**

Some scholars have highlighted limitations in how typologies predict how someone will react to new social situations before they occur (Church, 1982). Berry’s model asks, for example, how the expatriate values and engages with others during the time spent within the host country. While it is true that the direct predictive value on adjustment may not be available during selection or pre-departure, there remains the ability to measure where the expatriate might fall during the time of foreign stay. With this information, it would be possible to make the necessary organizational and social adaptations while the expatriate was still in the host country which might also facilitate movement from one quadrant to another. If a typology such as Berry’s model allowed for this type of fluid movement while still in the host country, there would a considerable advantage than assessments that take place after an expatriate has already returned home prematurely.

One of the greatest advantages of the typology model is the ability to assess *actual versus predicted* orientations. This takes into account the notion that people
naturally change and progress through stages of adjustment throughout the time abroad. At minimum, expatriates and their sending organizations are able to make stronger, more accurate assessments and adjustment toward actual cultural orientations than what would be expected when only assuming what one would do. Of course, this approach also assumes and requires strong communication and maintenance from the sending organization while in the host country. This requirement may prove to also be the greatest challenge in that organizational support has been identified as inadequate in numerous studies. Finally, a major oversight in Berry’s (1997) typology model is that identity is only framed in conjunction with social interaction. Research has shown a number of other related factors such as environment and language that influence identity as well, yet only social interactions are accounted for. Incorporating all of the variables of expatriation would greatly strengthen the model.

Despite the valid critiques of the adjustment continua and cultural typology models, this approach seems most applicable to study bicultural identity in American expatriates. This is because this investigation is complex in nature and involves numerous, integrating factors. Predictability on success from the selection and recruitment phase is not applicable because the purpose of the study is to determine retention for expatriates once already in the field. Predictability from the recruitment stage of expatriation would warrant a deeper discussion on the variables related to selection, training, and preparation that is beyond the scope of this study. In examining expatriates already serving abroad, it is assumed that the participants will
have diverse experiences in recruitment, selection, and training leading up to the international assignment. This diversity, in turn, adds to the enhanced representation of the general American expatriate population. Finally, because the scope of this report is not the change in one’s bicultural orientation but rather the presence of bicultural identity and its influence on retention, a quadrant approach is best suited. Future studies would be further enhanced by the study of bicultural adaptations mediated by time spent abroad.

Change, Transformations, & Aspects of Identity in American Expatriates

Thus far, the literature reviewed has addressed the initial reactions to new cultural environments. Yet, the discussion has largely excluded another aspect of our comprehensive understanding of expatriation, cultural identity. While many of the cross-cultural adjustment models have alluded to identity as an important facet of transition, few have explicitly included cultural identity into their frameworks. More discussion into dual-identification, specifically in the cultural and national contexts is warranted. Countless questions still exist on the nature of individual change and development during transition. Research has rested on the notion that cultural encounters produce personal and psychological adjustment in individuals and rightfully so. What is still yet to be acknowledged is what those changes mean to the individual expatriate and what influence adjustment has on assignment success. The lingering gap of the individual and psychological side of change and transformation during international travel suggests that after nearly 50 years of research on
expatriates, we still do not know how cultural encounters actually influence who we are and how we see the world. Likewise, we do not yet understand how our personal identities shape action such as an expatriate’s choice to remain abroad or return home prematurely.

Existing research has provided a rich foundation of the organizational, social, and environmental variables that have influence on assignment success, yet in many respects, cross-cultural adjustment theories have left an incomplete discussion of the individual change process, stopping short of those psychological variables associated with international exchange. To this regard then, bicultural identity as examined here is a continuation of what we already know of cross-cultural transitions and personal change. This study extends the discussion of expatriation and cross-cultural adjustment by the inclusion of individual change and identity, thereby acknowledging the “human” side of international travel that has not yet been addressed. The integration of human nature gives rise to consideration for alternative aspects of making adaptation such as how encounters in new cultures help us to define and redefine who we are or who we want to become. This discussion focuses on questions of individual and cultural identity as well as the process of becoming multiply capable, allegiant, and loyal as a result of international experiences. Bicultural identity does not negate the useful aspects of previous cross-cultural adjustment theories. Rather, it is proposed as an addition to our understanding in an effort to look at expatriation from a comprehensive approach, including the cultural, personal, work-related and psychological aspects of international travel that have not
currently been combined in this way. The following section highlights individual change theories including the transformational changes that take place in new cultural environments and how bicultural identity is formed out of these personal change experiences. It is imperative to investigate how individual identity might facilitate the cross-cultural adjustment process and furthermore how it might influence assignment success for American expatriates.

**Individual Change Mediated by Cultural Encounters**

Rapid advancements in technology and globalization, and strong intercultural influences have altered both the way the world communicates and the expectations we have in building inter-world connectedness and cross-cultural relationships. With notable socio-cultural changes, it is important to discuss how cultural adaptations such as expatriation affect *individuals* as well. Individuals often gauge new confrontations with culture against a pre-determined base of knowledge and experiences (Mezirow, 2000). It is this confrontation of the old and new that incites a complex, individual process of transformation that also affects organizations and, in turn, the larger global community. If we accept general change theory as an alteration in one’s manner of thinking, identity, or the acceptance or rejection of new ideas as representative of the types of individual change that can result from encounters with a foreign culture, then the scholarly inquiry into the change process of international travelers is quite appropriate. Indeed, new cultural experiences often challenge our core belief systems and assumptions about the world. Therefore, these events can be
best categorized as transformational in nature. Yet, for American expatriates it is not sufficient to casually accept that individuals will undergo a process of personal change in the general context. At its true meaning, transformational change in individuals can radically alter identity both as an individual and within the work environment. The quest, then, is to determine how micro-level change occurrences also affect organizations and the greater global community.

Mezirow (2000) describes the process of altering individual beliefs as the result of experiencing something new. He states, “In the absence of fixed truths and confronted with often rapid change in circumstances, we cannot fully trust what we know or believe” (p. 4). In his theory of transformational learning, Mezirow describes a disorienting dilemma that is often present in change circumstances. This disorienting event is one of the key conditions that must be present for transformational learning, or the alteration of our taken-for-granted frames of reference.

Transformational change is defined as a process of examining, questioning, validating, and revising our perceptions of the world (Cranton, 1994). According to Merriam, Caffarella, and Baumgartner (2007), “transformational learning is about change- dramatic, fundamental change in the way we see ourselves and the world in which we live” (p. 130). At its foundation, transformational learning involves lasting adaptations that are made on the individual level. These changes can be both positive and negative. The concept of individual transformation provides a theoretical framework in which we are able to relate culture to individual change.
Henderson (2002) identifies transformational learning as a primary tenant of individual change. His analysis is heavily based upon the work of Mezirow (2000) who contends that individual transformations are based on meanings and reflection upon events. He suggests that the process of meaning-making is internal and cannot exist through external forms such as books. Rather, personal meanings are a product of one’s experience and are validated through human interaction. This suggests that a person’s understanding of the world is entirely a function of past personal experiences. Mezirow’s (2000) view of individual transformation is an applicable theory for cultural transitions in many ways. Individual level change as a result of cultural encounters is a reaction to involvement with others. In cases where culture remains unchallenged such as remote villages that have no contact with foreigners, individuals remain in a state of equilibrium. But, when individuals such as expatriates gain new experiences by contact and communication with others, change is initiated. Henderson (2002) identifies four phases of transformational learning that are common in many cultural change scenarios. The common stages are:

1. A disruptive event occurs in the learner’s life that challenges their view of the world.

2. The learner then critically reflects on beliefs, assumptions and values that shape his or her current perspective.

3. The learner develops a new perspective to deal with the discrepancies surfaced by the triggering event.

4. The learner integrates the new perspective into his or her life.
For expatriates, the cultural and work role transitions serve as the disruptive event. According to Nicholson (1984), adjustment to a role transition, such as a career change, results in alterations of one’s values and other identity-related attributes. Related literature on career transitions shows that changes in identity are likely to occur during this time (Dalton, 1989). Expatriates are faced with potential factors that may confirm, challenge, or alter existing views on their view of self, both personally and culturally. By nature of their assignments, they are forced to confront issues of culture, identity, and career changes simultaneously. This role transition would then lead to reflection and new perspectives of the self and surrounding community.

Transformative learning theory suggests that transformations occur as a result of internal reflection (Kohonnen, 2004; Mezirow, 2000). If reflection serves as criteria for personal transformation then culture can be included as a means of transformational change because of the reflection and guided action that often accompanies individual changes. Eilam and Shamir (2005) expand the notion of reflection by offering that these transformational changes occur when one realizes that their identity is being altered. Scholars have long suggested that culture is an important component of our identity (Adler, 1974; Kohonnen, 2004). With this, then, cultural transformations align with transformational theory to the extent that changes in identity are important components of transformation.

While there is agreement that transformation is an individual change resulting from personal experiences, there is debate surrounding the process of transformation.
To investigate this is greater depth, it is important to discuss how transformations interact with time. Mezirow (2000) maintains that change is a result of a triggering or disorienting event. He stresses that transformational changes are sparked by major occurrences which immediately begin the change process. Limiting transformational changes to those which result in an immediate alteration in behavior or attitude, however, may not adequately explain how cultural changes take place over time. This would exclude gradual changes that occur, such as a periodic change in attitude or behavior or the long-term societal changes seen as a result of globalization.

Mezirow’s approach to transformational learning may be limited in its ability to address cultural changes in individuals. In response, some authors have suggested that there is a varying nature to the catalyst or disorienting process (Courtenay, Merriam, Reeves, & Baumgartner, 2000; Kovan & Dirkx, 2003; Pettigrew, 1990).

In his longitudinal research on change, Pettigrew (1990) suggests that change, initiated by a single event is inadequate. He contends:

Where the change is treated as the unit of analysis the focus is on a single event or a set of discrete episodes somehow separate from the immediate and more distant antecedents that give those events form, meaning, and substance. Such episodic views of change not only treat innovations as if they had a clear beginning and a clear end but also, where they limit themselves to snapshot time-series data, fail to provide data on the mechanisms and processes through which changes are created. (p. 269)
The addition of gradual changes greatly impacts how individual transformations are related to culture. The model has greater application to cultural transitions because of the acknowledgement that change can occur in various formats. This idea of variance in how transformations begin may help to mediate the apparent discrepancy in Mezirow’s (2000) original theory.

In the context of culture, true transformational change occurs not in the mere presence of an event or practice but rather in the process of transformation that occurs in one’s assumptions and values over time. At the onset, the words change or transformation can suggest a radical and complete transformation of one’s ways, thought, actions that the original state in somehow unrecognizable. Yet, in the case of cultural transition such as with international travel, this may not be completely accurate. Not only do individuals define culture differently but there is also a wide variation in how culture is played out in our personal lives. For some, culture is a core point of individual identity. Any alteration would therefore result in radical internal and/or external changes. For other individuals, culture takes on a different shape. These individuals may display less external change from cultural influences, making only internal alterations such as a change in one’s way of thinking or processing. Because culture is not necessarily evident to the outside world, individual change may also not be apparent to others in the absence of purposeful probing. Because of the expatriate’s obvious confrontation with culture, representative of a catalyst for change, they serve as an appropriate population to further investigation of various individual change theories influencing bicultural identity. To an even greater
extent than some foreign nationals, expatriates can be expected to react to cultural changes by adopting dual identification schemas. The maintenance of the old way of being combined with new experiences, understandings, and ways of thinking are exemplary of the bicultural identity concept.

Situated in the widespread cultural changes that are evident through growing cross-cultural interactions, the contention here is that culture itself can be the very cause of disorientation, thereby initiating the individual transformational change process. This is evident in circumstances of culture shock or acts of intolerance against foreigners. While not explicitly included in every change model, it is clear that culture is an unavoidable catalyst for individual change and appropriate for the study of American expatriates. But what does this confrontation with change mean to how we view ourselves and the world? Might our individual identity be somehow altered as a result of cultural encounters? And, by not addressing issues of identity thus far, are we missing something related to success while serving abroad?

Identity

In almost any discussion on identity, there is no swift move to define what is meant of the term. Yet, most find it difficult to definitively explain what is meant by identity, what it means to us, and how it is developed throughout adulthood. There are various approaches to what constitutes identity. Any discussion of cross-cultural transition evokes questions of how nationality, ones individual and collective perceptions of self and society, loyalty, and identity may be altered by the very
nature of increased exposure to new ways of thinking and knowing. Identity
development, or the process of defining one's self and legitimizing one’s meaning, is
a continually-evolving concept, although the meaning itself remains unsettling.

Individual identity is a multidisciplinary topic of research. Erikson (1963)
was a pioneer of psychological approach to identity. He studied the identity
development throughout the life cycle and later into adulthood. He offers that identity
is an inner core of the individual self and personality. In sociology and social
psychology, identity is often defined as the product of one’s individual and societal
interactions. To these sociology scholars, our identities are fluid and based upon the
various scenarios. As a result of changing relationships and interaction, identity is
created and re-created in various social situations (Gleason, 1983; Tajfel, 1982). For
many anthropologists, the “self” is molded prominently by culture. In this regard,
culture is an essential component of the psychological development of identity
(Holland, 1997).

Transitions and transformations like those occurring in American expatriates
incite new understandings in the identity of adult learners that fuse together many
perspectives and academic disciplines. New cultural transitions in adulthood question
our existing beliefs of how the self is constructed and reconstructed with new
changes. To be examined, for example, is how a general approach to identity might
interact with factors of culture, nationality, and organizational allegiance that
expatriates face in the international environment. With growing rates of failure in
American expatriates, the study of identity within organizations and cultural contexts
may prove to be the missing “human” component in our overall understanding of cross-cultural adjustment.

Identity is commonly referred to as the self, self-concept, or inner being (Ashmore, Deaux, & McLaughlin-Volpe, 2004; Erikson, 1963; Gleason, 1983; Tajfel, 1982). Gleason (1983) charts the semantic evolution of identity from the 16th century to modern times, typically referring to some concept of sameness throughout various phases of life. Identity carries the connotation of the inner core of a person, a feeling of sameness that persists over time while yet evolving and maturing (Kohonen, 2005). Gergen (1991) also defined identity as the concept of self that comprises our ways of understanding who we are and what we are about. Cheney (1983a) carries the notion of individual self definition one step further to describe the meaning it carries for us. He states, “identifications are important for what they do for us: they aid us in making sense of our experiences, in organizing our thoughts, in achieving decisions, and in anchoring the self.”

There is more to our understanding of identity than its many terms and definitions. It is also important to acknowledge that how we define ourselves can be rooted in our nationality, language, gender, work roles, among many other variables. In addition, it is difficult to discuss individual identity in isolation from the collective groups to which we are a part. To much measure we have both individual and collective identities comprised of our various memberships within society (Tajfel, 1982; Wenger, 1988). Wenger (1988) proposes that our identities can be situated within the collective communities to which we participate as well as individually,
and notes, “in everyday life it is difficult, and I would argue, largely unnecessary- to
tell exactly where the sphere of the individual ends and the sphere of the collective
begins” (p. 146). This idea of a complex and inseparable individual and collective
society reflects the interconnected nature of identity. This is not to suggest that the
individual or collective identities carry unequal significance, only that any discussion
of identity must address both our roles as individual within groups. Expatriates are an
appropriate population to study the individual-collective exchange in identity as
Wenger postulates. An example of a community of practice on the basis of shared
and unique behaviors, language, and ways of thinking about themselves and the
world, expatriates maintain unique experiences unlike their American counterparts.

_Organizational Identity_

We have already noted how career and role transition can provide rich
opportunities for personal transformations. Expatriates confront issues of culture and
identity while at the same time engaging in new career roles and related professional
expectations. Literature regarding organizational identification provides deeper
insight into how individual identity and biculturalism are situated within the
workplace.

Identity alone is a complex topic, and understanding organizational identity
that includes an exchange between our individual and group identities presents an
even greater feat. This is because identification, as true with any subject, can be
investigated through many lenses. We can approach the organization’s role in
shaping identity in two ways. Prior research suggests it can be studied through our individual and collective roles (Barker, 1993; Cheney, 1983a; Haslam, Postmes, & Ellemers, 2003). In addition identity can serve as both an outcome and a process, meaning we can study identity through single moments in time or by its changes and development (Cheney, 1983b; Cragan & Wright, 1999).

Our individual and collective identities in the workplace are one of the most intriguing discussions related to expatriation. Despite what appears at the onset, individuals do not simply exist within organizations as separate and uninfluenced persons. Rather, individuals and the organizations they represent both interact and influence the other entity. Neither the individual nor the collective group can not be influenced by the other. This is because personal meanings and definitions of who we are often intersect with our desire for the collective meaning that comes through group membership, interaction, and acceptance. Cheney (1983b) defines this “overlap” between individual and group roles as consubstantiality, or the common motives for acting together. However, bringing the individual and corporate motivations into alignment seems to be a more complex and challenging task. One should not assume that the consubstantiality that Cheney speaks of is always a positive process. In his discussion of self-managing teams, Barker (1993) presets a dialectic between individual and group desires. In his study, individuals became even more bureaucratic when given the option to manage themselves. This suggests that not only the corporation, the nameless, faceless entity, but also individuals that make
up the collective group, have great influence in how our individual identities are formed.

Eisenberg (1990) offers the perspective that organizations can create a sort of group transcendence like that which occurs in team sports or in musical groups. He suggests that when individuals feel part of a larger community, when they are interacting in a sort of concert and are able to shed the menial baggage of everyday life, they respond by cooperating in concert with the group. While Eisenberg suggests that organizations may be able to facilitate the jamming experience, he also recognizes a process of individual surrender that is necessary. To some degree, organizations may facilitate the actual surrendering process by ensuring that participants are matched with others having similar skills and interests and by offering developmental opportunities. In the case of jamming, identity is built and facilitated as a result of the meaningful relationships that are formed with the group.

Organizations are made up of unique individuals, each with varying motivations, allegiances, and processes of organizing and aligning with the corporation. Yet these individuals are integrated members of the single organizational unit, carrying its own set of group definitions, norms, language, and expectations (Haslam, Postmes, & Ellemers, 2003; Tajfel & Turner, 1979) (Refer to Figure 4). In essence individual identity in the workplace is twofold: first, the
Figure 4. Conceptual Model of Organizational Identity.

personal process of self definition and second, how we define ourselves in relation to our organizational roles (Gergen, 1991; Sussman, 2000).

Individual identity, however, is only one aspect of organizational identity. Organizational identity also refers to the collective identity we share with others, that is our group roles as defined by ourselves and others (Haslam, Postmes, & Ellemers, 2003). To this degree, organizational identity reflects both the social, collective identity we share with others in the workplace in addition to the individual identities we possess and can be discussed both on the individual as well as the collective (organizational) levels.

Second, organizational identity has been classified as both an outcome and a process in the literature (Cheney, 1983b; Cragan & Wright, 1999). One’s identity is an evolving process, constantly re-shaped and influenced by external factors. Some authors attempt to narrow identity to a specific time or outcome as to better
understand specific stages or results of identity during a given period of time. Such is
the case with the model of small group communication proposed by Cragan and
Wright (1999). The authors show how individuals move through stages of
development. Beginning with four potential theoretical orientations (decision
making, role emergence, encounter, symbolic convergence), individuals move
toward the center for four common outcomes (productivity, quality, consensus,
member satisfaction). Inadvertently, this model shows how identity can be viewed as
either the process of moving toward the center (toward outcomes) or it can be
examined from a static, temporal perspective. Similarly, identity itself can either be a
process or a static outcome. Both perspectives have something to offer us in our
understanding of self and dual identification. Clearly, the discussion of how identity
is formulated is greatly dependent upon one’s individual perspective and even
fluctuates within disciplinary perspectives. This suggests for us that if our identities
are ever-evolving we cannot simply attempt to statically define those around us. This
might be problematic for an organizational leader who feels as though participants
“are not getting it” or “are completely on board.” On the contrary, our identities are
fluid and must be constantly reevaluated in order to make the best fit within
organizations of which we are a part.

Organizational identity is one important aspect of how an individual views
themselves as a member of a larger organizational and collective community. Issues
of allegiance, power, and “buy in” are important considerations for American
expatriates serving abroad. Research may suggest that this aspect of identity is
overlooked in the expatriate population. This is evident in the historically low ratings of perceived organizational support from the sending organization. If the low perception of organizational support is negatively correlated with organizational identity, allegiance, or buy in, then there is cause to study individual identity, in the context of larger organizations.

*Cultural Identity, Nationality, and Regional Allegiance*

Another facet of self definition is our cultural alliances and national associations. Thus far, the general discussion of cultural associations as a natural component of international travel has failed to address the psychological and anthropological nature of identity - that is how these cultural experiences actually shape who we are. To date in expatriate research, there have been mostly generalized and non-empirical approaches to this phenomenon. We have precursory knowledge of an expatriates’ process of acquiring bicultural or multicultural identities as a result of international assignments. Often the transition from a monocultural identity to a bicultural one is simplified in the literature as cross-cultural adaptation, acculturation, or cultural transition (Haslberger, 2005; Kohonnen, 2004; Mendenhall & Oddou, 1985; Shim & Paprock, 2002). Studies have largely suggested that some form of individual change is inherent in making cultural transition but have neglected the individual act of acceptance or rejection of the new culture. If expatriates adopt new organizational, national, and cultural allegiances, then this population is most appropriate to investigate the various stages of transformation such as the acceptance
and/or rejection of a new culture leading up to bicultural identity changes. Regarding biculturalism, we have a considerable amount to learn. How, for example, might new cultural experiences actually alter how we view ourselves? And how does one balance a new cultural encounter in the backdrop of former cultural experiences? With the study of cultural identity, specifically in the case of plural identification, we begin to answer some of these questions.

Wallace (2004) asserted that identity is situated as a fundamental aspect of human interaction and activity. For expatriates in another country, the idea of identity is further compounded by the emergence of an ethnic or bicultural identity, or one influenced by both self and the surrounding community. “If ethnic identity rests on the mantle of culture, we are compelled to address not only its shifting contents but also how cultures come to achieve its material and ideational forms through processes of enculturation among community members.” What Wallace addresses are the unique qualities that distinguish cultural identification from the general associations with the self-concept. Indeed culture, defined as the commonalities we have with other members to whom we make association in language, custom, and ways of thinking and behaving, has strong influence on our sense of belonging. To this regard, nationality or regional allegiances can be one source of identity. This addresses the sense of belonging we feel on being an American, an English speaker, a Westerner.

It was once assumed that national identity was posited within the context of social identity and generally resistant to change throughout the lifespan (Scheibe,
1983; Stonequist, 1935). Yet in the 21st century, cultural interactions are even further complicated by rapid globalization and fluid nationalities that may challenge previous beliefs of nationality as rigid and inalterable. While these alliances can be based on geographical location or language, they are not necessarily bound by either variable as once believed. An evolving approach to cultural identity suggests that national associations serve as representational systems which provide inherent meaning connected to traditions, stories that are shared, symbols, and histories (Kohonnen, 2005). These meanings provide a basis, however, not the only means by which cultural and other identity-related associations take shape.

In addition to the innate presence of cultural identity through our national and regional memberships, scholars have detailed a number of additional approaches to identity formation including personal and collective influences on self definition. For example, Adler (1974) references identity as the collective self awareness that a given group embodies or reflects. In his view, cultural identity exists on both the individual and collective levels of society, but is collectively displayed in group behaviors and norms. This notion of collective cultural identity is quite similar to the social collective identity discussed in the previous section. Similarly, Kohonnen (2005) posits identity as a reflexive process, meaning it is constructed both inwardly and outwardly or a function of the public and private selves. One’s formation is a result of the continuous interaction of these two elements. Unlike Adler (1974) who defined identity through the collective display of personal beliefs, Kohonnen (2005) emphasizes both the personal and public nature of self definition. This is an
important distinction because the view of collective and individual identities as relational constructs has implications for how societies and cultures may interact with and influence individuals and how individuals influence the societies they live in. That is to say, an expatriate’s process of adopting a bi-cultural identity would vary greatly in a culture dependent upon collective self definition versus one that is not. Perhaps the most suitable approach to identity formation was proposed by Lindgren and Wahlin (2001) who describe identity as being constantly defined and then redefined by individuals and then validated and tested in the social relationships that are guarded by the conditions of a collective society. It will be this idea of a didactic relationship of individual and collective effectuality as well as the continual evaluation and definition that has most influenced the conceptual model of bicultural identity development outlined in this research project.

**Bicultural Identity**

How does change on the individual level interact with culture to influence individual identity? As we have already discussed, our identities are shaped by a number of social, environmental, and cultural factors. Each new change or experience has the ability to re-define our self concept. With each new change we balance our existing self concept with the new ones generated as a result of new experiences (Mezirow, 1991, 2000). The concept of new and existing identity is the primary component of the bicultural identity construct.
Haslberger (2005) defines the bi-cultural identity process as one whereas a person becomes capable of functioning effectively in a culture other than the one they are originally socialized in. She notes that it is through the immersion into a foreign culture that affects ones “whole being”. Taft (1981) offers that biculturalism is becoming dually competent and captures the idea through the term, “two skills in one skull”. Yet beyond some measure of organizational or personal competence, biculturalism assumes some aspect of change within an individual. Shim and Paprock (2002) found transformational changes and transformative learning laden with cultural elements. They describe transformational changes and transformative learning as the frequent occurrences within adulthood that result in a change in knowledge, attitude, belief or skill, or one’s entire perspective. They expand, “These changes are the result of encounters with the environment”. Indeed, transformational changes are often a product of our environment. It would be expected then that expatriates and other sojourners confronted with new cultural environments would also experience changes in cultural identity. In her qualitative research on identity transformations of international managers, Kohonnen (2004) discovered that expatriates experienced identity transformations as a result of their international assignments. Some transformations included changes in cultural issues such as the awareness of the international community, while for others identity changes focused more on managerial competencies and mental maturation. The findings of Haslberger (2005), Shim and Paprock (2002), and Kohonnen (2004) support the relationship between cultural immersion and change to transitions in one’s cultural identity.
As discussed in individual change models, cultural immersion presents a number of opportunities to challenge, alter, and redefine ourselves through culture. Osland (2000) proposes identity-value paradoxes that help us to understand what happens when an expatriate is exposed to another culture. She notes, “One paradox occurs when expatriates feel they are both relinquishing and strengthening their values at the same time. For example, they give up some of their U.S. culture ideas and behaviors in order to be accepted or successful in the other culture; at the same time they find some of their core U.S. values become even stronger as a result of exposure to another culture” (p. 234). Osland’s (2000) summation of identity maintenance and strengthening mirrors what Berry (1997) alluded to in his typology model of cultural adjustment, the maintenance and management of one cultural identity. What these works and others suggest is that cultural identity is some combination of the willingness to engage in self definition, the ability to reflect upon and release cultural allegiances, and the personal change process.

Expatriates are appropriate subjects for research on bicultural identity development in that they are required to become competent in more than one society. They experience numerous and simultaneous tensions that must be negotiated for their success. For example, their competency is often evaluated on both public acclamation such as creating foreign contacts or relating to others in the workplace as well as private adjustment. It is widely accepted that changes in expatriates do occur. Moving forward, future research should examine the components that may form, predict, and support bicultural identity development and its progression therein.
Existing models of bicultural identity.

Much like the models of cultural transition, most approaches to bicultural identity highlight some continuum of personal change based on the influence of culture. Some scholars have suggested that biculturalism occurs as a response to identity conflict (Leong & Ward, 2000) and others have offered staged models in which biculturalism is the highest attainable position (Bochner, 1981; LaFromboise, Coleman, & Gerton, 1993; Osland, 2000).

For example, Osland (2000) offers a simplified paradigm of acculturation which, at the furthest stage, includes tourists because of their unvested interest to the cultural adaptation process. This is followed by the “golden ghetto” stage which describes those who reject the local culture and idealize their own culture. This stage often includes infrequent or insubstantial dealings with the host culture thereby limiting potential change in one’s perception. Sojourners may also experience the golden ghetto stage if cultural barriers are experienced such as a strong resistance to foreigners (for example a woman traveling to a highly masculine culture). The mid-stage of Osland’s model is that of bicultural identity. Here, one frequently speaks the local language fluently and is well integrated in the local culture, perhaps the international expatriate circle. Finally, at the furthest side of the paradigm is “go natives” who reject their own culture and embrace the host society. This is equally as problematic as go natives can appear to have abandoned their community and, in turn, themselves. Osland (2000) notes that the stage of “bicultural” is the most respected by other expatriates and often by host country nationals, as becoming
overly immersed in the host culture may incur mistrust and questioning by members of the host community.

In addition to this widely utilized staged model, bicultural identity has been synonymously referenced with the individual variables of cross-cultural adjustment (refer to the classification used in the visual depiction of Figure 5). The most frequent mentions in the literature related to bicultural identity include language aptitude, social interactions, and environmental conditions of the host country environment. It is suggested that those persons embracing biculturalism interact in the local community by speaking or understanding the language and through interaction with host nationals including mentoring relationships and friendships. Support from the sending organization and family members are also critical. In addition, there is a greater opportunity for bicultural progression in host countries with a higher acceptance of foreigners as well as when the home and host countries are similar.

Limitations of existing research.

While bicultural identity development is certainly influenced by an expatriate’s language aptitude, social interactions, and environmental conditions, research has not gone as far as to show an empirical relationship between these constructs and the acceptance and/or rejection of a new cultural identity. Moreover, these constructs alone provide no correlation with the emotional and psychological process of self definition. Researchers have also stopped short of showing a potential relationship between the existing variables, cultural identity and assignment success.
Berry’s cultural typology (1997) is limited in that it considers only the relationship between social interactions and identity. Countless research shows that there are many more variables influencing the self concept and assignment success than social interaction alone (Aycan, 1997; Black, Mendenhall, & Oddou, 1991; Hofstede, 1980; Tung, 1998b). In many instances where identity is addressed it seems as though it is confused with acculturation, a different concept entirely (Bochner, 1981; LaFromboise, Coleman, &
Gerton, 1993; Osland, 2000). In addition, Osland (2000) and others have failed to define what bicultural identity looks like aside from sweeping generalizations of newly ingrained behaviors and acceptances. If biculturalism is a combination of new ways of thinking about one’s self and others, then how does this interact with what we already know regarding the influence of language, social interaction, and external conditions? Certainly these variables would suggest a number of variations in how we internalize identity as a result of our cultural environment.

Progression toward a dual cultural identity involves both individual choice, noted by the personal willingness to reflect and change one’s identity, and environmental conditions. For expatriates, culture’s presence may be so evident that one can not help but to confront the changes in attitudes and perceptions (Haslberger, 2005). It is the known individual variables in conjunction with aspects of cultural adjustment and identity that provide the conceptual model of bicultural identity as presented in this research project (refer to Figure 6).

**Proposed model of bicultural identity.**

The conceptual model of bicultural identity combines the variables influencing cross-cultural adjustment (language, social interaction, environmental conditions) with identity-related constructs. Modeling Mezirow (2000), known variables of cross-cultural adjustment serve as “triggers” for an individual’s transformational change experience leading to the alteration in one’s cultural identity. Unlike Berry’s (1997) typology model, bicultural identity is assessed not as the
interaction between home society identification and host society social interactions but as an individual’s overall identification with the home and host societies. Progression through the model is a result of new experiences, relationships, and roles. This might range from an encounter with an unfamiliar environment to complex cultural conflicts. Nevertheless, as individuals are in continual states of self definition and redefinition, the model is designed to be cyclical in nature. This means that a sojourner could redefine their cultural identity at any point on the basis of new cultural encounters or awareness.

Bicultural identity as a predictor of assignment success.
Cheney (1983) contends that identifications help us to make sense of our experiences, organize our thoughts, achieve decisions, and anchor the self. Furthermore, he suggests that our corporate identities, or those by which we associate with through work, grant personal meaning for us. According to his research, collective identities such as the ones we share with others in the workplace are, “an important source of achieving and enhancing one’s identity through cooperative association with social units.” He even asserts that forging and maintaining organizational identity are important contributors to organizational commitment. If an expatriate’s organizational identity is rooted in the context of culture, why then have we neglected cultural identity in relation to the same organizational commitment that Cheney speaks of? It seems that if we understand that identity can
influence both decision-making and commitment, we would appropriately investigate bicultural identity as a predictor of assignment success in American expatriates.

Studying bicultural identification as a predictor of assignment success in this population addresses two pinnacle issues. First, organizations have largely shied away from personal affairs in the workplace. Social interaction with others, family acceptances of the work role, and organizational support have historically gained minimal attention from organizational leaders. Perhaps this is due to the fact that organizations have opted to stay out of an employee’s personal affairs.

*Figure 6. Conceptual Model of Bicultural Identity.*
More so, organizations have been driven by the bottom line, often seeking the most efficient means to profit in the global economy. On the surface, studying one’s cultural identification process might seem to fall into the area of “personal affairs”. Yet, for expatriates whose success partially depends on successful adjustment in another country, attention to the personal or human side of business is critical for businesses’ bottom line. Therefore, attention to bicultural identity addresses the practical void of the human side of business that has been absent thus far. Secondly, the relationship between bicultural identity and assignment success has not been empirically tested. In suggesting that identity, specifically organizational and cultural identifications, have considerable influence over decision-making and commitment, the inclusion of bicultural identity in expatriation models would provide a comprehensive view of an expatriate’s decision to remain in a foreign assignment. If in establishing the predictors of success in American expatriates, we do not take a comprehensive view by including the organizational and personal contributors, we are still left with an inadequate understanding of cultural transition. However, with the inclusion of bicultural identity as a potential predictor of assignment success, we attempt to bridge the gaps in knowledge that currently exist.

Summary

Intercultural transition is a complicated endeavor, one laden with the challenges and triumphs of cross-cultural communication, behavioral unfamiliarity, new organizational norms and foreign cultural practices. There have been
considerable changes in what we have known and believed about these transitions and the expatriation process since the beginning of the 20th century. It is useful to acknowledge the historical foundations of international exchange in order to better understand the current expatriation process. No longer do cross-cultural interactions come with the stigmatic fear of interracial mixing and migration. Rather, globalization and the rising prevalence of international business have sparked greater acceptances of cultural influences more than ever before. Yet while expatriation has received much scholarly attention and international sojourns have become common practice in both business and social ventures, we still have much to learn. In part, we still remain unable to determine all of the factors associated with successful international travel including both the internal and external measures of successful adjustment. These gaps in our understanding propel us forward to new research paradigms in cross-cultural adjustment and cultural identity.

There is extensive support to suggest that attention to an individual’s identity, particularly the cultural associations by which we define and redefine ourselves might ease this awkward transition to an unfamiliar world. Research has indicated that cross-cultural exchanges provide transitional opportunities for re-development in one’s identity formation that change and sometimes create an all together new view of the self. The premise of bicultural identity lies on the notion that we continue to question what it means to adjust to new cultural environments and examine how success is defined in this context. Cross-cultural adjustment theory has already offered a number of cognitive, psychological, and emotional explanations of cultural
transition. This theoretical foundation coupled with cultural identity provides a logical solution to the evident problems of poor adjustment and, subsequently, high rates of failure in American expatriates.

Bicultural identity as a predictor of assignment success in American expatriates attempts a comprehensive approach to international transition. In bringing the known variables of intercultural transition together with the missing psychological components of individual change and identity, we acknowledge both the organizational need for successful assignment completion and the human need to define the self in the process.

Fueled by continuous globalization, it is unclear what future trends will occur as a result of intercultural exchange. Perhaps, we will continue to determine the most effective methods of communication with others. It is also possible that individuals will increasingly discover new changes within themselves on account of their bicultural awareness. Whatever the case, we can certainly anticipate that just as we have experienced considerable change in the last 100 years, we will continue to develop our understanding of individual, social, and corporate aspects of culture, whether positive or negative. In choosing to alter our personal identities in the backdrop of an ever-changing society, we will continue to increase our own understanding of what it means to make international sojourns in an ever-changing social order.
METHODOLOGY

A review of the current literature illustrated the lack of research regarding cultural identity as an important construct of the expatriation process. Although scholars have highlighted identity in many contexts the specific connection to international assignments has not yet been investigated. In an attempt to address this apparent gap in literature, this study employed logistic regression analysis to explore the prediction of bicultural identity on success. So as not to suggest that cultural identity influences assignment success in isolation, the greater purpose of this study is to examine the relationship of bicultural identity and other known constructs (language, social networks, and external factors), advocating a comprehensive approach to international adaptation. This study utilized survey data research methods to answer the following research questions posed in chapter 1:

1. To what extent does bicultural identity help to explain assignment success for American expatriates?
2. How might the bicultural identity construct interact with the existing variables known to influence assignment success (language, social networks, and external conditions) to provide a comprehensive approach to expatriation?

The methodological design and approach are presented in the following sections. First, the research design introduces relevant theoretical evidence for the use of logistic regression analysis. Second, an outline of the study sample is discussed. This section includes the parameters set in the study as well as rationale for their
inclusion. Third, the three instruments that are used in this project are reviewed. The validity and reliability of each are also presented. Next, to detail the Internet survey distribution and statistical analyses conducted, the chapter addresses data collection and analysis. Finally, the chapter evaluates the methodological limitations regarding research design, analysis, and instrumentation.

Multiple scholars have advocated for a comprehensive approach to the study of expatriation (Aycan, 1997; Black, Mendenhall, & Oddou, 1991). Largely on account of varied opinions as to what constitutes successful cross-cultural training and later acculturation, researchers have focused on single aspects of cultural transitions such as language aptitude alone or only a cluster of variables related to social relationships, for example. These bivariate and descriptive models have significantly increased our understanding of an individual variables relationship to assignment success. A comprehensive approach, as proposed in this study and reflected in the above research question, however, includes all known variables related to and having influence on sojourners including the work-related constructs, aspects of training and preparation, psychological factors, family-oriented constructs and the sociocultural antecedents of intercultural transition. This research question is the primary focus of the research project because it explores bicultural identity (a neglected psychological factor) in addition to other well-established factors of expatriate success. In providing a truly comprehensive approach to expatriation, this study may reveal new predictive relationships which the literature has not yet addressed.
Research Design

The research design used to explore these predictive relationships is non-experimental and cross-sectional (Johnson, 2001). Additionally, the study is explanatory in that it may recommend alternate theories and considerations to explain expatriate assignment success more accurately aside from our current theoretical underpinnings. The objective of this study is to utilize quantitative survey methodology to make inferences to the general American expatriate population via the sample participants for this research project.

The predictors of the dependent variable, assignment success, are best explored through two measures of both the predictability and influence of the combined independent variables. In order to determine both the amount of variance and the magnitude of prediction by the independent variables, the proposed study utilizes regression analysis to estimate the prediction capability of language, social networks, environmental conditions, and bicultural identity as clustered in the conceptual framework model outlined in chapter one. This assesses the degree of influence that both individual factors and the proposed grouping of factors into the four constructs have on the overall predictability of the dependent variable. Second, logistic regression is used to estimate a binary outcome, the direct predictability of the related constructs on expatriate success defined as completion of assignment duration (Keith, 2006). Both regression analyses estimate the relationship between language, social networks, environmental conditions, and bicultural identity and assignment success. Whereas the first regression model provides the degree of
influence, the logistic regression model directly addresses the research question as related to the predictive nature of the four constructs on assignment success.

Population and Sample

Expatriate assignments vary greatly in length. While some expatriates may engage in brief trips abroad, others may permanently relocate to foreign locations. In addition, as previously identified, there is a wide range in who is considered a working expatriate. Expatriates “on current assignment” can range from military personnel to college students on study abroad, from the corporate executive to their trailing spouse. It is not possible to determine the full population of expatriates due to the fact that international travel is personal and a highly privatized aspect of American business with no national registry or universal database of record.

A brief discussion of the sample employed in this research is warranted. Often as with fixed populations, the discussion of population and sample is more distinguishable than the ambiguous nature of expatriates. Gathering responses from one industry or organizations has its limitations as well. Selective research studies such as these have left us to generate many inferences to a complex phenomenon. For these reasons, the sampling of expatriates from a variety of industries, organizations, assignment locations, and personal motivations was employed.

Due to the ambiguous nature of exactly how many expatriates serve in international assignments, random sampling of the entire group was not feasible. Therefore, a convenience sample was employed (Agresti & Finlay, 1997). While
convenience sampling has its statistical limitations, there remained no foreseeable alternative to gather data on the full population. Utilizing this sampling technique, corporations known to conduct international business were first identified. International organizations that assisted in the transition, adaptation, cross-cultural skill development, and expatriate recruitment were also identified. A list of active expatriates meeting the criteria of the project was then solicited. The final sample of expatriates included in this research represents a range of industries and host country placements. The representative diversity assists in making more general applications to the larger diversified expatriate community.

The sample group solicited for this study drew from those American expatriates who are currently working, serving, or studying abroad for the specific intention of completing a tenured international assignment ranging from six months to five years (a normal range often found in expatriate literature (Tung, 1998a). Original length of stay is particularly important for this study for two reasons. First, expatriates represent a vast number of transnational journeyers. This includes those individuals such as tourists or expatriates on very short-term international assignments that may not carry enough “vested” interest toward acculturation within the host society. To investigate constructs such as language acquisition and social networks, there is an inherent assumption that expatriates will have enough time to forge these skills and relationships should they choose to do so. Adversely, expatriates may also include those individuals engaged in permanent physical relocation such as immigrants or lifetime missionaries. While these expatriates often
display aspects of acculturation that are useful for studying successful transition, it is
difficult to make comparisons to temporary sojourners specifically to the notion of
unbounded time to adapt to an unfamiliar environment compounds with both the
necessity and desire to make a new “home”. In short, how might the process of
acculturation and social networking be affected if an expatriate migrates to a new
place for permanent relocation instead of making a temporary transition? Likewise,
these individuals may have an altered perception of what it means to be bi-cultural in
the framework that is being looked at in this research project, which is the ability to
be dually-competent, dually-allegiant, and able to personally identify with both home
and host cultures. Just as short-term assignments may distort our understanding of
typical expatriate travel, a limitless perception of time or the intention to permanently
relocate to the host society may also encourage a stronger association with the host
culture. Researchers have termed this high allegiance to the host organization and
low allegiance to the original parent firm as “going native” (Black & Gregersen,

Instrumentation

This study uses components of several surveys from existing research (refer
to Table 1) which establish strong predictive relationships among the study’s
independent and dependent variables as well as those that demonstrate validity and
reliability. Using three survey instruments and additional questions, the final survey
distributed to the sample consisted of a 38-item Likert-type questionnaire divided
into five subsections (demographic information, company & assignment background questions, acculturation, country difficulties, and social support) (see Appendix L). It also included five qualitative questions at the conclusion of the survey regarding cultural and organization identity. Qualitative questions served as an avenue for the multitrait, multimethod (MTMM) approach, in which variables are measured multiple ways (Garson, 2002). The MTMM design of the survey instrument supports the exploratory nature of this research project.

The survey began with selected screening questions that ask about the expatriates’ length of stay and intention to return home after the assignment. Because, in some instances, survey weblinks were distributed by expatriate coordinators or human resource professionals who may lack knowledge in each expatriate’s original assignment length, these questions aided in decreasing the number of short-term or lifelong expatriates from the study responses.

The Index of Sojourner Social Support (ISSS)

The Index of Sojourner Social Support (ISSS) was developed by Ong and Ward (2005) to measure the level of social support within the context of acculturation. This instrument uses a 5-point Likert-type scale where 1= no one would do this and 5= many would do this where a higher scores indicates greater perceived availability of supportive behaviors. Questions relate to communication behaviors, emotional support and host country expectations. For example, respondents are asked to consider if they know persons that could perform a given
behavior (i.e. listen and talk whenever you feel lonely or depressed, provide necessary information to help orient you to new surroundings, tell you what can and can’t be done in host country). The construction and validation of the 18-item instrument was based on three studies utilizing the instrument. The ISSS scale can be scored as a single factor index of social support or may be calculated using two internal subscales, socio-emotional and instrumental support. For the purposes of this study, two subscales will be used. In addition, after selecting a number on the Likert scale, respondents will be asked to clarify the role of the person they rate (family member living in home country, family member living in host country, co-worker living in home country, co-worker living in host country, friend living in host country from foreign background, friend living in host country from similar background. Multiple responses may be chosen from this selection. This will provide more detailed evidence of mentor and organizational support. Questions from the ISSS will most strongly relate to the variables within the social networks construct.

Validation and Reliability of the Index of Sojourner Social Support (ISSS)

Reliability analysis revealed internal consistency for the ISSS scale (α = 0.95). In addition, strong Chronbach alpha coefficients were evident in the two subscales (socio-emotional support, α = 0.92 and instrumental support, α = 0.92). Ong and Ward (2005) advocated for both cross-cultural and general validity of the ISSS through consistency between the ISSS and six external scales measuring cross-cultural or sojourning samples. Furthermore, the authors employ confirmatory factor
analysis (accounting for 50.2% of the variance), construct validation ($r = 0.61, p < .001$ for overall assessment and $r = .05$ and -.01 for socio-emotional and instrumental support respectively) and incremental validity (established for instrumental support) tests over the duration of three research projects.

**The Acculturation Index (AI)**

Ward and Rana-Deuba (1999) developed the Acculturation Index (AI) to measure the four modes of acculturation (integration, separation, marginalization, and assimilation; refer to Figure 3 as outlined in previous chapters) originally proposed by Berry, Kim, Power, Young, & Bujaki (1989). This 21-item measure asks respondents two questions about current lifestyle in the host society. First, respondents rate their similarity of experiences and behaviors in daily life to the country of origin on a 7-point Likert-type scale (where 1 = not at all similar and 7 = very similar). Ex: Are your experiences and behaviors similar to those of typical Belgians? Are your experiences and behaviors similar to those of typical Americans? The sum of scores on this assessment yields a “home country identification score.” The same set of questions regarding daily experiences and behaviors related to the host country are then assessed. The sum of scores on this assessment yields a “host national identification score.” A scalar midpoint split is conducted on each identification score in order to produce classification into one of the four identification quadrants by assessing high and low placement within the two categories. High home-high host national scores are attributed with the *integration/ bicultural* quadrant. Low home-low host national scores indicate
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<tr>
<th>Host national identification</th>
<th>Home country identification</th>
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<td>High</td>
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<td>Separation</td>
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<td>Marginalization</td>
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**Figure 7. Quadrants of National Identification** (as described in Berry, Kim, Power, Young, & Bujaki, 1989; Ward & Rana-Deuba, 1999).

High home-low host national scores expresses *separation* and low home-high host national scores are associated with *assimilation*. An analysis of the relationship between quadrant placement and assignment success is then conducted. Because of the AI’s direct relatedness to dual-identification, this assessment fulfills the variables proposed in the bicultural identity construct.

**Validation and Reliability of the Acculturation Index (AI)**

Ward and associates (Ward & Kennedy, 1994; Ward & Rana-Deuba, 1999) advocated reliability for their instrument. In the 1994 study they found a Chronbach alpha score of 0.93 for home country and 0.96 for host national identification subscales. Comparable results were found in the 1999 study with a different expatriate population. In addition, home and host national identifications were found to be independent ($r = 0.23$) (Ward & Kennedy, 1999).
Sociocultural Adaptation Scale (SCAS)

The Sociocultural Adaptation Scale (SCAS), was developed by Ward and Kennedy (1999). The 29-item questionnaire is focused on the skills that are required to manage everyday social situations in new cultural contexts. Sociocultural adaptation is defined in terms of cultural behavioral competencies. These are influenced by factors such as length of residence in the new culture, cultural knowledge, amount of interaction and identification with host nationals, cultural distance, language fluency and overall acculturation strategies (Ward & Kennedy, 1999). Respondents are asked to indicate the amount of difficulty experienced within the host country related to going to social functions, understanding the local language, adapting to local accommodations on a 5-point rating scale where 1= no difficulty and 5= extreme difficulty. The sum of scores (0-145 with higher scores indicating the greatest difficulty in sociocultural adaptation) will be used for comparative analysis on expatriate intention to complete their assignment as well as other cultural transition items. This assessment was chosen on the basis of being one of few tools specifically devised for cross-cultural research. Questions from the SCAS will directly relate to the language, social networks, and environmental conditions, and bicultural identity constructs. More specifically, they will address the following individual variables of this proposed study: non-verbal competency, cultural currency, frequency and depth of interactions with host nationals, support of family members, feeling of acceptance, conformity requirements, issues of gender and race, overall sense of belonging, cultural competence, and allegiance.
Validation and Reliability of the Sociocultural Adaptation Scale (SCAS)

The psychometric properties of the SCAS were tested using 16 cross-sectional samples, 4 longitudinal samples, and 1 pair of comparative sojourning and sedentary groups employed in numerous research projects (refer to Ward & Kennedy, 1999). Of the 16 cross-sectional samples, a range of strong reliability was found (α = 0.75 - 0.91, $M = 0.85$). Evidence of construct validity based upon correlations between psychological and sociocultural adjustment (range= 0.20 - 0.62, $M=0.38$) as used in the Zung self-rating depression scale and research on social skill acquisition was found. Longitudinal data confirmed that sociocultural adaptation problems are the greatest during initial stages of transition and decrease over time (in some studies significant decrease between 2 and 12 months).

Variables

Utilizing the Sociocultural Adaptation Scale (SCAS), Index of Sojourner Social Support (ISSS), and Acculturation Index (AI) as well as pertinent demographic data found in the literature, key variables from the conceptual model (Table 1) were operationalized in order to answer this study’s research questions. Assignment success was measured by the following two questions on the survey instrument: “Have you entertained returning early from your assignment?” (coded early_return) and “Please rate your intention to continue working/ studying/ serving in the host country for as long as the original assignment stipulated” (coded intention_stay). Measures of the dependent variable were assessed with both a dichotomous (Yes or
### Table 1. Variables, Operationalization, & Sample Questions.

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<th>Construct</th>
<th>Variable</th>
<th>Scale(s) used to measure variable</th>
<th>Original Scale Type</th>
<th>Sample Question</th>
<th>Operationalization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependent Variable-Assignment Success</strong></td>
<td>Assignment success/ completion</td>
<td>Single-item construct</td>
<td>Dichotomous (yes/ no) question</td>
<td>Have you entertained returning early from this assignment?</td>
<td>Binary measure 0= consider early return (failure) 1= intention to stay (success) Higher number = greater likelihood for assignment success</td>
</tr>
<tr>
<td></td>
<td>Assignment success/ completion</td>
<td>Single-item construct</td>
<td>Likert-type scale (1= not at all likely, 5 = very likely)</td>
<td>Rate intention to stay in ___ (host country) for as long as original assignment stipulated</td>
<td></td>
</tr>
<tr>
<td><strong>Independent Variable-Language</strong></td>
<td>Host language</td>
<td>Single-item construct</td>
<td>Likert-type scale (1= no language aptitude, 5 = complete fluency/ comprehension)</td>
<td>Rate your level of fluency in the host country language.</td>
<td>Higher number = greater language fluency</td>
</tr>
<tr>
<td></td>
<td>Non-verbal communication</td>
<td>Single-item construct</td>
<td>Likert-type scale (1= no language aptitude, 5 = complete fluency/ comprehension)</td>
<td>Rate your level of non-verbal language aptitude, this is how well do you understand body language and visual cues in your host country?</td>
<td>Higher number = greater non-verbal fluency</td>
</tr>
<tr>
<td></td>
<td>Conversational currency</td>
<td>Sociocultural Adaptation Scale (SCAS)</td>
<td>29-item, 5-point Likert-type scale (1= no difficulty, 5 = extreme difficulty)</td>
<td>How much difficulty do you experience in understanding jokes and humor?</td>
<td>Individual score from the SCAS scale. Higher number = greater difficulty</td>
</tr>
<tr>
<td></td>
<td>Language as survival vs. interpersonal bridge</td>
<td>Single-item constructs</td>
<td>Likert-type (1= strongly disagree, 5 = strongly agree)</td>
<td>I attempt to learn the ___ language because there is no other way to get around.</td>
<td>Individual scores indicate role of language within host society</td>
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<tr>
<td></td>
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<td>I attempt to learn the ___ language because I want to communicate with nationals in the country where I live.</td>
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<tr>
<td>Construct</td>
<td>Variable</td>
<td>Scale(s) used to measure variable</td>
<td>Original Scale Type</td>
<td>Sample Question</td>
<td>Operationalization</td>
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<tr>
<td><strong>Independent Variable</strong></td>
<td><strong>Social Networks</strong></td>
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<td></td>
<td>Host culture interactions</td>
<td>Sociocultural Adaptation Scale (SCAS)</td>
<td>29-item, 5-point Likert-type scale (1=no difficulty, 5= extreme difficulty)</td>
<td>How much difficulty do you experience in making friends?</td>
<td>(SCAS) Sum of scores indicates degree of difficulty in sociocultural adaptation. Higher score = greater difficulty. Coded scas_empathy</td>
</tr>
<tr>
<td></td>
<td>Confidence/ willingness</td>
<td></td>
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<td></td>
<td>Familial support</td>
<td>Single-item construct</td>
<td>5-point Likert-type scale (1=very supportive, 5= not at all supportive)</td>
<td>How supportive is your family of your international assignment?</td>
<td>Individual scores indicate perceived familial support. Higher score = less support</td>
</tr>
<tr>
<td></td>
<td>Mentor</td>
<td>Single-item construct</td>
<td>Dichotomous (yes/ no) question</td>
<td>Has your sending organization provided you with a mentor for support during your international assignment?</td>
<td>Binary measure 0= no 1= yes</td>
</tr>
<tr>
<td></td>
<td>Cross-cultural training</td>
<td>Single-item construct</td>
<td>Dichotomous (yes/ no) question</td>
<td>Did your sending organization provide cross-cultural training to you?</td>
<td>Binary measure 0= no 1= yes</td>
</tr>
<tr>
<td></td>
<td>Organizational support</td>
<td>Single-item constructs</td>
<td>5-point Likert-type scale (1=very supportive, 5= not at all supportive)</td>
<td>How supportive is your sending organization of your international assignment?</td>
<td>Individual scores indicate perceived organizational support. Higher score = less support</td>
</tr>
<tr>
<td><strong>Independent Variable</strong></td>
<td><strong>Bicultural Identity</strong></td>
<td></td>
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<td></td>
<td>Feeling of acceptance</td>
<td>The Acculturation Index (AI)</td>
<td>21-item, 7-point Likert-type scale (1= not at all similar, 7 = very similar)</td>
<td>How similar are your experiences and behaviors related to family life similar to ___ (host country)?</td>
<td>(AI) Sum of scores for home and host identification. Scalar midpoint split of each subscale indicates position in one of four co-national identity quadrants. 1 = high, 2= low</td>
</tr>
<tr>
<td></td>
<td>Perception of cultural experiences</td>
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<td></td>
<td>Associations with home/ host country</td>
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<tr>
<td></td>
<td>dual-competency, allegiance, personal identification</td>
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</table>
### Table 1 Continued. Variables, Operationalization, & Sample Questions.

<table>
<thead>
<tr>
<th>Construct</th>
<th>Variable</th>
<th>Scale(s) used to measure variable</th>
<th>Original Scale Type</th>
<th>Sample Question</th>
<th>Operationalization</th>
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<tbody>
<tr>
<td><strong>Independent Variable-Environmental Conditions</strong></td>
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<td>Single-item construct</td>
<td>4-point Likert-type scale (1 = very similar, 4 = not at all similar)</td>
<td>Overall, how much is the host country like your own?</td>
<td>Higher scores indicate greater cultural distance</td>
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<tr>
<td></td>
<td>Cultural permeability</td>
<td>Single-item construct</td>
<td>5-point Likert-type scale (1 = very supportive, 5 = not at all supportive)</td>
<td>How supportive is the host community of your international assignment?</td>
<td>Individual scores indicate perceived host country support. Higher score = less support</td>
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<tr>
<td></td>
<td>Perceived isolation</td>
<td>Instrument support factor of the Index of Sojourner Social Support (ISSS)</td>
<td>6-item, 5-point Likert-type scale (1 = no one would do this, 5 = many would do this)</td>
<td>Who do you know that would spend time chatting with you when you are bored?</td>
<td>Sum of scores indicates greater perceived availability of supportive behaviors</td>
</tr>
<tr>
<td></td>
<td>Conformity</td>
<td>Sociocultural Adaptation Scale (SCAS)</td>
<td>29-item, 5-point Likert-type scale (1 = no difficulty, 5 = extreme difficulty)</td>
<td>How much difficulty do you find in seeing things from a ___ (host nationals) point of view?</td>
<td>(SCAS) Sum of scores indicates degree of difficulty in sociocultural adaptation</td>
</tr>
<tr>
<td></td>
<td>Isolation</td>
<td>Index of Sojourner Social Support (ISSS)</td>
<td>5-item, 5-point Likert-type scale (1 = no one would do this, 5 = many would do this)</td>
<td>Who do you know that would provide necessary information to help orient you to your new surroundings?</td>
<td>Sum of scores indicates greater perceived availability of supportive behaviors</td>
</tr>
<tr>
<td><strong>Demographic Variables</strong></td>
<td>Gender</td>
<td>NA- Demographic question</td>
<td>29-item, 5-point Likert-type scale (1 = no difficulty, 5 = extreme difficulty)</td>
<td>Gender: Male, Female</td>
<td>Binary measure 0 = male 1 = female</td>
</tr>
<tr>
<td></td>
<td>Marital status</td>
<td>NA- Demographic question</td>
<td></td>
<td>Marital Status: Married, Separated, Divorced, Single, Other</td>
<td>Dummy coded 0 = married 1 = others</td>
</tr>
<tr>
<td></td>
<td>Age</td>
<td>NA- Demographic question</td>
<td></td>
<td>Age: (in years)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Race/ Ethnicity</td>
<td>NA- Demographic question</td>
<td></td>
<td>Race/ Ethnicity: African-American, Asian/ Pacific Islander, White, Hispanic, Native American, Other</td>
<td>Dummy coded 0 = white 1 = others</td>
</tr>
<tr>
<td></td>
<td>Previous expatriate experience</td>
<td>NA- Demographic question</td>
<td></td>
<td>Is this your first</td>
<td>Binary measure 0 = yes 1 = no</td>
</tr>
</tbody>
</table>
No) measure and Likert-type scale (where 1= Not at all likely and 5= Very likely), respectively. The initial independent variables were comprised of personal demographic characteristics (age, gender, ethnicity, marital status, family composition, nature of assignment) and company characteristics (industry, assignment length, training, and organizational support) as well as the language, social networks, and environmental conditions constructs. Additional combinations of independent and criterion variables were also examined including the impact of cultural identity on sociocultural adaptation as well as the effects of pertinent variables on organizational identity and commitment.

The following sections detail both a brief rationale for the inclusion of these variables and how each were operationalized. Additionally, Table 1 includes the dependent and independent variables of interest for and modifications made, when applicable. This table includes sample questions from the original survey instruments which correspond to modified Internet survey used in this research project.

**Assignment Success**

Assignment success, the outcome binary variable is the measured by two survey items. Past studies have largely assessed expatriate retention through the desire or intention toward assignment completion. Intention, over the actual act of premature return, is measured which provides a measure of success and provides some indication of the change in intention over time. Mirroring past research, this study operationalized assignment success through the question “Have you entertained
returning early from your assignment?”. Participants were asked to respond to the following question: “Have you entertained returning early from your assignment?” and “Please rate your intention to continue working/ studying/ serving in the host country for as long as the original assignment stipulated”, scored 1 to 5. For statistical analysis, success was dummy coded and set equal to 0 for expatriates who had considered leaving prematurely and 1 for those who had not. Assignment success is used to assess the predictive ability of bicultural identity as well as the other three constructs of the conceptual model (language, social networks, and environmental conditions).

**Gender**

Gender is an important variable for consideration in American expatriates. While studies indicate that only 10 to 12 percent of all expatriates are women, recent works indicate that some variables of adjustment may be significantly different for women than their male counterparts (Caligiuri & Cascio, 1998; Caligiuri & Tung, 1999; Caliguiri, Hyland, Joshi, & Bross, 1998; Hofstede, 1980). Previous research has compared the differences in cross-cultural adjustment between men and women (Gudykunst & Kim, 1984; Mamman & Richards, 1996). Therefore, gender in the context of American expatriation can offer useful and interesting points of discussion. Statistical differences between males and females as related to other variables in the conceptual model are also identified. Dummy coding of the gender
variable was used to create two groups. In this analysis, males were treated as the reference group and coded as 0.

**Race/ Ethnicity**

Some studies have suggested that race can affect both adjustment and the perception of international experiences. Segal *et al.* (1990) suggested that some racial groups are perceived more favorably than others. Presumably, race is a key element in social interactions and an unavoidable consideration for cross-cultural interaction. The analysis in this project measured race/ethnicity by asking respondents to specify their cultural background. Answer choices included: African-American, Asian/Pacific Islander, White/Caucasian, Hispanic, Native American, and Other. Respondents were also able to select more than one category. For analysis, respondents were dummy coded and grouped (African American, Asian, Hispanic, or White) with White set as the reference group.

**Age**

Researchers have continued to highlight age as an important consideration for cross-cultural interactions (Mamman & Richards, 1996; Selmer, 2001). In some societies where older age is revered with wisdom, a younger expatriate may experience difficulties in interactions and building trust. There is also evidence to suggest that age is negatively correlated with both accepting an international assignment and viewing the assignment as important (Tung, 1998a). Tung also noted
that younger expatriates believed successful completion of their assignment would have positive effects on subsequent career advancement. Respondents were asked to state their age in years. After evaluating frequency distributions, respondents were grouped in the following categories for comparative analysis: 20-30, 31-40, 41-50, 51+.

Marital Status

The success or failure of an international assignment affects an expatriate on many levels: personal, organizational, and societal. The presence of family and the support that is conveyed is an important component of isolation, adjustment, assignment completion (Caligiuri, Joshi, & Lazarova, 1999; Mendenhall & Oddou, 1985; Tung, 1998a). Indeed, family plays an important role and having family on the international assignment may increase the support for the expatriate (perceived or actual). It is not surprising then that there is a notable difference in adjustment for an expatriate who is married and one who is not. Selmer (2001) found a positive relationship between being married and work adjustment. Other researchers have contended that spousal adjustment is a strong determinant of expatriate adjustment and retention (Ali, Van der Zee, & Sanders, 2003; Tung, 1998a). To investigate the role of marital status in the conceptual model, this study grouped and coded respondents by those who were married (coded as 0) and any other marital classification (1).
Bicultural Identity

To assess bicultural identity in this sample, participants were asked the 21 questions of association and identification to the home and host societies as designed in the Acculturation Index (AI) (Ward & Rana-Deuba, 1999). In this section, two fundamental dimensions of acculturation are considered. First, participants are asked how their experiences and behaviors are similar to typical Americans. Subjects rate their similarity on a 5-point scale ranging from not at all similar (1) to very similar (5). The sum of the rating on this scale produces an overall home identification score. Likewise, to generate a host country identification score, participants were asked how their experiences and behaviors are similar to typical host country nationals. Scores range from 21 to 105 in both instances with higher scores attributed with stronger identification. Using a median split technique (median= 52.5 for each), respondents were given two more precise scores of national identification. Subjects who fell below the median were assigned a low identification score and those who fell above were attributed with high identification. Using cross tabulation, subjects were then placed in one of four quadrants: bicultural/integration, separation, assimilation, marginalization (refer to Figure 7). Bicultural identity was assessed by looking at the predictive nature of each of the four quadrants on assignment success. The probability of an expatriate’s placement into one of the four quadrants was also investigated.
Language

The acquisition of host country language has maintained strong correlations with social interaction, adjustment, acceptance, and assignment success (Aycan, 1997; E. Cohen, 1987; Hammer, Gudykunst, & Wiseman, 1978; Ward & Randa-Deuba, 1999). But like expatriation, human communication is a complex social phenomenon. Therefore, assessing language with a single-item construct seems inappropriate. Language has primarily been studied through the level of lingual proficiency (E. Cohen, 1987; Shaffer, Harrison, & Gilley, 1999), nonverbal comprehension (Abe & Wiseman, 1983; Brein & David, 1971), or the willingness to engage in the host country (Abe & Wiseman, 1983; Mendenhall & Oddou, 1985; Philpsen, 1987).

The language construct in this study includes four questionnaire items. Participants were asked to rate their level of fluency in the host country language and non-verbal language (body language, visual cues, moods) on a scale of 1 to 5 where 1 indicates no language aptitude and 5 indicates complete fluency/comprehension (coded fluency_lang and fluency_nvlang, respectively). Respondents were also asked to rate their agreement with the following statements on a 1 to 5 scale where 1 indicates strongly disagree and 5 indicates strongly agree: “I attempt to learn the host country language because there is no other way to get around” and “I attempt to learn the host country language because I want to communicate with the nationals in the country where I live” (coded lang_force and lang_choice, respectively). Finally, respondents were asked to rate their difficulty understanding jokes and humor on a
scale of 1 to 5 where 1 indicates no difficulty and 5 indicates extreme difficulty (coded diff_jokes). Scores of these five single-item constructs were grouped and evaluated using regression analysis. The strongest unique predictors were preserved for inclusion in the revised statistical analyses outlined in chapter 4.

Social Networks

There are a number of considerations regarding personal interactions in unfamiliar settings. The social networks construct, as outlined in chapter 1, seeks to evaluate interaction through a number of existing bivariate variables. Social networks was assessed using the Sociocultural Adaptation Scale (SCAS). In their research of the instrument, Ward and Kennedy (1999) found two pertinent factors cultural empathy and relatedness (related to cognition and communication) and impersonal endeavors and perils (concerning the management of interpersonal interactions). Replicating the SCAS, respondents were asked to rate their difficulty in the host country as related to the 21 areas, with 1 indicating no difficulty and 5 extreme difficulty. The sum of scores in each of the two factor areas produce two sum totals of sociocultural adaptation as related to social interactions (coded sum_scas1_empathy and sum_scas2_impersonal). Since higher scores indicate greater difficulty in social interactions, a negative correlation between SCAS scores and assignment success is expected. For theoretical rationale, responses to the following four questionnaire items are also included for consideration in the social networks factor analysis model: (1) Did your sending organization provide cross-
cultural training to you? (binary measure dummy coded 0 for yes and 1 for no; coded training_provided); (2) Has your sending organization provided you with a mentor for support during your international assignment? (binary measure and dummy coded 0 for yes and 1 for no; coded mentor); (3) How supportive is your family of your international assignment? (1= very supportive, 5= not at all supportive; coded support_fam) (4) How supportive is your sending organization of your international assignment? (1= very supportive, 5= not at all supportive; coded support_org).

Environmental Conditions

Environmental conditions as presented in the conceptual model, represents cultural characteristics and conditions of the host country. Often, these conditions are out of the control of the expatriate as these conditions represent cultural norms within the host country. The conceptual model identifies three potential variables for this construct: cultural distance, cultural permeability, and perceived isolation. The following questions compose the measurement of environmental conditions. To assess cultural distance, respondents were asked, “Overall, how much is the host country like your own?” (1= very similar and 4= not at all similar) (coded cult_distance). This single-item construct serves as a subjective measure of cultural distance rather than a rating imposed by an external researcher. Higher scores equal greater cultural distance. Country permeability or the country’s response to foreigners is measured by the following questionnaire item: “How supportive is the local host community of your international assignment?” (1= very supportive, 5= not
at all supportive) (coded support_hostcountry). Finally, perceived isolation is determined as the level of perceived distance or disconnect in both personal and professional environments during the international assignment. In this project, perceived isolation is determined by the instrumental support factor of the Index of Sojourner Social Support (ISSS). From the 18-item instrument, Ong and Ward (2005) originally distinguished two factors, socio-emotional and instrumental support. The Instrumental support factor best assesses isolation in that it measures the degree to which the expatriate perceives support for issues of daily life. Replicating the ISSS, respondents were asked to identify how many individuals would help during their stay in the host country in a number of scenarios (1= no one would do this and 5= many would do this). The responses to six questions related to instrumental support produce an overall isolation score (coded sum_isolation). Since higher scores indicate reduced isolation, a positive correlation between ISSS isolation scores and assignment success is expected.

Data Collection

Due to the wide range in physical location of the participants and representative organizations, electronic communication was used to recruit participants, and a web-based survey was utilized to collect and export data. The study, including the Internet survey was approved by the North Carolina State University Institutional Review Board (see Appendix A).
A list of organizations assisting Americans in the international setting was compiled by conducting an extensive internet search. Social, professional, service, and government organizations were solicited as well as online forums and web logs (see Appendix B for a list of organizations identified). The search terms “American expatriate,” “expatriate organization,” “Americans working abroad,” “multinational organization,” “work abroad,” “teach abroad,” “serve abroad,” and “American club” were used in the initial search. The initial search yielded 145,000 results. Broad informational and marketing sites were excluded so that only web logs, online forums, and website sponsored by organizations or expatriates themselves remained. The remaining groups were then categorized into multinational, service, or social organizations, online forums/ web logs, and direct expatriate contacts. Email addresses were logged for those organizations which assisted or communicated with American expatriates directly from websites. In the cases were no phone number was available as in community or social networking forums, a post was made to a discussion board (see Appendix D) or the webmaster was contacted via electronic mail (see Appendix E).

Based on a previous example (Castañeda, 2004), solicitation emails were crafted to include background information on the research, the data collection process, specific organizational/ personal application, researcher contact information, survey incentive details, and direct link to the Internet survey (see Appendix C-I for examples). Permission to use a similar correspondence from the previously published example was obtained from the author. Solicitation emails were sent to the list of
identified groups and individuals were given approximately 30 days for completion of the survey.

An Internet survey was used in an effort to reach a number of expatriates on a current international assignment. Because this study recruited expatriates in a variety of settings including multinational corporations, service, government, and international social agencies, an instrument which utilized advanced questioning (branch logic, skip logic, and advanced question format) was also sought. The researcher obtained permission to use the survey software provided by WorldApp Key Survey (http://www.keysurvey.com) through the academic sponsorship program. Key Survey software was selected because it provided a secure Internet questionnaire, existing templates, and advanced question formatting options.

Branch logic was used in the nine parts of the Internet survey construction. Branch logic allows respondents to view questions based upon their previous answers. For example, participants were only allowed to complete the questionnaire if they answered “I agree” to the informed consent. While no respondents answered “I disagree,” any person who would have done so would have been immediately directed to the end of the instrument. Similarly, only American expatriates were included in this study. Five individuals answered “no” the question “Do you classify yourself as an American?” and were automatically directed to the end of the assessment. Branch logic was also used to eliminate questions from some participants. If a respondent answered “no,” to the question, “Are there additional family members living with you in your international residence?” the subsequent
questions asking the number of adults and children on the international assignment were eliminated. The software allowed for both screening capabilities and an efficient data collection, appropriate to the expatriate.

To encourage prompt completion of the Internet questionnaire, sample members were offered a raffle-style incentive for their participation. Those persons who completed the survey were entered to win their choice of (1) $25 I-Tunes certificate, (1) $25 amazon.com certificate, or (1) $25 donation to the charity of their choice. To be entered in the raffle incentive, members had to complete the questionnaire and enter their email address in a separate and unrelated external site.

Confidentiality and Data Security

All data including survey template and responses was collected and stored on the Key Survey website. Servers are located at the Northeast data vault and information is protected by multiple firewalls and an encrypted connection. In addition, respondents were automatically logged out of the online survey after a specified period of inactivity. Every attempt was made to keep responses confidential. Computer addresses were not collected or stored. No other identifiable information was collected or reported back to any sending organization. The results of the survey were reported to the researcher using only a dummy respondent number to report individual results. Additionally, portions of the survey including demographic information and organizational affiliation were optional and noted as such.
Statistical Analyses of the Data

Following administration of the Internet questionnaire several studies were conducted to determine the quality and preliminary results of the survey items. First, tests of reliability were conducted on four items using the existing aforementioned survey instruments: home and host national identification (measuring bicultural identity through the use of the Acculturation Index), social networks (the Cultural Empathy and Relatedness and Impersonal Endeavors and Perils factors of the Sociocultural Adaptation Scale), and perceived isolation (the instrumental support factor of the Index of Social Support). Reliability on these measures was necessary to determine if scores from the analytic sample were consistent with those previously determined by the researchers.

To evaluate internal consistency among the questionnaire items the reliability analysis in the SPSS software is used to calculate Cronbach’s alpha (α), a commonly accepted index of reliability. The study aims for reliability coefficients of 0.70 or higher as those alpha coefficients closer to 1 provide greater evidence of construct reliability (Reinard, 2006). In cases where low reliability coefficients are produced, variables may be eliminated from the composite construct except in those instances where compelling theoretical rationale advocates for its continued inclusion.

Logistic Regression Analysis

The primary goal of this research project is to determine if bicultural identity is a predictor of assignment success in American expatriates. Logistic regression
analysis is used to answer the research question: To what extent does bicultural identity help to explain assignment success for American expatriates? Logistic regression analysis is an appropriate measure because expatriate success is measured by assignment completion, a single, dichotomous variable (where 0= premature return/failure and 1=intention to stay/ success) with multiple predictors. There are a number of advantages toward the use of logistic regression analysis. First, regression models assist us in understanding if the conceptual model as proposed in chapter 1 is significant and if the linear combination between the independent variables (both categorical and continuous) and dependent variables is significant. Second, in suggesting a comprehensive approach to expatriation, logistic regression models will determine which of the included independent variables are uniquely significant. Finally, this analysis will aid in providing the odds ratio of the independent variables on assignment success, providing the explanatory and predictive results sought in this study (Keith, 2006, pp. 61-62; Menard, 2002).

A general logistic regression model for binary responses can be described by the following formula: \( \text{logit}(\pi) = \alpha + \beta X + \epsilon \), where logit(\( \pi \)) represents the log odds that \( Y=1 \) (e.g. assignment success), where \( X \) (bicultural identity) is the variable being used to predict \( Y=1 \), and \( \epsilon \) is the error in predicting \( Y \) from \( X \). In the case of multiple predictors such as proposed in this study, the equation becomes \( \text{logit}(\pi) = \alpha + \beta_1 X_1 + \beta_2 X_2 + \ldots + \beta_k X_k + \epsilon \). In this scenario \( k \) represents the number of predictor variables that provide a partial explanation for the prediction that \( Y=1 \).
Logistic regression analysis was utilized twice in this research project. First, it was employed to determine the relationship between bicultural identity (as determined by each of the four quadrants of identification) and assignment success. This is represented by the statistical equation:

\[ \text{logit}(\pi) = \alpha + \beta_1 \text{Bicultural identity}_1 + \beta_2 \text{Gender}_2 + \beta_3 \text{Race/Ethnicity}_3 + \beta_4 \text{Age}_4 + \beta_5 \text{Marital Status}_5 + \beta_6 \text{Previous Assignments}_6 + \epsilon \]

Next, after further examination on the additional variables related to expatriation, logistic regression was used to investigate organizational commitment in the question: Upon completion of the international assignment, how likely are you to remain with the sending organization? (coded 0 for not at all likely-neutral and 1 for likely or very likely responses).

A dichotomous dependent variable produces a linear probability model in which the mean of the variable is the probability that a case will fall into the higher of the two categories (Menard, 2002). In this study, since assignment success is coded 1 for intention to stay (assignment success), the logistic regression procedure determines the likelihood that an expatriate will remain in their assignment for the intended duration given the predictor variables.

The multivariate F ratio is used to determine if the \( R^2 \) and \( \beta \) coefficients from the sample are attributable to the entire population beyond what is attainable by chance alone. To assess statistical significance, no linear relationship between the
dependent and independent variables is first assumed. Using logistic regression modeling, a $p$ value is produced. If $p$ is small (less than 0.05), then we reject the null hypothesis and assume a relationship between independent variables and the criterion variable beyond chance. If the $p$ value is large then there is insufficient evidence that the variance is not attributed to chance alone (Agresti & Finlay, 1997; Menard, 2002).

Factor Analysis

Following the use of logistic regression to account for bicultural identity’s influence on assignment success, factor analysis was chosen to substantiate the comprehensive conceptual framework presented in chapter 1. Exploratory factor analysis (EFA) on three conceptual construct items (language, social networks, and environmental conditions) is proposed. According to Reinard (2006), factor analysis is performed by identifying highly intercorrelated groups by looking at linear combinations of variables. Measures that are highly correlated are likely influenced by the same dimensions, while uncorrelated variables are likely influenced by different factors (Agresti & Finlay, 1997). As a result, factor analysis helps to explain correlations by introducing underlying factors, or commonalities between the variables. By reducing the amount of correlated variables, factor analysis attempts to explain the dependent variable using the smallest number of explanatory variables. EPA was selected in this study in an effort to both test the relationship and strength of variables within each category and also to eliminate weaker variables from the
final conceptual model. EPA is particularly appropriate for this study as it provides unique variance measurements for the latent constructs and is often used to build predictive models (Thompson, 2004).

In the factor analysis process, factor loadings ($\beta$ value) “represent the degree to which each of the variables correlates with each of the factors” (Kachigan, 1991, p. 243). Factor loadings range from -1.0 to 1.0. Ideally, variables would have very high $\beta$ values for one factor and low $\beta$ values for any others. Statistically, the factor analysis equation is similar to the logistic equation presented earlier:

$$Y = \beta_1 X_1 + \beta_2 X_2 + \ldots + \beta_k X_k$$

$$Factor_1 = \beta_1 Variable_1 + \beta_2 Variable_2 + \ldots + \beta_k Variable_k$$

In the above equation, $\beta$s represent factor loadings and factors are generated as a result of the pertinent, correlated latent variables. As an example, if all five items of the proposed language construct generated enough statistical evidence to create a factor, the statistical equation would be represented by the following equation:

$$Y = \beta_1 X_1 + \beta_2 X_2 + \ldots + \beta_k X_k$$

$$Language_1 = \beta_1 Language Fluency_1 + \beta_2 Non-Verbal Fluency_2 + \beta_3 Understanding Jokes/ Humor_3 + \beta_4 Language for Relationships_4 + \beta_5 Language for Survival_5$$
As a result of factor analysis, eigenvalues, or measures of the variance explained by the factors, (Reinard, 2006) are generated. In this research project, the optimal number of factors will be determined by charting results on a scree plot. Cattell (1966) suggested that factors falling below the inflexion of the scree plot curve should be eliminated. In addition, the Kaiser-Gutman rule may also be applied in which eigenvalues of less than 1.0 are eliminated.

*Comparative Analysis on the Quadrants of Cultural Identity*

Finally, a comparative analysis between the quadrants of cultural identity allows further investigation on the differences and unique predictive strength of each quadrant on assignment success and other pertinent variables of expatriation. While the primary goal of this research is to determine if bicultural identity is a predictor of assignment success in American expatriates, the information regarding the characteristics and behaviors of each individual quadrant is also critical to our overall understanding of cultural identity. Descriptive statistics and nonparametric procedures can determine, for example, how each quadrant is related to assignment success, sociocultural adaptation, and other organizational constructs as well as provide descriptive information about the expatriates in the sample. In order to assess individual characteristics, data isolation is first conducted. Each quadrant is dummy coded (0,1) so that the appropriate comparisons can be made against the remaining three groups. Variables of interest are then evaluated to determine if there is any difference between the specified quadrant of cultural identity and the overall sample.
Frequencies and distributions of each group are also examined. An independent samples or Chi-squared test is conducted for those variables that have normal distribution and equal population variances. In the instance where these basic conditions are not met, a Mann Whitney U test or other descriptive statistics may be used.

*Missing Values*

To generate the final sample used for data analysis, missing values among individual variables must be addressed. Using the branch logic technique in which respondents are asked only to complete sections applicable to their conditions results in some missing values. For example, if an expatriate responded no to the question “Did your sending organization provide cross-cultural training to you?,” then the subsequent questions “Did you receive training in the United States, your host country, or somewhere else?” and “How long did your cross-cultural training last?” were omitted. In addition, there was a technological error in which the survey questions regarding gender and expatriate classification were not visible for the first six days of the study. This affected 31% percent of the cases related to gender and 27% of the cases for expatriate classification. Missing values may also have been attributed to the sensitive nature of psychological adjustment and organizational commitment. In an effort to reduce any apprehension associated with delivering honest responses, the demographic section was marked as optional. Finally, some expatriates did not meet the criteria to take the survey. Therefore, although some
responses such as consent and nationality were recorded, scores were blank on the basis that participants who did not qualify were directed to the end of the survey.

To account for missing data, the study uses multiple methods of edit. First, listwise deletion of missing data was performed on any responded who had missing data as a result of not meeting study criteria. Listwise deletion of these respondents ensures adequate inference only to the intended population of American expatriates. This affected five cases of missing data. Furthermore, to ensure that all values are made available for the logistic regression procedure in the second stage of analysis, the scaling technique was utilized in the SPSS software. This feature temporarily deletes any missing data while preserving completed data which may be useful during other statistical analyses.

Methodological Limitations

There are several methodological limitations to consider with this research. First, as discussed previously, expatriation is a complex social phenomenon. As with any complex issue, quantitative methods can only increase our understanding to the extent that the issues may be operationalized. The primary benefit, however, of quantitative methods in this research project is the ability to make generalizations and predictions to the American expatriate population. Widespread applicability and relatedness to sojourners provides the greatest move toward resolving the problems associated with assignment failure identified in chapter 1.
Second, some of the responses for gender were incomplete, which resulted in missing data. This was because the researcher was unaware of a survey error during the first six days of the survey distribution period in which the question was not available. In addition, responses in the demographic information were optional and were noted as such. Although this study used the listwise deletion and scaling techniques to account for missing data, complete responses would having resulted in less bias due to statistical inference.

Third, the regression models employed in this research cannot provide full evidence for causation of expatriate success. Despite advocacy for a comprehensive approach to cross-cultural integration, additional variables not currently researched or those associated with the expatriate selection process will continue to produce levels of variance that are not known.

Survey data research has significant limitations as well, the most important of which is unpredictable and limited samples. Small samples can lead to increased standard error and Type II inferential errors (Agresti & Finlay, 1997). While there is no feasible measure of the entire expatriate population, this study attempted to reach the greatest number of current expatriates through Internet survey research. Still, due to the nature of survey distribution and the convenience sampling technique, caution should be exercised when interpreting the results.

Another methodological limitation is the use of convenience sampling. Obtaining a convenience sample was necessary to maximize the reach of the survey instrument as well as the application of the study’s findings to diverse expatriate
populations. Because the study did not employ random sampling techniques, caution must be exercised when discussing the results of this project.

This project also uses an Internet survey. This assumes that international respondents have access to computers and online access in the host country. For corporate expatriates often required to maintain communication with the home organization, this may not present an issue. However, as in the case of some service expatriates such as Peace Corps workers or missionaries especially those heavily engaged in field work, this type of technological access may not be as inherently available. Furthermore, it is not possible to gauge how many respondents did not respond due to technological access.

Finally, this research is focused on cross-cultural acculturation with an emphasis on bicultural identity as a predictor of assignment success. This focuses on only one of the three measures of known expatriate failure: returning prematurely from an international assignment, underperformance while in the host country, and inability of the home organization to retain the expatriate. As a result, this research does not provide other potential measures of failure including poor performance or the re-acculturation process that occurs upon reentry. With further research, however, these associated gaps may be resolved and thereby increase our overall understanding of potential expatriate failures.
RESULTS

Chapter four presents the descriptive and inferential statistics used to answer the following research questions:

1. To what extent does bicultural identity help to explain assignment success for American expatriates?

2. How might the bicultural identity construct interact with the existing variables known to influence assignment success (language, social networks, and external conditions) to provide a comprehensive approach to expatriation?

Because many elements influence both cultural adjustment and the expatriation process, variables have been conceptually clustered by the researcher into one of four constructs (language, social networks, external conditions, and bicultural identity). The outcome variable in this chapter is assignment success, defined as the completion (or intention therein) of an original expatriate assignment. The conceptual framework introduced in chapter 1 provides a new approach to the relationship between bicultural identity and assignment success for purposes of this and future research.

The results of the analysis are presented in the following sections. First, a profile of the respondents introduces relevant descriptive statistics including sample age, gender, marital status, and international assignment details. This important information provides reference for practical implications and future research. Second, to establish the basis of this research project, bicultural identity’s influence on
assignment success is explored through logistic regression analysis. Third, additional variables related to expatriation, including sociocultural adaptation and organizational factors are examined. Finally, the four quadrants of cultural identification are investigated individually to assess both quantitative and qualitative data as provided by the respondents.

**Descriptive Statistics of the Analytic Sample**

The analytic sample was comprised of 186 subjects. Of the sample group, 61 respondents abandoned the survey at some point before completion, and five individuals were excluded based on their “no” response to the screening question, “Do you classify yourself as an American?,” leaving a final sample size of 120 expatriates. The 61 incomplete surveys were used in the cases where the applicable variables under investigation were answered. In instances where the data was not sufficient enough to make meaningful comparisons, the case was deleted.

There was not sufficient rationale for the high percentage of survey abandonment. Because no user or computer information was collected, it is impossible to know if a respondent abandoned the survey only to complete it at a later time. Of the 61 abandoned surveys, 40 respondents exited the survey after the second section (the fourth screen shown via the online survey tool). As the majority of abandonment occurred at the beginning of the survey, this would not support survey fatigue as the primary contributor of premature exit. During the survey distribution period, two emails were received from participants giving some
additional insight into survey responses. The first email correspondence mentioned that the members of the organization had been solicited by nine previous researchers, and the second person stated that the questions were not as geared toward trailing spouses as the working expatriate. These comments along with an unknown number of surveys that may have been completed at a later time may contribute to the higher rate of abandonment. Despite survey abandonment, there still remained rich data from the 120 completed surveys.

Table 2 contains summary statistics for the variables used in the initial analyses. As noted in Table 2, survey respondents ranged in age from 20 to 65 (M=40 years, SD=11.2) with an average age 40. Respondents were a mixture of expatriates (n=89), expatriate spouses (n=44), and dependents (n=2). Overall, a majority of the respondents (89.1%) self-identified as White/ Caucasian (n=142), 5.5% as Hispanic (n=9), 4.2% as Asian/ Pacific Islander (n=7), 2.4% as African American (n=4), and 1.3% as other (n=3). Although the options were available on the survey, no respondents selected Native American or more than one ethnic category.

Of the demographic responses age, race, and expatriate classification were most consistent with previous samples (Ward & Rana-Deuba, 1999). Interestingly, there was a high proportion of female respondents (n=89, 70.1%). This may be attributed to the solicitation of all expatriate types including expatriate spouses (trailing spouse). Another potential contributor to high female responses rate may be associated with expatriate recruitment. In addition to the solicitation of various
organizations, expatriate support agencies, newcomer’s clubs, and social organizations were also approached. Traditionally, females comprise a majority of these social groups. The high concentration of females in these social groups may help to explain the high response rate from female expatriates.

In terms of personal relationships, most of the expatriates in the sample were married (64.1%, \( n = 107 \)), while of the remaining groups 24.6% were single (\( n = 41 \)), 7.8% divorced (\( n = 13 \)), 1.8% separated (\( n = 3 \)), and 1.8% reported “other” (\( n = 3 \)).

Previous research has suggested that an expatriate’s spouse and family provide strong bases of support for the cultural adaptation process (Ali, Van der Zee, & Sanders, 2003; Caliguiri, Hyland, Joshi, & Bross, 1998). Of those in the analytic sample, 63.1% reported having additional family members in the international residence. On average, there were an additional 1.3 adults and 1.6 children, respectively.

**Table 2. Descriptive Statistics of the Analytic Sample (\( N = 181 \)).**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Observations</th>
<th>%</th>
<th>Mean</th>
<th>SD</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>158</td>
<td>40.48</td>
<td>11.19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>38</td>
<td>29.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>89</td>
<td>70.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>4</td>
<td>2.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/ Pacific Islander</td>
<td>7</td>
<td>3.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White/ Caucasian</td>
<td>142</td>
<td>78.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>9</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>1.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Adults on Assignment</td>
<td>80</td>
<td>44.2</td>
<td>1.31</td>
<td>.52</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Additional Children on Assignment</td>
<td>66</td>
<td>36.5</td>
<td>1.58</td>
<td>1.09</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Expatriates with Previous International Assignments</td>
<td>89</td>
<td>53.9</td>
<td>2.09</td>
<td>1.04</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Interestingly, more expatriates reported having been on a previous international assignment lasting more than six months (53.9%) than those who had not (46.1%). Of the 89 respondents who had been on a previous international assignment, 28.7% had been on one other expatriate experience, 23% on two, 14.9% on three, 10.3% on four, and 23% on five or more. The large percentage of respondents who have engaged in a previous international assignment, particularly those reporting five or more, initiates two considerations. First, a potential difference in the cultural adaptation process between someone who has completed a previous assignment and someone who has not must be considered. It is possible that expatriates who have traveled or successfully completed previous international assignments may obtain the cultural adaptation skills that are useful in the completion of subsequent assignments (Shaffer, Harrison, & Gilley, 1999). Second, because of the relationship between number of previous assignments and cultural adjustment, previous assignments may have a direct or indirect affiliation to assignment success. For considerations of a “seasoned” expatriate respondent, the reader is referred to the consideration section of chapter 5.

**Background & Company Information**

Subjects were drawn from a variety of industries and sending organizations. Figure 8 shows the frequencies associated with industry representation in the analytic sample. The most frequently occurring job category was government (n= 27), followed by general business (n= 24), and the least common category was agriculture
Expatriates were given the option to disclose their organizational affiliation in a separate survey used to collect personal information for the raffle entry upon survey completion. This question was separate from the original survey instrument in an effort to ensure anonymity during the primary survey process. Seventy-five expatriates elected to enter the raffle for survey completion. Of the 75 respondents, 21 individuals listed their organizational affiliation. The organizations included the US Peace Corps, US Department of State, General Motors, UNICEF, South American Missionary Society, American Women’s Club, Africa Network Evangelism Task, QSI, North Carolina State University, Cooper Tire & Rubber Company, Church of the Nazarene, and US Army. All subjects were on the international assignment when they participated in the research.

*Figure 8. Bar chart of industries represented in the analytic sample.*
Table 3. Geographic Locations of American Expatriates in the Analytic Sample.

<table>
<thead>
<tr>
<th>Host Country</th>
<th>Frequency</th>
<th>Host Country</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albania</td>
<td>13</td>
<td>Mexico</td>
<td>1</td>
</tr>
<tr>
<td>Argentina</td>
<td>2</td>
<td>Moldova</td>
<td>1</td>
</tr>
<tr>
<td>Australia</td>
<td>6</td>
<td>Mongolia</td>
<td>1</td>
</tr>
<tr>
<td>Austria</td>
<td>3</td>
<td>Netherlands</td>
<td>8</td>
</tr>
<tr>
<td>Brazil</td>
<td>1</td>
<td>New Zealand</td>
<td>2</td>
</tr>
<tr>
<td>Canada</td>
<td>1</td>
<td>Nicaragua</td>
<td>1</td>
</tr>
<tr>
<td>Chile</td>
<td>1</td>
<td>Nigeria</td>
<td>1</td>
</tr>
<tr>
<td>China</td>
<td>6</td>
<td>Panama</td>
<td>1</td>
</tr>
<tr>
<td>Columbia</td>
<td>1</td>
<td>Peru</td>
<td>4</td>
</tr>
<tr>
<td>Cote d’Ivoire</td>
<td>2</td>
<td>Philippines</td>
<td>1</td>
</tr>
<tr>
<td>Denmark</td>
<td>5</td>
<td>Poland</td>
<td>1</td>
</tr>
<tr>
<td>England</td>
<td>2</td>
<td>Qatar</td>
<td>1</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>1</td>
<td>South Africa</td>
<td>20</td>
</tr>
<tr>
<td>France</td>
<td>17</td>
<td>South Korea</td>
<td>1</td>
</tr>
<tr>
<td>Germany</td>
<td>8</td>
<td>Spain</td>
<td>1</td>
</tr>
<tr>
<td>Ghana</td>
<td>1</td>
<td>Sri Lanka</td>
<td>1</td>
</tr>
<tr>
<td>India</td>
<td>1</td>
<td>Switzerland</td>
<td>2</td>
</tr>
<tr>
<td>Ireland</td>
<td>1</td>
<td>Taiwan</td>
<td>1</td>
</tr>
<tr>
<td>Israel</td>
<td>1</td>
<td>Tanzania</td>
<td>1</td>
</tr>
<tr>
<td>Italy</td>
<td>2</td>
<td>Thailand</td>
<td>1</td>
</tr>
<tr>
<td>Japan</td>
<td>1</td>
<td>Trinidad and Tobago</td>
<td>1</td>
</tr>
<tr>
<td>Jordan</td>
<td>1</td>
<td>Turkey</td>
<td>1</td>
</tr>
<tr>
<td>Kenya</td>
<td>1</td>
<td>Ukraine</td>
<td>1</td>
</tr>
<tr>
<td>Kyrgyzstan</td>
<td>1</td>
<td>United Kingdom</td>
<td>5</td>
</tr>
<tr>
<td>Macedonia</td>
<td>8</td>
<td>Uzbekistan</td>
<td>1</td>
</tr>
</tbody>
</table>

In addition, to a wide representation of industries, there was a variety of host country locations represented in this study (see Table 3). Because one can assume a range of differences in the expatriation and cultural adaptation processes between those of various professional industries and host communities, the cultural distance and industry were controlled for in the subsequent regression analyses.

The scope and duration of each expatriate assignment is unique. On average, expatriates in the sample were fulfilling an assignment with an original length of 3-4 years. Surprisingly, the most frequent original assignment lengths were 2-3 years ($n=$}
37) and five years or greater \((n=37)\). Figure 9 gives a graphical representation of original assignment length among the participants. In addition, 34.2% \((n=41)\) of the respondents had been in their international assignment between 1-2 years before participating in this project. Of the remaining groups, 29 had been in the host country for one year or less, 17 between two and three years, 10 between three and four years, and 17 more than four years.

Figure 9. Pie chart of original assignment length.
Table 4. Profile of the Sending Organization.

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>%</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length of Assignment (in years)</strong></td>
<td>120</td>
<td>4.03</td>
<td>1.56</td>
<td></td>
</tr>
<tr>
<td>&lt;1 year</td>
<td>4</td>
<td>3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 year, 1 month-2 years</td>
<td>15</td>
<td>12.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years, 1 month-3 years</td>
<td>37</td>
<td>30.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 years, 1 month-4 years</td>
<td>18</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years, 1 month-5 years</td>
<td>9</td>
<td>7.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5+ years</td>
<td>37</td>
<td>30.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time Spent in Host Country (in years)</strong></td>
<td>118</td>
<td>2.72</td>
<td>1.63</td>
<td></td>
</tr>
<tr>
<td>&lt;1 year</td>
<td>29</td>
<td>24.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 year, 1 month-2 years</td>
<td>41</td>
<td>34.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years, 1 month-3 years</td>
<td>17</td>
<td>14.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 years, 1 month-4 years</td>
<td>10</td>
<td>8.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years, 1 month-5 years</td>
<td>7</td>
<td>5.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5+ years</td>
<td>14</td>
<td>11.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization Provided Cross-Cultural Training</td>
<td>43</td>
<td>35.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization Provided Mentor for Support</td>
<td>28</td>
<td>23.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Presentation of the Findings

The internal consistency of each measurement scale was assessed using Chronbach alpha. Strong reliability was determined for each of the scales used: home and host national identification (\(\alpha = 0.91\) and \(\alpha = 0.91\), respectively), the Sociocultural Adaptation Scale (SCAS) (\(\alpha = 0.90\)), and the Index of Social Support (instrumental support factor) (\(\alpha = 0.91\)). Since these scales were foundational components of the conceptual model and bicultural identity serves as the primary basis of this study, strong reliability was essential. The high reliability was consistent with that of previous researchers as outlined in chapter 3.
Next, to measure the influence of bicultural identity, the home and host national scores of bicultural identity derived from the Acculturation Index were examined. Modeling Ward and Kennedy (1994), the subscales (home and host identification summed scores) were divided using a median split. A cross-tabulation was then performed, placing respondents in one of four quadrants of national identification based on the interaction (high and low) between home and host identity. Results indicated that 30 expatriates were classified as bicultural/ integrated (high home- high host), 35 as separated (high home- low host), 31 as assimilated (low home- high host), and 26 as marginalized (low home- low host). A 2 x 2 analysis of variance (ANOVA) was conducted to evaluate the effects of high and low home and host identification groups on assignment success. This technique allows for a comparison of the four quadrants of national identification in addition to the interaction between home and host identification. The results for the ANOVA indicated no significant main effect for home or host identification, \( F(1, 116) = 0.20, \ p > 0.05, \) partial \( \eta^2 = 0.00 \) and \( F(1, 116) = 0.04, \ p > 0.05, \) partial \( \eta^2 = 0.00 \), respectively. Additionally, no significant interaction effect between these variables was observed \( F(1, 116) = 0.32, \ p > 0.05, \) partial \( \eta^2 = 0.00 \).

Both to confirm the insignificant effect found between identification and assignment success and to identify additional relationships, correlation and logistic regression analyses were performed among assignment success, cultural identity, and other potential contributors as identified by past research. Variables from the original conceptual framework related to sociocultural adaptation, language, and
environmental conditions were included in the secondary analyses as well as demographic variables of interest. Correlation coefficients aid in determining if variables are related to one another as well as the strength of the relationship. The results of the correlation analyses presented in Table 5 show that 6 out of 28 correlations were statistically significant, with the greatest between language and host national identification. The correlations between assignment success and the other measures tended to be lower and not significant. In general, the results showed significant relationships between cultural identity and organizational identity as well as language proficiency over the actual intention to complete the international assignment.

Researchers disagree on an exact interpretation of correlation coefficients (Reinard, 2006). Using Cohen’s statistical interpretation, commonly accepted in the social sciences, correlation coefficients between .10 and .243 are considered weak. Measures between .243 and .371 are deemed medium and those above .371 are considered strong. Therefore, since two of the six variables are considered to have a weak relationship, they should be interpreted with caution.

Results of the correlation analyses confirmed that a significant relationship existed among assignment success and sociocultural adaptation. Other than sociocultural adaptation, no additional variables had a significant relationship with assignment success. To examine the insignificant results related to assignment
### Table 5. Correlations among variables related to assignment success (N= 120).

<table>
<thead>
<tr>
<th></th>
<th>Family Support</th>
<th>Assignment Success</th>
<th>Home Identity</th>
<th>Host Identity</th>
<th>Sociocultural Adaptation</th>
<th>Organizational Identity</th>
<th>Language Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment Success</td>
<td>-.09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Identity</td>
<td>.18</td>
<td>-.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host Identity</td>
<td>.06</td>
<td>.03</td>
<td>-.09</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociocultural Adaptation</td>
<td>.25*</td>
<td>-.30*</td>
<td>.09</td>
<td>-.38*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Identity</td>
<td>.11</td>
<td>.15</td>
<td>.22*</td>
<td>-.08</td>
<td>.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Proficiency</td>
<td>-.09</td>
<td>-.03</td>
<td>.03</td>
<td>.40*</td>
<td>-.06</td>
<td>-.01</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>.09</td>
<td>.09</td>
<td>.12</td>
<td>-.13</td>
<td>-.04</td>
<td>.16</td>
<td>-.22*</td>
</tr>
</tbody>
</table>

*p < .05

success further, a logistic regression was run using the SAS software. Results indicated that the dependent variable (assignment success) was producing a quasi-complete separation of data. When examining the logistic regression analysis the following error message was observed, “A quasi-complete separation of data points exists. The logistic procedure continues in spite of the above warning. Results shown are based on the last maximum likelihood iteration. Validity of the model fit is questionable.”

Quasi-complete separation occurs when values of the independent and dependent variables overlap or are tied at a single or only a few values of a predictor variable (McCarthy, 2007; So, 1995). Whereas a normal logistic regression model creates an S-type curve, in quasi separation, the predictor variables (in this case cultural identity) do not sufficiently overlap with the dichotomous outcome (i.e.
assignment success), preventing useful data extraction and maximum likelihood estimates (Menard, 2002; M. Webb, Wilson, & Chong, 2004). In this case, the maximum likelihood, or the ability to predict the dependent variable from the independent variables does not exist because one or more of the parameters in the model become theoretical infinite (So, 1995; M. Webb, Wilson, & Chong, 2004). A quasi-separation of data may in fact indicate that a very strong predictor variable exists, however, it is impossible to confirm the predictive strength of the cultural quadrant model on assignment success given this separation. The quasi-separation of data, unfortunately, did not permit further meaningful comparisons across the four quadrants and assignment success as outlined in the original frameworks.

As a number of researchers have looked at both expatriation and assignment success in great detail using ANOVA, simple regression, and logistic regression methodologies, this outcome was unexpected. As an alternative, the question, “Please rate your intention to continue working/ studying/ serving in the host county for as long as the original assignment stipulated,” (Likert-type response where 1= Not at all Likely and 5= Very Likely) was investigated as the dependent variable using simple regression analysis. The results were similarly unfavorable. A majority of those surveyed said that they were likely or very likely ($n= 26$ and 87, respectively) to continue in the international assignment. The lack of normal distribution in this response prevented significant results from either a simple regression or logistic regression (by recoding likely responses as a 1 and others as a 0) from the second dependent variable.
In the original conceptual framework proposed in chapter 1, bicultural identity was one component of an overall model of factors affecting expatriation. Because statistical significance was not achieved for bicultural identity, factor analysis as originally proposed was no longer appropriate. However, since the prior correlation analysis supported the model of Ward and Kennedy (1999), revealing a relationship between assignment success and sociocultural adaptation, further individually-directed investigations were warranted. A logistic regression analysis was conducted to determine the prediction of sociocultural adaptation on assignment success. The logistic regression equation for this prediction was:

\[
\text{logit (Assignment Success)} = -0.05 \times \text{Sociocultural Adaptation} + 3.21
\]

In this analysis, the overall model was significant at the 0.05 level according to the model chi-square statistic (8.83 [df = 1]). Therefore, the null hypothesis that no relationship between sociocultural adaptation and assignment success was rejected (Green & Salkind, 2008). Sociocultural adaptation was negative and significant at the 0.05 level (t-value = 0.004). The value of Exp(B) was 0.949 which implies that each unit increase in sociocultural adaptation score, decreased the odds of assignment success by 5%. Since a higher score on the Sociocultural Adaptation Scale indicates greater difficulty within the host country, one can conclude that greater difficulties within the host country lead to decreased assignment success in the sample.
Sociocultural Adaptation

Additional variables of interest were identified from the literature to explore the relationship with other aspects of expatriation beyond assignment success. Of the remaining variables, sociocultural adaptation was of primary interest. Exploring sociocultural adaptation is appropriate for many reasons. First, as noted in the above analysis, sociocultural adaptation has been theoretically or empirically linked with assignment success in past research (Aycan, 1997; Brein & David, 1971; Osland, 2000). Similarly, researchers have contended that cultural identity has a strong relationship with adaptation to foreign environments (Kohonnen, 2004; Kohonnen, 2005). Both Ward and Berry from whom this study was modeled, investigated the effects of cultural identity on sociocultural and psychological adaptation (Berry, 1997; Berry, Kim, Minde, & Mok, 1987; Berry, Kim, Power, Young, & Bujaki, 1989; Ward, 2003; Ward & Kennedy, 1993, 1994; Ward & Rana-Deuba, 1999). In these studies, cultural identity was found to have an effect on the cultural adaptation process. Kohonen (2004) offered a less rigid directionality of the predictive relationship between the two variables by suggesting that cultural identity and adaptation were influential one to another. Therefore, compelling previous research guided the exploratory investigation between sociocultural adaptation and other variables, and the sum score of the Sociocultural Adaptation Scale (SCAS) (originally collected for inclusion in the overall conceptual model) was investigated further as the criterion variable.
Correlation analyses and linear regression were employed to determine significant relationships. The results of the correlation analyses presented in Table 6 show that 12 out of 28 correlations were statistically significant, with the greatest between non-verbal language proficiency and host identity. Out of the 12 significant relationships, 10 were medium or strong. In general, the results suggest that sociocultural adaptation is related to host country identification, perceived cultural distance, non-verbal language proficiency, and business vs. service-related assignments, with the strongest associations between host country identification and non-verbal language proficiency.

A hierarchical regression analysis was conducted to examine the extent to which five predictors accounted for individual differences in sociocultural adaptation. The first block included five predictors which were drawn from the initial conceptual

Table 6. Correlations among variables related to sociocultural adaptation (N=120).

<table>
<thead>
<tr>
<th></th>
<th>Sociocultural Adaptation</th>
<th>Home Identity</th>
<th>Host Identity</th>
<th>Cultural Distance</th>
<th>Industry (non-profit vs. business)</th>
<th>Language Proficiency</th>
<th>Non-Verbal Language Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Identity</td>
<td>-.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host Identity</td>
<td>-.38*</td>
<td>.06</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Distance</td>
<td>.35*</td>
<td>-.18*</td>
<td>-.38*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry</td>
<td>.23*</td>
<td>-.02</td>
<td>-.02</td>
<td>.15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Proficiency</td>
<td>-.06</td>
<td>.04</td>
<td>.43*</td>
<td>.14</td>
<td>-.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Verbal Language</td>
<td>-.25*</td>
<td>-.09</td>
<td>.51*</td>
<td>.28*</td>
<td>.04</td>
<td>.42*</td>
<td></td>
</tr>
<tr>
<td>Language as Relational</td>
<td>-.12</td>
<td>-.09</td>
<td>.25*</td>
<td>.03</td>
<td>.03</td>
<td>.31*</td>
<td>.16</td>
</tr>
</tbody>
</table>

*p < .05
model. They included home and host national identification, support of the sending organization, support of the family, cross-cultural training, and presence of a mentor. Cultural identity was included in the model to support results from the initial regression analysis offering a relationship between cultural identity and adaptation. As evident in Table 7, the five variables offered a combined 27% account of the variance in sociocultural adaptation. While the overall regression equation was significant, only host country identity and organizational support were unique and significant predictors of sociocultural adaptation.

In block 2, additional variables were included to control for gender, age, race, previous expatriate experience, industry, and cultural distance. With the inclusion of these demographic variables, the amount of variance significantly increased to 41%. In the overall model, host identity and organizational support continued to make a significant contribution to the prediction equation. Host identity was negatively associated with sociocultural adaptation while organizational support maintained a positive directionality. The additional variables of the social networks model remained unchanged, bearing no unique predictive significance. It was also discovered that industry type (whether service or business-related) was a unique predictor and positively associated with sociocultural adaptation. Overall, service-related expatriates (versus those on any other assignment type) as well as those who felt strong support from the sending organization and individuals with similar behaviors and experiences as host nationals, experienced the least amount of difficulty in sociocultural adaptation.
Table 7. Hierarchical Regression Results Predicting Sociocultural Adaptation (N= 120).

<table>
<thead>
<tr>
<th>Predictors</th>
<th>Block 1</th>
<th></th>
<th></th>
<th>Block 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>SE</td>
<td>β</td>
<td>B</td>
<td>SE</td>
<td>β</td>
</tr>
<tr>
<td>Host Identity</td>
<td>-.30*</td>
<td>.08</td>
<td>-.42</td>
<td>-.30*</td>
<td>.08</td>
<td>-.38</td>
</tr>
<tr>
<td>Familial Support</td>
<td>1.76</td>
<td>1.32</td>
<td>.14</td>
<td>.97</td>
<td>1.29</td>
<td>.08</td>
</tr>
<tr>
<td>Organizational Support</td>
<td>2.82*</td>
<td>1.06</td>
<td>.29</td>
<td>2.65*</td>
<td>1.02</td>
<td>.27</td>
</tr>
<tr>
<td>Cross-Cultural Training</td>
<td>-3.26</td>
<td>2.66</td>
<td>-.14</td>
<td>-1.05</td>
<td>2.66</td>
<td>-.43</td>
</tr>
<tr>
<td>Mentor</td>
<td>-2.21</td>
<td>2.65</td>
<td>-.08</td>
<td>-2.37</td>
<td>2.71</td>
<td>-.09</td>
</tr>
<tr>
<td>Age</td>
<td>-.02</td>
<td>.11</td>
<td>-.02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>2.91</td>
<td>2.36</td>
<td>.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race</td>
<td>2.27</td>
<td>1.47</td>
<td>.15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Expatriate Experience</td>
<td>-1.99</td>
<td>2.32</td>
<td>-.09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry (Service vs. Business)</td>
<td>-7.65*</td>
<td>2.98</td>
<td>-2.57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time in Country</td>
<td>-.38</td>
<td>.69</td>
<td>-.06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Distance</td>
<td>1.38</td>
<td>.69</td>
<td>-.06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R²</td>
<td>.27</td>
<td></td>
<td>.41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ΔR²</td>
<td></td>
<td></td>
<td>.14*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p < .05

Finally, the strength of the relationship between cultural identity and sociocultural adaptation warranted further exploration. Previous assessments produced strong associations between adaptation and the host identity score ($r = -.38$, $p < .01$ in the bivariate correlation and $t = -4.47$, $p < .01$ in the regression analysis).

The host identity score was collected as part of the Acculturation Index. Two sums of scores produced home and host identity variables. Host identity was investigated as an individual variable (as noted in the regression equation above) and again through
its interaction with home identity in the assignment of quadrants. Therefore, it was possible to look at both the prediction of an individual’s overall host identity score as well as placement within the cultural identity quadrant model. Since host identity showed a negative and significant prediction on sociocultural adaptation, it was presumable that those quadrants reflecting high host identity (biculutural and assimilation) would have stronger effects on sociocultural adaptation. To test this assumption, home and host identity were separated into high and low groups using a median split. As attempted previously with assignment success, the placement of expatriates into one of four quadrants allowed for a test of main and interaction effects of identity on sociocultural adaptation.

Modeling the research design of Ward and Kennedy (1994), a 2 x 2 analysis of variance (ANOVA) was conducted to evaluate the effects of high and low home and host identification groups on sociocultural adaptation. This technique allows for a comparison of the four quadrants of national identification in addition to the interaction between home and host identification. The results for the ANOVA indicated no significant interaction between home and host identity, but significant main effects for home and host identification, $F(1, 116) = 490.12, p < 0.05$ and $F(1, 116) = 1972.15, p < 0.05$, respectively. The home and host identification main effects indicated that those with lower scores on home or host identity tended to have greater difficulty in sociocultural adaptation.

The significant main effects of home and host identity on sociocultural adaptation produced sufficient support to examine the predictive strength of
individual cultural identity quadrants on adaptation. Simple regression analysis was conducted to determine the account of individual variance on overall adaptation. The quadrants were dummy coded and set as the independent variable in the regression equation. Of the four quadrants, only the bicultural/integration category was a significant predictor of sociocultural adaptation ($b = -5.39$, $t = -2.28$, $p < .05$). The marginal quadrant was nearly significant at the .05 level ($b = 5.03$, $t = 1.96$, $p = .05$), while the separated and assimilated quadrants were insignificant predictors ($b = -1.18$, $t = 2.44$, $p > .05$ and $b = 2.09$, $t = .89$, $p > .05$, respectively).

Organizational Variables

The final investigation involved the organizational variables related to assignment success and cultural identity. Cheney (1983) suggests that our identifications in the workplace are important determinants of our individual and collective associations. He contends that the individual and collective identities forged in the workplace are critical components to organizational commitment. Investigating organizational variables in expatriation is appropriate for many reasons. First, unlike those Americans who are sojourners through marriage or leisure, the expatriates in the analytic sample were solicited as those individuals associated with a sending organization. As previously addressed, this suggests that there are both individual and organizational facets of identity that must be investigated. While assignment success is the primary focus of this research project, researchers have identified other aspects of assignment success in American expatriates. One
additional measure of assignment success is corporation retention, or the ability of the sending organization to retain the expatriate upon completion. The assessment of organizational commitment and identity were derived from two single-item constructs. In this study, participants were asked the question, “Upon completion of this international assignment, do you plan to remain with your sending organization?” (1= Not at all Likely and 5= Very Likely). This question serves to measure the level of organizational commitment among the group sampled. Additionally, respondents were asked to rate their overall identification with the sending organization (1= Very Strong and 5= Very Weak). The associations between cultural identity, organizational identity, and organizational commitment will help us to better understand the unique impact of international assignments from organizational perspectives.

Correlation coefficients were computed among six organizational variables (organizational identification, level of organizational interaction, industry, training, and mentoring) as well as identity and sociocultural adaptation. The results of correlation analysis presented in Table 8 show that 11 of the 36 associations were statistically significant. Of the 11 significant associations, six were classified as medium or large (J. Cohen, 1988). In general, the strongest associations were between organizational interaction and identity and industry and organizational commitment. These variables were explored in more detail using regression analysis.
Organizational commitment was the first variable of interest of the organizational variables because of its strong theoretical relationship with assignment success in American expatriates. A linear regression analysis was conducted to evaluate the extent to which sociocultural adaptation (looked at individually via the two factors of the SCAS instrument) and industry accounted for individual differences in organizational commitment. Of the two factors of the SCAS, impersonal and empathy, only the impersonal factor was a significant predictor of organizational commitment ($b = -.07, t = -2.44, p < .05$). Unlike the empathy factor of sociocultural adaptation that relates to cognition and understanding new perspectives, the impersonal category addresses adapting to difficult situations. A

### Table 8. Correlations among variables related to organizational identity (N=120).

<table>
<thead>
<tr>
<th></th>
<th>Sociocultural Adaptation</th>
<th>Home Identity</th>
<th>Host Identity</th>
<th>Organizational Identity</th>
<th>Organizational Interaction</th>
<th>Organizational Commitment</th>
<th>Industry</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Identity</td>
<td>-.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host Identity</td>
<td>-.38**</td>
<td>.06</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Identity</td>
<td>.13</td>
<td>.19*</td>
<td>.08</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Interaction</td>
<td>.01</td>
<td>-.04</td>
<td>.14</td>
<td>.49**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Commitment</td>
<td>-.27*</td>
<td>-.07</td>
<td>.06</td>
<td>-.17</td>
<td>-.05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry</td>
<td>-.23*</td>
<td>-.02</td>
<td>.02</td>
<td>.20*</td>
<td>.08</td>
<td>.31**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>.01</td>
<td>-.02</td>
<td>.08</td>
<td>.24*</td>
<td>.25**</td>
<td>.02</td>
<td>.02</td>
<td></td>
</tr>
<tr>
<td>Mentor</td>
<td>-.05</td>
<td>.04</td>
<td>.05</td>
<td>.13</td>
<td>.11</td>
<td>-.10</td>
<td>.18*</td>
<td>.28**</td>
</tr>
</tbody>
</table>

*p < .05, **p < .01
recoded industry variable which isolated service expatriates from those on other
types of assignments was also a significant predictor ($b = .91$, $t = 2.56$, $p < .05$).
Together, approximately 40% of the variance in organizational commitment was
accounted for by its linear relationship with industry and the impersonal factor of
sociocultural adaptation. The results indicate that expatriates on business or
educational assignments are more likely to remain with the sending organization
upon completion over those on service-related ones. Moreover, expatriates
experiencing greater difficulty in the host country, particularly concerning
bureaucracy, authority, and unsatisfactory service and people, were less likely to
remain with the sending organization altogether.

To summarize the overall interaction between all of the variables in the
exploratory regression analyses, Figure 10 is offered. This figure reflects the overall
investigation of assignment success, sociocultural adaptation, and organizational
constructs and depicts the four significant variables predicting sociocultural
adaptation as well as the influence of sociocultural adaptation on assignment success
and organizational commitment. Overall, the results suggest that host identity,
organizational support, cultural distance, and industry classification predict
sociocultural adaptation, and in turn, sociocultural adaptation is a significant
predictor of assignment success. Additionally, the impersonal factor of sociocultural
adaptation along with industry classification were significant predictors of
organizational commitment. Evidence did not support a direct relationship between
the four predictor variables of sociocultural adaptation and assignment success or
organizational commitment; therefore, the possibility of sociocultural adaptation as a mediating variable is excluded. Indirectly, there is sufficient evidence to investigate the role of sociocultural adaptation further. Because of the relationship between sociocultural adaptation and two types of assignment success, future research on the impact of host country identification and specifically bicultural identity on overall adaptation is warranted.

Figure 10. Variables affecting sociocultural adaptation and assignment success.
Investigating the Four Quadrants of Cultural Identity

The final analyses involved an investigation of the four quadrants of cultural identity as proposed in the original framework. Although the quadrants did not reveal a significant prediction on assignment success, the investigation of cultural identity in this way is appropriate for many reasons. First, researchers continue to utilize the quadrant placement model to examine identity development, adaptation, and learning (Black & Gregersen, 1992; Black, Gregersen, & Mendenhall, 1992; Kohonen, 2005; Ward & Kennedy, 1994). This model has been systematically used to study psychological conflict, sociocultural adaptation, organizational commitment, and learning. As Kohonen (2005) also suggested, cultural identification quadrants may be useful during the expatriate selection process whereby placement within the model may be a useful predictor of successful adaptation. It is also ideal to replicate the models used in previous research for consistency and comparison. Second, an examination of the isolated quadrants gives rich information about the general trends, behaviors, and demographic background of expatriates. This information is helpful in charting the changing nature of cultural identity over time as well as in determining interesting clusters within the sample.

To provide isolated data, each of the four quadrants of cultural identity (bicultural, assimilation, separation, and marginalization) was first isolated then evaluated through a variety of descriptive statistic analyses. Of interest was the general make-up of each quadrant including demographic concentration, overall adaptation score average, and organizational-related constructs. In addition, the open-
ended questions at the end of the survey were evaluated to gain greater insight into cultural identity on the individual level. Therefore, the following sections provide both quantitative and qualitative insight into the quadrants of cultural identity.

Bicultural/Integrated

There are a number of potential outcomes from the interaction between home and host identification, the first of which is bicultural identity. Bicultural identity is characteristic of an individual who is able to retain home identity while simultaneously adopting host society identification. It has been associated with enhanced international relations, cultural mentoring, and ideal in cross-cultural communication and adaptation (Bochner, 1981; Taft, 1981). In their look at quadrants of identity from an organizational perspective, Black and Gregersen (1992) describe bicultural individuals as dual-citizens. Their study of expatriate managers found that bicultural expatriates tend to see themselves as citizens of both the home and host communities as well as citizens of both the parent and local organizations.

A total of 30 individuals within the analytic sample were classified as bicultural by above-median scores on home and host identification (Table 9 provides a comparative analysis of each quadrant of cultural identity). The majority of this group and were married \( n=23, 74.2\% \) and were on the international assignment with other family members \( n=21, 67.7\% \). The remainder were single or classified as other. Females comprised the majority of this group \( n=17, 61\% \) and most
bicultural expatriates identified themselves as Caucasian ($n=28, 93.3\%$). In line with the overall sample average, the mean age of respondents was $38.9 (SD = 11.82)$.

Bicultural individuals were a mix of all expatriate types including the working expatriate ($n=17, 58.6\%$), the trailing spouse ($n=11, 35.5\%$), and dependent child ($n=1, 3.2\%$). Expatriates represented a range of industries including government, technology, general business, and volunteer/non-profit. Length of residence in the host country ranged from 1 to 5+ years ($M=4.16, SD = 1.5$ years) and respondents had already been in the host country for an average of 2.77 years ($SD = 1.59$) at the time of survey completion. Roughly half of the respondents had been on a previous international assignment ($n=15, 48.4\%$).

Overall, bicultural individuals were well adapted. These respondents scored lower on the Sociocultural Adaptation Scale ($M=38.42, SD = 17.88$) than the overall sample average, indicating less difficulty in adapting to the host country. In addition to adaptation, a majority of respondents in this category indicated either good or complete fluency in the host language ($n=25, 64.5\%$) and also scored significantly lower on cultural distance than the overall sample. Bicultural individuals rated cultural distance at an average of 2.06 ($SD=.85$), while the sample average was 2.53 ($SD=.90$). A Mann-Whitney U test was conducted to evaluate whether a significant difference between the two groups existed. As expected, the results were negative and significant, $z=-3.32, p<.01$. This suggests that bicultural individuals perceived the host country to be more like their own than the overall sample.
Qualitative Comments of the Bicultural Quadrant.

Since the bicultural identity construct is an exploratory in nature, respondents were also asked to explain their identity transformations during the international assignment. Responses helped to affirm and clarify dual-identification. Expatriates were asked to explain their cultural identity changes. When asked, “How do you identify with Americans and the locals of your host country as a result of this international assignment?,” bicultural respondents discussed feeling a dual-allegiance and dual-identification:

I have always been skilled at integrating into the local community - I have both expat friends and local friends and feel comfortable spending time with either group. As a result I feel like I am part American and part Albanian (the current country where I am). Sometimes this is very helpful as I can move back and forth between the two cultures very easily and I know how to operate in both cultures. But the downside is that I don't feel 100% at ease in either culture. I have a mixed identity that I don't quite know how to define.

(Expatriate 57)

A similar experience was recounted by another respondent who said:

Until I moved to South Africa, I don't think I realized how "American" I was, how much I love and miss the states, and how proud I am to be an American. At the same time, I see South Africa as my second home, and so have easily made many South African friends, which brings with it adaptation to a host of
local things. I like to "be" South African just as much as I am an American.

(Expatriate 84)

As opposed to marginalization in which the home and host identifications are rejected, bicultural identity involves the adoption of the host identity while not forsaking the home. Berry (1989) suggested that such integration is a critical part of becoming bicultural. One of the results of bicultural identity, as Furnam and Bochner (1986) contend, is an increased world view. For many expatriates, an enlarged worldview lies in the realization of daily life outside of America.

Separation

The second quadrant of cultural identity, separation, represents those individuals with high home and low host identifications. This quadrant is often coined “longing for home,” although the phrase can be a bit misleading as an expatriate’s cultural identity was not found to be a significant predictor of assignment success or of any action taken on the part of the expatriate.

Of the 120 individuals in the sample, 34 individuals (28%) were classified as separated. The largest of any quadrant, separated expatriates were approximately 44 years old ($SD = 11.36$), significantly higher than the rest of the sample ($z = -2.28 \ p < .05$). Results reveal that 20 females and 5 males fell in this category. Consistent with other quadrants, a majority of the respondents self-identified as Caucasian ($n = 30, 88.2\%$); however the separated group also consisted of 2 Hispanic, 1 Asian, and 1
African-American expatriates. Eighty-five percent of the sample was married \((n=29)\), followed by 3 single and 2 divorced individuals.

Overall, separated expatriates maintained strong interactions with the sending organization and were very committed to the international assignment. All 34 expatriates reported frequent or occasional interactions with other members of the organization. These sojourners also felt more supported by the sending organization than the overall sample \((z= -2.94, p= <.01)\). Assignment success was also favorable for these expatriates. All 34 respondents of this group indicated that they were likely \((n= 13)\) or very likely \((n= 21)\) to remain in the host country for as long as the original assignment stipulated. A Mann-Whitney U test revealed that separated expatriates tended to have strong organizational allegiance \((M= 2.7, SD= 1.18)\), statistically stronger than the overall sample \((z= -2.06, p= <.05)\). These sojourners were slightly more likely to remain with the sending organization \((M= 3.89, SD= 1.3)\) than the overall sample \((M= 3.73, SD= 1.3)\) upon completion of the assignment, however the difference between groups was not significant \((z= -0.44, p= >.05)\). These findings were especially interesting because there was no significant difference between the separated and other expatriates as related to cultural distance \((z= -1.86, p= >.01)\), perceived isolation \((z= -1.32, p= >.05)\), or sociocultural adaptation \((z= -1.03, p= >.05)\).
**Qualitative Comments of the Separation Quadrant.**

Much unlike other quadrants, identifying separated language in the qualitative comments was more challenging. Respondents of this group were more likely to reminisce about personal or professional life at home or speak in terms of isolation within the host community. One example of isolation is found in the response from Respondent 34 who, when asked about changes in identity as a result of the experience stated, “I find that their world view is limited and, often, uninformed, and that many of them like it that way” (italics added for emphasis). This respondent demonstrates a separation from the host community by referring to host nationals from a distant third-person observer perspective. Similarly, another expatriate highlighted their identification with the home country and problems associated with adopting host country identity. “I identify well with most of the Americans I have met in Italy. I do not identify well with Italians for the most part because I do not speak their language.”

Another characteristic as noted in the quantitative analyses is increased isolation during the assignment. Respondent 26 provides a rich example of isolation in the workplace:

My influence here is a bit different than in the US. I am an “outsider” and while valued for my opinion and experience, my “directions” are not necessarily taken as, well “direction”! In my home country, that was not the case.
Still yet, other characteristics of separation are in reflecting on the way things were at home. Respondent 81 offered his thoughts on life in the home country:

My view of myself has definitely changed since coming to Macedonia. In the States, I worked for a company that was constantly praising me and awarding me for my work. My current situation, however, is the opposite. I might work hard but to no avail, they will still find something wrong with whatever I produce. It has been an eye-opener for me about workplace atmosphere and how vital it is.

Whether as a result of language, isolation, or general issues of cultural adjustment, separation is typically characteristic of robust home allegiance as well as stronger cultural and organizational identifications with lower allegiance and commitment to the host community. Separated expatriates offer great strengths for the sending organization in that they can facilitate organizational change in the international setting and are often retained by the sending organization (Black & Gregersen, 1992).

Assimilation

The assimilation quadrant represents those individuals with strong host society identifications and weaker home associations. The term “going native” has been used to explain the behaviors and identity of these sojourners.
Assimilated expatriates were approximately 38 years old \(M = 37.62, SD = 11.86\), predominantly Caucasian \(n = 24, 82.8\%\) and were the primary expatriate \(n = 22, 81.5\%\). The sample also included Hispanic, Asian, and African-American expatriates \(n = 3, 1, \text{ and } 1, \text{ respectively}\). Unlike bicultural individuals, assimilated expatriates had a range in marital status classifications. Fifty percent of those sampled were married \(n = 15\) while, of the remainder, 11 were single, 2 were separated, 1 was divorced, and 1 person was classified as other. Just over half of the sample was on the international assignment with other individuals \(n = 19, 56.7\%\). Well below the overall sample average of 68.8\%, females made up only a slight majority of respondents in the assimilated group \(n = 13, 56.5\%\).

More individuals in the assimilated quadrant were on a government-related assignment, however a number of industries including voluntary, general business, education, and technology were also represented. This group also consisted of a mixture between the primary expatriate \(n = 18\) and the trailing spouse \(n = 14\). Length of residence in the host country ranged from 1 to 5+ years \(M = 2.5, SD = 1.6 \text{ years}\), slightly less and not significantly different from the entire sample.

“Go native” individuals were understandably well adapted to the host community, although they did not statistically differ from the overall sample in sociocultural adaptation. Respondents in this group reported much higher verbal and non-verbal aptitude than the sample average \(z = -2.83, p = <.01\text{ and } z = -3.68, p = <.01\), respectively). Cultural distance and perceived isolation ratings between this quadrant and the general sample were not significantly different although expatriates in this
group perceived a greater sense of isolation ($M = 19.80, SD = 4.91$) while in the host country than the overall sample ($M = 21.03, SD = 5.38$).

*Qualitative Comments of the Assimilation Quadrant.*

Black, Gregersen, and Mendenhall (1992) suggested that as expatriates spend more time away from the home country, their identities seem less tied to the parent organization. But, what becomes of how expatriates define themselves on the individual level? An examination of comments classified as assimilated gives insight into how host country associations facilitate cultural identity in this way. Perhaps the best example of the assimilated perspective comes from this expatriate who, in response to changes incurred in relationships and cultural identity, stated:

I do not identify well with ex-pats who come to Switzerland and expect Switzerland to be like America (i.e. language, food and customs). Such people are considered rude and tend to be treated poorly by the locals. A little bit of effort and understanding goes a long way here. I have built a friend base in Switzerland. Strangely, my Swiss friends tend to be well-traveled and well educated. It seems to make them more open to understanding me and accepting that I am not a hamburger-eating, white shoe wearing, war-monger (their preconception, not mine). They are generally less susceptible to stereotypes. I can better identify with the Swiss at this point. I feel like a stranger during my visits to America. (Expatriate 9)
Reflecting on the initial reasons for taking an international assignment, Respondent 47 noted the following on taking initiative to connect with the host community:

I am beginning to identify better with locals in my host country, but it has taken several months and a great deal of difficulty in meeting people. Knowing there are so many Americans here in London helps me feel better, like I have friends by association. Although, the reality is that I have never met up with or made an effort to hang out with Americans because the purpose of our move was to learn to live in another culture. Through work, voluntary service, and going recreational activities we are beginning to meet more locals and this makes us feel more at home in our host country. It feels like the best thing to do to make our host country feel like home to us, is to make friends here.

“Going native” is sometimes marked by more subtle changes like the efforts and changes noted by the previous respondent. Similarly, on the changes in cultural identity that occur over time one sojourner explained, “My worldview is changing day by day. My love for the people of other cultures is deepening. I can now see that I have been a very selfish person and did not really understand how most people of this world must fight to survive day by day.” (Expatriate 123)

As with each area of cultural identity, there are a variety of outcomes, challenges, and positive associations for assimilated expatriates. Applications of these outcomes in discussed in greater detail in chapter 5.
Marginalization

The final quadrant of cultural identity, marginalization, involves low home and host identifications. Researchers have approached this quadrant from both positive and negative positions. Black and Gregersen (1992) coined these expatriates as “free agents,” or those individuals who feel like citizens of the world, as opposed to any one home or host community. Other researchers have suggested that marginalized expatriates may experience greater alienation, loss of identity, confusion, and stress (Berry, 1997; Furnham & Bochner, 1986; Goldberger, 1996). Marginalization may be a result of tension or rejection by the expatriate from both the home and/or host cultures (Berry, 1997; Furnham & Bochner, 1986; Goldberger, 1996). Interestingly, this rejection can be initiated either by the home society, host society, or the expatriate themselves.

Twenty-five expatriates (15 primary expatriates and 8 spouses) in the analytic sample (20.8%) were classified as marginalized. The mean age was 40.13 (SD = 10.52), nearly the same as the overall sample average. Also similar to the overall sample was gender (14 females and 6 males), race (23 Caucasian and 2 African-American), and previous expatriate experience (16 with previous experience and 9 without). Significant mean differences were observed in marital status. Of the assimilated sample, 15 expatriates were married (60%), 8 were single (32%), and 2 (8%) were divorced. A majority of these expatriates were on an international assignment of four years or less, with the average assignment lasting 3.8 years (SD = 1.61). The average respondent had been in the host country for 2.3 years (SD = 1.28)
at the time of data collection. Roughly half of the respondents had been on a previous international assignment ($n = 15$, 48.4%).

Overall, marginalized expatriates were less adapted than their counterparts. Respondents scored slightly higher than the overall average on the SCAS ($M = 46.4$, $SD = 15.05$), indicating greater difficulty in cultural adjustment. The difference, however, was not significant. They did report significantly lower ratings of verbal and non-verbal aptitude ($z = -2.83$, $p < .01$ and $z = -3.68$, $p < .01$, respectively).

Finally, on the average, marginalized participants felt less support from the sending organization than the rest of the sample ($z = -2.94$, $p < .01$). Interestingly, however, lack of organizational support did not translate to a significant reduction in either the intention to complete the assignment or to remain with the sending organization upon assignment completion.

Qualitative Comments of the Marginalization Quadrant.

A look at the marginal quadrant suggests that two types of expatriates are represented. The first is an expatriate who considers herself to have undefined national ties, a sort of global citizenship. Global citizens tended to minimize differences between cultures and focused on unifying characteristics in the home and host societies. An example is seen in Respondent 77, who stated:

I see myself more now as a global citizen. I've been fortunate to travel quite a bit and experience the interconnected nature of the world from London. It is amazing that the U.S. is so powerful but at the same time many Americans
have never left the country. While I have felt this way for some time (including prior to my departure from the U.S.), this has become more clear to me due to this experience.

Addressing the notion of interconnectedness, another expatriate commented:

People are basically the same wherever they are or come from. They want a nice home, a good job, education for their children, a chance to realize their potential. Most of the differences are superficial, and do not conflict or override this fundamental congruity of interests.

Expatriates from a global perspective tended to emphasize their relationships with other expatriates from all nationalities.

We find that in returning to the US as a visitor, we have developed a different view of the wider world. Similarly, we also find we see things in a larger perspective than our host country nationals. After 2 overseas assignments (8 years in total), we find we are most comfortable now with other expats, regardless of their home nationality. Many of our closest friends are American, British, French, and Irish expats, who now live all over the world.

Respondent 117 added:

I identify with others that have worked in other countries now much better because our world is much bigger than those that have just lived in one area.
their entire life. We understand another culture better and how they view life and how they need to survive and live.

The second type of marginal expatriate demonstrated a sense of isolation as a result of the experience. Comments from two respondents capture the feeling of isolation. “I find my identity with Americans dwindling but I don't experience an equal upsurge of identity with nationals of my host country. The more I am overseas the more ‘stuck in no man's land’ I feel.” (Expatriate 74) Another wrote, “I have difficulty relating to most Americans now that I see things differently, have a wider world view. I tend to relate better to Americans who have been abroad for many years as well. I also have difficulty relating to host country nationals because to almost all of them, I will always be an outsider.” (Respondent 7)

Regardless of classification as a global citizen or isolated individual, marginal expatriates have been associated with problematic international assignments (Black, Gregersen, & Mendenhall, 1992; Furnham & Bochner, 1986). Factors predicting marginalization have not yet been identified, making research for this quadrant even more difficult. For challenges associated with marginalization on the individual and organizational level as well as application for the expatriate, the reader is referred to chapter 5.
Table 9. Comparative look at pertinent variables across the four quadrants of cultural identity.

<table>
<thead>
<tr>
<th></th>
<th>Bicultural (n = 30)</th>
<th>Separated (n = 34)</th>
<th>Assimilated (n = 31)</th>
<th>Marginalized (n = 25)</th>
<th>Overall Sample (n = 120)</th>
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<tr>
<td></td>
<td>n Mean %</td>
<td>n Mean %</td>
<td>n Mean %</td>
<td>n Mean %</td>
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<td>Age</td>
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<td>43.94*</td>
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<td>Gender (Female)</td>
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<td>20 80</td>
<td>13 56.5</td>
<td>14 70</td>
<td>64 68.8</td>
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<td>Gender (Male)</td>
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<td>5 20</td>
<td>10 43.5</td>
<td>6 30</td>
<td>29 31.2</td>
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<td>Marital Status (Married)</td>
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<td>29* 85.3</td>
<td>15* 50</td>
<td>15 60</td>
<td>82 68.3</td>
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<td>3* 8.8</td>
<td>11* 36.7</td>
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<td>29 24.2</td>
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<td>2 5.9</td>
<td>4 13.3</td>
<td>2 8</td>
<td>7 5.9</td>
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<td>Race (Caucasian)</td>
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<td>30 88.2</td>
<td>24 82.8</td>
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<td>105 89</td>
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<td>0 0</td>
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<td>1 3.4</td>
<td>2 8</td>
<td>4 3.4</td>
</tr>
<tr>
<td>Race (Hispanic)</td>
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<td>2 5.9</td>
<td>3 10.3</td>
<td>0 0</td>
<td>6 5.1</td>
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<tr>
<td>Assignment Success (Yes)</td>
<td>22 71</td>
<td>26 76.5</td>
<td>21 70</td>
<td>17 68</td>
<td>86 71.7</td>
</tr>
<tr>
<td>Cultural Distance</td>
<td>2.06*</td>
<td>2.79</td>
<td>2.5</td>
<td>2.8</td>
<td>2.53</td>
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<tr>
<td>Verbal Comprehension</td>
<td>3.87*</td>
<td>2.76*</td>
<td>3.9*</td>
<td>2.84*</td>
<td>3.35</td>
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</table>
### Table 9 Continued. Comparative look at pertinent variables across the four quadrants of cultural identity.

<table>
<thead>
<tr>
<th></th>
<th>Bicultural (n = 30)</th>
<th>Separated (n = 34)</th>
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<td></td>
<td>n  n %</td>
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<td>2.79</td>
<td>2.5</td>
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<tr>
<td>Verbal Comprehension</td>
<td>3.87*</td>
<td>2.76*</td>
<td>3.9*</td>
<td>2.84*</td>
<td>3.35</td>
</tr>
<tr>
<td>Non-verbal Comprehension</td>
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<td>3.24*</td>
<td>4.0*</td>
<td>3.52</td>
<td>3.72</td>
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<tr>
<td>Sociocultural Adaptation</td>
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<td>43.91</td>
<td>41.53</td>
<td>46.4</td>
<td>42.42</td>
</tr>
<tr>
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<td>22.21</td>
<td>19.8</td>
<td>19.8</td>
<td>21.03</td>
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<td>Organizational Identity</td>
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<td>2.06</td>
<td>2.7*</td>
<td>2.48</td>
<td>2.33</td>
</tr>
<tr>
<td>Perceived Organizational Support</td>
<td>1.94</td>
<td>1.55*</td>
<td>2.43</td>
<td>2.48*</td>
<td>2.07</td>
</tr>
<tr>
<td>Intention to Stay with Sending Organization</td>
<td>3.56</td>
<td>3.55</td>
<td>3.88</td>
<td>3.94</td>
<td>3.73</td>
</tr>
<tr>
<td>Previous Expatriate Assignment (Yes)</td>
<td>15</td>
<td>48.4</td>
<td>22</td>
<td>64.7</td>
<td>18</td>
</tr>
<tr>
<td>Industry (Service-Related)</td>
<td>4 12.9</td>
<td>5 14.7</td>
<td>5 16.7</td>
<td>5 20</td>
<td>19 15.8</td>
</tr>
<tr>
<td>Training Received (Yes)</td>
<td>13 41.9</td>
<td>15 44.1</td>
<td>8 26.7</td>
<td>6 24</td>
<td>42 35</td>
</tr>
<tr>
<td>Mentor Provided (Yes)</td>
<td>6 19.4</td>
<td>9 26.5</td>
<td>7 23.3</td>
<td>7 28</td>
<td>29 24.2</td>
</tr>
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</table>

* significantly different from the overall sample at the .05 level
Summary

Results from the ANOVA and logistic regression analyses indicated that an insignificant relationship existed between cultural identity and assignment success, preventing meaningful comparison and predictions. A quasi-separation of data on the variable assessing assignment success prevented an inquiry to the predictive nature of bicultural identity on assignment completion. A second logistic regression analysis revealed that sociocultural adaptation, however, was a significant and unique predictor of assignment success in the sample. With each unit increase in adaptation score (signifying greater in-country difficulties), expatriates were 5% less likely to fulfill the international assignment. Additional analyses of sociocultural adaptation, organizational variables, demographic constructs, and the individual quadrants of cultural identity also produced implications for both individual expatriates and the corresponding sending organization.

Simple regression analyses showed that host country identification, organizational support, and industry classification were all significant and unique predictors of sociocultural adaptation. Overall, service-related expatriates (versus those on any other assignment type) as well as those who felt strong support from the sending organization and individuals with similar behaviors and experiences as host nationals, experienced the least amount of difficulty in sociocultural adaptation.

Organizational commitment, or the likelihood for the expatriate to remain with the sending organization upon assignment completion, was also examined. The results indicated that expatriates on business or educational assignments were more likely to remain with the sending organization upon completion over those on service-related assignments. Moreover,
expatriates experiencing greater difficulty in the host country, particularly concerning bureaucracy, authority, and unsatisfactory service and people, were less likely to remain with the sending organization.

Of the four quadrants of cultural identity, bicultural expatriates perceived the host country more like their own and seemed to have fewer difficulties in adaptation (refer to Table 9 for overall comparative analysis). They also were above the average in verbal and nonverbal language aptitude. Separated expatriates tended to be older, and unlike bicultural individuals, scored lowest in language abilities. This group, however, demonstrated higher than average organizational allegiances. Of the four groups, separated expatriates perceived the greatest support from the sending organization during the international assignment. Those in the assimilated quadrant scored highest among the four groups on verbal and nonverbal language skills and displayed the weakest organizational identity. Organizational identity, however, seemed to have little to no affect on organizational or assignment commitment, as average scores were not statistically different from the overall group. Finally, marginalized sojourners had the greatest difficulty in sociocultural adaptation. They scored lower on language aptitude than assimilated or bicultural individuals and felt the least amount of organizational support from the sending agency.
CONCLUSION, IMPLICATIONS & RECOMMENDATIONS

This study investigated bicultural identity as a predictor of assignment success in American expatriates by extending existing frameworks used by educational and social science research. It sought to evaluate the degree to which cultural adaptation and ultimately the decision to leave an international assignment prematurely are influenced by the ability to maintain dual competency, allegiance, and personal identification with the home and host societies. This chapter summarizes the results of the statistical analyses used to estimate the relationship between cultural identity and assignment success, and evaluates the explanatory value of this and additional variables related to expatriation as presented in chapters 1 and 2. A discussion on how these findings are situated within the literature is also presented. Next, the impact of the findings including implications for scholarship and practice is offered. The chapter concludes with a discussion of the methodology used as well as a discussion for future research opportunities.

Conclusion

The study intended to explore whether and to what degree bicultural identity influences assignment success, defined and operationalized as the intention for an expatriate to remain in an international assignment for as long as originally stipulated. Addressing the question, does cultural identity predict assignment success?, the answer remains unclear. In order to address this first research question, regarding the predictive capabilities of bicultural identity, a logistic regression analysis was conducted, however a quasi-separation of data did not permit meaningful comparison of the predictive strength of cultural identity as originally
intended. As previous studies have previously examined assignment success, adaptation, and organizational commitment through logistic and simple regression analyses, the outcome was unforeseen.

One key difference between this study and previous research is the exclusive look at American expatriates. Other samples have studied cultural identity in American expatriates as well as other nationals (Berry, 1997; Berry, Kim, Minde, & Mok, 1987; Berry, Kim, Power, Young, & Bujaki, 1989; Ward & Kennedy, 1993; Ward & Rana-Deuba, 1999). The sole focus on American expatriates may have contributed to the discrepancies between information gathered in the analytic sample and past research. In addition to the focus on American expatriation, this study also solicited diverse expatriate groups including expatriates from multiple host countries and organizational affiliations. Past research has varied widely in the samples and sending organizations chosen. The choice to use a range of expatriates from diverse industries and organizations was to gain some insight into the general expatriate population as opposed to isolated cases.

While the inability to make explicit connections between cultural identity and assignment success was unexpected, it did allow for an alternative investigation into additional sociocultural and organizational aspects of expatriation based on previous research. A detailed quantitative investigation of sociocultural adaptation, organizational affiliation, and cultural identity has allowed us to refine and extend the discourse surrounding expatriate variables, behaviors, and reported perceptions.

The logistic regression analysis revealed that sociocultural adaptation was a significant predictor of assignment success. Higher scores on the Sociocultural Adaptation
Scale (measuring host country difficulties) resulted in a 5% reduction in the likelihood that an expatriate would have assignment success. In addition, results from a linear regression analysis revealed that sociocultural adaptation (the impersonal factor) was a unique and significant predictor of organizational commitment ($b = -0.07$, $t = -2.44$, $p < .05$). This is consistent with Black and Gregersen (1992) who suggested that those experiencing positive adaptation and dual-allegiance had a higher probability in completing the assignment and remaining with the sending agency than those who did not.

With the establishment of sociocultural adaptation as an important contributor to two forms of assignment success, more analyses were necessary to determine the best conditions for sociocultural adaptation. A subsequent simple regression analysis involving the social network variables presenting in chapter 1 and sociocultural adaptation found that host country identification, organizational support, cultural distance, and industry classification were all significant and unique predictors of sociocultural adaptation. In addition, of the four quadrants of cultural identity, the bicultural classification was most predictive of successful adaptation ($b = -0.39$, $t = -2.28$, $p < .05$). The marginal quadrant, with low host identity, fell just short of statistical significance and negative prediction. This implies that very high or low host identity influences overall adjustment. Host country identity’s individual and unique account for variance in sociocultural adaptation has been supported by findings consistent with contemporary theory and research (LaFromboise, Coleman, & Gerton, 1993; Shaffer, Harrison, & Gilley, 1999; Ward & Kennedy, 1999). Surprisingly within many of the individual quadrants of identification, cultural distance was not found to be a significant predictor of adjustment. This would suggest that perceived similarity the host country and
America is not as critical as the extent to which an expatriate actually identifies with the new environment.

The different experiences between expatriates on business or educational assignments versus those in service, non-profit, or religious ones might help to explain why service expatriates in this study experienced the least amount of difficulty in sociocultural adaptation. With service expatriates there may be an inherent motivation as well as more frequent opportunities for contact with host country nationals. Overall, service-related expatriates (versus those on any other assignment type) adapted better than those on business assignments even though they did not have significantly higher language abilities or time in the host country at the time of survey completion (z = -1.14, p > .05 and z = -.38, p > .05, respectively).

Perhaps the most interesting finding related to sociocultural adaptation was the influence of perceived organizational support on adjustment. While theoretically, organizational variables such as training, mentoring, communication and overall support have been linked with adaptation, most empirical research has suggested that it is the activities within the host culture that are most influential to expatriate adjustment (Beitler & Frady, 2001; Black & Mendenhall, 1990; Shim & Paprock, 2002). Results of this study provide support that, among organizational variables, perceived support from the sending organization does predict successful adaptation.

As the influence from organizational support on adaptation shows, one would be incorrect to assume that expatriates can somehow be separated from the sending organization during the international assignment. As recounted Black, Gregersen, and Mendenhall (1992)
dual allegiance often involves the organizational identity as related to the parent and local firms. That is to say, the host organization, like the host community play important roles in the adjustment process, and ultimately in overall success.

Looking exclusively at organizational variables, a correlation and regression analyses were conducted. Results indicated that expatriates on business or educational assignments were more likely to remain with the sending organization upon completion over those on service-related assignments. With this information, we can infer that service expatriates are not necessarily as tied to the sending organization as much as the overall intercultural experience itself. To the contrary, service expatriates may be the best suited for intercultural adaptation, but the least likely to repeat those successes in future assignments.

More factors were influential in organizational commitment than industry class alone. Sociocultural adaptation, specifically one’s ability to manage difficulties concerning bureaucracy, authority, and unsatisfactory service and people, were also important. Expatriates who were able to manage these in-country difficulties were more likely to remain with the sending organization. This is particularly important for multinational companies who run a risk of expatriate failure on many accounts including premature return, expatriate loss upon repatriation, and poor performance while abroad. In this sample, expatriates who better managed host country difficulties were more likely to not only complete the assignment, but also to remain with the sending organization upon completion, an additional but less studied aspect of success.

We can conclude then that it is essential to maintain two facets of the expatriate experience to increase the likelihood of success. First, every effort to minimize in-country
difficulties must be exercised. Attempts to reduce those difficulties related to bureaucracy, authority, and unsatisfactory conditions within the host country may prove particularly useful in increasing sociocultural adaptation. Second, support from the sending organization during the assignment period is essential. It is important to note that at the time of participation, expatriates in the analytic sample had been in the host country on average for 2.72 years. While understandably, expatriates need high levels of support during the initial transition period, organizational support throughout the entire experience is also essential in fostering identity and ultimately organizational commitment.

Concluding Analysis of the Quadrants of Cultural Identity

There remains the question of what the four quadrant model of cultural identity has to offer the theory and practice of expatriation. First, the quadrants provide a simple visual model of the interaction between home and host identity. The same model is applicable in identifying additional allegiances such as organizational loyalties modeled in Black and Gregersen (1992). Of course, as with any scholarly work, the cultural identity quadrant model has its critiques. Quadrant models, for example, may not adequately represent persons with very high or low identity. In the median-split design, individuals are separated at the mid-point without regard for extremely high or extremely low responses. While it is true that the quadrant divide may not capture very high or low responses, there are other benefits from looking at aggregate information and the similarity among the specified groups. Overall, the design helps to group expatriates by like thoughts and behaviors which is particularly useful when doing comparative analysis.
What new knowledge was gained from the investigation of the four individual quadrants? Results from this study indicated that of the groups, bicultural individuals seemed to have fewer overall difficulties in adaptation in the host country. Also, bicultural sojourners rated the host country most like their own. Ward and Kennedy (1993) found that expatriates who rated the host country as similar may adapt better. Even when controlling for cultural distance, however, bicultural expatriates were still better adapted than any other group. As opposed to feeling tension or stress as a result of a new environment, this sub-sample exemplified a dual-allegiance between the home and host communities. Evident in the qualitative comments, bicultural persons were able to maintain home ties while, simultaneously adopting new ones. These results support the original proposition that bicultural individuals would have the greatest likelihood for success. The findings were not strong enough to show prediction between bicultural identity and assignment success. Yet, providing the strongest support for sociocultural adaptation, bicultural individuals offer the least amount of in-country difficulties which have greater implications on the individual and organizational levels. Framed differently, the data reveals that bicultural identity significantly affects adjustment and therefore indirectly affects assignment success.

Much unlike the bicultural sub-sample, marginalized individuals had the greatest difficulty in sociocultural adaptation than any other group, although the difference was not statistically significant from the overall average. They scored below the sample average on verbal aptitude, but were in line with other expatriates in age, cultural distance, perceived isolation, and organizational identity. Marginal expatriates were unique in that they perceived much less support from the sending agency than the overall group (z = -2.94, p=
A lower perception of support may be attributed to a strong sense of alienation or, in contrast, global citizenship beyond one country or organization.

While marginal expatriates referenced global citizenship (framed positively) or alienation (framed negatively), the empirical results of low language and adaptation were similar for both positive and negative frames of reference. Furnam and Bochner (1986) suggest that marginalized expatriates may assume no cultural frame of reference by which experiences can be evaluated. While respondent comments from this study did support a global citizenship, there was no evidence to suggest that these expatriates did not maintain any cultural frame of reference. Rather, many respondents commented on the decreasing association with the home country or the new perspective that they were part of a larger global community. This is altogether different from having no cultural reference as Furnham and Bochner (1986) maintain.

One aspect of marginalization suggested by Furnham and Bochner (1986) was the notion that an expatriate beginning an international assignment from a marginal frame may already have the innate challenges associated with organizational identity and commitment. Further research is necessary to explore the extent to which these organizational variables are present or not before an international assignment. As this study sought expatriates already in the international assignment, there was no empirical evidence to support or negate the presence of organizational identity and commitment previous to the assignment. Interestingly, lack of organizational support did not translate directly to a significant reduction in either the intention to complete the assignment or to remain with the sending organization upon assignment completion in this study. Organizational support was however
a unique and significant predictor of sociocultural adaptation. The effect of organizational support on individual adaptation provides additional support for the individual-organizational relationship in the expatriate process. It substantiates the idea as proposed in chapter 2, that expatriation is a simultaneous and fluid exchange between individual and organizational identity.

Unlike marginalized persons, separated expatriates in the sample provided the highest ratings of home allegiance and perceived organizational support. Overall, separated expatriates tended to be older, they maintained strong interactions with the sending organization, and were very committed to the international assignment. All of those sampled reported frequent or occasional interactions with other members of the organization, and all respondents indicated that they were likely or very likely to remain in the international assignment for the entire duration. Separation during an international assignment can be problematic. Next to marginalized expatriates, separated respondents had the second greatest overall difficulty in host country adaptation. Of the four groups, separated expatriates had the lowest verbal and non-verbal aptitude.

Comments from these individuals supported overall difficulty as well. Respondents reported individual challenges in relating to host nationals either through language or ways of thinking. New changes, roles, and expectations in the workplace much different from life in the home country were also reported. The individual and organizational difficulties as well as strong organizational allegiance as noted in this study are supported by past research (Black & Gregersen, 1992; Black, Gregersen, & Mendenhall, 1992). To the extent, then, that the international assignment is to be about gaining new experiences and perspectives, these
expatriates may experience the greatest difficulty. However, strong organizational allegiances suggest that these expatriates have much to offer the sending organization in terms of allegiance, interaction with others within the organization, and retention.

Finally, assimilated expatriates demonstrated the highest verbal abilities among the four groups as well as very high non-verbal skills. These individuals have often been termed “go natives” for their strong host country associations and allegiance. Black and Gregersen (1992) contended that these expatriates may best understand host country employees, customers, and suppliers. This group is particularly beneficial in products and services that are targeted directly to the host community in that they have the best insight into local ways of thinking and behaving. Conversely, very assimilated expatriates may be viewed negatively by host country nationals or other expatriates (Osland, 2000). In this sample assimilated sojourners displayed the weakest organizational identity. Weak organizational identity did not, however, translate to differences in organizational or assignment commitment from the overall sample. This suggests that strong adaptation to the host environment may not be as big of an organizational challenge as once assumed. This is to say that other than one’s identification with the sending organization, organizational objectives are not necessarily compromised as a result of strong host country adaptation. In particular, assimilated expatriates demonstrate another benefit of the cultural identity quadrant model in that an expatriate is capable of building and maintaining multiple associations at the same time.
Implications for Scholarship and Practice

This research study focused on the influence of cultural identity on assignment
success for American expatriates. In terms of research design, analytic sample, and
methodology, the present study is most similar to Ward and associates (Ward, 2003; Ward &
Kennedy, 1993, 1994; Ward & Rana-Deuba, 1999). Overall, the results were consistent with
the findings from past research but expand the theoretical base of knowledge by focusing
solely on American expatriates as well as by merging sociocultural adaptation with
organizational variables. This study’s findings provide important insights with regard to how
placement within the four quadrants of cultural identity affects adjustment both for the
individual and the sending organization. Using the model, results indicate that overall
sociocultural adaptation was the strongest unique predictor of assignment success in the
analytic sample. Other key variables such as identity, organizational support, and industry
emerged as important components in expatriation as well in that they affected sociocultural
adaptation directly. Unlike other studies that have studied expatriation exclusively in the
individual or organizational context, this study attempted to provide a more comprehensive
look at international adjustment by combining both perspectives. Based on the findings from
this study, several important implications for the practice and scholarship of American
expatriation are evident. The following sections summarize this study’s important theoretical
contributions as well as implications to the individual expatriate and sending agency.
Scholarly Implications

American expatriation has been studied from a vast number of disciplinary perspectives including organizational psychology, human resource development, education, sociology, anthropology, and international business. Within each discipline, much has been gained in our overall understanding of intercultural transitions, yet we have failed to bridge the gap in our combined understanding of expatriation. Consequently, expatriate success has been inhibited. This interdisciplinary study was driven by the apparent void in cross-disciplinary discussions and combines several key concerns within existing literature. Taking into account the language, social networks, and environmental condition constructs as well as individual, organizational, and interdisciplinary perspectives, this study attempted to bridge the gaps in our current understandings. Findings from this study provide a number of implications for scholarship on the topic.

First, results from this study suggest that an emerging global expatriate may exist. Of the analytic sample 53.9% had been on a previous international assignment and of that, 23% had been on five or more. There are a number of considerations involved with global expatriation including differences in sociocultural adaptation, assignment completion trends, and overall challenges to cultural and organization identity. A “seasoned” expatriate, particularly one who has successfully completed previous assignments, may be better suited in adapting to new environments and subsequently improve the instances of assignment success (Bochner, 1981; Tung, 1998a). A global expatriate with multiple international assignments may be more apt to adapt in new environments but identify less with any one sending organization or home country (Black, Gregersen, & Mendenhall, 1992). This and
future scholarship must take this important consideration into account when studying the American expatriate.

A second consideration that arises from this study involves the influence of multiple international experiences on cultural identity. Cultural identity, particularly the home country identity has been largely based on the assumption of “one person, one culture,” with the strongest associations formulated in adolescent years (Bochner, 1981; Ericksen, 2001; Erikson, 1963; A. Smith, 1991). Similar to globalization, however, multiple international experiences, each influencing the expatriate in some way, challenge the traditional notions of identity as related to nationality and regional identity (Phinney, 1990; A. Smith, 1991). Results of this study suggest that some expatriates (i.e. marginal persons) actually report a lessening of the home country identity as a result of the international experience. This would indicate, as some have offered, a move away from rigid national identity based on geographic location alone and more strongly toward global citizenship. The idea that cross-cultural interactions may eventually produce a global citizenship perspective was offered by Bochner (1981) and later McLeod (1981) who termed this individual a cultural mediator and posed these questions regarding national allegiance:

How can we define the mediating person? Is he a person who has some knowledge of more than culture? Is he, beyond that, someone who has incorporated in his own personality the values and behavior patterns of more than one culture? …Is he a person who has a secure identity in one culture, or one who floats among cultures but belongs to none? Or is he is cultural counterpart of a bilingual, belonging fully to more than one culture? (p. 37)
McLeod’s questions touch on the complexity of nationality and, specifically, multiple international assignments. The data of this study did not propose that expatriates who had more than one international assignment were more prone to global citizenship (classified as marginalization) than the overall sample, however how individuals with multiple previous assignments undergo self-definition and the behaviors of these individuals warrants further attention.

Perhaps the most interesting finding related to global expatriates was that no difference existed among global expatriates (framed positively) and those marginalized expatriates with poor experiences. In fact, whether an expatriate reported feelings of global citizenship or alienation, similar outcomes were observed. The positive term “global citizen” should not be confused for a more positive condition, as marginalization may still be the most problematic for individuals and sending organizations alike. There is still much to learn about how multiple assignments compound and change cultural identity over time (Avital, 2000). Future research regarding the results of previous assignments and global citizenship would add tremendously to our comprehensive knowledge of expatriation.

In addition to challenging the notion of national identification, this study adds to scholarship by providing support for the cultural identity quadrant model. Unlike Berry et al (1987) who first posed the two questions “Is it considered to be of value to maintain one’s values and characteristics?” and “Is it considered to be of value to maintain relationships within larger society?”, this study looked at home and host cultural identity as two comprehensive constructs, not limiting or equating host national identity to social
interactions alone. The study found strong support for the cultural identity quadrant model used by Ward and associates (Ward, 2003; Ward & Kennedy, 1993, 1994; Ward & Rana-Deuba, 1999), but found minimal explanatory benefit between the model and assignment success. However, the model was very useful in providing aggregate information as well as qualitative comments to support participants in each quadrant. Providing qualitative support helps to put actual experiences behind quantitative data and expands what we know about American expatriates. In addition, we gain beneficial information about how cultural identity interacts with organizational identity and related organizational variables such as organizational commitment and workplace interactions.

Another contribution to the literature involves organizational support and overall adjustment. Expatriates depend heavily on their sending organization to make necessary arrangements for social and logistic support (e.g. language training, housing, schooling, visa/work permits, etc.). Aycan (1997) suggested that strong organization support reduces the time an expatriate spends on maintenance tasks and increases available time for adjustment to a new setting. Additionally, strong organizational support may lead to greater commitment to the goals and operation of the organization. Results from this study suggest that organizational support was a unique and significant predictor of sociocultural adaptation, but the predictive model was significantly strengthened by the inclusion of host country identity, industry, and rating of cultural distance. Moving forward, it is imperative that scholarship move away from single, bivariate measures and investigate the interactions and contributions of comprehensive models of expatriation.
Finally, little attention has been given to diverse expatriate assignments and how differences in assignment type may influence outcomes. Previous researchers have discussed differences in cross-cultural preparation (i.e. language, mentorship, and training) between service expatriates and others or have included service expatriates in their sample, but have failed to analyze the comparative differences between these expatriates and others (Barnes, 1985; Henry, 1965; Jones & Popper, 1972; M. B. Smith, 1966; Ward & Kennedy, 1999). This has resulted in a gap in our understanding of differences that may exist within these populations. This study provides some empirical support that important differences among the groups may exist. Results of this study indicate that service-related expatriates, over those in business or education-related sojourns, experienced the least amount of difficulty in sociocultural adaptation. They were, however, the least likely to remain with the sending organization upon completion of the assignment. This suggests that service expatriates are effective in adapting to new environments and in instances where adaptation to a new culture is the primary goal, these expatriates would be best suited to accomplish the objectives of the sending organization. However, unlike their career-driven counterparts, these expatriates may be on an international assignment for shorter experiences, not with the intention to make the international assignment part of a professional trajectory. So then, to the organization’s benefit, these expatriates are considered effective while in the host country, but they are more likely to contribute only one-time successes on behalf of the sending organization.
**Organizational Implications**

Like numerous theoretical implications, this study offers two key organizational implications as well. First, results of this project provide support that individual and organizational variables are often interconnected and inseparable as related to assignment success. Although the idea of an interconnected relationship between the individual and organization seems clear, not all research has made this explicit connection. More commonly, researchers have “accounted” for a few organizational variables such as cross-cultural training or mentorship provided by the organization. It would be inadequate, however, to suggest that organizational constructs such as communication with other members of the organization, perceived support, or overall commitment to the sending organization were not critical components of the overall assignment.

In the sample, host identity, industry type, cultural distance, and organizational support predicted sociocultural adaptation. Subsequently, it was sociocultural adaptation that predicted both the likelihood for assignment success and the intention to stay with the sending organization. These results suggest that individual and organizational variables interact together to influence adaptation, and in turn, adaptation re-affects organizational outcomes. This fluid interaction between individual and organizational variables affirms that it is insufficient to examine the expatriate experience from an organizational perspective alone. While emphasizing organizational effectiveness and the costs to the organization associated with expatriate failure, studies have neglected the “human” component of expatriation, or the emotional, psychological, and affective aspects of international travel and adjustment that may also influence assignment success. As originally proposed in chapter 1
and substantiated by the results of this research project, the cultural identity process, in addition to other psychological components of the expatriate experience, affect not only individual expatriates but also the organizations they represent.

Another key organizational implication addresses organizational identification. Cheney (1983b) contended that organizational identification strongly influences an individual’s commitment to the corporation. In his view, the amount of interaction (or perceived interaction) that one has with others in the organization, the higher the degree of identification with the organization as a whole. Obviously, the international expatriate experience is much more complicated than the traditional, home-based organization that Cheney references. Organizational communication is largely dependent upon technology and organization-sponsored mentors. Results of this research project support the relationship between organizational interaction and identity as outlined by Cheney. Organizational interaction was a unique and significant predictor of organizational identity ($B = 1.17$, $t = 5.60$, $p < .01$). Interestingly, cross-cultural training and the presence of a mentor had no significant influence on overall organizational identity. This would indicate that frequent interactions while in the host country were more effective on maintaining organizational identity than pre-departure efforts to show organizational support. To this degree then, we uncover an important connection for the importance of social interactions between American expatriates and the sending agency. The findings advocate for a hands-on approach to expatriation, with frequent and meaningful communication between the individual expatriate, other expatriates on the international assignment, and the sending agency as critical aspects of success.
The study also found partial support for Cheney’s findings that when identification is minimal, an organization member may feel less desire to remain in an organization. Of the four quadrants of cultural identity, only marginalization (low home- low host identity) was predictive of organizational commitment. For marginal expatriates alone, organizational identity was a significant and negative predictor of intention to remain with the sending organization upon assignment completion ($B = -.75, t = -3.51, p < .01$). The regression equation was insignificant for each of the other three quadrants and for the overall combination of quadrants. Results indicate that lower organizational identity in marginal expatriates produce reduced intention to remain with the sending organization. The prediction of assimilated expatriates (also with low organizational identity scores) was not significant. Therefore, only partial support is found.

The initial inference of Cheney’s (1983b) findings to the expatriate population implied that stronger interactions, particularly with others in the organization, may increase personal identification, and therefore expatriate retention. Revisiting the two key points of organizational applications as presented here, however, reminds us that organizational interaction and identity as identified by Cheney are not formed in isolation from the individual-level constructs. It is through the overall cultural identification model by which we can further confirm that organizational interactions do influence the commitment aspect of assignment success. Together, the individual and organizational variables provide useful considerations for sending organizations and individual expatriates.
Study Considerations

Because expatriation involves a number of complex conditions spanning individual, organizational, and socio-cultural levels, a discussion of general considerations on these topics is warranted. While the results of the survey provided useful information on the individual and organizational levels, it is important to address four critical conditions during the scope of this research.

First, the survey distribution period was over the months of November and December, traditional holiday months in the United States. Researchers have noted the presence of a holiday depression, or the temporary human reaction to an annual social ritual (Himmelhoch, 1980). In addition, holidays are often associated with the gathering of family. Family gatherings can be particularly problematic for expatriates who often do not get the opportunity to travel home. This may result in an increased sense of separation from loved ones in the United States as well as the home society. When asked, “What do you find most difficult about your international assignment,” 34 (29%) of the respondents reported some longing for family or friends from home. One respondent commented, “[the most difficult part of the assignment is] being away from home… ‘missing out’ on holidays, births of friends’ children, and friendships fading away” (Expatriate 74). Other respondents specifically referenced the Thanksgiving and Christmas holidays when considering the most difficult aspects of their international assignment. A general longing for home while away is to be expected and has been identified in a number of cultural adaptation models (Berry, 1997; Church, 1982; Furnham & Bochner, 1986; Park, 1928). Still yet, it is important to
consider that the results of this research regarding home identity and family support may have been influenced by the holiday period.

A similar consideration arises on account of the survey distribution period. While, in general, the time of survey distribution may have little bearing on the research process, results of this project may have been affected by the United States Presidential election held in November 2008. The U.S. election was heavily publicized and closely followed in the international community ("US election: International reactions", 2008; , "The world follows US vote", 2008). As a foundational component of the survey, expatriates were asked to rate their identification with the home and host communities. Survey respondent #3 summarized cultural climate in relation to the Presidential election. In response to the question, “How do you identify with Americans and locals of your host country as a result of this international experience?” They wrote, “I identify with most Americans and locals at work and socially. I live in a country (Albania) where this is quite easy and where Americans are well thought of. The recent election of Barack Obama has made this even easier.” The intensity of news and emotion leading up to the Presidential election and the subsequent election results may have influenced national identifications beyond normal conditions. The degree to which national identifications may have been influenced, however, remains unknown.

Similarly, globalization and rapid advancements in communication have significantly influenced the transfer of information and news. With the transfer of information has also come a heightened international opinion of America’s way of doing business. The expatriates surveyed reported challenges with defending the actions and policies of America while in the host country. When asked what specific conditions preceded the thought of a
premature return, respondent 48 noted, “[the host country] is a very violent place and doesn’t want the West to interfere with it. People are angry at you simply for where you come from and they blame you for the actions of US companies or government policies, yet they won’t take the same criticism when looking at their own situations.” Addressing the change in identity as a result of expatriation, another respondent commented, “… I find it difficult to relate to many of my host country’s views on America. I find them un-informed, biased and extremely vehement because of media information given to them, not because they have researched their views” (Respondent 48). Certainly, the free flow of communication and the rapid exchange of information as expressed by these participants must be considered in the influence on cultural identity.

Finally, a fourth critical consideration arises from the international economic recession which has brought to the forefront issues associated with unemployment and organizational stability on a worldwide level. In a study of managerial job changes over a 13 year period, Kerr (1995) found that organizational goals and individual job changes were limited during times of economic recession. He noted a reduction in job changes during times of economic instability. This study found that 29% of the participants in the analytic sample had entertained leaving their assignment prematurely. While there is no conclusive evidence as to the number of average expatriate failures, past studies have suggested as many as 40% of expatriates may fail in their international assignment. Taking into account the worldwide economic recession, it is possible that the number of expatriates considering premature return is smaller in this study than what would occur during times of economic stability and growth.
Recommendations for Future Research

In most cases, the primary purpose of international expatriation is to complete numerous personal and professional objectives. Assignment objectives vary in scope and nature. While one expatriate’s mission is to fulfill the aspirations of a sending organization, another seeks to meet an intrinsic need for service. Certainly the aims and motives of expatriation are diverse in nature. Yet, in the significant preparation and cost that is associated with international sojourn, one can assume that explicit completion of the original mission is critical both to the individual expatriate and the sending organization. Researchers and practitioners alike have attempted to find ways of minimizing challenges encountered in the cultural exchange process in an effort to increase assignment success both on the personal and organizational levels.

Findings from this study suggest that sociocultural adaptation was an important contributor to both assignment success and organizational commitment in the sample. Results also showed evidence that host country identification, organizational support, industry classification, and cultural distance were significant and unique predictors of adaptation. In addition, numerous personal and organizational-level implications were offered from the cultural identity quadrant model. Based on these results, there are several recommendations for future research.

First, since the relationship between bicultural identity and assignment success was inconclusive, future studies should reexamine this relationship. With exception of some emerging bicultural identity research by Tadmor and Tetlock (2006), past studies have looked at cultural identity in isolation from organizational outcomes such as assignment
success and commitment. Incorporating how the change and development in one’s individual identity influences the sending organization as well as the individual would progress our comprehensive understanding of the expatriate process.

Second, based on the significant negative effect of sociocultural adaptation on both assignment success and organizational commitment found in this study, future studies should examine the effects of additional predictors of overall adaptation. Forty-one percent of the variance in sociocultural adaptation was accounted for by the five variables of interest as well as demographic characteristics. As expatriation is a complex social phenomenon, it is understandable that other pertinent variables exist. In identifying additional predictor variables of sociocultural adaptation, both assignment success and organizational commitment will be strengthened.

In the future, longitudinal studies should also look at the changes in cultural identity over time (Avital, 2000). Specifically, how is bicultural identity influenced by changes encountered within the international environment? Scholars have long contended that identity is a fluid, ever-changing process, yet there is no empirical support of how identity is influenced by cultural factors such as new language and host environments (Erikson, 1963; LaFromboise, Coleman, & Gerton, 1993). Traditional identity models only help to explain part of the changes that occur directly as a result of the international environment. Using Figure 6 as presented in the review of literature may be a useful starting point to explore how new experiences, relationships, roles, and conflicts initiate change in one’ cultural identity and within the cultural identity quadrant model.
Next, a deeper analysis concerning the effects of repeat assignment on adaptation, identity, and assignment success is warranted. Subjects with multiple previous international experience comprised more than 50% of the analytic sample. Previous research has suggested that those expatriates with past successful experiences may be better suited to adapt to new environments (Bochner, 1981; Tung, 1998b). While results of this study revealed no statistical significance between these expatriates and others in the sample, some support that “seasoned” expatriates may experience a reduction in home country identity did exist. More research is necessary to determine how multiple expatriate assignments influence adaptation, cultural identity, and organizational affiliations.

Finally, more research is necessary to clarify any meaningful differences that may exist between those expatriates on business or educational assignments versus those on service-related ones. The results of this project as well as previous theoretical and empirical evidence suggest that service expatriates may be more effective in cross-cultural adjustment than their counterparts (Brein & David, 1971; Jones & Popper, 1972; M. B. Smith, 1966). The success of service expatriates to adapt seems to offer that international assignments in which there is no intention on the part of the expatriate or the sending organization to continue beyond the single international experience can still be effective. This success in a new way challenges the traditional literature which has contended that one form of failure is the inability for the expatriate to be retained by the sending organization. Overall, there is a lack of information on how the experiences and behaviors of service-related expatriates may differ from other expatriates. Exploring these differences would add considerably to what we know about all expatriates and how successful expatriation is defined.
Concluding Remarks

The increasing flow of international exchange by individuals and businesses demands a greater emphasis on intercultural competence more than ever before. Globalization and internationalization have significantly altered both macro and micro-level communication and the ways in which we define ourselves within the larger society. Individuals engaged in international expatriation as well as the organizations they represent share in the responsibility of becoming cultural competent. Intercultural competence in expatriation should be discussed not only in terms of success or failure, but also by the psychological, emotional, and affective changes in cultural identity that occur as a result of sojourns. In doing so, the emphasis traditionally held by organizational variables alone is shared with other, pertinent contributors to successful conditions in the international workplace.

This study situates cultural identity as a key component in the comprehensive model of expatriation. It questions how, void of consideration for the individual change and development in cultural identity, organizational success can truly be measured. Empirically-supported distinctions in home and host allegiance provide sufficient incentive to pursue further research on identity as related to international assignments, national and corporate allegiance, and overall adaptation to new environments. By framing cultural identity as influential in individual and organizational outcomes, this research hopes to address the complexity involved in the research and practice of expatriation and challenge the traditional approach to the subject. The more we understand about continual changes to our blended societies and the role we play in them, the more we progress toward competence in our
interactions. Through the conceptual framework and results presented, this study aims to stimulate further discussions about this important topic.
REFERENCES


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Appendix A: Administrative Approval from the Institutional Review Board at North Carolina State University

From: Joseph Rabiega, IRB Coordinator  
North Carolina State University  
Institutional Review Board

Date: November 11, 2008

Project Title: Bicultural Identity in American Expatriates

IRB#: 434-08-11

Dear Tieshia:

The research proposal named above has received administrative review and has been approved as exempt from the policy as outlined in the Code of Federal Regulations (Exemption: 46.101.b.2). Provided that the only participation of the subjects is as described in the proposal narrative, this project is exempt from further review.

NOTE:

1. This committee complies with requirements found in Title 45 part 46 of The Code of Federal Regulations. For NCSU projects, the Assurance Number is: FWA00003429.
2. Any changes to the research must be submitted and approved by the IRB prior to implementation.
3. If any unanticipated problems occur, they must be reported to the IRB office within 5 business days.

Please provide your faculty sponsor with a copy of this letter.

Sincerely,

Joseph Rabiega  
NCSU IRB
Appendix B: List of Organizations/ Individuals Receiving Request to Participate

**Organizations**
- American Association of Chile
- American Business Council
- American Chamber of Commerce in Argentina
- American Chamber of Commerce in Canada
- American Chamber of Commerce Sweden
- American Citizens Abroad
- American Foreign Service Association
- Association of American Clubs (General Office & 27 individual international chapters)
- The Association of Americans Resident Overseas
- Associations of International Women
- The American Expats of NW England
- The American Hour
- The American Society of Sydney
- American Women of Berkshire & Surrey
- The American Women's Club of London
- BAIN
- Centre Point
- Cross Cultural Solutions
- Democrats Abroad
- Dhaka American Women's Club
- The East Anglia American Club
- Federation of America Women’s Clubs Overseas Groups (FAWCO) (General Office & 65 individual international chapters)
- Global Vision International
- International Women's Club (worldwide)
- In Touch
- Junior League London
- Junior League Mexico
- Newcomers International Clubs (12 international chapters)
- New Friends Club
- North American Connection
- North Carolina State University Office of Study Abroad
- Open House
- Peace Corp (National Office & NCSU Recruiter)
- Petroleum Women of Perth
- Republicans Abroad (43 international chapters)
- Rome Mama
- SAS Institute
- Toastmasters International
- US AID
- US State Department
- Vienna Expats
- Women of the Harvest
- Women of the World
- Working Womens Group
- World Teach
- World Venture
- Young Democrats Abroad

**Websites/ Forums**
- Allo Expat
- Americans living in London (Facebook Group)
- At Home Abroad, International Herald Tribune
- Easy Expat
- Edinburg Expat Meet up Group
- Idealist.org
- Trailing Souse Network
- asiapac.com
- http://www.expat-blog.com/
- http://www.expatica.com
- http://www.viena-expats.net

**Individuals**
- 24 individuals with whom the researcher was referred for contact
Appendix C: Solicitation to Participate (Organizational Distribution) via Electronic Mail

Title: Response Requested: Help with dissertation on American Expatriates

Greetings!

My name is Ti’eshia Moore and I am a doctoral candidate in the Adult & Higher Education program at North Carolina State University. I am currently completing my doctoral dissertation on the cultural identity of American expatriates currently working and serving abroad. I am interested in cultural identity as it relates to early return from international assignments.

Research has suggested that an expatriate’s early return can cost a business as much as $2 million annually and can be extremely problematic for the expatriate. Your organization was identified in my overview of influential organizations assisting Americans in the international setting. I am contacting you now in hopes that you will agree to distribute the attached survey link to members of your group. I am in the process of recruiting approximately 400 American expatriates on an assignment between 6 months and 5 years to participate in this research. The findings will make a significant impact to our understanding of American expatriates, the cultural adaptation process, and potential causes of early return. The online survey can be accessed at: http://www.keysurvey.com/survey/227047/3a4c/ & the deadline to complete the survey is December 31, 2008.

Might you consider posting my online survey on your site, distributing it to your members via email, or directly during your next correspondence with American expatriates? The data collected in this study will address a critical research gap regarding cultural identity and premature return from international assignments. In addition, those persons who complete the survey will be entered to win their choice of (1) $25 I-Tunes certificate, (1) $25 amazon.com certificate, or (1) $25 donation to the charity of their choice. Participant’s names will not be used and the information collected will not be stored beyond use for my personal research. If you have any questions or if you would like to discuss this opportunity further, please do not hesitate to contact me directly at (252) 315-0073 or by e-mail at tieshia_moore@ncsu.edu. I will follow up in a few days to see about the possibilities of your involvement in this research. I greatly appreciate your involvement!

Thank you,

Ti’eshia Moore
Doctoral Candidate, Adult & Higher Education program
Appendix D: Solicitation to Participate (Posted directly on Expatriate Websites/ Forums/ Moderated Message Boards)

Title: Please help for dissertation research: Looking for American Expats

Hi,
My name is Ti’eshia Moore and I am a doctoral candidate in the Adult & Higher Education program at North Carolina State University. I am currently completing my doctoral dissertation on the cultural identity of American expatriates working abroad. I am interested in cultural identity as it relates to early return from international assignments.

I am currently seeking 400+ American expatriates with international work, service, or educational assignments ranging from 6 months to 5 years. If you meet these qualifications, I am very eager to hear about your experiences. Please access the online survey at http://www.keysurvey.com/survey/227047/3a4c/. It should take approximately 15 minutes to complete. The deadline is December 31, 2008.

Those persons who complete the survey will be entered in a drawing to win their choice of (1) $25 I-Tunes certificate, (1) $25 amazon.com certificate, or (1) $25 donation to the charity of their choice. Participant’s names will not be used and the information collected will not be stored beyond use for my personal research.

Thank you,

Ti’eshia Moore
Doctoral Candidate, Adult & Higher Education program
Appendix E: Solicitation to Participate (Webmasters of Expatriate Websites) via Electronic Mail

Title: Dissertation research assistance: Request to add expat survey to your site

Greetings,

My name is Ti’eshia Moore and I am a doctoral candidate in the Adult & Higher Education program at North Carolina State University. I am currently completing my doctoral dissertation on the cultural identity of American expatriates currently working abroad. I am interested in cultural identity as it relates to early return from international assignments.

I am in the process of recruiting approximately 400 American expatriates to participate in my online survey. I ran across your website and see that you offer many useful resources for American expatriates. I am contacting you now in hopes that you will agree to post the attached survey link to your website. The online survey can be accessed at: http://www.keysurvey.com/survey/227047/3a4c/ & the deadline for completion is December 31, 2008.

Might you consider posting my online survey on your site or sending it during your correspondence with American expatriates? Your participation will make a significant impact to our understanding of American expatriates, the cultural adaptation process, potential causes of early return. The data collected in this study will address a critical research gap regarding cultural identity and premature return from international assignments. Participant’s names will not be used and the information collected will not be stored beyond use for my personal research. If you have any questions, please do not hesitate to contact me directly at (252) 315-0073 or by e-mail at tieshia_moore@ncsu.edu.

I greatly appreciate your involvement!

Thank you,

Ti’eshia Moore
Doctoral Candidate, Adult & Higher Education program
Appendix F: Solicitation to Participate (Directly to Expatriates) via Electronic Mail

Greetings!

My name is Ti’eshia Moore and I am a doctoral candidate in the Adult & Higher Education program at North Carolina State University. I am currently completing my doctoral dissertation on the cultural identity of American expatriates currently working abroad. I am interested in cultural identity as it relates to early return from international assignments.

As a current American expatriate, I am very interested in your cultural experiences. I am contacting you now in hopes that you will agree to complete the attached online survey. This survey will take approximately 15 minutes to complete and is organized into six sections: 1) your background, 2) company and assignment information, 3) acculturation, 4) country difficulties, 5) social support, and 6) an open response section regarding identity. The online survey can be accessed at: http://www.keysurvey.com/survey/227047/3a4c/

The data collected in this study will address a critical research gap regarding cultural identity and premature return from international assignments. Participant’s names will not be used and the information collected will not be sent back to your sending organization. The responses will be combined in a summary format so that the answer will remain confidential. The results of this study will be analyzed as part of my doctoral dissertation, and may be reproduced in professional journals. You may review the data at any time prior to my oral defense and/or written publication by contacting me at the phone/ email listed below.

Thank you for time in completing this survey. Your participation will make a significant impact to our understanding of American expatriates, the cultural adaptation process, potential causes of early return. Those persons who complete the survey will be entered to win their choice of (1) $25 I-Tunes certificate, (1) $25 amazon.com certificate, or (1) $25 donation to the charity of their choice. Participant’s names will not be used and the information collected will not be stored beyond use for my personal research. If you have any questions, if you would like to discuss this opportunity further, or know of others to whom I can distribute this survey, please do not hesitate to contact me directly at tieshia_moore@ncsu.edu.

Please complete the online survey by December 31, 2008.

Thank you,

Ti’eshia Moore
Doctoral Candidate, Adult & Higher Education program
Appendix G: Solicitation to Participate (to Human Resource Representatives of Multinational Companies) via Electronic Mail

Greetings!

My name is Ti’eshia Moore and I am a doctoral candidate in the Adult & Higher Education program at North Carolina State University. I am currently completing my doctoral dissertation on the cultural identity of American expatriates currently working abroad. I am interested in cultural identity as it relates to early return from international assignments.

Research has suggested that an expatriate’s early return can cost a business as much as $2 million annually. [Your company] was highlighted in my research as one of the most influential multinational organizations utilizing Americans in the international setting. I am contacting you now in hopes that I can arrange for your American employees to take part in this brief research project. The results will be richly rewarding for your organization and others serving international business needs. Your associates may participate one of two ways: I can contact them directly via email and ask them to complete a confidential survey or a designated HR Representative may distribute the link. I am currently in the process of recruiting approximately 400 American expatriates and their sending organizations to participate in this research. I have selected a variety of industries and sectors of international business; this information should be quite useful to you. The findings will make a significant impact to our understanding of American expatriates, the cultural adaptation process, and potential causes of early return. This, in turn, may directly aid your business endeavors when sending American associates abroad. The online survey can be accessed by current American expatriates at: http://www.keysurvey.com/survey/227047/3a4c/. It should take approximately 15 minutes to complete. The deadline is December 31, 2008.

Might you consider having your organization take part in this project by posting the online survey to your website, sending it during your next correspondence with American associates, or by forwarding the contact information of your American associates? The data collected in this study will address a critical research gap regarding cultural identity and premature return from international assignments. Participant’s names will not be used and the information collected will not be stored beyond use for my personal research. After the data has been collected and analyzed, I will be delivering an executive summary of the findings to interested parties. Further details about your specific population can be identified as well. If you have any questions or if you would like to discuss this opportunity further, please do not hesitate to contact me directly at (252) 315-0073 or by e-mail at tieshia_moore@ncsu.edu. I will follow up in a few days to see about the possibilities of your involvement in this research. I greatly appreciate your involvement!

Thank you,
Ti’eshia Moore, Doctoral Candidate, Adult & Higher Education program
Appendix H: Solicitation to Participate (to Human Resource Representatives of Service-Related Organizations) via Electronic Mail

Greetings! I am a doctoral candidate in the Adult & Higher Education program at North Carolina State University. I am currently completing my doctoral dissertation on the cultural identity of American expatriates currently working abroad. I am interested in cultural identity as it relates to early return from international assignments.

Research has suggested that an expatriate’s premature return from an international assignment can be very problematic and may be the result of the inability to adapt to the host culture. In addition, it can cost a business as much as $2 million annually. Expatriates on service assignments, however, may prove to be better adapted to the host culture for reasons not yet known. In my overview of service-related organizations, Cross Cultural Solutions was highlighted as one of the most influential multinational service organizations utilizing Americans in the international setting. I am contacting you now in hopes that I can arrange for your American volunteers to take part in this brief research project. The results will be richly rewarding for your organization and others serving international business needs. The findings will hopefully aid your efforts in placement and cross-cultural training.

Your volunteers may participate one of two ways: I can contact them directly via email and ask them to complete a confidential survey or a designated representative may distribute the link. I am currently in the process of recruiting approximately 400 American expatriates and their sending organizations to participate in this research. I have selected a variety of industries and sectors of international business so that the information will be most applicable to diverse populations. The findings will make a significant impact to our understanding of American expatriates, the cultural adaptation process, and potential causes of early return. This, in turn, may directly aid your business endeavors when sending American associates abroad. The online survey can be accessed by current American expatriates at: http://www.keysurvey.com/survey/227047/3a4c/ It should take approximately 15 minutes to complete. The deadline is December 31, 2008.

Might you consider having your organization take part in this project by forwarding the contact information of your American volunteers, sending it during your next correspondence with American associates, or posting the online survey to your website? The data collected in this study will address a critical research gap regarding cultural identity and premature return from international assignments. Participant’s names will not be used and the information collected will not be stored beyond use for my personal research. After the data has been collected and analyzed, I will be delivering an executive summary of the findings to all interested parties. Further details about your specific population can be identified for you as well. If you have any questions or if you would like to discuss this opportunity further, please do not hesitate to contact me directly at (252) 315-0073 or by e-mail at tieshia_moore@ncsu.edu. I will follow up in a few days to see about the possibilities of your involvement in this research. I greatly appreciate your involvement!
Appendix I: Solicitation to Participate (to North Carolina State University Study Abroad Directors) via Electronic Mail

Hi,

I just phoned in and spoke with Samara who suggested that I contact each of the Regional/Assistant Directors for access to students currently enrolled in study abroad programs. I am a doctoral candidate in the Adult & Higher Education program and am currently completing my doctoral dissertation on the cultural identity of American expatriates currently working, serving, and studying abroad. I am interested in cultural identity as it relates to early return from international assignments.

I would like to gather the responses of current NCSU study abroad participants to include in this research project. I believe that those students on semester programs or longer are best suited for this study. Can I arrange to gather the names and email addresses of the students you advise? I can also arrange to have you or another representative send the online survey link during your next correspondence with American students if you prefer. The online survey can be accessed at: http://www.keysurvey.com/survey/227047/3a4c/ & the deadline to complete the survey is December 31, 2008.

The findings will make a significant impact to our understanding of American expatriates, the cultural adaptation process, and potential causes of early return from international assignments. In addition, the IRB has approved for me to extend a raffle incentive to those persons who complete the survey. One respondent will be entered to win their choice of (1) $25 I-Tunes certificate, (1) $25 amazon.com certificate, or (1) $25 donation to the charity of their choice. Participant’s names will not be used and the information collected will not be stored beyond use for my personal research. If you have any questions or if you would like to discuss this opportunity further, please do not hesitate to contact me directly at (252) 315-0073 or by e-mail at tieshia_moore@ncsu.edu. I will follow up in a few days to see about the possibilities of your involvement in this research. I greatly appreciate your involvement!

Thank you,

Ti’eshia Moore
Doctoral Candidate, Adult & Higher Education program
Appendix J: Reminder for Survey Dissemination

A few weeks ago, I sent an email regarding my dissertation research on American expatriates. I am looking at the cultural identity of American expatriates currently working and serving abroad to determine if there is a connection between cultural identity and premature return from international assignments. My hope is that you will consider posting the online survey link on your site, distributing it to your members via email, or directly during your next correspondence with American expatriates. I am still in need of approximately 150 business, service, and educational expatriates to better understand the cultural adaptation process as well as potential causes of early return from international assignments. Other phases of my research can not be carried out until I receive and analyze the survey data. The online survey can be accessed at: http://www.keysurvey.com/survey/227047/3a4c/ It should take approximately 15 minutes to complete. The deadline is December 31, 2008.

I am very grateful for your time in distributing this information to your group which will help my future research. As a small thank you, one respondent will be entered to win their choice of (1) $25 I-Tunes certificate, (1) $25 amazon.com certificate, or (1) $25 donation to the charity of their choice.

If you have any questions or if you would like to discuss this opportunity further, please do not hesitate to contact me directly at (252) 315-0073 or by e-mail at tieshia_moore@ncsu.edu. Please accept my thanks and know that your efforts are much appreciated.

Thank you,

Ti’eshia Moore
Doctoral Candidate, Adult & Higher Education program
Appendix K: Reminder to Complete Survey (to Expatriates) via Electronic Mail

Subject: Reminder: Cultural Identity Survey for American Expatriates

This is a friendly reminder about completing the cultural identity survey that was sent to you a few days ago. Your experiences are critical in understanding the cultural adaptation process as well as potential causes of early return from international assignments. Other phases of my research can not be carried out until I receive and analyze the survey data. The online survey can be accessed at: http://www.keysurvey.com/survey/227047/3a4c/ It should take approximately 15 minutes to complete. The deadline is December 31, 2008.

I am very grateful for your time in completing this survey which will help my future research. As a small thank you, one respondent will be entered to win their choice of (1) $25 I-Tunes certificate, (1) $25 amazon.com certificate, or (1) $25 donation to the charity of their choice. Please accept my thanks and know that your efforts are much appreciated.

Thank you,

Ti’eshia Moore
Doctoral Candidate, Adult & Higher Education program
Appendix L: Bicultural Identity in American Expatriates Survey

Bicultural Identity in American Expatriates

Demographics Questions (optional) (Section 1 of 6)

Do you identify yourself as an American?

- Yes
- No

Back   Next

Completed

Preparing to take part in this study?

- Yes
- No

Thank you.

Theresa Morena
Doctoral Candidate, Adult & Higher Education program

Appendix L: Bicultural Identity in American Expatriates Survey

Bicultural Identity in American Expatriates

Thank you. Your participation is voluntary and you may withdraw from the study at any time. Your responses will be used only in aggregated form and will never be identified individually. Your participation will not affect your relationship with the University or with other respondents. Please feel free to contact me at Theresa.Morena@gmail.com if you have any questions.

Theresa Morena
Doctoral Candidate, Adult & Higher Education program

Appendix L: Bicultural Identity in American Expatriates Survey

Bicultural Identity in American Expatriates

Thank you. Your responses will be used only in aggregated form and will never be identified individually. Your participation will not affect your relationship with the University or with other respondents. Please feel free to contact me at Theresa.Morena@gmail.com if you have any questions.

Theresa Morena
Doctoral Candidate, Adult & Higher Education program

Appendix L: Bicultural Identity in American Expatriates Survey

Bicultural Identity in American Expatriates

Thank you. Your responses will be used only in aggregated form and will never be identified individually. Your participation will not affect your relationship with the University or with other respondents. Please feel free to contact me at Theresa.Morena@gmail.com if you have any questions.

Theresa Morena
Doctoral Candidate, Adult & Higher Education program

Appendix L: Bicultural Identity in American Expatriates Survey

Bicultural Identity in American Expatriates

Thank you. Your responses will be used only in aggregated form and will never be identified individually. Your participation will not affect your relationship with the University or with other respondents. Please feel free to contact me at Theresa.Morena@gmail.com if you have any questions.

Theresa Morena
Doctoral Candidate, Adult & Higher Education program

Appendix L: Bicultural Identity in American Expatriates Survey

Bicultural Identity in American Expatriates

Thank you. Your responses will be used only in aggregated form and will never be identified individually. Your participation will not affect your relationship with the University or with other respondents. Please feel free to contact me at Theresa.Morena@gmail.com if you have any questions.

Theresa Morena
Doctoral Candidate, Adult & Higher Education program

Appendix L: Bicultural Identity in American Expatriates Survey

Bicultural Identity in American Expatriates

Thank you. Your responses will be used only in aggregated form and will never be identified individually. Your participation will not affect your relationship with the University or with other respondents. Please feel free to contact me at Theresa.Morena@gmail.com if you have any questions.

Theresa Morena
Doctoral Candidate, Adult & Higher Education program
Bicultural Identity in American Expatriates

What specific conditions have initiated this thought?

What do you find most difficult about your international assignment?

Have you entertained returning early from your assignment?

Yes
No

Back Next

Thank you for taking the time to complete this survey. Your participation will make a significant impact in our understanding of American Expatriates' cultural adaptation processes and potential causes of early return.

You can enter either or both of your options and choose one of the following:

- 5% chance of winning a trip to 100 countries
- 1% chance of winning a cruise

Entry into the drawing requires you to provide some contact information (see details below). You may access the entry in the drawing only once. If you wish to participate in the drawing, please do not forget to complete the online entry form.

If you have any questions, please contact us directly at lelia@uc.edu.

Thank you.
Appendix M: Informed Consent for Survey

North Carolina State University

INFORMED CONSENT FORM for RESEARCH

Bicultural Identity in American Expatriates Survey

Principal Investigator: Ti’eshia Moore

Faculty Sponsor: Dr. Brad Mehlenbacher

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above.

What is the purpose of this study?

The purpose of this study is to determine if the cultural identity of American foreign workers has a causal relationship to early international assignment termination. Research has shown that premature return of international workers has steadily increased, yet studies have not looked at the cultural adaptation process as a potential determinant of this phenomenon. The data collected in this study will address a critical research gap regarding cultural identity and premature return from international assignments.

What will happen if you take part in the study?

If you agree to participate in this study, you will be asked to continue to the online survey. This survey
will take approximately 15-30 minutes to complete and is organized into six sections: 1) demographic information, 2) Background Questions- Company & Assignment, 3) Acculturation, 4) CompanyDifficulties, 5) Social Support, and 6) an open response section regarding cultural identity. Upon completion of the survey, you will be directed to a thank you page with a link to enter your email for a random drawing for your choice of: (1) $25 I-tunes certificate, (1) $25 amazon.com certificate, or (1) $25 donation to the charity of your choice. You are not required to enter the drawing in order to participate. If you withdraw from the study prior to its completion, you will not receive anything for participating. The research is conducted entirely online.

Risks
You will be asked to disclose some of your private behaviors (amount of social contact in foreign country, language skills, identification with host society, etc). However, participant’s names will not be used and results will only be reported in a summary format.

Benefits
Subjects will gain no direct benefit, but numerous indirect benefits can be expected. There will be considerable knowledge gained from the research data that will directly enhance the experiences of American expatriates and their sending organizations in how to train, support and communicate with the Americans while working abroad. In addition, the data collected will produce many insights and benefits to the scholarly community.

Confidentiality
The information in the study records will be kept strictly confidential. Data will be stored securely in an online survey software site accessible only to the researcher and supervising faculty. No reference will be made in oral or written reports which could link you to the study. You will NOT be asked to write your name on any study materials so that no one can match your identity to the answers that you provide.
Compensation
For participating in this study you will be entered in a random drawing for your chance to win your choice of: (1) $25 I-tunes certificate, (1) $25 amazon.com certificate, or (1) $25 donation to the charity of your choice. Entry into the drawing requires you to provide some contact information (email address). You are not required to enter the drawing in order to participate. If you withdraw from the study prior to its completion, you will not receive anything for participating.

What if you have questions about this study?
If you have questions at any time about the study or the procedures, you may contact the researcher, Ti’eshia Moore, at tieshia_moore@csu.edu, or 252-315-0073.

What if you have questions about your rights as a research participant?
If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514), or Joe Rabiega, IRB Coordinator, Box 7514, NCSU Campus (919/515-7515).

Consent To Participate
“I have read and understand the above information. I have retained a copy of this form. I agree to participate in this study with the understanding that I may withdraw at any time.”

* ______________________________ 
(typed/printed name) (signature) (date)

*By checking the box "I agree" below you are providing an online signature and agreeing to participate in this research project.

☐ I agree
☐ I disagree
Appendix N: Definition of Terms Used in Research Study

The following terms are defined for purposes of clarity in this study:

Acculturation: the process of cultural change and adaptation that occurs as a result when individuals with different cultures come into contact (as cited in Schwartz & Montgomery, 2002)

Adaptation: (often used interchangeably with acclamation and adjustment) the outcome in which individuals modify their cognitions, behaviors, and interpretations of behaviors to match the new cultural environment better (Sussman, 2000)

Adjustment: (often used interchangeably with acclamation and adaptation) degree of fit between the expatriate and the new environment in both work and non-work domains. Such as fit is marked by reduced conflict and stress and increased effectiveness. (Aycan, 1997)

Assignment success: defined as 1) completion of original length of stay in host country, 2) related to the maintenance of work output or meeting or exceeding performance expectations of sending organization, and/or 3) ability of sending organization to retain expatriate after international assignment. This study looks at assignment success through the intention or completion of the original assignment length of stay.
Bicultural person/ biculturalism: one who “makes claim” to more than one culture by belonging to both, either by being mixed racial heritage or born in one culture and deeply vested in a second (LaFromboise, Coleman, & Gerton, 1993). Biculturalism is a psychological and emotional transition of dual-competency, allegiance, and personal identification that is situated in social identity that occurs as a result of transition or major reorganization.

Culture: the commonalities we have with other members to whom we make association in language, custom, and ways of thinking and behaving,

Cultural broker: people who are able to bridge cultures, acting as agents of change. Serving as a cultural broker may expedite sensemaking in expatriation (Glanz, Williams, & Hoeksema, 2001)

Cultural distance: degree of difference between the home and host cultures. It is assumed that the more different a host culture is from a person’s own, the greater the difficulty in adjustment (Black, Mendenhall, & Oddou, 1991; Hofstede, 1980)

Cultural mediator: person who facilitates communication, understanding, and action between persons or groups who differ with respect to language and culture (Bochner, 1981).

Cultural permeability: the degree to which an individual perceives interaction, mobility, and integration as a possibility within the host society. Impermeability refers to the other cultures disinclination to assimilate foreigners (Osland, 2000).
Culture learning: changes in individuals during and after immersion in an intercultural situation (Bochner, 1981).

Ethnic identity: identity influenced by both self and the surrounding community

Expatriate: (often used interchangeably with sojourner) employees or volunteers sent by their organization on a cross-cultural/ international assignment (Hechanova, Beehr, & Christiansen, 2003)

Home country/culture: an expatriate’s country/ culture of origin

Host country/culture: an expatriate’s destination country/ culture

Host nationals: members of the destination community to which the expatriate is traveling

Identity: socially constructed measure of how we define ourselves (Kohonnen, 2004)

Marginalization: when two or more cultures share the same geographical area, with one culture maintaining a higher status than another (Goldberger, 1996)

Mentors: individuals who support, guide and counsel less experienced colleagues in order to facilitate career development or cultural competence either through formal or informal means (Feldman & Bolino, 1999)

Organizational identity: how we define ourselves in the workplace and the collective identity we share with others defined by ourselves and others (Gergen, 1991; Haslam, Postmes, & Ellemers, 2003)
Psychological adjustment: feelings of well-being and adjustment as an outcome of cross-cultural transitions (Searle & Ward, 1990)

Separation (cultural rejection within social networks construct): maintaining strong allegiance to home culture, language, and ways of knowing while simultaneously refusing to adopt influences of host culture

Social interactions: the ability to develop and maintain interpersonal relationships and/or to empathize and understand the feelings of others. Based on social identity theory.

Socialization: How comfortable newcomers are with co-workers, host nationals, and group norms (Black & Gregersen, 1999; Feldman & Bolino, 1999)

Socio-cultural adjustment: one’s progress in becoming integrated and engaged in the society and the ability to handle misunderstandings. This comes as a result of meaningful and frequent interactions with members of the host society (Aycan, 1997; Hechanova, Beehr, & Christiansen, 2003)

Sojourner: (often used interchangeably with expatriate) international travelers such as tourists, students, military, missionaries, diplomats, temporary workers with assignments related to career or civic service, or those who have made permanent settlement to a foreign country

Third-culture perspective: Psychological link between sojourner’s own cultural perspective (i.e., assumptions, values, learned behaviors, etc.) and the perspective of another culture. It serves as a frame of reference for understanding
intercultural interactions that is derived neither from the home or host country

(Gudykunst, Wiseman, & Hammer, 1977)

*Uncertainty avoidance:* the attempt to minimize uncertainty through social structures and regulations (Hofstede, 1980)
Appendix O: Qualitative Responses of Bicultural Identity Survey

How and why did you become an expatriate?

1. I represent half of a bicultural marriage that crosses borders. My opportunities to work abroad have not been coupled with an expectation to return to the US. While my first posting abroad was supported from the USA, my experiences in other countries have been more as the spouse rather than the individual posted. This current “posting” is therefore not necessarily representative - my partner has returned to his own country and I have made a committment to living in his country permanently. If you have questions, please feel free to contact me.

2. Business assignment

3. I joined the US Peace Corps while I was in college because I wanted to apply my knowledge to problems of poor countries and to experience other cultures. I have remained in international work since that time (since 1985).

4. Because I wanted to live abroad.

5. Dual national--studied, married and working abroad, now retired

6. I am an artist and wanted to live overseas because it is better for people with this profession. There is more support, better health care and better way of life.

7. I’ve never considered otherwise, always wanted to go to China - oh and American corporate world wasn’t interested in me.

8. I decided on a career in international development early on, while working post-college in Central America. On return I pursued appropriate graduate studies, and started my career in the UN.

9. By marriage to a Swiss man

10. Company spouse worked for in USA was bought by a Swiss company. The Swiss company also bought an Italian company. The Swiss company is trying to consolidate efforts, so my spouse was brought to Italy from the USA.

11. I am in the army, so I am not sure I qualify as a true expatriate.

12. I was offered a 1 year work contract, at a company which was exciting, challenging, friendly and with kind work ethics. I was single at the time, which made the process MUCH easier, and I adapted to the culture, as a personal challenge, relatively easily. I chose to extend my contract a 2nd, then 3rd year.... and then “added” a husband, home, two children..... 8 years later, this is my home, not America. Off topic: some of your questions are poorly worded. For example: consider if you know persons who would perform the behaviors described. I answered based on today. But these answers are different than if you had asked if I knew persons who would perform xyz at the original time of my transfer. In another question, you assume the participant is still under the original contract, and whether they would return early. Some of us had an original contract, or a 2nd or 3rd one... but are now in their new country permanently.

13. Husband’s work offered the opportunity to do an assignment.

14. It is an essential part of the job a d I enjoy it

15. I read too many novels by George Orwell and Henry Miller.

16. Had already a working ability with French and Italian, which corresponded with employer requirements for various jobs.

17. Came for a sabbatical year and stayed by choice.

18. I am a Foreign Area Officer specialist in the US Army. Have spent most of my career in Europe and Africa. Enjoy languages, traveling, foreign affairs, diplomacy, etc.

19. I was recruited from a competitor US company. I became an expat because I wanted to experience life in Europe and because I always loved to travel. It was an opportunity to see another part of the world as well as expand my work experience.

20. I’ve always loved language and traveling, and I’m married to a French woman. When we got the opportunity to transfer my job near her family when our daughter was still young enough to really do full language immersion (7) in the local schools, we jumped at it.

21. We moved to New Zealand to start our own family businesses.

22. Took job with Biotech company located in Michigan and France. Chose France to live as an opportunity to experience French Culture. My first ex-pat assignment was coming from Africa to the US where I became a citizen.

23. I was offered an overseas work assignment and I thought it would be great experience both professionally and personally in a confined period of time.

24. I was offered an initial assignment of 1.5 years when I finished graduate school. I thought it would be an adventure. Now I appreciate the level of autonomy and responsibility.

25. Enjoy the challenge of meeting new people, cultures and working on new problems. Also, it’s a great opportunity to see the world.

26. I spent my Junior year abroad; took my first (short term) assignment in the 1970’s, and began living and working overseas in 1991. I have been overseas 80% of the time since then. I enjoy it immensely; it is very rewarding and constantly changing. No dull moments. To study in an exchange program at the ESC Toulouse.

27. It is a global job market and the opportunity expand my world view seemed too good to pass up.

28. I work for the UN so living abroad is required.
Moved to the Netherlands to take a work assignment (3-5 year assignment). We have always been interested in taking on an international assignment.

Married a Swedish man and lived in his country and after 16 years of marriage and living in Sweden we became expats and started moving to different assignments.

Married a man who works as a contractor in foreign countries.

taste for adventure and travel.

My husband’s work offered him an assignment in the Netherlands and we jumped at the opportunity because I am an opera singer and Europe is the center of opera (or at least that’s what I think) and he and I have always wanted to have an adventure at living in a foreign country.

Grew up with a father who took his family overseas and married a man who did the same!

My husband was told to go back to his country of birth to finish his paperwork in order to become an US citizen due to an error in the Dept. of Homeland Security.

My husband wanted to serve a church overseas, and I wanted to be married to him, so I came too.

worked in Moscow for computer company and then joined US Foreign Service; enjoy living and working abroad.

I wanted other opportunities to travel and see other countries, from a point of view of living in that country, and really getting to know the culture, the people, and cities.

Transfer in work - work for a UK firm

Applied for and was hired to an interesting professional position abroad.

My husband needed to do an international assignment to become a partner in his accounting firm. Several countries were mentioned, when the UK came up we jumped on it. (Similar language and culture)

Became expatriate because of my interest/curiosity in the outside world. Married a foreign national and have held many different jobs, but most relate to development.

I long for adventure, and the feeling of possibility that accompanies living in a foreign country. I’ve lived abroad several times, and quite honestly, I am hooked. I don’t feel aligned with American values, nor any sense of patriotism. Well, maybe now after this election :)

We wanted to live in a new culture and live in a place where we could explore other cultures easily through travel. So, we applied for positions requesting the companies to sponsor a work visa. A British firm in London hired my spouse and sponsored the visa. I then got my spousal work visa and here we are.

I was curious about the world and wanted to see how different places worked.

My husband's company offered us a two year assignment in China. This was an amazing professional opportunity for him. We decided to do live abroad to grow and become better people. We love learning and facing challenges. We decided that this would be our Mt. Everest.

I moved here after studying in Cape Town on a graduate exchange program a few years before moving.

Relocated with spouse and was interested in learning and living in a new culture.

My husband grew up overseas. I did not, but my husband and I have always thought globally and been interested in what was going on in the world. We felt like raising our children outside of their home culture was one of the greatest gifts we could give them - to give them a broader worldview and perspective on humanity. Plus, we wanted to use our skills to make a difference in the world, so we signed on with an NGO that works in sub-Saharan Africa. We are based in South Africa.

I moved to South Africa to work with a mission organization that trains pastors and works with AIDS orphans in the townships surrounding Pretoria.

I have relatives who have lived in South Africa for the past 17 years and I studied abroad in South Africa for a semester during my Junior year of College. As I became interested in international development work, South Africa was the place where I had the most connections and familiarity. I applied for and was accepted to a year-long fellowship in Johannesburg.

I first moved overseas 10 years ago when I was 21 because I was curious what it would be like to live in a foreign country. I enjoyed learning, doing, trying and experiencing new things so much that I have now lived in three foreign countries (and traveled on long assignment to various other countries). For almost the past 9 years, I have been living overseas.


My wife is originally from Moldova and we moved here after we got married in the US.

married it

With the World Bank Group job opportunity

A high placed manager in the South African branch of my company retired with very short notice. I hold exactly the same position in the US. Filling the position in South Africa was deemed more important than having the position filled in the US.

Always wanted to travel and enjoy living abroad, new experiences. Sailed away and found a place we liked and stayed.

My partner and I both wanted to live overseas to gain the knowledge and insight of an experience outside of our cultural norms. It was easier to find a comfortable appointment with her career, so she sought out a position.

Wife got a job in the UK and I followed her here.

I had always been interested in working overseas. I requested a transfer from my company to "anywhere in the world". When an opportunity came up in Johannesburg, South Africa, I jumped at it.
I went to university in South Africa and fell in love with the country. I sought a job which would send me back.

I was inspired to develop a systematic, for-profit mechanism to eliminate poverty on a large scale in Africa. because I have a vision, I am focused and determined to stay at all costs so that may be why my adjustment may seem different.

An interest in intercultural relations

My husband got a job transfer for 3 years and we felt it to be a great experience for our children

I like to travel and see new things.

An interest in overseas life began with study abroad during college. married someone who shared this interest.

Great Family and professional opportunity. Time was right based on age of my children. Needed a new challenge in my work.

My husband had overseas experience as a teacher and convinced me it would be an exciting opportunity. I had never lived outside of America before.

Mr husband got an assignment

spouse's work

It was a unique opportunity to have a unique life experience for myself and my family. The challenge of it all was part of the appeal. It was also an opportunity to advance my career in a non-traditional way.

I became an expat through Peace Corps because wanted to experience a different way of life, to understand the values of another culture and in turn possibly understand my own values better. I wanted to help people who needed it more than those in my country. I also wanted to see Europe but couldn't afford to get here on my own.


I am a current serving Peace Corps volunteer (PCV). I wanted to serve abroad as a PCV so I applied to the Peace Corps and was sent to the Republic of Macedonia. I personally believe that the Peace Corps has one of the best programs for cross-cultural training and language since all volunteers learning the language and have a huge web of support amongst each other.

opportunity to see the world and learn new languages. travel, friends, learn cultures and foods.

Applied for Peace Corps - I became one because I always wanted to join the Peace Corps.

I wanted to experience what it would be like to live for the long-term in a country I love, but had only spend short amounts of time in. I am most interested in African business issues, and being in South Africa puts me right in the middle of things.

I am a Missionary Pastor. God called me to go to Africa.

Initially I moved away from the US to marry a foreign national.

I joined the Peace Corps to teach English in a different country. My desire to help people was a motivation, as was my desire to travel and learn about different cultures before settling down with my life.

Call in the mission field.

I wanted to be totally emursed in my birth country, in order to learn the culture and language without the added flaws of everyday American life, that is not to say, I don't miss my country, it is only to say that thinking outside the box sometime requires one to exit the box. My other reason is that learning the cultural nuances and networking in Japan are key to me realizing my majors full affectiveness. My underlying reason is that I will finally be able to communicate emotions with my mother without the cultural blocks i have had to deal with all my life.

Job offer Why: To gain a real perspective of the world, and a hands-on experience on international affairs and business; to learn a new language, culture, and to meet new people. To expand my horizons, and try to be more worldly. Because there's more beyond America's borders...there is a world full of people, customs, cultures, languages, food and everything else in between.

I visited this country on vacation, decided I would like to live here, went back to the U.S. and found a job via email, moved all of my furniture, and here I am.

My partner and I both got transferred to the UK. He is still on his assignment. The job that transferred me here made me redundant. Now we have a baby that I am looking after for the time being.

because in my field of work money only exists in europe where they support art and culture.

left USA for work and love to Ireland & Denmark

It was part of the job when i signed up.

Wanted a drastic change from my teaching job. Took the Foreign Service exam and brought my family abroad. Why? Adventure, patriotism, want to have an interesting life and see the world.

We decided on a Foreign Service career because we thought it would be beneficial to our children's education. We were not very satisfied with the educational environment in the US and felt it would broaden our children's opportunities. We also were very interested in experiencing new cultures and traveling the world. My husband's father was a diplomat, and he always wanted to follow in his footsteps.

My husband is with the US State Department. Earlier in life my dad took us to Austria. He was with General Motors.

Joined Foreign Service to serve the US and the world. Am a naturalized US citizen born/raised in India. Water engineer who worked in US and overseas. Now want to find opportunities to serve and learn, while representing the US.

in my job description

RPCV...got hooked
After life in the military, and overseas experiences I found living overseas more enjoyable and fulfilling than live in the 50 US states. I also feel the cultural experiences that overseas living gives to my children will help them overcome many US held views and exceed inexperienced candidates in future education and employment experiences.

Joined the US Department of State for this lifestyle--never did like living in one place too long because of my job spouse was in the US Foreign Service when we met Foreign Service job offer I am a diplomat in the US Foreign Service.

Enjoy variety of cultures / assignments. Like to be surrounded by new/exotic things and frequently move from place to place, both for vacations and different work assignments. Like the idea that I'm doing something different from most of my peers.

My boyfriend at the time (now husband) joined the State Dept. to fulfill his lifelong goal of becoming a diplomat and helping to build peace in the world. I decided to tag along as a challenge to myself, to experience a new life and to do so with the person I love.

Started out in Peace Corps and fell in love with international living.

I wanted to get out of the bubble of America, where I felt that the world view was smaller than what my world view was. It is also understood within my family that after some point, one would switch countries and live abroad for an extended period of time.

First 3 years was due to a Air Force assignment for my spouse. This current assignment at a different location in Germany my husband works for the U.S. government.

I loved serving and speaking to hispanic people about God Word. I became a missionary because God call me to do this work

Career goal to live/work in a foreign country.

I wanted to experience a new place and culture. i

My husband and I both wanted to work in missions doing volunteer work in construction and helping others in need.

I wanted to leave the #1 terrorist state in the world.

Felt called by God to go to another country. Sending organization agreed to be the sender.

Work has required me to live overseas. This is the third job I've taken which requires overseas assignment. part of a team of 3 families going out together under same agency

Met my wife in Sydney, who is from Texas and we got married and decided to stay in Sydney. She is now a dual citizen and we have two children.

We were very experienced in business travel and wanted a more in depth international experience. We have loved our assignment in Australia and are sad to be coming to its end.

I became an expat unintentionally. I took on a 1-year assignment that turned into a 4-year assignment as a volunteer missionary with the Church of the Nazarene. After 4 years, I married a South African and am still living here 8 years later. I did it because I wanted to. I enjoyed travel and South Africa seemed like a very interesting place to go. I have loved almost every minute of it and am now raising a family here...purely by accident!

My husband was asked to start a joint business venture in Mexico and our girls are in college so we thought this would be the perfect time to go on an adventure. It was also a good move in my husband's career.
How do you identify with Americans and locals of your host country as a result of this international experience?

1. I identify myself as neither fully American nor a local. At this point in time, I find few can truly understand my position as I can no longer return to my old American self, more closed minded locals close me out and I am not a typical expat.

2. I have found more Americans here with similar likes and dislikes than I did in Texas (state we lived in) I have found many Italian women that I can identify with

3. I identify with most Americans and locals at work and socially. I live in a country right now, Albania, where this is quite easy and where Americans are well thought of. The recent election of Barack Obama has made this even easier.

4. I don’t like seeing them because they don’t try to adapt to the host culture.

5. No special problems with either.

6. I am finding that I am becoming more and more different.

7. I have difficulty relating to most Americans now that I see things differently, have a wider world view. I tend to relate better to Americans who have been abroad for many years as well. I also have difficulty relating to host country nationals because to almost all of them, I will always be an outsider.

8. I have only just arrived in Moldova, so it's hard to answer this. However my general experience is that I identify strongly only with other Americans who have spent many years abroad working in development. I'm looking forward to closer relations with nationals than I have had in other countries, due to greater cultural similarities than other places I have lived

9. I do not identify well with ex-pats who come to Switzerland and expect Switzerland to be like America. (i.e. language, food and customs) Such people are considered rude and tend to be treated poorly by the locals. A little bit of effort and understanding goes a long way were. I have built a friend base in Switzerland. Strangely, my Swiss friends tend to be well-traveled and well educated. It seems to make them more open to understanding me and accepting that I am not a hamburger-eating, white shoe wearing, war-monger. (their preconception, not mine) They are generally less susceptible to stereo-types. I can better identify with the Swiss at this point. I feel like a stranger during my visits to America.

10. I identify well with most of the Americans I have met in Italy. I do not identify well with Italians for the most part because I do not speak their language.

11. Closely; we have a close community.

12. I mix with both. I dont consider denmark my host country though, I consider it my home.

13. There are many expat friends from many, many nations, some of which are Americans and some that are locals.

14. I am less conscious of nationality

15. There are always multiple ways of approaching/understanding anything; everyone has different vested interests in outcomes as a function of their cultural preference ordering.

16. I identify more with the community than the host community, regardless of the fact that I spend more time with the latter than the former. This is due to the fact that I have been in France for more than 25 years.

17. Of course, I identify with Americans as fellow Americans, i.e. culturally and politically. I identify with locals as fellow human beings with whom I share cultural, political, family and lifestyle values.

18. I tend to have a broader world view than most Americans. I can see both sides of issues, and see the locals point of view. Doesn't mean I agree with it, but I can see it.

19. I still feel American, but I do feel that I am "different" from Americans. I believe that my experiences in Europe have changed me into someone who can’t go home (to the US), yet will never be able to fully fit in with my host country. I can not relate to the locals because I don't share their language and their culture.

20. I love it here, but I still consider myself an American who currently lives in France and have no interest in French citizenship. To Americans I identify myself as an ex-patriot and to the French as an American who's having a blast in their country (love the language, the food, etc.).

21. Strong identity

22. Don't attempt to make contact with other Americans specifically since I came here to experience french culture. The french have been very welcoming but language is a challenge.

23. I'm much more tolerant and patient.

24. I identify less with Americans the longer I am overseas. However, I also find that I have less patience with each successive overseas assignment (I have been overseas 11 years in my professional life).

25. Clearly I am an American sharing beliefs and values with other Americans. I am a guest in a country of very accommodating but very different (culturally) people. I am not one of them and never will be, but I am treated well and I believe share a mutual respect.

26. People are basically the same wherever they are or come from. They want a nice home, a good job, education for their children, a chance to realize their potential. Most of the differences are superficial, and do not conflict or override this fundamental congruity of interests.

27. Sometimes I find myself not agreeing with others' views, but I still can respect and learn from theirs.

28. See many Americans as a bit short sighted and self-consumed. They take the standard of living and freedom for granted.

29. As a result of being exposed to other cultures, countries and a broader view of world politics I identify less with Americans than I did before beginning this assignment.
I find it difficult to make real friends after so many moves. Starting over and over is so energy consuming. Expats are always leaving an keeping friends is difficult.

I find that their world view is limited and, often, uninformed, and that many of them like it that way.

Qatar has a very small native population and a very large expat community, including many other Americans. So I’m answering this question from the perspective of western/arab, since I have limited opportunity for western/qatari interaction. I identify strongly with most of the westerns, though in this time of war, I am a little embarrassed to be seen as American. Arabs have a rich culture which I enjoy learning about.

Well while we are here, we socialize with other Americans who work with my husband (other expatriates) and we socialize with fellow Dutch friends he and I have both made while working here.

Everyone makes friends quickly.

Those who earn good salaries, more than $1500 have a completely different lifestyle. Many companies and embassies pay housing a schooling. Those things are very expensive if you want to live similar to the way you did in the US. I am more appreciative of the things I had...and treasure the American friends that I do have here in Peru! They help me keep my sanity!

I identify with them in specifically American activities, such as restaurant get-togethers.

The Americans that I’ve met are somewhat aloof, at times they are very helpful say through an on-line chat, but meeting face-to-face has been difficult. I’ve had more interactions and made more friends with other expats (Australian, New Zealand, Asia, Europe, etc...) and with locals.

Don’t know too many Americans - women my age here tend to be trailing spouses, and I am a working mom, so I have not yet found a community of American women to hang out with. My friends from work are locals, but I have not made many local friends outside of work.

As a long-time resident, I tend to identify readily with locals, but still am recognized by them and other Americans as being first an American.

We only really have American friends. The Brits tend not to want to socialize with us. We (our collective group of friends) think it’s because there is a steady flow of expats into and out of the company. They don’t want to invest their time and energy in forging relationships with people who are just going to leave.

I sometimes feel a bit that I am a foreigner looking at Americans, or at least with a perspective of Americans as how they tend to come off vis-a-vis other nationals. I am different from other nationals, even though I understand them well and my wife is essentially from another culture.

For the most part, I do feel an affinity with other Americans. It takes a certain kind of person to live abroad, and this common thread is a great unifier. However, I do find myself feeling repulsed at times by the behavior of other Americans--their rudeness, loudness and excessive capitalism can be a big turn off.

I am beginning to identify better with locals in my host country, but it has taken several months and a great deal of difficulty in meeting people. Knowing there are so many Americans here in London helps me feel better, like I have friends by association. Although, the reality is that I have never met up with or made an effort to hang out with Americans because the purpose of our move was to learn to live in another culture. Through work, voluntary service, and going recreational activities we are beginning to meet more locals and this makes us feel more at home in our host country. It feels like the best thing to do to make our host country feel like home to us, is to make friends here.

I have become much more patriotic - so incredibly grateful for the opportunities my country and citizenship allows me. I also have become more open-minded about the way our (country and individuals) actions are viewed from an international perspective. I find it difficult to relate to many of my host countries views on America. I find them very un-informed, biased and extremely vehement because of media information given to them, not because they have researched their views.

The American community is tight-knit in the city we live in. You bond quickly because you are all experiencing the same struggles and need support from time to time. Plus, it is very hard to talk to people back in the States about living abroad because they just don’t get what it is like (no matter how many times you explain it). Being able to identify with the locals has been a bit more of a challenge. It’s amazing to see how much you can communicate non-verbally. My Chinese is not so great right now, but I try-which the locals appreciate.

While at first I did not actively seek out Americans, I think that I do so more now that I have been here a few years. Also, many of my friends are from other countries.

I see them more at formal events. We share experiences; good and bad.

We couldn’t find any other Americans! After five months of living abroad we ran across ONE other American, which was a huge comfort to me. We have coffee about once a month, and it has been a “sanity saver” to have one hour a month of being with someone from my own culture. I don’t have to worry about being understood/understood, and I can relax a little! As to identifying with locals, we are still working on that, but we have grown to appreciate their strengths which are different than our own, and to see those differences which were initially “maddening” as differences and NOT faults.

I feel like I have more in common with international Americans than I do with Americans living in the United States. Because there are many distinct ethnic groups living in close proximity here, I think I share a feeling of not belonging with almost everyone here, including locals.

A few americans that have moved back home or to other safer countries.

The question is in many ways too broad to accurately answer. South Africa is a country of contrasts. Like in any society, albeit the U.S., Canada or China, often differences in socioeconomic standing have a huge impact on the ability of people to relate and socially interact. In South Africa's case the extremely high
crime rate makes expats and people with any sort of wealth less able to venture in many parts of the larger community. I meet other expats here that I relate with, and with whom I do not, just like in the U.S. where I met people with whom I related well with and others that I had little in common with. I am the youngest person in my company by a good number of years, and so unlike my study abroad experience, I have had trouble meeting people my age with whom I relate with.

I have always been skilled at integrating into the local community - I have both expat friends and local friends and feel comfortable spending time with either group. As a result I feel like I am part American and part Albanian (the current country where I am). Sometimes this is very helpful as I can move back and forth between the two cultures very easily and I know how to operate in both cultures. But the downside is that I don't feel 100% at ease in either culture. I have a mixed identity that I don't quite know how to define.

depends on the individual, not the nationality

It helps me to see how foreigners tend to see Americans in general and to understand why. It helps me to better appreciate the freedoms we enjoy in the US. It has strengthened my resolve to not be a 'typical American'.

find commonalities, like family importance and hobbies to start a conversation

Strongly w/ Americans, must-broader world-view. W/ local South Africans an understanding, but major differences.

I see no other Americans. The local expat organization is not of a cultural mein that I wish to be part of -- it is more for diplomatic, business, or military personnel. I work in the mining industry. I primarily associate with locals that have similar work backgrounds. Neither my wife nor I are outgoing. We are comfortable living a somewhat solitary existence. Our interpersonal interactions are with locals.

Well with those that have been here a long time. New people coming, come for wrong reasons and do not fit in.

I have had the opportunity to spend time with many Americans who I never would have associated with in the US, and I have learned and gained from that experience. Additionally, I have had close relationships to several host country nationals, and I deeply value their friendship, as well as what they have taught me about their country and their culture. Additionally, I really enjoy the companionship and friendship of the expatriates that I have met from all over the world--from many, many countries besides the US and the host country.

More liberal than Americans. More comfortable with European lifestyle, values, morals, politics, culture, etc.

Some Americans keep themselves insulated from the host country. I did not want myself to remain as an American while trying to experience this new environment. I really enjoy the locals. Though my interaction with them is mainly at work. I find that I bridge the gap between white and black much more easily than the locals.

Well the Americans in South Africa seem to be more similar to me than Americans at home (they are international in their perspective, etc). within SA, there are a myriad of cultures (from more euro-centric ones to more african ones). I have few challenges in identifying culturally with my european-south african.

I identify with them fine but I spend very little time with Americans because of my focus.

Here I identify much less with Americans than in any previous posting, as most "following spouses" here are stay at home moms. Although we're still new here, I relate much more to locals as this is the most socio-economically advanced country we've been posted in.

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censor some of my more liberal values and morals, in order to avoid judgment.

81 Sadly, I actually now prefer to socialize with host country nationals more than Americans as I find them more down to earth and easier to connect with. This experience has just solidified for me that all people basically strive for the same things and that if you take the time, all people can get along.

83 I'm more drawn to other foreigners who are more western or speak English and Americans. I understand the locals more after living here a year and have made friends with a few. Friendships are different than at home, but still satisfying.

84 Until I moved to South Africa, I don't think I realized how "American" I was, how much I love and miss the "States", and how proud I am to be an American. At the same time, I see South Africa as my second home, and so have easily made many South African friends, which brings with it adaptation to a host of local things. I like to "be" South African just as much as I am an American.

85 Very well. No problems.

86 I have very little contact with other US citizens.

87 I feel that I am better able to understand the motivations of both Americans and locals as a result of my experience. I still identify myself as an American, and feel that I am best understood by my fellow Americans, but I also identify myself as a resident of Macedonia and someone who cares deeply about the country and its people. I feel that the locals are a part of my family.

88 I see that we all have the same problem, and love and patience are virtues that we all need.

89 The other students from NCSU and I, in my opinion, are not friends but not enemies. I do however relate well with one of the students from Arizona State, though most of my time is spent with Korean exchange students, Chinese exchange students, and Japanese students who speak broken English. I am lucky enough to have met two former exchange students who moved here after college; one being from Chicago, and the other being from NCSU. They are the americans that I would say I spend the most time with. They also tend to have my same mindset, and want to be in Japan for the same reasons, without the actual Japanese family life background.

90 I have become more proud to be an American, and appreciate the small things that make life in the U.S. easier. But my host country has taught me a lot more about life, and how to live it right.

91 I identify with American openness, optimism, competitiveness and drive for excellence. I identify with the local attitude of gentleness, order, and the usefulness of finding a group solution to problems, instead of "winner take all."

92 Most of our friends are Americans or other foreigners in the UK. We have a very hard time relating to Brits.

93 I don't hesitate to identify as an American because my position is working in the UK. I am used to the standards of living, culture and values."I have met two former exchange students who moved here after college; one being from Chicago, the other being from NCSU. They are the americans that I would say I spend the most time with. They also tend to have my same mindset, and want to be in Japan for the same reasons, without the actual Japanese family life background."

94 I have a good understanding of both communities here in Ukraine. I don't really identify with many American families because they are big into partying--we are not! The locals are open and loving. I have been accepted by them.

95 I was born/raised in my place of assignment, so identifying with locals is very easy: I look like one, speak like one and am, with out my identity card, a full-fledged local. I am also a US govt rep and an officer and do my job as I have committed to doing...and being part of the US community. Doing both is possible with a supportive family, organization and having the backing of the US govt in doing this.

96 I'm not sure what this means. Identify how?

97 I look at both as fairly silly.

98 I see a vast gulf between Americans here on diplomatic/humanitarian assignments and those sent here by their U.S. company. The former are much more content, interested in local culture, and willing to be flexible. I self-identify as an American but my international experience has led me to be more critical of US policies. I got along fine with locals wherever I am, though with varying degrees of difficulty, of course.

99 I identify with American openness, optimism, competitiveness and drive for excellence. I identify with the local attitude of gentleness, order, and the usefulness of finding a group solution to problems, instead of "winner take all."

100 I have a good understanding of both communities here in Ukraine. I don't really identify with many American families because they are big into partying--we are not! The locals are open and loving. I have been accepted by them.

101 I was born/raised in my place of assignment, so identifying with locals is very easy: I look like one, speak like one and am, with out my identity card, a full-fledged local. I am also a US govt rep and an officer and do my job as I have committed to doing...and being part of the US community. Doing both is possible with a supportive family, organization and having the backing of the US govt in doing this.

102 I'm not sure what this means. Identify how?

103 I see 50 % of the expats around me blending in and going "native", becoming part of the local culture and not being recognized as "Americans", the other 50% could be easily identified as Americans and push their American values and views upon the people around them. The latter group usually only stays on assignment the minimum required time and years to be back in the "States".

104 Generally well with other U.S. citizens (assuming you are referring to U.S. citizens as Americans and not including Canadians or Mexcans as Americans)--locals at work in professional capacities are easier to identify with than work concepts than the general population that is generally at the poverty level--harder to identify with the "God willing" culture of this class.

105 I identify with some Americans and with some Mongolians. You did not ask about sexual orientation in your demographic questions. As a middle-aged lesbian, I have learned that almost all Mongolians consider homosexuality depraved and immoral. As a single, older person, my experience here is different from most of my American colleagues at work who are young, heterosexual and married. Wherever I have gone in the world, local people say to me "You are not like other Americans we have known." They intend this as a
compliment. I find the Mongolian people very warm and kind as long as one does not discuss religion, politics, sexuality, feminism, racism, Russia, or China.

My children attend the US military-run school and I substitute teach there. As a family, we spend most time with the American and non-host country community and a little time with the local community. The locals know that we are transient and many don't take the time to forge a friendship when they know we'll leave in 2-3 years.

As privileged, with diff identity, racial and social and political values. I do not like them or value them.

Feel like I identify with both and neither at the same time - my outlook doesn't really fit either niche.

The longer I'm overseas the less I identify with Americans when I return home...I don't know the latest fads, musics, movies, and news. Even though I try to follow those things from abroad, there is still some disconnect. I do not identify with my host country necessarily, but I certainly understand their culture, history, life and belief system far more than a typical American.

I identify very well with other Americans living abroad in my host country. However, I don't identify as well with Americans that haven't left the country. I identify very well with locals in my host country.

Being around a military community is easy to communicate with other Americans. Since we are living on the economy during this assignment we are slowly becoming more familiar with the locals. Although this part of Germany is more unfriendly toward Americans than our former assignment

At this moment I do not know American here. With locals I have a good relationship with Christians

There are a few that I get along with really good and enjoy hanging out with.

I identify with others that have worked in other countries now much better because our world is much bigger than those that have just lived in one area their entire life. We understand another culture better and how they view life and how they need to survive and live.

I am always embarrassed at seeing or hearing an American in my new country. And I find myself wishing to become more like the native people of my new country.

Not sure that I want to be recognized as an American. We can be such jerks. Locals can often be kinder and more forgiving.

Fine. Each new country is a learning experience.

extremely supportive and intimate in our interpersonal relationship

I am apart of the American Association and have many American friends that I have lunch with and visit with.

We find that in returning to US as a visitor, we have developed a different view of the wider world. Similarly, we also find we see things in a larger perspective than our host country nationals. After 2 overseas assignments (8 years in total), we find we are most comfortable now with other expats, regardless of their home nationality. Many of our closest friends are American, British, French, and Irish expats, who now live all over the world.

Because of that, I am almost exclusively with nationals, except for an occasional visit from a Canadian friend who lives nearby. Because of that, I feel I identify very closely with South Africans. I am also the only white person living in a non-white area (and there are many areas of South Africa that are white). I have also been here long enough (and being married to a national) that I feel I closely identify with the average person.

I identify with Americans and locals very well. We have a very active and awesome International Newcomers Club in Queretaro, Mexico that is really good with helping everyone acclimate quickly into this environment. I also am an extrovert. If you did not reach out and ask for help or get involved with the Newcomers Club, I think it would be VERY difficult living here.
(Working Expatriates) Has the way you view yourself in the workplace changed from your international assignment? Explain.

1. I realise that each culture has its own work methods and ethic, but that this also can differ within a country, not just across borders. While tolerating and embracing difference is important, one much also work within the system one is in.

2. No, will return to US with no change in job

3. Yes. I see myself as bringing in experiences from around the world that can be adapted to new places. I also see myself as a learner-picking up new things wherever I work and live.

4. No.

5. No.

6. I have more respect in Europe as an artist. It is very nice.

7. Since going overseas I’ve started my own cross cultural training company, and this experience has definitely changed the way I see myself in the workplace. I see many new skills and aptitudes that I never saw in my previous jobs simply because they were not required.

8. Only in the sense that I am now in a high profile management role as head of a UN office. I have a responsibility as a leader and role model within the office, and in representing my organization to host country nationals outside that I have not had before.

9. A woman’s value is still greatly lower than a man’s here and yes, one feels undervalued. Advertisements in the newspapers include preferences on gender and age- humiliating.

10. N/A

11. I feel I am less confident in my job, but i think that realtes specifically to my job.

12. Extremely. I was a workaholic. I am now on par with Danes, putting family first, friends next, and work, maybe 3rd. I am still a productive, efficient worker, just in a totally different way.

13. Yes. I now know--with more precision--how to avoid potential problems dealing with miscommunication.

14. Yes, working in a foreign language requires a different perspective, one more attuned to local customs. In fact, if the hiring company is American or International, one learns to be comfortable at work in most bicultural circumstances.

15. No, not particularly.

16. I am more patient and accommodating.

17. I have gained confidence that I can move within my industry more easily than I previously believed.

18. Not that I can think of. Even when I was based in the States I worked for years with colleagues and customers around the world and travelled quite a lot for both business and pleasure. I've always felt open to different languages and cultures.

19. Yes. It makes you more aware that the US is not the center of the universe.

20. Yes, I have much greater autonomy and responsibility. I don't see myself as one if a large company, but rather a fairly high level manager.

21. My influence here is a bit different than in the US. I am an "outsider" and while valued for my opinion and experience, my "directions" are not necessarily taken as, well, "direction"! In my home country, that was not the case.

22. Not really.

23. Yes, I view myself as more of a global citizen who can learn from anyone and anything.


25. I find that I feel more confident in my role and I feel more aware of strategic business issues.

26. Yes, because I don’t do the same job here. There is a feeling of not being as competent, mostly due to unvoiced expectations on the part of the local authorities.

27. Not really.

28. No.

29. Not applicable to me as I am the trailing spouse. I perceive, however, that my husband’s view of himself in the workplace has chanced little or none from his international assignment

30. Don’t work

31. I am an accompanying spouse

32. n/a

33. Well this is a hard question to answer because when we moved to The Netherlands I just graduated college 3 months prior. I did not work before coming to Europe. But the life of an opera singer is the same all around the world.

34. I am not working.

35. I hopefully will be able to get a great job, now that I can speak, read and write a second language....more marketable!

36. Don't understand the question

37. No, I feel I fit into the workplace here much as I did in the US

38. My husband feels that he is less important here. People don't listen when he speaks. In the States he was top rated in his field, and here he's just mediocre. People don't entrust him as they did in the States.

39. Not really. I grew up overseas and am used to multicultural environments.

40. Well, before, I felt like I was a vibrant contributor to office life. Now, because of the language difficulties, I
feel as if I am not my complete self. I can't joke as much as I'd like to, nor articulate clearly my thoughts.

We feel having work experience in the UK will give us a competitive edge when job searching in the US when we decide to return. The UK workplace does function significantly different than the US workplace, however, it seems as though it is only a temporary change of pace in the workplace that we will embrace while we are here, but drop quickly when we return to the states.

My view of myself has not changed, but my view of how things run here has. When I was based in the US and worked with international countries, I might not have understood their company policies (both business and cultural) or why they might have been limited in resources.

No, I work in a very similar organisation as the one worked in in New York and the heirarchy and work is the same, we work very closely with London.

I see more of a need for me to seek understanding, to actively listen, and to consider other views rather than assert opinions or convictions. I am not always right (though I would like to think so!).

This is my first job as a college graduate, so I am actually creating my perception of myself in the workplace. I have certainly gained confidence from being able to find success in my first job, that also happens to be thousands of miles away from home.

Ever since I was 21, I have worked in culturally and ethnically diverse settings. Because my experience has always been international, I think that it would be harder for me to work in an office only with Americans than in an internationally diverse office.

100%. I must make my own way as I am now a self-employed (retired from the foreign service since 2003), freelance journalist, part time academic and consultant.

Yes. I used to think I had a fair amount of knowledge and experience. Now I see there is a LOT for me to learn and experience. I also thought that I would be more effective. Needless to say, drastic changes don't happen. Change takes time.

n/a

No. I am one of a few experts in my particular field. I am recognized as such both within my company and by competitors.

Lower expectations, use maximum patience.

As a trailing partner, it has definitely changed my perception of self, as I quit a long-term position in order to accompany my partner, and pursue our joint goal to live overseas. I have also had the opportunity to work in a field outside my usual field, in the pursuit of meaningful work in our host country. It has definitely been a change in self-perception, as someone who is no longer working full-time, and also in terms of the experience of working outside my previous field.

I see myself as an ambassador. I am proud to represent America. I feel as though I can challenge the locals views on Americans.

My company operates in a very similar way irrespective of locale.

It has been much harder to focus on my own career path as I am considered a diplomatic spouse which has its own obligations that I must fulfill.

I had an internet based business (as a trailing spouse) which i had to sell as the time changes made it unwieldy so support my children and keep the business going.

Primarily trailing spouse.

yes. as trailing spouse, willing to accept broader range of employment. Find more propensity to stay home because kids need more support without close network of family and long-time friends and neighbors

I have realized what cn be effectively changed and what is hopeless based on Culture.

Yes. I definitely feel more successful, able to handle situations I never predicted I would be in, such as having to solve problems and build relationships in an international/multicultural setting.

Not really

Yes it has. My role here is very different from my role in the U.S. in that I’m much more self-reliant. I’m also in a position where my superiors will defer to me on issues relating to our work here because they know that I understand the work environment here better than they do. I’ve also been exposed to the work environment here (relating to pensions, holiday time, health care, etc.) that has made me come to realize that we could learn a few things from the British in that regard.

I don’t think so. I still feel competent and like I have something to offer.

I feel much more confident now of achieving success in the workplace. I can take the initiative and make things happen. This is because I was forced to do so in Macedonia, where the business atmosphere is much less sophisticated, and host country nationals are in need of skills and knowledge. I have learned that I am a good social worker, mentor, and diplomat.

My view of myself has definitely changed since coming to Macedonia. In the States, I worked for a company that was constantly praising me and awarding me for my work. My current situation, however, is the opposite. I might work hard but to no avail, they will still find something wrong with whatever I produce. It has been an eye-opener for me about work place atmosphere and how vital it is.

yes, but it relates more to taking a much greater responsibility and higher position, not so much to the fact
that it is an international assignment. However, in general, an expat often has greater authority or position than he/she would have at home with similar experience.

Absolutely! I was extremely confident and assertive in my job in America. Here, because of the language and cultural barriers, I am much more humble, quiet, and not very confident. Well I wasn’t with my first assignment, but I left that assignment (stayed in same town and country, just left work assignment) and now I am with someone who appreciates my skills and I feel my confidence coming back. I can be myself with my new co-worker and not worry about how she will take what I say.

Not really--I bring a more international perspective as the “international” person on the local teams here in South Africa, but that’s about it.

Yes. much of what I took for granted in the USA I now see as a luxury and at times very wasteful. Choices I would have made one year ago have changed dramatically.

Yes, I experience life and working with a broader perspective of what is and is not possible.

I feel that my view toward what I am able to accomplish in America has changed due to my experience here. I see the educational system here and it makes me appreciate the system in America more.

The way I see myself did not change but they way they view me is different because of the culture.

Yes, I am learning a lot about myself and how I interact with people.

Apparently I am a hothead, which I wasn’t in the U.S., but locals here prefer a very passive (and sometimes passive-aggressive) way of dealing with problems.

Yes. The UK is much more sexist (and segregated) than the US. I never thought of myself as a “woman” in the workplace. I was a “person”. The UK is so sexist that all the sudden I became aware of my own gender. I really don’t like that.

I feel more professional and educated. When I go back to the US I feel like people in my field need more relative experience.

Yes -- it has led me to communicate my goals and aspirations better and more clearly, since US style ambition is not a given in other cultures. It has also shown me the value of seeing my work through the locals’ eyes.

I am not employed, but I have been during a previous posting. In my experience, I felt very accomplished as if I were fulfilling an important need for the Embassy community. It was very rewarding.

Oh yes! I am much more open minded. I am an educator and I have been changed forever by these experiences. I am a proud American, but not a pushy and ugly American. I see both sides of matters. I am open to learning the language and culture hosting me.

Yes. I feel humbled by the tenacity and intelligence and hard work of my local colleagues and local citizens in general. I find that US personnel tend to complain more about what they don’t have right, and appreciate less what they have.

Yes...fish bowl makes me more self aware of my actions

I view myself the same way in every work place, and my role never changed.

Yes--everyone brings something to the job and everyone wants to be part of something larger than themselves

No. My job does not use my skills and abilities very much. This was true in my last overseas assignment as well.

Yes, Americans can be means spirited and greedy

Have always worked overseas so I don’t know how I would view myself if I worked in the U.S.

YES. Before this assignment I had every confidence in my abilities to get a good job and to succeed in that job. Now I realize that the skills I possess are quite limited to an American context and that I am slow to adapt to new ways. As an international professional, this means that I still have much to learn.

I’m doing exactly the kind of work I set out to do, so I guess my view of myself in the workplace hasn’t changed as this is how I viewed myself. However, compared to my first international assignment (Peace Corps) 13 years ago, my view has changed substantially.

No very much. My working habits have stayed the same.

n/a

The work I do is working with a church in a small rural town, but I insist on being myself even if people see me as somewhat strange

I’m not the working one.

I enjoy working as a volunteer and helping others. It isn’t about a paycheck, but about what the Lord wants us to do with my life.

Yes. I’ve been registered unemployed with AMS for almost a year. I feel trapped, because I am no longer an American Citizen (I am Austrian) but I am an outsider because of my lack of language skills, my lack of the current fashion of work skills and my age.

Yes. I have greater confidence when communicating with others.

No

yes. deeper appreciation for diversity

no
In what ways have you changed as a result of this international experience?

1. I am more open to adapting to different cultures.
2. I can say key phrases in many languages!!!!
3. I've learned more about the world. My horizons have broadened.
4. I don't feel very American anymore after being overseas for nearly 20 years of the last 25.
5. I have a better understanding of historic and cultural differences, such as they are, and can view them in perspective. As noted above, there is more that unites the world than there is that divides it. Living overseas makes that perception more immediate and believable.
6. I believe I have continued to build tolerance for different ways of doing things. I have learned to expect more surprises (good and bad).
7. I have a better appreciation of different cultures and ways of doing things. I am more patient and tolerant and able to deal with adversity.
8. I am more comfortable in 'foreign' situations.
9. My core person is the same. It just never quite fit in in the USA, even though I was born and raised there; and it fits in here much better. My socialistic views, which considers all people more equal, my casual religious views, as opposed to assumed Christianity, my freedoms of unbiased access to press and more of a worldview as opposed to american-centered, are greater here. The way I parent, and therefore the way my children will grow up will be superior than if they were being raised in the USA, because of their relationship in society, medical care, education, and 10 thousand small, subtle but very important things.
10. I view myself as having learned a great deal of creativity in solving problems with tools and materials at hand. Also, I have slowed the pace of my life considerably.
12. My 15+ years of overseas experience has helped me understand and accept a wider range of cultural attitudes and behaviours, and made more conscious of the degree of poverty and suffering experienced around the world than would be the case had I not had such a career.
13. I have learned to be very tolerant, open-minded and quietly strong. Exaggerated friendliness and informal speaking (Mr./ Mrs.- never by first name unless you are given permission) are unacceptable behaviours. Since I have daily access to the news from 5 different countries, I have learned that my world perceptions were skewed, sometimes even false. All in all, the experience has de-constructed who I am and what I believe or know. I went through an identity crisis and have tried to merge my old self with all of these new experiences. I have not yet been entirely successful. It is a tug of war.
14. I have learned more about world events in the news.
15. More patient and tolerant and able to deal with adversity.
16. I am more interested in polical/scoail issues affecting this country
17. I am more interested in foreign issues.
18. I am more interested in cultural differences and ways of doing things.
19. I am less parochial in terms of cultural values. However, base values such as meritocratic, non-hierarchical, openness to strangers, risk taking remain persistently American. This is accentuated in France, where cultural values tend to be the opposite of the above.
20. I have learned to appreciate different cultures and ways of doing things. I am more patient and more able to see different points of view. Although I still work long hours (very comparable to the hours I worked when working in the UK), I feel that my work life balance is better. Somewhat depressingly I do really feel that I will never be fully settled/happy working in France and that my experience working overseas has changed me so that I no longer fit with Americans in the US.
21. I don't think it worked that way in this case. It was more that I got this opportunity because of my previous interest in, experience with and ties to this culture and others.
22. There are so many ways I can't even begin. It's all been very positive, though.
23. More accepting of language difficulties of others.
24. I'm much more relaxed, patient and out-going.
25. I have matured professionally, great independance, although in some ways it makes me feel as though I have no country.
26. I believe I have continued to build tolerance for different ways of doing things. I have learned to expect more surprises (good and bad).
27. I have a better understanding of historic and cultural differences, such as they are, and can view them in perspective. As noted above, there is more that unites the world than there is that divides it. Living overseas makes that perception more immediate and believable.
28. I have become more introverted.
29. I enjoy having adventures and also enjoy the thrill of experiencing new things.
30. I've gained a much broader appreciation for different cultures and different value systems. I now take great interest in international politics
31. I don't feel very American anymore after being overseas for nearly 20 years of the last 25.
32. I've learned more about the world. My horizons have broadened.
33. I can say key phrases in many languages!!!!
34. I am more open to adapting to different cultures.
Much broader horizons and willingness to understand different ways of doing things while remaining very patriotic.

Depressed! There are many hard moments. My family and friends in the states are distant, and the relationships are on hold and will never be the same. My responsibility as a mom is to instill the love I have for America to my American children living outside, and not experiencing an amazing life, without them hating their host country. I defend my culture and traditions, and try to explain to others that there are other ways. I do not find that they are accepting of other cultures, although they say they are. People who enjoy living in other countries travel a lot, and get a break from their host culture. Being married to a person from the host country also has a great effect. My friends who are married, American to American find it easier to air and express their frustrations. I am married to a Peruvian, so sometimes he does not want to hear it!

I have become broader in my abilities to handle different situations due to lack of trained personnel to do them.

more self-confident, feel more experienced and capable

I feel that I learn so much about people, about how much they can be different, and also the same. The experience is priceless to me because I have a great experience with language, culture and in being part of the society. Certainly there are bad and good things that happen, but it is part of the experience.

More circumspect, especially in talking - choosing the right words, being less direct.

I find I bring a broader perspective to managing, am more adaptable to different mores

We've become more world aware. In the States I think we were very USA-centric in our line of thinking.

Broadness and flexibility of thinking. Ability to multi-task. Some greater sensitivity

I'm learning Spanish, which I've already used on my time here in the States on visits. I know what it's like to be a professional in a different culture.

(see previous answer)

I have become more understanding of how different places run. Democracy in a government is not the same everywhere - it's not a cookie-cutter image. Everyone experiencies things differently. I have also understood how easy it is for people to perpetuate an image of a country or people without taking the time to understand it fully - very disappointing.

I have learned you really can't control much in life. When things don't go your way, it is not the end of the world-you survive.

I think that the experience undoubtedly makes you more confident.

I have become a better listener and observer.

I have grown tremendously as a person, though not without difficulty! I have a unique perspective on the world, on different cultures. When you are outside of your home culture, you can look back at it in a bit more objectively. When you enter a new culture, you can look at it a bit objectively than those steeped in that culture. I have a unique view and insight into both cultures, and while I will never be (not anymore, at least) fully one or the other, I can learn to appreciate both and move freely between both. I had to be willing to shed a few layers of American culture and adopt a few layers of South African culture, keeping the best of my American culture (what I perceive to be the best) and adding the best of South African culture. It is both a challenge and a blessing.

I have had to find value in things outside of work. The things that bring me the most satisfaction are not the things I came to do.

I look at things differently. Since the way of life is much slower here, I have more patiences with things and situations.

On a professional level I am learning about what interests me and where my skills are. I am not sure if this is an experience derived from working internationally, or just the natural learning experience of a first job. On a personal level, I am growing much more comfortable living and being by myself, as for the first time in my life I am not surrounded and in frequent contact with friends.

I feel that I am more open minded and flexible than people I know who have only worked with one nationality. However, I have the impression that my work habits are a bit more lax than the average American.

100%. the world is a much bigger place than suburban america.

I feel that I've become more tolerant, open-minded, more balanced, and overall wiser.

broader world view

More open-minded, less american-centric

I am more patient with others. I work with persons whose primary language is Afrikaans. I have had to develop more patience to be able to present technical discussions to those who speak English as a second or third language.

Accept the country for itself and not expect it to be the US

Too many to list on this survey!!! I have learned much more about the world around me. I have had the opportunity to challenge myself to function in a foreign language and foreign culture. I have become more open to a wider range of friends. I have learned to be someone who is always different...as a lesbian in a culture where there are essentially NO out lesbians...and in an expat community without almost no out lesbians. Also, as a Jewish person in a country where there are approximately 30 Jews in the host country, and probably about the same among the expat community. But, while I always perceived myself as someone who was open to accepting people's differences while I lived in the US, I absolutely believe this
experience has required me to be even more open, and more accepting, and more willing to challenge
myself. It has also taught me to deal with a level of clear and ever-present privilege I never experienced in
the US. I am clearly among the most privileged sector of society here, and that has been an absolutely
surprising (and generally disconcerting) thing for me...

Become much more liberal, and much more knowledgeable of Europe & European life/politics/culture, etc
After 8 years here, I have gained tremendous confidence.

obviously more culturally aware and sensitive, but again, my experiences are pretty similar.

I have adapted to the lifestyle business style much more so that I can get better results. some of the
brassiness of being American has worn off.

I am calmer, able to take more daily issues in stride, more open to a slower pace of life, more
understanding of little problems getting in the way of things - overall, less of a Type A American

I'm not certain if this question is also directed at the working expatriate, but here goes: I do not think I
have changed much.

more risk taking. more patient when things don't work as planned. more open minded.

I have become more tolerant of other views. I'm more patient. I have learned that family comes first, always

I have a great sensitivity to the world and I am more critical of America, my home country.

Become more open to other cultures

less friendly

I see myself more now as a global citizen. I've been fortunate to travel quite a bit and experience the
interconnected nature of the world from London. It is amazing that the U.S. is so powerful but at the same
time many Americans have never left the country. While I have felt this way for some time (including prior
to my departure from the U.S.), this has become more clear to me due to this experience.

I have learned to be more patient with myself and others when we do not understand one another. I have
more interest in international politics and social issues than I used to. I am more opinionated about US
foreign policy. I have a greater appreciation for what "AMerica" meant to immigrants coming to our country
many years ago.

My entire outlook on life has changed. I am constantly observing the people of Macedonia and how their
lifestyles and society contrasts with more developed countries I have lived in. It has been a valuable
experience in that I learn a lot about human perseverance. I won't take things for granted that I used to. I
am more proud and grateful to be American.

I believe I am much more humbled about my abilities and what all I can achieve in only 2 short years. I
came here believing I would change the world but now I realize that it all takes time and I have to do things
one step at a time. Also, doing work is not always about getting praise or more money, sometimes it is just
to help someone else.

My eyes have been opened to many new things and i have a much broader view of the world. also a better
ability to look at things from new perspectives. particularly living in asia (where the system of thinking can
seem quite different), i learned other ways of looking at the world or of understanding people's behaviors.

I am not as results driven - this is a relationship society and even though in america I focused on
relationships at work too I still was focused on results. Here I focus more on just the relationships. I'm ok
with not having results every day and try not to compare my self to the other volunteers in the country.

Much more self-aware of my American-ness, and sense of what it means for my identity (as well as really
valuing it) Much more worldly in my point-of-view, which can make discussions back in the states difficult
with people who have never left the states

My worldview is changing day by day. My love for the people of other cultures is deepening. I can now see
that I have been a very selfish person and did not really understand how most of the people in this world
must fight to survive day by day.

I am more self-reliant.

I feel that I am better able to deal with the uncertainties of life, as well as the differences that arise
between people. I feel that I am stronger and better able to take care of myself and live independently.

I learned to be more patient.

My use of the native language is worlds better than it had previously been after only 2 months of living
here. I also am more self sufficient after living in a foreign country on my own. I also recognize the things
that one can take for granted in America such as: prices of food, basic cultural rights and the liberties of
being able to express yourself to the fullest of your linguistic abilities. Also, Japanese people don't
understand sarcasm.

I am more confident in myself. I have gained a more 'I can do it' attitude to life. It's all been positive.

I like to think I've incorporated the good side of what I've learned abroad into my own character.

It killed my career and now I am focusing on my personal life. Which is great in many ways.

I'm more aware of human interaction and what makes daily life pleasant. I'm more powerful when back in
the USA and still aware of my weaknesses abroad.

more cynical

More realization of how screwed up the world really is.

More open, flexible, and tolerant; less quick to judge. But it can be an extremely stressful lifestyle and lead
to family breakdown if you are not careful, so I try to be vigilant about maintaining family ties.

98 I feel my eyes have been opened quite a bit, not only to other cultures, but to the bureaucracy of government, both local and our own. I find myself more curious and also more attentive to worldly current events than ever before.

99 see above! I am open minded, accepting, forgiving...

100 Appreciate more, work harder, complain less.

101 better understanding of my host country.

102 less idealistic about change and more pragmatic about changing other cultures.

103 None

104 More

105 I continue to learn more about myself and about my own country. I was so proud when Obama was elected and was glad to learn that local Mongolians were glad that he won. I hope that US behaviour in the world will improve in the next administration and that the US will not be so distrusted and despised.

106 slower pace of life. more family time. stronger family ties.

107 I have become less morally centered

108 I appreciate what works in the US.

109 More independent, adventurous

110 I no longer take for granted simple things that I had at home such as family and friends who are more likely to understand you than not, as well as the ability to more easily build new relationships due to obvious cultural similarities.

111 Better understanding of culture, customs, issues in the Balkans. I’ve actually identified with the host country on one major controversial issue and now harbor some quite negative feelings towards a neighboring country and have refused to travel there for over 1 year (and this is an issue most Americans have never even heard of). I understand the ethnic tensions that sparked the Kosovo crisis, but also have friends on both sides and can actually understand the issues better from both perspectives. Despite my Christian beliefs, I perhaps understand and sympathize with the Muslim perspective best.

112 I have grown as a person and developed more trust in myself. I know that I can handle all kinds of situations and that I won’t let myself get lost in the world.

113 I have begun to appreciate the small things you take for granted while living in the US. But with the interent you can order just about anything you want on-line you just have to be patient to get it. When we went home this summer it was weird seeing everyone speaking English. After 2 months in the state we were ready to return Germany because we missed the opportunities to travel all over Europe

114 I have learn not to try and change people to the way I think, but to work with them by being underanding with their cultural belief

115 More detail oriented, aware of different communication requirements between cultures.

116 I have grown to appreciate things from my country a bit more.

117 I am definitely much more patient, more interested in world affairs, material stuff isn’t nearly as important, friendships with people from other countries is great.

118 I have found out how truely worthless I am to any conventional existing consumer market, but in terms of finding work. I feel it is best not to be a consumer in the world as it is. I’ve also grown to despise the EU.

119 Larger world view. There are problems outside of the US.

120 More open to trying new things.

121 see above

122 I am more laid back and relaxed. It's a much slower pace of life in Australia.

123 I find that I now understand in a gut level what it means to be the outsider, as sometimes, both in US and host country I can find myself feeling as though I don’t fit in. In a positive way, I also feel that I understand the problems of cross-cultural communication and challenges of international business dealings. Even in a country (Australia) where English is the native language, there are still ways of communicating and behaving that can be baffling to a new arrival.

124 Other than my vocab, I’m much more aware of my world around me. In some degree it, has made me different politically in the US. I live in a socialist country (that would love to be a communist country) and because things don’t run well here, it has made me change some of my political views. Also, because of the massive crime problem that exists here, it has made me in favour of the death penalty when I was previously not, as there is no death penalty here. On the flip side, I have seen a lot of poverty in my 8 years here and I have come to realize that the poorest American still has so much more than the poorest South African simply because of the opportunity that exists in the States. Americans have no excuses.

125 I think I am even more outgoing. I have stretched myself to do and learn things I never dreamed I could. This has been a great experience, thus far. I have my days when I get frustrated because of the language barrier or cultural differences, but all in all, it has been good.
What do you find most difficult about your international assignment?

1. Missing family
2. Having my kids far away from grandparents, uncles, aunts cousins. We miss family events and milestones and they miss ours.
3. My job is boring.
4. Preventing people from perceiving me as an American.
5. My family (parents, siblings, etc.) live very far and it is difficult to share holidays, birthdays, etc. with them. Their presence is limited because of the distance.
6. That the host country nationals will always see me as an outsider. Also, making friends here is difficult.
7. Language concerns and making friends - but I'm still very new here
8. Balancing who I am with who I have to be in order to be respected or accepted.
9. Not speaking the language.
10. Not much, I thought it was a challenging game. Language was a minor issue, but not now. I was lonely in the beginning, and Danes do not warm up the same way americans do, so I had to learn that. I miss my American family, but have opportunities to see them. I miss a more diverse ethnic group (compared to living in NYC, and even compared to Atlanta) and all that entails, but specifically access to interesting, true ethnically diverse food. I consider difficulties minor.
11. Being away from family.
12. Choice of schools limited
13. The amount of time it takes to get things done.
14. High necessity to travel. Modern technology allowing on-line meetings is not well advanced, yet, in Europe. People would rather interact personally/physically in order to perform a business function.
15. In the U.S. we are accustomed to thinking that everything is always possible. Outside the U.S., we realize that some things we are accustomed to simply are not possible, or are too difficult to be realistically achievable.
16. Distance from family and friends.
17. Loneliness/isolation
18. Finances and taxes are extraordinarily complicated for American ex-pats (much more so than for friends and colleagues who are ex-pats from other countries).
19. Missing family and friends during holidays especially Thanksgiving.
20. Only language
21. Home-sickness and having friends readily available to do things with or talk with.
22. The local country's work ethic and trying to deal with that without driving myself crazy.
23. The language barrier makes it very difficult to do MANY ordinary things. It is also very easy to be left out of things since it is difficult to understand the language.
24. Being distant from my children and grandchild.
25. Meeting new people
26. Making friends
27. Poverty
28. Learning to live in a culture which places much less emphasis on capitalism than the American culture. Very little emphasis is placed on the entrepreneurial spirit and a desire to provide excellent service.
29. Starting over with new friends and a support system and getting the children to be happy again.
30. No close friends and shopping schools for my children
31. Celebrating American holidays in The Netherlands is rough at times because finding ingredients for cooking "American" style can be hard. But it's not impossible :-) Being away from family and friends.
32. I work too much and am not able to be a mom. The finacial stress and missing our family.
33. Just when you think you've understood things, you discover that you made a cultural gaffe.
34. Seeing family in the US infrequently
35. Some days are exhuasting because I still have to work at the language, but I find I am usually well understood. Men here like to whistle and say things when you're out by yourself on the street, which is really more annoying at times than difficult. Third, I have problems with the food, and don't like eating meat... so vegetarian options though very good, are also very limited, I really miss eating at some of my favorite restaurants back in the USA
36. Money concerns - expensive living here and expensive to travel back and forth.
37. Sometimes miss communicating in the shorthand language we share as Americans.
38. For me (trailing spouse) it's been that it's very difficult to find work. My field is marketing and before we left I was a marking manager for a major automobile company. Here, I can't even get an interview, and when I do they want to know what I studied in HS...they don't seem to care about my background or college education.
39. Poor functioning of many services. Distance from family and friends in the US
40. The language, the vagueness of it, the amount of research I have to do, the energy I expel.

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Making friends has been difficult. Communicating our ups and downs has been difficult, because our friends and family back home cannot understand the situation fully. The company sponsored visa has been a double edged sword. It has served nicely to get us into the country and working, but has been a big disappointment when the sponsoring company has been difficult to work for. Finally, there are many rules in place that made it difficult to know how to accomplish the basics in the beginning, such as opening a bank account without an address while not being able to secure a flat without a bank account. Many of these situations could have been easily avoided with something like a how-to guide for moving to our host country.

Dealing with the people who start arguments with you simply because you are an American. Working with people who don't share your work ethics.

Living in a 3rd world country with access to a different level of health care than I am use to. No 911 or reliable emergency services. If you have any real emergencies you need to be air-lifted to Singapore, Hong Kong, or Tokyo. You just hope you make the flight. If you think about it for too long you might have a panic attack. So you have to believe that everything happens for a reason.

Time zones and feeling connected to friends and family in the States.

The attitude of women as decision makers and the overt sexual expression/attacks verbal and physical against women.

Not working with anyone from my home culture. We are the only Americans. At times that is very lonely and isolating. Also, trying to understand the different mindsets of the people here (there are 11 official languages (and cultures) in South Africa!), and make friends with the locals.

The local population that is most like my own (i.e. South African whites) are often unexpectedly frustrating to me. I think I expected us to be more alike. When I am with Zulu or Sotho people I don't expect to share a cultural framework, so unfamiliar behavior is easier to deal with.

I am alone, it is hard to meet people and I am a long way from home. I only go home twice a year and then friends and family come thru out the year.

The most difficult aspects have been being away from my friends and having a difficult time meeting people with similar interests and of a similar age. It was also difficult for a very politically engaged American to be abroad for one of the most inspiring and historical elections of my country's history.

There are two things I find to be most difficult: (1) availability of goods and products from home and (2) interacting with other Americans who are new to living overseas. I find Americans who are brand new to expat life tend to go through a cycle where they are very negative and cynical about everything in the host country and make no attempts to integrate. Spending time with this contingent of expats is extremely depressing and frustrating.

Currently, creating a constant, stable income stream as a freelancer.

Dealing with expectations that are not met / satisfied.

Moving every 2-3 years

First three years of the bell curve; i.e. getting used to crime, finding schools, homes, medical facilities, etc.

1. Personal security is a real issue in South Africa. An American can go anywhere, do anything at home without much fear of personal attack. Here it is an everyday thing. Having to keep personal security foremost when I am at home or in public is a radical departure. Blacks have freedom of movement here. Whites do not. I have to be very careful to not go places I should not. 2. Driving on the left. Now second nature. Hardest thing was to learn to move right to stay close to the centerline. Also signs are on the left. Host drivers are very aggressive drivers. I will have to be very careful upon return to the US as people there do not drive like this. 3. Driving in Johannesburg is the pits. About like Chicago or Toronto, not quite as bad as DC.

Corruption, self interest, lack of culture, morality, manners regardless of class or money of the locals

So many things... The primary one being the lack of any adequate health care and emergency care facilities, and the fear that if anything happens to my family (especially to my 3 year old son) that we are incredibly vulnerable. Also, the constant dysfunction of all systems (roads, healthcare, water, power, government, police, etc.) can become wearing and draining as time goes on...

Miss my American friends

Being away from my parents (and more importantly, keeping my parents' grandson away from them).

I think sometimes I fear that I'll always be viewed as an outsider amongst South Africans - even though I hope to settle here premanently.

Getting things to successful closure in business. South Africa takes an extremely long time and while the business culture looks "western" it is rooted in alot of unhealthy habits that work against opening business opportunities to people whether in africa or abroad.

As usual for me, just starting all over again every time we make a move.

Truly understanding the cultural differences and realizing what that really means on a day-to-day basis.

My mother is ill, so the distance is a problem. The insecurity of not knowing where the next contract is going to be. The guilt of leaving behind family back home without much knowledge of what's going on...

Inadequate ability to help family in US when they are in need - aging parents have died while we were overseas and we were not able to support them and other family members bore the major physical and emotional burdens.

The activities and friends I left in Colorado.

Being away from home..."missing out" on holidays, births of friends' children, and friendships fading away.
the starting over again in your social life

spouse's stress

Despite the fact that English is spoken here, there are still communication problems from time to time. Furthermore, it is difficult transplantsing your life to any new locale, let alone one in a foreign country. Building a support network is challenging, as are the little things like finding a babysitter, dry cleaner, store that sells windshield wipers, etc. Add in the cultural differences, and these things build up and can be paralyzing for some. It is also difficult making long-lasting ties or commitments when you know that your are going to leave at the end of a set period of time. Everything is semi-permanent at best. I personally like that as I welcome change, but it can be challenging for people who desire continuity and predictability.

I must restrict my lifestyle due to the Macedonian infrastructure, the culture and value system, and my sending organizations' regulations. I have adapted but still often question if I am living appropriately within these fine lines of restriction.

That sometimes I am expected to obtain results immediately only because I am American even though sometimes I need some time to adjust to the culture and the work ethics here. Also the hierarchy at work is much more strict than I was accustomed to so it was hard to get used to the lack of flexibility.

it is difficult at first to make friends when you move to a foreign country alone. And the distance from family is also difficult.

The most difficult was dealing with the people from my first work assignment. The department was completely disfunctional and the main person I worked with had a really inconsistent personality. I don't think his personality was a cultural thing...he just had issues and fought with everyone. Since he is a man and I a woman where the cultural part came in was that he wanted to control me. They wouldn't have work for me but he didn't want me to work with any other organization. He'd be super nice one day and the next day go off...never knew what to expect. Now I am not there so my most difficult thing now is I really miss food from home and i get bored at times - but that would happen in america too.

Very far from my family, making very personal things hard to talk about except over the phone, which is no substitute for face-to-face contact Sense of being cut-off from my old life back in the US

Trying to communicate the needs of the people here in Africa to a people in the USA who have no concept of how hard it is to live here. You can speak to people about it but they just let it pass over their ears and want to talk about something more convenient. Something that is less painful to their conscience.

I still have an "American sense of humor" -- sometimes people don't know when I am joking. This can lead to problems of communication at times.

I feel that I have a limited effectiveness in the schools that I work in, and this is the hardest part for me.

The culture, what is normal to me is not to them.

I am not homesick, but I do miss my friends and family. The friendships I have forged for years seem to still overcast the shallow friendships one is forced to make in a foreign country. Though I have a few good, quality friends in my host country of Japan, I cannot help to wonder how some people spend several Years here, without ever visiting their homes.

Dealing with local bureaucracy, which is different and slower than in the U.S. Learning that not everybody does things the same as in America.

Distance from family and friends and the conveniences of living in the U.S., like going to ONE store to pick up everything you need, instead of 5-7 different stores in different locations, all of which close at 5:30 on weekdays and 2pm on Saturdays.

Not being able to make friends with the locals. The bad reputation of the US (I am sick of defending the USA from people who just generalize bad things about it) Not being able to work in my field (I was laid off once and fired once for becoming pregnant).

The culture. not knowing the language. And wondering if the assignment is temporary and that I might have to go home before i am ready to.

missing friends & family

Lack of infrastructure in the host country and difficulty of maintaining ties with my family in the US.

At this particular post, we have experienced our first "culture shock". For me, it has been a challenge not knowing the language. I felt very insecure in the first couple of months, and I found myself becoming somewhat of a "homebody". Once I forced myself to venture out more, I became very comfortable in my situation. Poverty is prevalent here, and it can be very depressing at times. After serving in two of the wealthiest countries in the world, this has been quite an adjustment. This has really helped me put things into perspective and truly appreciate how fortunate I am. Perhaps recently the most difficult issue has been dissatisfaction with certain aspects of the schooling, but they are not severe enough to even consider curtailing.

Being away from family in the US

A few things: o Lack of communication/connection with reality in US (such as economic turndown, presidential election, scandals). It is not a bad thing...just there is a connection missing as we are 12 hours ahead and physically halfway across the globe on the other side of earth. o Explaining to a 3 yr old why there is no snow in our tropical seashore town and similar things involving children. o Colleagues who are not respectful of local employees or individuals, who are rude, inconsiderate and poor representatives of US o Frustration that the local country, which could progress considerably, refuses to do so...
i hate my co-workers and their constant negativity about being posted here.

the barriers associated with working for the US government overseas

The move to country, finding and moving into permanent residence.

Keeping with up the cultural and historical perspective of each country of assignment--US history was drilled into my head for 12+ years of schooling--Nobody really teaches Mexican or Filipino history

Lack of food variety. Cost of food. Lack of a gym. Lack of US newspapers (I read them on the Web, but this is not the same.). I listen to NPR daily on the Web to try to stay connected with what is going on in the US. There is always loneliness, whether one is in the US or elsewhere.

the language barrier, cost of living off the economy (which we do little of and that keeps us on the US base more), and the apartment lifestyle (no garden for the children to enjoy)

the life at the Embassy and the internalized racism of the Ethiopians..they are self hating..

Distance from family.

Inability to easily change my circumstances in my favor or not knowing how to do so.

Lack of Rule of Law in big things and small, mostly small. For example: drivers with no regard for rules or stoplights, people with no understanding of a line, lack of non-smoking sections in restaurants (or complete disregard for them when they do exist).

The cultural shortcuts I can use with other Americans don't work with nationals here. The constant feeling of being on the outside is also difficult, but the intensity changes with time.

Finding American goods. Often the local military store is out of items or simply do not carry the item you are looking for. Simple things are out of stock that you cannot find on the local economy. But while traveling back to states this summer I did miss some European items I can only get here. too

people ways, life stile, belief

Not being around family in the states.

Long queues! Extremely bad roads in areas we have to drive. Vehicle breakdowns. Crime in the big cities. Nationals begging from the white man. More nationals expecting us to do something for them and not working along side us on building projects. Expecting us to provide everything and not doing something with us or for us!

Finding a job.

lack of support from sending organization and lack of network within community

Language barrier.

obstacles to do and be due to my own limitation

Many Australians feel they always have to 'one up' me. They have an inferiority complex and some don't like Americans at all.

Making friends with locals was a challenge at first. We found it difficult on arrival to break into social groups, despite joining church and social clubs. For the first year or so of our 4 years in Australia, we relied heavily on the expat community

Distance from my family in the US.

The most frustrating thing I find is the language barrier and communication misunderstandings. I also feel that some of the cultural differences can be frustrating.